THE USE OF QUESTIONING TECHNIQUE AND SHORT VIDEO TO IMPROVE STUDENTS’ SPEAKING SKILL
(a Classroom Action Research at the Eleventh Grade of SMA ISLAM SUDIRMAN Ambarawa Academic Year of 2019/2020)

A Graduating Paper

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd) English Education Departement of Teacher Training and Education Faculty

State Institute for Islamic Studies (IAIN) Salatiga

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2019
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Faculty : FTIK

Declare that this graduating paper is written by the researcher herself. There are not any materials that have been published by other researchers and it does not cite any ideas from other researchers except the information from bibliography. This graduating paper is allowed to be published by the library of IAIN Salatiga.

Salatiga, September 15th 2019

The Researcher

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A GRADUATING PAPER

THE USE OF QUESTIONING TECHNIQUE AND SHORT VIDEO TO IMPROVE STUDENTS’ SPEAKING SKILLS

(a Classroom Action Research at the Eleventh Grade of SMA ISLAM
SUDIRMAN Ambarawa Academic Year of 2019/2020)

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has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on September, 18th 2019 and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

Board of examiners

Head : Dr. Mashhatur Umami, MA.
Secretary : Nur Muthmainnah, M.Pd
First examiner : Dr. Setia Rini, M.Pd
Second examiner : Norwanto, S.Pd., M.Hum., Ph.D

Salatiga, September 18th 2019
Dean of Teacher Training and Education Faculty

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The Lecturer of English Education Department  
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ATTENTIVE COUNSELOR’S NOTE

Case: Muhammad Abdurrizal Graduating Paper

Deur,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wh.

After reading and correcting Muhammad Abdurrizal’s graduating paper entitled THE USE OF QUESTIONING TECHNIQUE BY USING SHORT VIDEO TO IMPROVE STUDENTS’ SPEAKING SKILL (a Classroom Action Research of second-year student of SMA ISLAM SUDIRMAN AMBARAWA) I have decided would like to propose that this paper can be accepted by the Teacher training and Education Faculty. I hope this paper can be examined as soon as possible.

Wassalamu’alaikum Wr. Wh.

Counselor

Sari Famularsih, S.Pd.I., M.A

NIP.198109112011012004
MOTTO


Trust in God. Have no fear; and never forget a friend”

- Harry S. Truman-
DEDICATION

This graduating paper is dedicated to:

1. Allah SWT and Prophet Muhammad SAW.
2. My beloved parents Ridhwan and Sri Hartini, thanks for the pray, dedication, motivation, and everything I cannot mention.
3. My sister Rizqi Nur Azizah
4. My all teachers who has taught me.
6. My family in boarding house (Fahmi, Haqiqi, Ahyat, Fauzi, Ipin and Wildan) and my friend, thanks for your support given to me.
7. All of my friends in TBI 2015, you are my beloved friends to make my life is fun, fantastic easy and colorful.
8. My friend in Babezz Project (Bengep, Gilang, Fauzi, Adit, Agung, Lukman, Khasin, Rizaldi, Dzawil, Basit, Riza, Ilham, Poleng, lufil)
9. My TBI Family, especially people in housing Adib, Fauzi, Rino, Dika, Nasirun, Bima, Lukman, Firdaus, Siska, Atika, Madu, Anindita and all guys I cannot mention one by one.
11. My KKN Family in Klitikan.
12. All my friends. Thanks for the chance to know you all, and you
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim.

Alhamdulillahirrahim. All praises to Allah SWT, the Most Gracious and the Most Merciful who bless the researcher to finish this graduating paper as one of the requirements to get the degree of Sarjana Pendidikan (S.Pd) in IAIN Salatiga in the year 2019.

Allahummasalli ‘ala muhammad, Peace and salutation are given to Prophet Muhammad SAW who guided human from the darkness to the lightness. However, this research will not be finished without support, advices, help, and encouragement from several people and institution. Hence, the researchers would like to express special thanks to:

1. Mr. Prof. Dr. Zakiyuddin Baidhowy, M.Ag., the Rector of State Institute for Islamic Studies (IAIN) of Salatiga.
2. Mr. Prof. Dr. Mansur M.Ag., the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.
3. Mr. Norwanto, S.Pd., M.Hum., Ph.D. the Head of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga,
4. Mrs. Sari Fumalsih, S.Pd.I., M.A., the counselor of this research, thanks for your suggestion, correction, and guidance for this research from beginning until the end.
5. All lecturers and staff of State Institute of Islamic Studies (IAIN) of Salatiga.
6. All member of SMA ISLAM SUDIRMAN Ambarawa, thank you for giving me an opportunity.

Finally, this research is expected to be able to provide useful knowledge and information to the readers. In addition, the researcher is pleased to accept more suggestion and contribution from the readers for the improvement of the research.

Wassalamu'alaikum, Wr. Wb.

Salatiga, September 15\textsuperscript{th} 2019

The researcher

Muhammad Abdurrizal

NIM. 23030150111
ABSTRACT

Abdurrizal, Muhammad. 2019. The use of Questioning Technique by Using Short Video to Improve students’ Speaking Skills (A Classroom Action Research for the second-year Student of SMA ISLAM SUDIRMAN Ambarawa). A Graduating Paper, Teacher Training and Education Faculty, English Education Department, State Institute for Islamic Studies Salatiga. Counselor: Mrs. Sari Famularsih, S.Pd.I., M.A

Key Words: Questioning Technique, Short Video, Speaking skills.

The researcher used *The use of Questioning Technique and Short video to Improve students’ speaking skills*. The objectives of this research were (1) How to apply the questioning technique and using short video to improve the students’ speaking skill for the eleventh grade students of SMA ISLAM SUDIRMAN Ambarawa in the academic year 2019/2020. (2) How is the result by the use of questioning technique and short video to improve the students' speaking skill for the eleventh grade students of SMA ISLAM SUDIRMAN Ambarawa in the academic year 2019/2020.

The research was conducted in two cycles. Each cycle consisted of planning, acting, observing and reflecting. By the data analysis, it was showed that we found significant improvement. The result of Questioning Technique by using short video to improve student speaking showed the significant improvement. It can be seen by the percentage of students who passed the passing grade that is from 15% on pre-test increase to 40% on post-test in the Cycle I and from 60% on pre-test increase to 90% on post-test in the Cycle II. The improvement of students’ speaking skills can be seen by the score of the pretest and post-test which is increase in each cycle. The mean in cycle I increased from 53.00 to 63.40 and in the cycle II increased from 70.20 to 74.80. Based on that, it can be conclude that improving students’ speaking skills through Questioning Technique with short video (classroom action research for the eleventh grade student of SMA ISLAM SUDIRMAN Ambarawa in the academic year of 2019/2020) was successful.
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CHAPTER I

INTRODUCTION

In this chapter contains of the background of the research, problem questions, objectives of the research, significances of the research, limitation of the research, definition of key term and outline of the research

A. Background of the Study

According to Brown (2000: 17) Language is a system of arbitrary conventionalized vocal, written and gesture symbols that enables members of a given community to communicate intelligibly with one another. Human as social creature, they live in their community within language, culture and also tradition. In our daily lives we will not be separated from communication. Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011). Therefore, it is impossible to communicate with others without language. People use language to gain understanding their willingness, needs or intention. Language is used by people to express and receive some information, message, emotions and so on. There are many kinds of languages that it used by people such as Bahasa, Arabic, English, etc. It depends on where the people live. English is a foreign language in Indonesia. It is very important for us to learn it, because English is international language.

There are four components of English skill, those are listening, speaking, writing, and reading. One of the skills of English is speaking. Based
on Nunan (1991: 39), speaking is very important because language is primarily speech. In another opinion Kayi (2006) said that teaching speaking is a very important part of second language learning so that the ability to communicate in a second language clearly and efficiently contributes to the success of students in school and later success in each phase of life. Oral communication is seen as basic skill, so it is much needed. For most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and it is measured in term of ability to carry out a conversation in a language. Speaking becomes the most important tool to communicate that needs to be accomplished. In other words, the goal of language is communication and the aim of speaking in a language context is to make communicative efficiency.

As foreign language learner, Indonesian students often find problems when they speak, read, and listen in English. Probably caused by internal and external factors. Internal factors come from the learners themselves, such as motivation, interest, talent, and intelligence, while external factors come from outside, such as environmental situation and conditions, learning materials, and the ability of teachers in handling English teaching and learning process. Actually, there are so many ways can be used to improve students' speaking skills. Most of English classes use teacher center in learning English but there are many creative ways in teaching-learning English. It should appear more creative teaching-learning to figure out the problems.
Based on the observations of researchers at SMA ISLAM SUDIRMAN Ambarawa, there are several problems that occur in teaching English. Firstly, it comes up from learning media in English class. There are media and equipment at school which should be maximized. However, the class factually prefer verbal teaching-learning to media use. Teaching media such visual aid, songs, audio. Teaching English must have interesting activities or interesting media to stimulate students’ interest in learning. Secondly, the matter comes up from class circumstance. Conservative learning-teaching, giving more verbal explanation without giving space for students to practice does not stimulate students’ enthusiasm.

Many technique can be used by the teacher to teach speaking class. One of them is “Questining Tehnique”. According Qashoa (2013) states that one of the most common and prominent classroom activities are the act of teacher questioning. It can be stated that the teacher has to be able to ask questions in order to have a better teaching and learning interaction and students’ participation. As supported by Questioning plays an important role in language acquisition because as Ellis in Ozcan (2010) claims, language learners mostly have the opportunity to participate when they are asked a question. It means that it is used to motivate and involve students in teaching and learning activities especially in teaching speaking Course.

A Questioning technique is a good way of helping the students produce the language orally, it has many benefits in teaching and learning activities, which are discussed in accordance with some experts. First,
David (2007) recommended that Display questions should be more exploited in English Language classroom as means of improving classroom participation and involvement of learners or questioning behavior should be exploited as a way of promoting classroom interaction in ESL (English Second Language) instruction. It can be concluded that Questioning technique is a good way of enhancing learner classroom interaction especially in speaking course.

The author wants to analyze the questioning technique with additional supporting media called short video me can improve students' speaking skills. Therefore, the author conducted a research paper entitled” THE USE OF QUESTIONING TECHNIQUE and SHORT VIDEO TO IMPROVE STUDENTS’ SPEAKING SKILL (a Classroom Action Research at the Eleventh Grade of SMA ISLAM SUDIRMAN Ambarawa Academic Year of 2019/2020)”.

B. Statements of the Problem

The researcher determines problems of study as follows:

1. How is the implementation of the questioning technique and short video to improve the students’ speaking skill for the elevent grade of SMA ISLAM SUDIRMAN Ambarawa in the academic year 2019/2020?

2. How is the result by the use of questioning technique and short video to improve the students’ speaking skill for the elevent grade of SMA ISLAM SUDIRMAN Ambarawa in the academic year 2019/2020?
C. Objectives of the Study

Related from problems of the study above, this study has some objectives which describe as follows:

1. To know the implementation of questioning technique and short video to improve the students’ speaking skills.

2. To find out whether the result after using questioning technique and short video to improve students’ speaking skills.

D. Benefits of the Research

The researcher expects that this graduating paper would give some benefits, both theoretically and practically.

1. Theoretical Benefits

   Questioning Technique by using short video enables learning process to be more acceptable and exciting way to improve speaking skills.

2. Practical Benefits

   By this research, the researcher expects that this research is able to give the advantage, either theoretically or practically, for the students, teachers, and researcher:

   1. For the writer
The writer hopes that the result of his finding can be the best solution for teaching the English language exactly in speaking ability and he can improve his knowledge.

2. For the teacher

The use of questioning technique from short video can be used as a new technique for the teaching-learning process and can help the teacher to solve his problem in his class.

3. For the student

The researcher hopes that this technique can make the student easier to understand the material, and they can feel comfortable and funny in the teaching-learning English process.

E. Hypothesis and Success Indicator

By conducting this research, the researcher proposes a hypothesis:

Using questioning technique and short video could significantly improve the students’ speaking skill at the elevent grade of SMA ISLAM SUDIRMAN Ambarawa in the academic of year 2019/2020.

The implementation of questioning technique and short video can be said successful if the result can reach the indicator. Attainment of the indicator could be seen by the result of speaking test can reach the minimum standard (KKM) that is \( \geq 70 \) points, the improvement of students behaviour (motivation, participation, and group work) and the percentages students who got \( \geq 70 \) points is 85\% (Daryanto, 2018:195).
F. Limitation of the Problem

The researcher will use short video as learning media and questioning technique as learning method. The material is restricted and linked to the students in the eight grade of SMA ISLAM SUDIRMAN Ambarawa in the academic year 2019/2020. The researcher would like to give more emphasize on questioning technique and short video to engage the students’ perception toward media and how students’ progress of speaking on it.

G. Definition of the Keyword

In order to clarify the key terms used in this study, some definitions are put forward:

1. Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Cameron (2001) states that speaking is the active use of language to express meaning so other people can make sense of them.

According to Harmer (2001: 46), speaking happens when two people are communicating to each other. It is fairly clear that they are doing so for saying something or delivering message and information. They have some communication purposes and they select from their language store.

Bailey and Savage in Celce-Murcia (2001: 163) state that for most people, the ability to speak a language is synonymous with knowing the
language since speech is the most basic means of human communication. They add that speaking in the second or foreign language has often been viewed as the most demanding of the four skills.

2. Video

Video is a movie, television show, event, etc., that has been recorded onto a videocassette, DVD, etc., so that it can be watched on a television or computer screen. In this research the writer uses educational video to teach the students. (Merriam-Webster, 2017)

3. Improve

Improve is to bring to more desirable or excellent condition; to ameliorate; to better; to make; as land or real estate, more profitable by cultivation or construction; to make more useful (Mario Pei, 1974:483)
4. Questioning

Questioning is a valuable form of assessment that is most commonly used in the classroom. Xiaoyan (2008, p.93) stated that Classroom questioning is a common and traditional teaching method. In fact, it is without a doubt an important feature of practically all teaching to say the least. Questioning is used to get information or concepts learned from the students in order to assess if they have mastered the concepts, Primo (2004, p.2) stated that the teachers elicit information through questioning in the classroom. Questioning is a type of formative assessment, that is, it can be used throughout a lesson. The teacher elicits information from the students and evaluates the information. Questioning can be done to assess and activate prior knowledge, and during and after a lesson to assess comprehension and mastery of a concept.

5. Technique

Technique is a way of doing something, especially one that needs special skills. (Oxford learner’s pocket dictionary, 2008: 455)
H. Research Method

1. Type of research

In this study the researcher used Classroom Action Research (CAR). Pelton (2010:6) says, “Action is best seen as a way you approach your work in the classroom and the school setting.” Classroom Action Research is a type of a classroom research carried out by the teacher in order to solve problems or to find answer toward context specific issues. CAR also aims to develop the new creativities and new approaches and to figure out the problem by implementing direct practice (Suryabrata, 1995: 35). It means that before implementing the Classroom Action Research (CAR), the researcher or the teacher needs to identify any problems found in the classroom before implementing CAR.

According to Arikunto (2006:16) there are four steps to do classroom action research. They are planning, acting, observing and reflecting. The researcher chooses CAR because the researcher finds the problems in language learning; speaking output or language use in oral form. The students need more stimulation in engaging speaking opportunity so that this problem reasonably should be solved by using strategy through classroom action research. This concern refers to the characteristic of CAR which is relevant, flexible, and adaptive to the actual situation Suryabrata (1995:35)
2. Research Subject

The subject of this research is The Eleventh Grade of SMA ISLAM SUDIRMAN Ambarawa in the Academic Year of 2019/2020.

3. Technique of collecting data

a. Observation

Kothari (2004: 96) argues that the observation method is the most commonly used method especially in studies relating to behavioral sciences. The target is focused on the process even learning action result. Observation is done at once when learning-teaching is on running. From this action, the data mean will be interpreted into the improvement planned (Basrowi & Suwandi, 2008:137).

In this research, the researcher observed the learning process. The researcher only as an observer and the whole of the learning environment was handled by the teacher. In the process of the observation, the researcher used the teacher's field note and students' field note to makes a note what the case during the lesson and fill the mark √ at the teacher's field note and students’ field note. The teacher's field note is written bellow:
### Table 1.1 Teacher’s Observation Sheet

<table>
<thead>
<tr>
<th>No</th>
<th>Activity of teachers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting the students before the lesson begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before beginning the lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Checking the attendance of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reminding the previous material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Preparing and delivering the material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Giving the students chance to ask for some questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Explaining the question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Guiding the students activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Giving feedback after the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Motivating the students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The next is Students' field note uses for observe the student’s activity in the learning process. The students’ field note is written below.

### Table 1.2 Students’ Observation Sheet

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Replying the greeting before the lesson begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Paying attention to delivered material</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b. Test

Before conducting the cycle 1 and cycle 2 the researcher had pre and posttest for each cycle. It purposes to know the speaking ability of the students before they get treatment in each cycle. This test aims to appear the indication of data as the clue from evaluated target such capability, behavior, and skills (Basrowi & Suwandi, 2008: 160).

c. Documentation

In this study, the researcher used photos, videos and recordings as the documents of the study. It aimed to get the valid data or real appearance which is appeared by evaluated target.

d. Recording

Recording was used by researchers as a tool to find out how students develop in mastering speaking skills. The researcher listens repeatedly to the recording in order to assess the progress experienced by the students.
4. Data Analysis

After collecting the data, the researcher will analyze the data. There are two ways to analyze the data. They are:

a. Descriptive Technique

The descriptive technique is used to describe the students and teacher behaviour during the class. The researcher describes every activities that happen in the classroom based on the observation sheet which have been made by the observer in each cycle.

b. Statistical Technique

The statistical technique is used to know to what extent the improvement of students’ speaking skills, the data analysis is calculated by:

1) Score of Students’ Test

Measuring the students’ speaking skills, the researcher uses the rubric of assessment including grammar and content aspect to evaluate the students answer of pre-test and post-test.
<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Rating Scores</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>5</td>
<td>Has few traces of foreign language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Always intelligible, thought one is conscious of a definite accent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Pronunciation problem necessitates concentrated listening and occasionally lead to misunderstanding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Very hard to understand because of pronunciation problem, most frequently be asked to repeat. Very hard to understand because of pronunciation problem, most frequently be asked to repeat.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Pronunciation problem to serve as to make speech virtually unintelligible</td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
<td>5</td>
<td>Make few (if any) noticeable errors of grammar and word order.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Make frequent errors of grammar and word order, which occasionally obscure meaning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Grammar and word order errors make comprehension difficult, must often rephrases sentence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Errors in grammar and word order, so, severe as to make speech virtually unintelligible.</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>5</td>
<td>Use of vocabulary and idioms is virtually that of native speaker.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.</td>
</tr>
<tr>
<td>Score</td>
<td>Fluency</td>
<td>Comprehension</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary</td>
<td>Appears to understand everything without difficulty</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Misuse of words and very limited vocabulary makes comprehension quite difficult.</td>
<td>Understand nearly everything at normal speed although occasionally repetition may be necessary</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Vocabulary limitation so extreme as to make conversation virtually impossible.</td>
<td>Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Speech as fluent and efforts less as that of native speaker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Speed of speech seems to be slightly affected by language problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Speed and fluency are rather strongly affected by language problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Usually hesitant, often forced into silence by language limitation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speech is so halting and fragmentary as to make conversation virtually impossible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2) Calculate the Result of the Test

This research uses Statistical Package for Social Science (SPSS) for analyzing the data. According to Landau and Everit (2003) in Halimah (2018:18) SPSS is manipulating, analyzing, and presenting data program which is used in the social and behavioral science. In practice, the researcher used SPSS base.

I. **Organization of the Graduating Paper**

This final project includes five chapters. With the purpose to facilitate the readers to understand the research, this writing is organized as follows:

Chapter I, it presents the introduction, the researcher explains about background of the study, problem of the study, objectives of the study, limitation of the study, benefit of the study, definition of key words and organization of graduating paper.

Chapter II describes the theoretical framework. It consists of discussion about the definitions of speaking, and the theory of preview, ask question, read and summarize strategy.
Chapter III describes research methodology of this research which includes methods of research, subject of the research, method of data collection, method of data analysis.

Chapter IV are findings and discussions which contains descriptive analysis of implementation of preview, ask questioned, and summarize strategy, and data analysis of the enhancement of student improvement of speaking skills.

Chapter V is the closure which contains the conclusions and the suggestions, for the attachment there are appendixes and reference.
CHAPTER II

THEORETICAL FRAMEWORK

A. Concept of Speaking

1. Definition of speaking

Speaking is one of the productive skill. Nunan (2003) stated that when we learn a new language, speaking is the hardest skill in language among the four skills (listening, speaking, reading, and writing). It's because two reasons. First, unlike reading or writing, speaking happens in real time. Usually, the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.

According to Brown (1994), Burn & Joyce (1997), (cited from Eliwarti, 2013) speaking is an interactive process of constructing meaning that involves producing, receiving and processing information its form and meaning are depend on the context in which occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking which often spontaneous, open-ended, and involving.

Lado (cited from Nizzu, 2016) argue that speaking as an ability to converse or to express a sequence of ideas fluently. Its means that in the process of speaking there must be at least two people, one is the speaker
and one is the listener. In the speaking process, the speaker have to share the ideas clearly, so the listener can receive and understand the message.

Furthermore, Rivers (1978) said that through speaking someone can express their idea, emotions and reaction to each other or situatio and influence other person. Speaking help people to express their wants from other and response to other speaker.

So, based on the explanation above the writer conclude that speaking is method of communication to share about idea, thought, desire and anything else from one people to other.

2. The Element of Speaking

According to Harmer (2001: 269), he identifies that the ability to speak in English needs the elements necessary for the spoken production as the following:

1) Language features

   a) Connected speech: connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also the use of fluent connected speech. In connected speech, sounds are modified, omitted, added or weakened.

   b) Expressive device: a native speaker of English changes the pitch and stress of a particular part of the utterance, vary volume and speed and show by other physical and
nonverbal means how they are feeling (especially in face to face interaction).

c) Lexis and grammar: teachers should, therefore, supply a variety of phrase for a different function such as agreeing or disagreeing, expressing surprise, shock or approval.

d) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

2) Mental/social processing

a) Language processing: effective speaker needs to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible but also convey the meanings that are intended. Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

b) Interacting with others: effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns of allowing others to do so.
c) (On the spot) information processing: quite apart from our response to others’ feeling, we also need to be able to process the information they tell us at the moment we get it.

Speaking as the production skill does not merely consist the sound but including the features of language. There are two essential elements which are able to be in speaking; accuracy and fluency (Derakhshan, Khalili, & Beheshti, 2016: 178). It has the same perspective pointed out by Bygate (1987) that in speaking skills we have two basic elements: production skills and interaction skills.

Basically, both elements enable to branch into some smaller units. The production skill is in the outer position, and the transactional skill refers to inner cluster. Production skill deals with pronunciation, grammar, and vocabulary. They are the conventional components and rules which should exist in the language. Meanwhile, the transactional production deals with fluency and comprehension. These both units refer to the grade of capability of language which is able to be acquired by everyone to be more comprehensive to the listeners.

3. Function of speaking

Richard (2008) mentioned three functions of speaking as follow:

a. Talk as interaction
Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to present themselves to each other than on the message. Such exchanges may be as well described by Brown and Yule (1983). The main features of talk as interaction can be summarized as follow:

- Has a primarily social function
- Reflects role relationships
- Reflects speakers’ identity
- May be formal or casual
- Uses conversational conversations
- Reflects degree of politeness
- Employs many generic words
- Uses conversational register
- Is jointly constructed

b. Talk as transaction

Talk as transaction refers to situation where the focus is on what is said or done. The message and making oneself understood
clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

Examples of talk as transaction are:
- Classroom group discussions and problem-solving activities
- A class activity during which students design a poster
- Discussing needed computer repairs with technician
- Discussing sightseeing plan with a hotel clerk or tour guide
- Making a telephone call to obtain flight information
- Asking someone for directions on the street
- Buying something in a shop
- Ordering food from menu in restaurant

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Talk as performance tends to be in the form of monolog than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are:
- Giving a class report about a school trip
- Conducting a class debate
- Giving a speech welcome
- Giving a lecture

4. **Types of Speaking**

   The purpose of teaching speaking is to get students speak more active; student centered. The performance of the speaking in the class cannot be seen all students have the same background of skill. However, the class conductor, the teacher, is supposed to divide the student speaking types so that the students are able to show their speaking skill based on their capability. Brown (2000: 271) has identified elements of the language form in the class such below:

   a. **Imitative**

   In this stage, speaking has restricted opportunity to expand the idea. The speaking performance here shows the term ‘tape recorder’. The students only concern to the utterance stimulation sounds like. Students should pay attention to certain vowels and intonations; next they should imitate correctly (Derakhshan, Khalili, & Bahesti, 2016: 178). In this stage, the students play the role of reflecting the voice. Grammatical structures are ignored here.

   For giving the reality description, the teacher commonly directs this stage to beginning students. The aim of imitating sound
is to give the students distinguish gap of mother language and target language. For example, the teachers teach vocabulary and desire to give the students the way to pronounce it. The teachers say ‘public transportation’, and the students will pronounce after loudly.

b. Intensive

Intensive speaking is bit beyond the imitative stage. The students start involving language elements. It means the speaking performance is designed referring to phonological and grammatical aspects. The students know where they should put subject; before a verb or after it, how to put auxiliary verb, how to pronounce consonant word in English, even more. They realize the structure of language in minimum scope.

The sequence of implementing intensive speaking is commonly coming after analyzing the language features. In the same assumption, the students may get the instruction to analyze the language expression they repeat as habitual spoken language in the end. It means they work on the unconscious utterance first, then identifying the language feature.

c. Responsive

Responsive stage has the same concept from the imitative instruction. The difference is the reflection gets appeared by the students. In this stage, the students do not duplicate the sound like, but they focus on giving responds toward the received questions.
The form of the question is quite narrow speaking. It is caused by the question requires the simple answer to respond. The students expand the idea in smaller area of information production.

The reality in the class, the responsive speaking exists in habitual answer. For example, the students answer the question of greeting expression, excusing expression, asking for understanding, and other habitual questions. Responsive speaking requires the stimuli. It tends to the principle of paired communication elements; question-answer and speakers-listeners. 

d. Transactional (Dialogue)

This stage is used to convey the message and exchange the information. In addition, it elaborates a concept or manifests the purpose of something. It is the expansion of the responsive stage where the students not only answer with the narrow answer but also be involved in conversation. In practice, the teachers ask for the purpose of the essay, dialogue, video, picture, or any information. The students have the time to make sure the information gotten to be delivered as the reflection.

e. Inter-personal (dialogue)

Inter-personal stage takes the higher position in speaking performance. The students get more the speaking chance and insert some kinds of expression like slang words, collocation, sarcasm, and other expression. In this case, the students are not only
exchanging the information but also maintaining the social relation. It has more implicit meaning and various expression of speaking. No wonder, in case, many language practitioners do approach to improve the students’ speaking with more vary expressions. For example, topic managements, idioms (Muhsin: 2018), even proper tenses. This kind of speaking is bit tricky. It has many inserted language expressions.

f. Extensive

The extensive stage gives more space for students to express their knowledge of language. The students should acquire the language features to transform it into monologue such report, summary, short story. They start formulating the simple sentence into the longer sentences. The content of speaking they deliver probably depends on the storage of vocabulary they acquire, so in this section the students should add more reading and source to make the informative speaking.

The extensive speaking has been attached in the curriculum of local education. It takes the highest place of students’ activity in the class (KEMENDIKBUD: 2017). The teachers direct the students to have more active speaking activity after going through the third basic competency of 2013 revised curriculum.

5. Problem of speaking

Problem of speaking defined by Brown (2001) is explained below:
1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2. Redudancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learner can capitalize on this feature of spoken language.

3. Reduced forms

Contraction, elisions, reduced vowel, etc., all form special problems in teaching spoken English (see the section below on teaching pronunciation). Students who don’t learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that turns stigmatizes them.

4. Performance variables

One of the advantages spoken language is that the process of thinking as you speak allows you manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learner can actually be taught how to pause and hesitate. For example in English our “thinking time” is not silent we insert certain “fillers” such as *uh, um, well, you know, i mean, like, etc.*
the most silent differences between native and nonnative speakers of language is in their hesitation phenomena.

5. Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language so that they get practice in producing these forms.

6. Rate of delivery

Another silent characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency.

7. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum—without interlocutors—would rob speaking skill of its richest component: the creativity of conversational negotiation.

B. Questioning Technique
1. Concept of Questioning Technique

To understand what Questioning technique is, some definitions are either directly or indirectly quoted, which are then reviewed. First, Hussain (2003) states that questioning is the single most influential teaching act and the trend has hardly changed over the years. Orlich, et.al (1985) added that the Questioning technique can be utilized as a helpful tool to arrange concepts of certain information that will be delivered. It means that it can be used in order to have well organized information and to have well organized speech in speaking English. It enables the students to speak English with good fluency and accuracy due to well-arranged concepts.

Second, in order to teach well, it is widely believed that one must be able to question well. Asking good questions fosters interaction between the teacher and his/her students. It also has been known that it is possible to transfer factual knowledge and conceptual understanding through the process of asking questions (Brualdi, 1998). It means that students and teacher can interact with each other related to the topic being discussed. As a result, it leads to communicative fluency.

In addition, Qashoa (2013) states that one of the most common and prominent classroom activities are the act of teacher questioning. It can be stated that the teacher has to be able to ask questions in order to have a better teaching and learning interaction and students’ participation. As supported by Questioning plays an important role in language acquisition because as Ellis in Ozcan (2010) claims, language learners mostly have the opportunity to participate when they are asked
a question. It means that it is used to motivate and involve students in teaching and learning activities especially in teaching speaking Course.

Finally, it can be concluded that Questioning technique is a tool of stimulating the students’ participation in the classroom. Particularly in speaking course, the learners know what and how to participate in speaking English since they understand about the topic being discussed. It gradually produces a good spoken language with high fluency and accuracy.

2. The Benefit of using Questioning technique

As Questioning technique is a good way of helping the students produce the language orally, it has many benefits in teaching and learning activities, which are discussed in accordance with some experts. First, David (2007) recommended that Display questions should be more exploited in English Language classroom as means of improving classroom participation and involvement of learners or questioning behavior should be exploited as a way of promoting classroom interaction in ESL instruction. It can be concluded that Questioning technique is a good way of enhancing learner classroom interaction especially in speaking course.

Brock in David (2007) and Van lier in Shomoossi (2004) note that classroom questions of whatever sort are designed to get learners to produce language.

In different view, Brock in Shomoossi (2004) explains the role of questions in second language learning in the classroom environment,
which referential questions in particular increase the amount of learner output; therefore, an increased use of referential questions by teachers may create discourse which can produce a flow of information from students to the teacher, and may create a more near-normal speech.

In relation to explanation above, Questioning technique has many advantages of learning a language, particularly in learning speaking. It can be employed as tools to generate a lot of ideas for the sake of producing a language orally in achieving good fluency and good accuracy. Thus, making use of Questioning technique before speaking leads the learners to speak fluently.

3. **Purposes of Questioning Technique**

Using Questioning technique has many purposes as discussed by some theoreticians. First, teachers ask questions for several reasons (Morgan and Saxton in Brualdi: 1998):

a. The act of asking questions helps teachers keep students actively involved in lessons;

b. While answering questions, students have the opportunity to openly express their ideas and thoughts;

c. Questioning students enables other students to hear different explanations of the material by their peers;

d. Asking questions helps teachers to pace their lessons and moderate student behavior; and
e. Questioning students helps teachers to evaluate student learning and revise their lessons as necessary.

Second, Hussain (2003) added several possible reasons of Questioning that are (a) to encourage learners to talk; (b) to signal an interest in hearing what learners feel and think; (c) to stimulate interest and awaken curiosity; (d) to encourage problem-solving approach to thinking and learning; (e) to help learners externalize and verbalize knowledge learning; (f) to encourage thinking aloud and exploratory approaches to task; (g) to help learners to learn from each other; (h) to monitor learning; and (i) to deepen learner’s thinking level and increase their ability to conceptualize.

Third, Brown, Wragg, Cotton, Richard and Morgan in Qashoa (2013) state the following functions that the teacher questioning serves in the classroom which are (a) asking questions helps teachers to follow up and elaborate on what a student has said; (b) students can openly express their ideas through answering teacher questions; (c) asking questions enhance students’ interest and keep them actively involved; (d) the act of questioning let students benefit from various explanations of the material by the peers; (e) questioning is a good tool for evaluating student learning and reviewing and the lesson as necessary; (f) asking questions enables teachers to control class discipline and student behavior.
From the purposes of questioning discussed above, it can be concluded that questioning can be separated from teaching the language, especially in teaching speaking course in order to get the students involved in the communicative activities.

4. Application of Questioning Technique

There are some steps of using Questioning technique that can be applied in teaching, which are suggested by experts. According to Hussain, the questioning technique can be worked as in the following:

a. Ask the question.

The teachers should state the question clearly and concisely. If a question is complicated, it may be necessary to rephrase it. It is imperative that the question is stated first before naming the learner to respond.

b. Pause.

After asking a question, pausing is important so that everyone has time to think. Waiting time is essential when asking high-level question. Call on the learner by name. Learners should be randomly selected to answer the questions so that they try to formulate the answer.
c. Listen to the answer.

   A good technique that teachers can use to ensure that the learners are attentive is to ask another learner to respond to the answer given.

d. Emphasize the correct answer.

   The teachers could ask probing questions to have the respondents' response clarified, to support a point, or to extend their thinking.

   In different ways, Wahyudi (2013) notes that questioning technique can be practiced by using throwing and catching the ball, in which a student throws a ball while giving a question at the same time and another student catches the ball by answering the given question. The steps of the activity; a) the class is divided into a number of groups (up to the number of students); b) teacher prepares some balls based on the number of groups; c) the students stand up and make circle in each group; d) each group is given a ball; e) teacher gives some instruction what to do; f) the students in the group will take a turn to throw and catch the ball or ask a question and answer the question; g) the question can be specified by the teacher (related to the given topic).

   Furthermore, questioning technique can be practiced through face to face talk which facilitate the students to ask questions with each other. Dealing with the theories of Questioning technique particularly in teaching speaking, it can be concluded that there are five steps of
Questioning technique that can be applied in teaching speaking such as: ask the question, pause, call on the learner by name, listen to the answer and emphasize the correct answer.

C. Video

1. Characteristics of Video

Meyer (2002) in Muniandy and Veloo (2011: 173) defines video as a kind of multimedia material consisting of verbal and non-verbal presentations displaying simultaneous images, narration and on screen text. Furthermore, McKinnon (2011) in Muniandy and Veloo (2011: 175) acknowledges that video clips can portray settings, action, emotions, and gestures which can provide the important visual stimulus for language practice and learning. It means that videos can be used in teaching English because videos can provide great visual stimuli through their combination of illustrations, sounds, graphics, and texts.

Richards and Renandya (2002: 364) add that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to students’ attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities. They also state that a video potential in language learning is only
achieved when it is used as an integral part of course. When the teachers
decide to use video as supplementary materials, they must believe that
it is closely related with the goals of the course. One way to do this is to
bring in the video to introduce or to expand a theme of the material that
is already part of the curriculum.

Harmer (2001: 282) also says that a video is not only a great aid
to see language-in-use such as comprehension since students are able to
see general meanings and moods that are conveyed through expression,
gestures, and other visual clues, but also uniquely bridge the cross
cultural understanding. They will see how typical British ‘body
language’ is when inviting someone out or how Americans speak to
waiters. He also mentions that for all of the reasons mentioned, most
students show an increased level of interest when they have a chance to
see language in use as well as hear it.

2. Types of Video

For the teachers, it is also important to know types of video. It
will help them in choosing the suitable one to teach. Harmer (2001: 284)
states that there are three basic types of video which can readily be used
in class.

1) Off-air programmes: programmes recorded from a television
channel should be engaging for students, and of a sensible length.

Teachers have to consider their comprehensibility including
prediction, cross-cultural awareness, teaching language, or as spurs for the students’ own activity. It is also important to know what the law is and realize that breaking it can have serious consequences.

2) Real-world video: Teachers need to make their choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi use potential.

3) Language learning videos: it means videos to be used with course books. Those videos are likely to be comprehensible, designed to appeal to students’ topic interests and multi use since they can not only be used for language study but also for a number of other activities as well.

With regard to the explanations above, teachers once again should be able to choose and show the appropriate video to the students. Teachers must remember that the main point of using video is to transfer the material interestingly and help the students understand the materials easily. Therefore, the video used must be more contextualize and engage the students to learn.

3. The Advantages of using Video in the Teaching and Learning Process

Videos have advantages of achieving the important goals such as motivating students’ interest, providing realistic listening practice, stimulating language use, and heightening students’ awareness of
particular language points or other aspects of communication. According to Alessi (2001: 538), video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, it is hard to show a student the effects of body language on communication using only explanation or pictures. Video here has also been included for motivational reason. Harmer (2001: 284) states there are many advantages in using videos in the teaching and learning process such as:

1) Seeing language-in-use, students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.

2) Cross-cultural awareness, which is allowing students a look at situations for beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.

3) The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable.

4) Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.
Smaldino et al (2007: 291) adds that teachers can use video to provide baseline knowledge for all students. It means that video can give some benefits to the students in many fields as follows:

1) Cognitive skills

   Students can observe dramatic recreations of historical events and actual recordings of more recent events. Color, sound and motion make personalities come to life.

2) Demonstrations

   Video is great for showing how things work. If teachers are teaching a step by step process, teachers can show it in real time, sped up to give an overview or slowed down to show specific details.

3) Virtual Field Trips

   Videos can take students to places they might not be able to go.

4) Documentary

   Video is the primary medium for documenting actual events and bringing them into classroom.

5) Dramatization

   Video has the power to hold the students spellbound as a human drama unfolds before their eyes.

6) Discussion Basics
By viewing a video together, a diverse group of students can build a common base of experience as a catalyst for discussion.

From the discussions above, it is clear that videos have many advantages. Videos can support the speaking teaching and learning process. The students can learn language not only by listening how native speakers pronounce some words but also by observing their facial expressions and gestures.

4. The Use of Video in the Teaching and Learning Process

Teachers play a key role in using videos in the language classroom. It is important for the teachers to select the videos first, relate the videos to students’ needs and interest, promote active viewing, and integrate the videos with the curriculum.

According to Davies (2000: 163), the effective use of video requires knowledge and planning. Video sessions can easily become lessons in which teachers switch the video on and themselves off. Since there are many kinds of videos, teachers have to select the video with clear objectives, suitable for the students’ level and interest in mind, and get to know it well before using it. There should be a clear purpose for every video that teachers show, for example, modeling communicative interactions in English, working at language forms, developing listening comprehension, or generating discussion. Therefore, before using the videos, teachers have to ask themselves about the following questions:
1) Will the students understand the material?
2) Will the students enjoy the material, because it is interesting, humorous or relevant to their needs?
3) Do I have some really useful activities with which to exploit the material?
4) Is there any alternative way of achieving my teaching objectives more effectively or in less time than with video?

Smaldino et al (2007: 289) mentions that there are some criteria which should be noticed by teachers about how to use video.

1) Sightlines. Check lighting, seating and volume control to be sure that everyone can see and hear the video.
2) Mental set. Get students mentally prepared by briefly reviewing previous related study and evoking questions about the current topic.
3) Advance Organizer. List on the chalkboard the main points to be covered in the video.
4) Vocabulary. Preview any vocabulary.
5) Short segments. Show only 8 to 12 minutes of video at any one time. Introduce the first segment and show about 10 minutes of the video, stopping at a logical breaking point. Discuss the segment and then introduce the second segment, trying it to the first. Teachers do not have to show it all.
6) Role model. The most important, get involved in the video. The students watch attentively and respond when the teacher asks for a response.

7) Follow up. Reinforce the video with meaningful follow up activities.

To make the use of videos successful in the class, the teacher also needs to be aware of some potential problems. Harmer (2001: 283) states there are some problems that will occur on using video in the teaching and learning process and what teachers should do to solve those problems.

1) The ‘nothing new’ syndrome

The use of video is not only switching on it or just replicating home television viewing but also giving them the video related to the materials and the way to exploit it.

2) Poor quality types and disks

Teachers have to check the quality of video that will be given to the students whether the video is sufficiently good to attract the students’ interest or not.

3) Poor viewing conditions

Teachers have to make sure that the students can see and hear the video from any sides.

4) Stop and start
Some students become frustrated when teachers constantly stop and start the video, only showing little bits at a time. Teachers have to think and plan how many stops and starts can cope with and how much they will want to see the end of sequence with regard to the goal of teaching.

5) The length of extracts

Some people think that more than two or three minutes of video sends students to sleep. However, short video sequences of between one and four minutes can yield a number of exercises, demonstrate satisfying range of language that are easier to manipulate and can be highly motivating.

6) Fingers and thumbs

Students can be irritated by teachers who cannot find what they want or get back to where they have just been on the tape or disk. Teachers themselves become frustrated when the machine does not work the way they want it to.
Harmer (2001: 285-286) adds that teachers also can use a short video extract as one component in a longer lesson sequence, whether to illustrate the topic they are working on, to highlight language points, or to settle a class after a noisy activity.

1) Topic, teachers will be able to introduce a short two- or three-minutes video extract into a lesson devoted to a particular topic.

2) Language, when a class is working on an area of language, whether grammatical, functional, or lexical or a mixture of all three.

3) Relaxation, video can occasionally be used for relaxation, for instance, teachers play a music video at the end of a long lesson or show a quick bit of video film.

D. Review of Previous Research

The researcher took several previous studies to ascertain the authenticity of the study. The first research is from Fatmawati (2016) the use of teachers” questions technique helps students to increase their speaking ability. The technique helps the students to decrease their anxiety to speak in English. The students are able to express their idea and opinion during the implementation of classroom action research by using the technique. They are more confident, more enjoyable, and more active in the class.

Research from Wahyudi (2017) Some factors influence the changes of the students’ speaking ability in teaching trough Questioning
Technique: a) Encouragement, the students are encouraged to enrich their vocabulary as much as possible and to develop many ideas related to the questions being given; b) Prior knowledge, the students can activate their prior knowledge about the topic being talked from the questions provided that can lead them to have good fluency; c) Self management, the students can manage themselves in speaking English since they know what they want to say and they are well prepared; d) participation, the students involve in teaching and learning process so that they feel unworried about making mistakes, they have good confidence in doing a presentation and the speaking class becomes active and enjoyable.

Research from Mustikawati (2013) concluded that in designing activities with audio-visual material, teachers must integrate instructional strategies into interactive activities. Effective interactive activities should be cumulative, meaningful, and communicative, involving students in using English for various communication needs. This finding is consistent with Busà's (2010) statement that students can improve their communication skills during the course if oral communication is a regular feature in ELT enhanced by the use of multimodality / multimodal resources such as video. Cakir (2006) also states that all audio-visual material has a positive contributing to language learning as long as they are used at the right time, in the right place.
A. Description of Teaching and Learning Process in Cycle I

There was two cycle in this classroom action research, the cycle 1 was used as a basic improvement in the action of the cycle 2, meanwhile, cycle 2 aims to find out the results obtained by students. The process of classroom action research in the cycle 1 consist of four stage, that was planning, action, observation, reflection, the researcher uses Questioning Technique and short video in teaching procedure text Opinion and Suggestion, which it can improve students’ speaking ability. The procedure of the cycle 1 as below:

1. Planning

   In this planning, the author planned activities in cycle 1, which determined the steps to be taken to solve problems in the classroom, this step was an attempt to correct weaknesses in the teaching process of speaking English. The activities in the planning of cycle 1 can be described as follows:

   a. Preparing material, making lesson plan based on the English syllabus, and designing the step in doing action

   b. Preparing list of students’ name and scoring
c. Preparing observation checklist for classroom observation (to know the situation of teaching learning process when the method or technique when the learning applied)

d. Preparing a test (pre-test and post-test to know students’ speaking comprehension improvement)

2. Action

The action consist of the whole activities during the learning proses.

a. Giving pre-test about report Opinion & Suggestion Expressions

b. The teacher giving explanation about Opinion & Suggestion Expressions

c. Giving opportunity to the student to read the material

d. Giving opportunity to the student to asking their problem

e. Showing a short video for material discussion

f. Applying questioning technique

g. Giving opportunity for the students to give question dealing with the delivered materials giving opinion.

h. Explaining the way to make some oral practice of giving
Opinion by the teachers’ instruction.

i. Giving the guidance as the students do some oral practice which is recorded.

j. Giving feedback, reinforcement, and motivation for the students

k. Giving post-test

3. Observation

The researcher observed two aspect, they are

a. Observing the students’ behavior and all the activities in the learning process

b. Observing the teacher’s behavior and all activities in the learning process

4. Reflection

Reflection is done by teacher and the researcher by

a. Analyzing the date from pre-test and post-test

b. The teacher and the researcher are discussing about the learning process to make a conclusion of cycle 1
B. The Description of Teaching and Learning Process in Cycle II

The cycle II was done based on the reflection of the cycle I. If the result of cycle is still low, then in the cycle II it is needed to another action to make improvement of the result in the next cycle. The topic of leaning is same with the cycle that is Opinion & Suggestion Expressions. The procedure are, as follows

1. Planning

   The planning in the cycle II, the activities are:

   a. Preparing material, making lesson plan based on the English syllabus, and designing the step in dong action

   b. Preparing list of students’ name and scoring

   c. Preparing observation checklist for classroom observation (to know the situation of teaching learning process when the method or technique when the learning applied)

   d. Preparing a test (pre-test and post-test to know students’ speaking improvement)

2. Action

   The action consist of the whole activities during the learning proses.

   a. Giving pre-test about Opinion & Suggestion Expressions
b. Reminding about the previous material

c. The teacher give feedback

d. Reviewing the material

e. Showing a short video for material discussion

f. Applying questioning technique

g. Giving opportunity for the students to give question dealing with the delivered materials giving opinion.

h. Explaining the way to make some oral practice of giving Opinion by the teachers’ instruction.

i. Giving the guidance as the students do some oral practice which is recorded.

j. Giving feedback, reinforcement, and motivation for the students

k. Giving post test

3. Observation

The researcher observed two aspect, they are

a. Observing the students’ behavior and all the activities in the learning process

b. Observing the teacher’s behavior and all activities in the learning
4. Reflection

Reflection is done by the teacher and the researcher by:

a. Analyzing the data from pre-test and post-test

b. The teacher and the researcher will discuss about the learning process to make a conclusion of cycle II.

c. The teacher and the researcher will compare the result of cycle I and cycle II to know how far the improvement of the student’s speaking skill.
CHAPTER IV
DATA ANALYSIS AND DISCUSSION

In this chapter, the researcher shows the research findings by discussing the improvement of students’ speaking skills by using questioning technique and short video.

A. Research Findings

This research consisted two cycles, and each cycle consists of planning, action, observation, and reflection. The whole procedure of the research explained as follows:

1. Cycle 1
   a. Planing
      
      In this planning, the author planned activities in cycle 1, which determined the steps to be taken as problem solving in the classroom. This step was an attempt to correct weaknesses in the teaching process of English speaking. The activities in the planning of cycle 1 can be described as follows:
e. Preparing material, making lesson plan based on the English syllabus, and designing the step in doing action.

f. Preparing list of students’ name and scoring.

g. Preparing observation checklist for classroom observation (to know the situation of teaching learning process when the method or technique when the learning applied).

h. Preparing a test (pre-test and post-test to know students’ speaking comprehension improvement).

b. Action

Cycle I was conducted in two days. The first meeting was on Monday, 19th August 2019 at 11:15 a.m. The first activity was that the teacher came in the class with the researcher, the teacher told the students the goal of researcher, and researcher would make same research in the class. After the students understood the reaseacher goal, the teacher started the learning process by greeting the students in the class by saying “Assalamualaikum wr wb” and all the students answered together “Walaikumsalam wr wb”. The teacher said ‘good morning’ and asked ‘how are you today’ to the students, and the students gave respond enthusiastically.

The teacher asked the students to start the learning process by reciting “Basmallah” together and checked the student’s attendance. By checking the students’ attendance, the teacher knew that the class was
followed by 20 students. The teacher asked the students about the last
week material and delivered the material about Opinion & Suggestion
Expressions.

In the first meeting at cycle 1, the teacher gave the students some
issues. They had to give opinion. Each student got the single issue of two.
The issues included ‘what do you think about the smoking students?’, and
‘What is in your opinion to have the relationship in the school?’.

The student showed vary reaction about the issue. Issue about
smoking issue was very identical about male, so male students looked
more excited than female. The second issue about having relationship in
the school generally made every student exited. The students looked shy
giving some respond in English, so some of them gave some respond with
Bahasa. For example, ”merokok itu merugikan orang di sekitar, Pak “
kalau punya pacar enak buat semangat” but the teacher tried directing to
make some respond with English. Some student mixed the language into
the question like “..in my opinion smoking menghamburkan uang” and the
teacher tried helping the student to translate it.

The teacher was exploring students’ opinion with review the
material about giving opinion. Some student had insufficient vocabularies
so that they got frustrated pointing out their idea and then the teacher ask
to write down the difficult word on white board to be translated by him.
Have translated some difficult word, the teacher gave the students 5
minute to fix their opinion related the issue. Have given time to fix the
opinion, the teacher pleased the researcher to collect data. The researcher collected the pretest data by recording the student opinion one by one. Collecting data was consuming enough time because the researcher had to record every student one by one. After data collection was complete, the teacher reviewed the material and closed the class by saying “wassalamualaikum wr wb”, and the students answered “walaikumsalam wr wb” together.

The second part, the action took a place on the teacher’s activity in delivering material and the students’ activity in the classroom. The treatment of this action was held on 21st August 2019. The teacher came into the class at 12.30 o’clock. At that time, the English subject was scheduled as the last lesson of the day. As the teacher came in, the teacher prepared the laptop, audio, and the screen. Having been prepared, the teacher greeted the students by saying, ‘good afternoon class. All students had sat on their chair, then replied the greeting ‘good afternoon.’ As the beginning, the teacher asked for the students’ condition, and they responded by saying, ‘I’m fine’. Then, the teacher asked the leader of the class to lead the pray. It is followed by checking the attendance of students.

Then, the teacher played the video to stimulate students’ reaction. Having finished, the teacher asked the students’ comment regarding the video, ‘what do you thing about this short video?’ The class kept in silence
for about five seconds. Nobody answered. They looked confused. Then the teacher replayed the video.

The teacher gave some question to observe student comprehension of the video. The teacher asked them to mention every character in video, and student looked excited to answer it. The teacher kept giving question to student and began with simple question. Simple question gave student confidence to answer the question because it contained easy and simple vocabulary. Some student got some problem in vocabulary, so the teacher asked them to mention every difficult word. The teacher wrote every difficult word on white board to help student in exploring the sentence.

The teacher kept giving treatment to the student with questioning technique. According to Hussein (2003) several possible reasons of Questioning that are (a) to encourage learners to talk; (b) to signal an interest in hearing what learners feel and think; (c) to stimulate interest and awaken curiosity; (d) to encourage problem-solving approach to thinking and learning; (e) to help learners externalize and verbalize knowledge learning; (f) to encourage thinking aloud and exploratory approaches to task; (g) to help learners to learn from each other; (h) to monitor learning; and (i) to deepen learner’s thinking level and increase their ability to conceptualize.

In data collection, the teacher instructed the students to answer 5 questions related to the video. Every question given asked the students’
opinion about some event in video. The teacher asked the student to record their statement and collected them to researcher.

The teacher checked the students understanding by asking if there was any question, and there was no one asked a question. Then, The teacher gave the students a post test.. The last the teacher closed the class by reciting “Hamdalah” together and greeting “Wassalamualaikum wr wb”.

c. Observation

In the first cycle on 19th and 21st August 2019, the researcher observed the teaching and learning process of the second grade of SMA ISLAM SUDIRMAN Ambarawa. The researcher monitoring the students’ and teacher’s activity during the action steps. The researcher made two observation sheets, one for the teacher and one for the students. The result of the teacher observations’ sheet is explained below:

Table 4.1 The Teachers’ Observation Sheet in Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Activity of teachers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting the students before the lesson begins</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before beginning the lesson.</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Checking the attendance of students.</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reminding the previous material.</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td>5</td>
<td>Preparing and delivering the material.</td>
<td>V</td>
<td></td>
</tr>
</tbody>
</table>
During learning process, the researcher observed on the students’ attention, students activeness on asking and responding a question, accomplising task and being enthusiastic in using short video and questioning technique. It can be seen through the table 4.2:

Table 4.2 The Students’ Observation Sheet in Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Replying the greeting before the lesson begins.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Paying attention to delivered material</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Raising some questions 

Doing instruction given by the teacher.

Giving conclusion in the end of class.

It was the good result where the students did all field note checklists during the class.

1) The Score of Pre-test and Post-test Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test (X)</th>
<th>Post-test (y)</th>
<th>Post-pre (D)</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAP</td>
<td>48</td>
<td>52</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>APPN</td>
<td>72</td>
<td>76</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>CRPW</td>
<td>52</td>
<td>72</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>4</td>
<td>CAA</td>
<td>56</td>
<td>76</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>5</td>
<td>DSPS</td>
<td>72</td>
<td>72</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>DS</td>
<td>52</td>
<td>72</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>7</td>
<td>DN</td>
<td>48</td>
<td>48</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>FI</td>
<td>52</td>
<td>68</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>9</td>
<td>FF</td>
<td>44</td>
<td>48</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>10</td>
<td>INA</td>
<td>40</td>
<td>68</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>11</td>
<td>KAU</td>
<td>52</td>
<td>52</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
From the students’ score of pre-test and post-test of the cycle I on table 4.3, the researcher calculated the percentage of student who pass the passing grade (KKM).

Table 4.4 Count of passing grade the pre-test and post-test in the Cycle I

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Percentage of pre-test</th>
<th>Grade of Post-test</th>
<th>Percentage of post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>17</td>
<td>85%</td>
<td>12</td>
<td>60%</td>
</tr>
<tr>
<td>≤70</td>
<td>3</td>
<td>15%</td>
<td>8</td>
<td>40%</td>
</tr>
</tbody>
</table>
There was improvement of speaking skills after the treatment used *short video and questioning technique*. The percentage of passing grade increase from 15% in the pre-test (before treatment) to 40% in the post-test (after treatment). Therefore, the improvement of the percentage grade passing grade is 25%.

Then, the researcher calculated the deviation standard by using SPSS 16.00. It was showed on Table 4.5:

2) Descriptive statistic scycle I

<table>
<thead>
<tr>
<th>Table 4.5 Descriptive Statistics Cycle I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptive Statistics</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>pretest_1</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>posttest_1</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
</tr>
<tr>
<td>20</td>
</tr>
</tbody>
</table>

From the table 4.6 it can be seen that the quantity (N) is 20 students. The mean of pre-test in the cycle I is 53.00 with
standard deviation 9.165. while the mean of post-test in cycle II is 63.40 with standard deviation 10.956.

a) The Passing grade of the Cycle I

The cycle I showed that the percentages of post-test 40% is better than the percentages of pre-test 15%.

Based on that, we can conclude that the percentages of students who passed the passing grade (KKM) has been improved.
b) Significant

To know there is a significant improvement of students’ speaking skills, the researcher analyzed the result of pre-test and post-test using SPSS 16.00.

3) Paired Sample Test Cycle I

### 4.6 Paired Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Mean Difference (posttest – pretest)</th>
<th>Std. Deviation</th>
<th>Std. Error of Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>10.40</td>
<td>9.659</td>
<td>2.160</td>
<td>.000</td>
<td>5.879</td>
<td>14.921</td>
</tr>
</tbody>
</table>

The result of paired-Sample t-test would be significant if sig. (2-tailed) value was < 0.05 and t-table was smaller than t-test, while would not significant if sig. (2-tailed) value was > 0.05 and t-table was bigger than t-test. T-test on the table above was 4.815 while t table showed 2.093 for df 19 and significancy 5%. From
the explanation above it can be seen that the sig. (2-tailed) value was 0.000 and t-test was 4.815 so that, the sig. (2-tailed) value <0.05 and T-test was bigger than T-table. It means that Ha was accepted. For quarrel of mean is 10.400. From the explanation above, it can be conclude that there is a significant improvement of students speaking skills using short video with quetioning technique.

d. Reflection

Based of the observation in the cycle I, the researcher found some students still got troble in vocabulary and shy to speak up. But there were some significant overviews toward students’ speaking skill. There were speaking performances during pre-test to post-test, the students’ perception toward teaching media, and the classroom circumstance.

Furthermore, to solve the prolem in the next cycle. The researcher need to make a new plan, so quetioning technique and short video to improve students’ speaking skills can be more successfull. The passing grade of English is 70. The target of students who pass the passing grade is 85%. While result of cycle I was only 40% with the mean 63.40 in the post-test. Thus, the researcher would conduct the cycle II to achieve the target of 85% students who pass the passing grade (KKM).

2. Cycle II
a. Planning

After conducting the first cycle, the researcher planned the next cycle. Before conducting the cycle II, the researcher had prepared the instrument of the research as follows:

e. Preparing material, making lesson plan based on the English syllabus, and designing the step in dong action

f. Preparing list of students’ name and scoring

g. Preparing observation checklist for classroom observation (to know the situation of teaching learning process when the method or technique when the learning applied)

h. Preparing a test (pre-test and post-test to know students’ speaking improvement)

b. Action

Cycle II was conducted in two days. The first meeting was on Thursday, 2\textsuperscript{th} September 2019 at 11.00 a.m. The teacher as usual opened the class by greeting and asking the students’ condition, checking the students’ attendance and praying to start the lesson by reciting “Basmallah”. By checking students attendance there are 20
students in the class. The teacher also explain that the class was still the object of a research. The class will have pre-test, treatment, and post-test.

In the pre-test, the teacher started to review the last material about Opinion & Suggestion Expression. The teacher started to review the definition, remind some example about the material. The teacher began the pre test with show some video animation about rabbit and then gave 5 question related the video. The question contain the material about Opinion & Suggestion Expressions. The teacher asked the student to recording their statement and collected to researcher

After the pre-test was done, the teacher discussed the video with student. The teacher asked the students every element in the video and started it from something simple like character, background then increase to something more complicated like opinion and suggestion related the video. Every student got the freedom to answer the question. After that, the teacher asked them to write their answer in the whiteboard and discussed the right answer together. Most of students was enthusiast to present their answers and they started to be confident with their answers. The discussion continued until class over. The last, the teacher closed the class by reciting “Hamdalah” together and greeting “Wassalamualaikum wr wb”.
The cycle II continued with the second meeting on Freeday, 4th September 19 2019 at 12.30 a.m. The teacher came into the class and greeted the students. The students replied the greeting in slow voice. It was caused by they had just done sport subject. The teacher repeated the greeting, and the students slightly answered in the louder voice. The teacher asked for the leader to lead the pray.

The teacher started the lesson by giving apperception toward the previous material. When the teacher asked for the students to mention the expressions of opinion, they answered in compact. ‘I think,, what is in my mind,, I assume,, I consider.’ After that, the teacher started delivering material that in giving opinion should be followed by the suggestion. The teacher also added that opinion had the general point of view and private point of view. The general point of view meant we agree the issue, in other hand the private point of view meant that we have different idea toward the issue. In delivering material, the teacher explained the term of giving suggestion, the expression, and the language features.

The teacher played some short video and ask the student to watched it carefully. Having finished, the teacher asked the students’ comment regarding the video, ‘what do you think about this short video?’ The class kept in silence for about five seconds. Nobody answered. They looked confused. Then the teacher replayed the video.
The teacher gave some question to observe student comprehension about the video. The teacher ask “do you know what is contain of video” and the student answered “yessssssss”. The teacher asked F to answer the question, and F said “ saya campur bahasanya ya pak….in my opinion the video tell about grandmother activity ketika berada di stasiun unuk naik kereta. The teacher tried to give easy question like “where is the setting of the video, what is the character of grandmother and young men”. The student look exited to answer the question because they think the question very easy. The teacher ask the student to mention every difficulties word and ask to write on the white board to translate together. The word on white boar make the student to express her mind and then the teacher continuous the activity by giving several question then discussing them.

In the post test the teacher 5 question related the video and ask the student to answer it. video and every qustion given ask the student opinion obout some event in video. The teacher asked the student to recording their statement and collected to researcher. After the time was over, the teacher closed the class without giving feedback to the students by saying Thank you for today and “wasslamualaikum wr wb”.

c. Observation
In the cycle II, the researcher also observed the teacher and the students activity during the teaching learning process. The teacher reminded the students about the material. Then, the teacher played some short video and gave them several question to discuss it. Here are the result of the observation toward the teachers’ activity in cycle II.

Table 4.7 The Teachers’ Observation Sheet in Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Activity of teachers</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting the students before the lesson begins</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before beginning the lesson.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Checking the attendance of students.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Reminding the previous material.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Preparing and delivering the material.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Giving the students chance to ask for some</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Explaining the question.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Guiding the students activity</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Giving feedback after the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Motivating the students</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

The researcher also observed the students activity during the teaching learning process used the observation checklist. The researcher focused on the students attentions, students
activeness on asking and responding a question, accomplishing task and being enthusiastic in using short video with questioning technique.

Table 4.8 Students’ Observation Sheet in Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Replying the greeting before the lesson begins.</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Paying attention to delivered material</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Raising some questions</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Doing instruction given by the teacher.</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Giving conclusion in the end of class.</td>
<td>V</td>
<td></td>
</tr>
</tbody>
</table>

It was the good result where the students did all field note checklists during the class.

1). The Score of Pre-test and Postt-test Cycle II

Table 4.9 The Score of Pre-test and Post-test in Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test (X)</th>
<th>Post-test (y)</th>
<th>Post-pre (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAP</td>
<td>72</td>
<td>72</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>APPN</td>
<td>80</td>
<td>84</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>No.</td>
<td>Code</td>
<td>Week 1</td>
<td>Week 2</td>
<td>Difference</td>
<td>Change</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>--------</td>
<td>--------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>3</td>
<td>CRPW</td>
<td>76</td>
<td>80</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>CAA</td>
<td>72</td>
<td>72</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>DSPS</td>
<td>72</td>
<td>76</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>DS</td>
<td>68</td>
<td>76</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>DN</td>
<td>76</td>
<td>76</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>FI</td>
<td>64</td>
<td>72</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>9</td>
<td>FF</td>
<td>60</td>
<td>72</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>10</td>
<td>INA</td>
<td>68</td>
<td>76</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>11</td>
<td>KAU</td>
<td>64</td>
<td>72</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>12</td>
<td>LH</td>
<td>72</td>
<td>76</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>13</td>
<td>MKA</td>
<td>72</td>
<td>68</td>
<td>-6</td>
<td>-36</td>
</tr>
<tr>
<td>14</td>
<td>MJ</td>
<td>72</td>
<td>84</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>15</td>
<td>NH</td>
<td>60</td>
<td>68</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>16</td>
<td>RES</td>
<td>68</td>
<td>76</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>17</td>
<td>SER</td>
<td>72</td>
<td>72</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>SDS</td>
<td>68</td>
<td>72</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>19</td>
<td>SA</td>
<td>72</td>
<td>72</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>YAM</td>
<td>76</td>
<td>80</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Σ</td>
<td></td>
<td>1404</td>
<td>1496</td>
<td>86</td>
<td>714</td>
</tr>
</tbody>
</table>
From the students’ score of pre-test and post-test of the cycle II above, the researcher can calculate the percentage of student who pass the passing grade (KKM).

**Table 4.10 the percentage of students**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of Pre-test</th>
<th>Percentage of pre-test</th>
<th>Grade of Post-test</th>
<th>Percentage of post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;70</td>
<td>8</td>
<td>40%</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>≤70</td>
<td>12</td>
<td>60%</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

There was improvement in speaking skills. The percentage of passing grade increase from 60% in the pre-test (before treatment) to 90% in the post-test (after treatment).

Then the writer calculated the deviation standard by using SPSS 16.00. it can be seen below:

2) Descriptive statistic cycle II
### Table 4.11 Descriptive Statistics of Cycle II

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum (pretest_2)</th>
<th>Maximum (pretest_2)</th>
<th>Mean (posttest_2)</th>
<th>Std. Deviation (posttest_2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest_2</td>
<td>20</td>
<td>60</td>
<td>80</td>
<td>70.20</td>
<td>5.268</td>
</tr>
<tr>
<td>posttest_2</td>
<td>20</td>
<td>68</td>
<td>84</td>
<td>74.80</td>
<td>4.514</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 4.130 it can be seen that the quantity (N) is 20 students. The mean of pre-test in the cycle II is 70.20 with standard deviation 5.268. while the mean of post-test in cycle II is 74.80 with standard deviation 4.514

a) The Passing grade of the Cycle II

In the cycle II showed that the percentages of post-test 90% is better than the percentages of pre-test 60%. Based on that fact, we can concluded that the students speaking skills has been improved.

b) Significant

To know there is a significant improvement of students’ speaking skills, the researcher analyzed the result of pre-test and post-test using SPSS 16.00.
### c) Paired Sample Test Cycle II

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>Lower</th>
<th>Upper</th>
<th>tt</th>
<th>ddf</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>posttest - pretest 2</td>
<td>4.600</td>
<td>4.358</td>
<td>.974</td>
<td>2.561</td>
<td>6.639</td>
<td>4.721</td>
<td>119</td>
<td>.000</td>
</tr>
</tbody>
</table>

Table 4.12 Paired Samples Test of Cycle II

The result of paired-Sample t-test would be significant if sig. (2-tailed) value was < 0.05 and t-table was smaller than t-test, while would not significant if sig. (2-tailed) value was > 0.05 and t-table was bigger than t-test. T-test on the table above was 4.721 while t table showed 2.093 for df 19 and significance 5%. From the explanation above it can be seen that the sig. (2-tailed) value was 0.000 and T-test was bigger than T-table. It mens that Ha was accepted. For quarrel of mean is 4.600. From the explanation above , it can be conclude that there is a significant improvement in speaking skill.

### d. Reflection

The teacher and the researcher reflected the revised lesson plan and the action in the cycle II. The students’ score and students
observation checklist of cycle I were used to make a proper reflection. Based of the observation in the cycle II, the researcher found the most students were pay attention and the activeness of students asking and responding question also increase during the learning process. Especially, the students speaking skill to respond the question.

Furthermore, the passing grade (KKM) of English is 70. The target of students who pass the passing grade is 85%. While result of cycle II was increase from 60% with the mean 70.20 in the pre-test to 90% with the mean 74.80 in the post-test. Thus, the researcher conclude that the use of Questioning Technique by using short video to improve students’ speaking skills for the second-year student of SMA ISLAM SUDIRMAN Ambarawa is successfull.

B. Discussions

1. The use of Questioning Technique and short video to improve students’ speaking skills (a Classroom Action research for the eleventh grade student of SMA ISLAM SUDIRMAN Ambarawa Academic Year of 2019/2020)

The use of Questioning Technique and short video to improve students’ speaking skills has been done in two cycles. Each cycle consists of planning, action, observation and reflection. Doing the Action of each cycle is divided into three parts. The first part is the teacher conducted pre-test in. Therefore, pre-test has
purpose to measure the students skills before the treatment. The second part is the teacher conducted treatment by applying Questioning technique and short video to teach speaking. The third part is the teacher conduct post-test. Furthermore, post-test has purpose to measure the students’ speaking skills after the treatment.

During the observation in cycle I, the researcher found that students were passive in asking and responding question, some of them did not pay attention during the lesson, but they start to enjoy the class on discussion section with the media and treatment. In the cycle II, the researcher found that the students looked more enjoy in the class. They are asking and responding the question and most of students pay attention during the lesson. They also answer the question well.

The researcher analyzed the data from cycle I and cycle II and the result is their speaking skills has been improved. From this research, the researcher concluded that improving the students’ speaking skills through Questioning Tehnique by using short video for the second-year student of SMA ISLAM SUDIRMAN Ambarawa was successful.

2. The result of students’ speaking skills for the second-year student of SMA ISLAM SUDIRMAN Ambarawa
The researcher collected data during the research. The data of cycle I and cycle II collected from the second-year student of SMA ISLAM SUDIRMAN Ambarawa, which consist of 20 students. It was collaborative research between the teacher and researcher to collect scores of the students. After the collecting data, the researcher analyzing the data of cycle I and cycle II, it was showed that there was a significant improvement on students’ speaking skills. It can be seen by the table 4.15:

**Table 4.13 Table of Data Analysis**

<table>
<thead>
<tr>
<th>No</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of Pre-test</td>
<td>53,00</td>
<td>70,20</td>
</tr>
<tr>
<td></td>
<td>Mean of Post-test</td>
<td>63,40</td>
<td>74,80</td>
</tr>
<tr>
<td>2</td>
<td>Total of the students who pass the passing grade (≤70)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>15%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>40%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Enhancement</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>T-table</td>
<td>4.815</td>
<td>4.721</td>
</tr>
<tr>
<td></td>
<td>N = 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a = 0.05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

79
<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9,165</td>
<td>10,956</td>
</tr>
<tr>
<td></td>
<td>5,268</td>
<td>4,514</td>
</tr>
<tr>
<td>T-test</td>
<td>4.815</td>
<td>4.802</td>
</tr>
</tbody>
</table>

From the tables 4.13, it shows that the mean pre-test of cycle I was improve from 53,00 to 63.40 in the post-test. The mean pre-test of cycle II was improve from 70.25 to 74.80 in the post-test. The enhancement percentage of passing grade in cycle I was 25% and cycle II was 30%. It also can be seen that T-test of cycle I was 4.815 and cycle II was 4.721 were bigger than T-table with N-1 that was 2.093. The percentage of cycle 2 reached 90%. It meant that the student had been clear to obtain the expected target 85%.

Based on the result above the researcher concludes that the Questioning Technique and short video can improve the students’ speaking skill for the elevent grade student of SMA ISLAM SUDIRMAN AMBARAWA academic year of 2019/2020 was successful.
CHAPTER V
CLOSURE

In this chapter the writer focused on the conclusions of the research and the researcher proposed some suggestions.

A. Conclusions

Based on the previous chapter about the data analysis, the researcher draws conclusions as follows:

1. The use of questioning technique by using short video top improve speaking skills for the second-year student of SMA ISLAM SUDIRMAN Ambarawa has been done in 2 cycles. The steps are explained below:
   a. Pre-test was given to the students before they got material about Opinion & Suggestion Expressions using Questioning Technique using short video to improve student speaking skills.
   b. The treatment by applying questioning technique by using short video to improve students’ speaking skills to teach about Opinion & Suggestion Expressions. The teacher gave the students some short video followed with some question to make student easier in arranging framework for thinking
   c. With a question given by the teacher, the students look more antusiastic speaking up, and it gradually improves student speaking skills
d. Post-test was given to the students to know how far the improvement of their speaking skills.

2. The result of Questioning Technique by using short video to improve student speaking showed the significant improvement. It can be seen by the percentage of students who passed the passing grade that is from 15\% on pre-test increase to 40\% on post-test in the Cycle I and from 60\% on pre-test increase to 90\% on post-test in the Cycle II. The improvement of students’ speaking skills can be seen by the score of the pretest and post-test which is increase in each cycle. The mean in cycle I increased from 53.00 to 63.40 and in the cycle II increased from 70.20 to 74.80. Based on that, it can be conclude that improving students’ speaking skills through Questioning Technique with short video (classroom action research for the second-year student of SMA ISLAM SUDIRMAN Ambarawa in the academic year of 2019/2020) was successful.

B. Suggestion

Based on the conclusion above, the researcher would like to give some suggestions such as:

1. For the Teacher

   The result of the research showed that there is a significant improvement in speaking skills. Questioning technique with short video is an appropriate to teach speaking english.
2. For the students

The students have to give their best effort to improve speaking skills. Students is the main component in the class, they need to encourage themselves actively.

3. For the researcher

The researcher finds the result of the implementation of Questioning Technique with short video for the second–year student of SMA ISLAM SUDIRMAN Ambarawa can improve students’ speaking skills significantly. It would be great if this learning strategy can implement in the other skill of English such as listening, reading, and writing skill. The researcher hopes this graduating paper can be a reference for the further researcher.
REFERENCES


APPENDICIES
Nama Sekolah : SMA ISLAM SUDIRMAN
Mata Pelajaran : Bhs Inggris
Kelas / Semester: XI/ 1
Materi Pokok : Opinion & Suggestion Expressions
Pertemuan ke : 1 dan 2
Alokasi Waktu : 4 x 45 menit

A. KOMPETENSI INTI

3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan ini yang dipelajarnya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.

4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

3.1.1 Mengidentifikasi fungsi sosial pada ungkapan menyatakan saran dan pendapat beserta responnya.
3.1.2 Menirukan pelafalan secara terbimbing (K1).
3.1.3 Menemukan informasi teks lisan dan tulis penggunaan ungkapan menyatakan saran pendapat beserta responnya (K1).
3.1.4 Menemukan berbagai macam teks lisan dan tulis ungkapan menyatakan saran dan pendapat beserta responnya dalam konteks yang berbeda (K2).
3.1.5 Menganalisis teks lisan dan tulis struktur teks dan unsur kebahasaan ungkapan menyatakan saran dan pendapat beserta responnya (K3).

(Penerapan)

4.1.1 Menyusun teks lisan dan tulis ungkapan menyatakan saran dan pendapat beserta responnya sesuai dengan konteksnya (P4)
4.1.2 Mempraktekkan dialog/monolog untuk mengucapkan ungkapan menyatakan saran dan pendapat beserta responnya (P4).

D. TUJUAN PEMBELAJARAN

Kegiatan diskusi dan belajar kelompok dalam pembelajaran eksponen diharapkan siswa terlibat aktif dan bertanggung jawab dalam menyampaikan pendapat, menjawab pertanyaan, memberi saran dan kritik, serta dapat:

3.1.1 Siswa dapat mengidentifikasi fungsi sosial pada ungkapan menyatakan pendapat dan pikiran beserta responnya.
3.1.2 Siswa dapat menirukan pelafalan secara terbimbing.
3.1.3 Siswa dapat menemukan informasi teks lisan dan tulis penggunaan ungkapan menyatakan pendapat dan pikiran beserta responnya.
3.1.4 Siswa dapat menemukan berbagai macam teks lisan dan tulis ungkapan menyatakan pendapat dan pikiran beserta responnya dalam konteks yang berbeda.
3.1.5 Siswa dapat menganalisis teks lisan dan tulis struktur teks dan unsur kebahasaan ungkapan menyatakan pendapat dan pikiran beserta responnya.

(Penerapan)

4.1.1 Siswa dapat menyusun teks lisan dan tulis ungkapan menyatakan pendapat dan pikiran beserta responnya.
4.1.2 Siswa dapat mempraktekkan untuk mengucapkan ungkapan menyatakan pendapat dan pikiran beserta responnya sesuai dengan konteksnya.

E. MATERI PELAJARAN

➢ Teks lisan dan tulis menyatakan saran dan pendapat beserta responnya. (Terlampir)
➢ Fungsi Sosial :
  - Membiasakan menggunakan ungkapan menyatakan saran dan pendapat beserta responnya.
  - Menunjukkan perilaku peduli dan santun terhadap orang lain.

➢ Unsur Kebahasaan

  - Kata, ungkapan, dan tata bahasa dalam bentuk dialog.
  - Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
  - Ucapan, tekanan kata, intonasi, dan struktur kebahasaan dalam bentuk pendapat.
➢ Keteladasan tentang perilaku yang terpuji dan solutif.

F. PENDEKATAN DAN MODEL PEMBELAJARAN


2. Model pembelajaran yang dipergunakan adalah: Discovery Learning, menggunakan proyek/kegiatan sebagai media.

G. MEDIA

Laptop, LCD, Video/gambar, Loud Speaker, White Board, Board Marker, Power Point Presentation.

H. SUMBER BELAJAR

- CD/Audio/VCD
- Youtube

I. LANGKAH-LANGKAH

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>DESKRIPSI KEGIATAN</th>
<th>ALOKASI WAKTU</th>
</tr>
</thead>
</table>
| Pendahuluan | - Guru membuka pelajaran dengan mengucap salam perkenalan dan berdoa.  
- Guru memeriksa kehadiran peserta didik sebagai sikap disiplin. Guru memberikan mind building yang terkait dengan materi diajarkan agar siswa mampu mengikuti arah pembelajaran.  
- Guru memberikan mind building yang terkait dengan materi diajarkan agar siswa mampu mengikuti arah pembelajaran. | 7 menit |
**Inti**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mengamati</strong></td>
<td>13 menit</td>
</tr>
<tr>
<td>- Siswa melihat video ilustrasi dalam bentuk cartoon yang berhubungan dengan materi, kemudian siswa diberikan kesempatan menyampaikan tanggapan pendapat tentang video yang diputar.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru membantu siswa menunjukkan beragam ekspresi tentang menunjukkan pendapat dan saran beserta contohnya.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>- Siswa membaca dan menirukan contoh-contoh yang diberikan oleh guru.</td>
<td></td>
</tr>
</tbody>
</table>

**Menanya (questioning)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Dengan bimbingan guru, siswa bertanya kepada teman atau guru tentang materi yang mereka dapatkan berdasar pengamatan yang telah mereka lakukan, serta kosa kata atau <em>phrase</em> yang sulit dalam ungkapan menyatakan pendapat dan saran beserta responnya.</td>
<td>25 menit</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan pertanyaan berkaitan dengan Opinion &amp; Suggestion Expressions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>- Siswa diberikan pertanyaan yang berkaitan dengan ungkapan menyatakan pendapat dan saran beserta responnya untuk menarik ketertarikan siswa terhadap materi yang akan berlangsung.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>- Setelah mendapatkan pertanyaan dari guru tentang materi opinion and suggestion expression siswa diberikan jeda waktu untuk berfikir</td>
<td></td>
</tr>
</tbody>
</table>

**Mengeksplorasi**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Siswa diberian berikan kesempatan untuk mendiskusian tentang pendapat yang berkaitan dengan video ilustrasi yang diputarkan bersama teman sebangku</td>
<td>7 menit</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan gambaran siswa untuk mencari contoh lain perihal ungkapan pendapat dan saran secara pair atau individu sesuai tema yang sudah disediakan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru menunjuk beberapa siswa</td>
<td></td>
</tr>
</tbody>
</table>
untuk mengucapkannya dengan pengucapan yang benar.

**Mengasosiasi**
- Siswa membandingkan opini tentang video ilustrasi yang ditayangkan dalam contoh lain atau sumber lain
- Siswa dan teman sebangku mencocokkan opini tentang video ilustrasi dengan contoh yang sampaikan oleh guru

**Mengkomunikasikan**
- Siswa maju ke depan untuk mempresentasikan hasil diskusi dan temuan mereka tentang opinion and suggestion tentang video ilustrasi yang ditayangkan.
- Setiap siswa menyampaikan hasil dari opinion and suggestion tentang video ilustrasi yang ditayangkan di depan kelas secara bergantian

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Penutup</strong></td>
<td></td>
</tr>
<tr>
<td>- Guru bertanya kepada siswa terkait materi ungkapan pendapat dan saran yang baru saja mereka dapatkan. Apakah mereka paham atau tidak?</td>
<td>7 menit</td>
</tr>
<tr>
<td>- Guru memberikan tugas kepada siswa untuk mencari satu issue dan opininya terhadap isu tersebut.</td>
<td></td>
</tr>
<tr>
<td>- Guru menutup pertemuan dengan doa.</td>
<td>7 menit</td>
</tr>
<tr>
<td>KEGIATAN</td>
<td>DESKRIPSI KEGIATAN</td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Pendahuluan                                                  | - Guru membuka pelajaran dengan mengucap salam perkenalan dan berdoa.  
- Guru memeriksa kehadiran peserta didik sebagai sikap disiplin.                                                                                       | 7 menit      |
| Inti                                                         | **Mengamati**  
- Siswa melihat video ilustrasi dalam bentuk cartoon yang berhubungan dengan materi, kemudian siswa diberikan kesempatan menyampaikan tanggapan pendapat tentang video yang diputar.  
- Guru membantu siswa menunjukkan beragam ekspresi tentang menunjukkan pendapat dan saran beserta contoh-contohnya.  
- Siswa membaca dan menirukan contoh-contoh yang diberikan oleh guru.                                                                                   | 20 menit     |
|                                                            | **Menanya (questioning)**  
- Dengan bimbingan guru, siswa bertanya kepada teman atau guru tentang materi yang mereka dapatkan berdasar pengamatan yang telah mereka lakukan, serta kosa kata atau phrase yang sulit dalam ungkapan menyatakan pendapat dan saran beserta responnya.  
- Guru memberikan pertanyaan berkaitan dengan Opinion & Suggestion Expressions.                                                                                                                                                                                                                                                                                                                                 | 15 menit     |
|                                                            | - Siswa diberikan pertanyaan yang berkaitan dengan ungkapan menyatakan pendapat dan saran beserta responnya untuk menarik ketertarikan siswa terhadap materi yang akan berlangsung.  
- Setelah mendapatkan pertanyaan dari guru tentang materi opinion and suggestion expression siswa diberikan jeda waktu untuk berfikir.                                                                                                                                                                                                                                                                                                                                                                         |              |
**Mengeksplorasi**
- Siswa diberian kesempatan untuk mendiskusikan tentang pendapat yang berkaitan dengan video ilustrasi yang diputarkan bersama teman sebangku
- Guru memberikan gambaran siswa untuk mencari contoh lain perihal ungkapan pendapat dan saran secara pair atau individu sesuai tema yang sudah disediakan.
- Guru menunjuk beberapa siswa untuk mengucapkannya dengan pengucapan yang benar.

<table>
<thead>
<tr>
<th>5 menit</th>
</tr>
</thead>
</table>

**Mengasosiasi**
- Siswa membandingkan opini tentang video ilustrasi yang ditayangkan dalam contoh lain atau sumber lain
- Siswa dan teman sebangku mencocokan opini tentang video ilustrasi dengan contoh yang sampaikan oleh guru

<table>
<thead>
<tr>
<th>6 menit</th>
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</thead>
</table>

**Mengkomunikasikan**
- Siswa maju ke depan untuk mempresentasian hasil diskusi dan temuan mereka tentang opinion and suggestion tentang video ilustrasi yang ditayangkan.
- Setiap siswa meyampaikan hasil dari opinion and suggestion tentang video ilustrasi yang di tayangkan di depan kelas secara bergantian

<table>
<thead>
<tr>
<th>7 menit</th>
</tr>
</thead>
</table>

**Penutup**
- Guru menanyakan materi dan aktivitas yang baru saja diberikan apakah murid merasa antusias terhadap kegiatan dan paham?
- Guru menutup pertemuan dengan doa.
<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Rating Scores</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>5</td>
<td>Has few traces of foreign language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Always intelligible, thought one is conscious of a definite accent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
<td>Very hard to understand because of pronunciation problem, most frequently be asked to repeat. Very hard to understand because of pronunciation problem, most frequently be asked to repeat.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td>Pronunciation problem to serve as to make speech virtually unintelligible.</td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
<td>5</td>
<td>Make few (if any) noticeable errors of grammar and word order.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Make frequent errors of grammar and word order, which occasionally obscure meaning</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
<td>Grammar and word order errors make comprehension difficult, must often rephrases sentence.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td>Errors in grammar and word order, so, severe as to make speech virtually unintelligible.</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>5</td>
<td>Use of vocabulary and idioms is virtually that of native speaker.</td>
</tr>
<tr>
<td>Scale</td>
<td>Fluency</td>
<td>Comprehension</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities</td>
<td>Appears to understand everything without difficulty</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary</td>
<td>Understand nearly everything at normal speed although occasionally repetition may be necessary</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Misuse of words and very limited vocabulary makes comprehension quite difficult.</td>
<td>Understand most of what is said at slower than normal speed without repetition</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Vocabulary limitation so extreme as to make conversation virtually impossible.</td>
<td>Speech is so halting and fragmentary as to make conversation virtually impossible.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Speech as fluent and efforts less as that of native speaker</td>
<td>Speed of speech seems to be slightly affected by language problem</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Speed and fluency are rather strongly affected by language problem</td>
<td>Usually hesitant, often forced into silence by language limitation.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Speed of speech seems to be slightly affected by language problem</td>
<td>Speech is so halting and fragmentary as to make conversation virtually impossible.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Cannot be said to understand even simple conversation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Tanggal</td>
<td>Isi Konsultasi</td>
<td>Catatan Pembimbing</td>
</tr>
<tr>
<td>-----</td>
<td>---------------</td>
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<td>--------------------</td>
</tr>
<tr>
<td>1</td>
<td>30/6/19</td>
<td>Persiapan</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>18/1/19</td>
<td>Percobaan</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>24/5/19</td>
<td>Persiapan</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>30/6/19</td>
<td>Persiapan</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>21/6/19</td>
<td>Persiapan</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>24/6/19</td>
<td>Persiapan</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>5/7/19</td>
<td>Persiapan</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>15/7/19</td>
<td>Persiapan</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>20/7/19</td>
<td>Persiapan</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2/8/19</td>
<td>Persiapan</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>9/8/19</td>
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<td>12</td>
<td>16/8/19</td>
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<tr>
<td>13</td>
<td>5/9/19</td>
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</tr>
<tr>
<td>14</td>
<td>12/9/19</td>
<td>Persiapan</td>
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</table>

Dosen Pembimbing:

Sari Faniarsih, S. Pd., M. A.
NIP. 1981091120112004
<table>
<thead>
<tr>
<th>No</th>
<th>Nama Kegiatan</th>
<th>Pelaksanaan</th>
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<tr>
<td>1</td>
<td>OPAK IAIN SALATIGA dengan tema: &quot;Pengurus Nino-Nino Indonesia Memaju Kekindo bawa dan Damai&quot;</td>
<td>13-15 Agustus 2015</td>
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<td>1 Februari - 22 Juni 2016</td>
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<td>1 Februari - 22 Juni 2016</td>
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<td>SK Kepengurusan HIMPUNAN MAHASISWA JURUSAN TADRIS BAHASA INGGRIS IAIN SALATIGA Masu Bakti 2016</td>
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<td>Bedah Film dan Papareview HMI FMI</td>
<td>8 Juni 2017</td>
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<td>Membuat Tadris Bahasa Inggris dengan tema: &quot;English Like A Family&quot;</td>
<td>22-23 November 2016</td>
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<td>No.</td>
<td>Event Description</td>
<td>Date</td>
<td>Venue</td>
<td>Organizer</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------------</td>
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<td>-----------</td>
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<tr>
<td>10</td>
<td>Gathering Night HMD TBI 2017</td>
<td>13-14 September 2017</td>
<td>Panitia</td>
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<tr>
<td>11</td>
<td>English Language Day HKU THIAP Salatiga dengan tema: “Practise doesn’t make perfect, practice makes better”</td>
<td>11 Oktober 2017</td>
<td>Panitia</td>
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<tr>
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<td>Pengurus</td>
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<td>SK Kepengurusan Communicative English Club IAIN SALATIGA Masa Bakti 2018</td>
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<td>CEC Festival 2016 dengan tema: “The Role of English in Introducing Local Culture to Global Society”</td>
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<td>Seminar Nasional CEC dengan tema: “The use of English as a medium of Islamic preaching”</td>
<td>28 Mei 2016</td>
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<td>6 Mei 2017</td>
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<td>Participants</td>
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<td>17 November 2018</td>
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<td>23</td>
<td>Seminar Nasional BMPS Manajemen Bumdes Syariah dengan tema “Membangun Inovasi Wawasan Ekonomi Islam untuk Mempersiapkan Generasi Milenial sejalan dengan Perkembangan Revolusi Industri 4.0”</td>
<td>8 November 2018</td>
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<td>25 Maret 2016</td>
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<td>25</td>
<td>Seminar Nasional KM SUSMAR dengan tema “Lataran Media di Kehalangan Pelajar dan Mahasiswa”</td>
<td>26 April 2018</td>
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<td>20</td>
<td>Seminar Nasional Muslim Harapan Fombasi dengan tema “Penjaga Ayo Kerja”</td>
<td>28 Oktober</td>
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</tbody>
</table>

Jumlah 147

Salatiga, 7 Mei 2019
Mengenal...
Wakil Dosen Bidang Kesehatan
Keseluruhan

[Signature]
CURRICULUM VITAE

Name : Muhammad Abdurrizal

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Student Number : 23030-15-0111

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❖ Elementary School (SDIT) An-Nur Gemolong

❖ Junior High School (SMP) Al Islam Surakarta

❖ Senior High School (MAN) 1 Boarding School Surakarta