

**USING MORAL STORY VIDEO IN INCREASING STUDENTS
SPEAKING ABILITY**

(A Pre-Experimental Design at SMPN Satu Atap Tompotanah)



A THESIS

*Submitted as the Fulfillment to Accomplish Sarjana Degree
At Faculty of Teacher Training and Education
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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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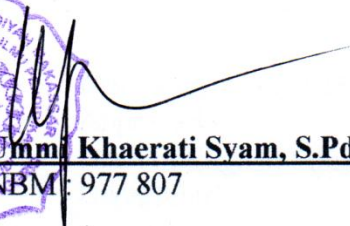

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MOTTO AND DEDICATION

"Ilmu itu lebih baik daripada harta, ilmu menjaga engkau da engkau menjaga harta. Ilmu itu penghukum (hakim) dan harta terhukum. Harta itu akan berkurang jika dibelanjakan tetapi ilmu akan bertambah jika diamalkan"

(Ali Bin Abi Thalib Alahi Salam)

"If You Are Working On Something That You Really Care About, You Don't Have To Be Pushed. The Vision Pulls You"

(Steve Jobs)

This thesis is proudly dedicated to:

My beloved father

My beloved mother

My brother and sister

My aunt, uncle and nieces

ABSTRACT

Darma, 2018. *Using Moral Story Video in Increasing Students Speaking Ability of SMPN Satu Atap Tompotanah*. A thesis English Education Department, Faculty of Teachers Training and Education Makassar Muhammadiyah University. Thesis. Supervised by Bahrin Amin and Ratu Yulianti Natsir.

This thesis study aimed at finding out the students' speaking ability by use moral story video. The research design used a pre-experimental, in which it used pre-test and post-test comparison to find out the result of the research. The research variables are dependent variable and independent variable, dependent variable is questioner used Guttman scale and independent variable is moral story video. The population of the research was all students of the seventh until ninth Grade so the total number of population was 60 students. Among the total number of populations, the researcher took one class to be sample of this research by using cluster sampling technique.

The instrument of this was spoken test. To analyze the score of the students' achievement in pre-test and post-test about "Using Moral Story Video in Increasing Students Speaking Ability". The research use t-test analyzes. The result of the data showed that there was a significant difference between pre-test and post-test. The value of t-test (8.10) was greater than t-table (1.729) at the level of significant $P = 0.05$ and degree of freedom (df) = 19. It can be said that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Which means that there was a significant difference between the students' speaking ability before and after using moral story video or it can be said that the use of moral story video was increase the students' speaking ability at the Eight Grade of SMPN Satu Atap Tompotanah.

Key word: Speaking ability, moral story video

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Finally, the researcher realizes that this thesis is still far from being perfect. Critics and suggestions are really acceptable to make it better.

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The Researcher

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CHAPTER I

INTRODUCTION

This chapter deals with background, problem statement, objective of the study, significant of the study and scope of the study.

A. Background

English as foreign language has important role for students. In the modern era students demand to master this language because the existence of country and the entry into force. English as foreign language use in all agency of school, students who have ability in English language will develop their self confidence in speak, do something and deliver arguments to other people because English related with another subject. Language in skills consist of writing, reading, listening and speaking skill. Students should master all skill, but the one of important skill is speaking.

Speaking support students to develop their self confidence and apply the theory about English through speaking. Speaking English is the one of ways of finding information through oral communication the word. Speaking is one of abilities to carry out conversations on the language and interactive process of construction meaning, receiving, and processing information. As foreign language, many students has problem in speaking such as difficult to pronounce, lack vocabulary and articulation. They difficult to speaking well and understand the meaning of sentence.

The students problem be affected by teaching and learning process. teacher method and using media has a very influential interest in students' learning. Media in teaching learning also support student interest, when the media is not interesting that makes student bored then difficult to know material. The interseting media such as powerpoint, picture and video educating teacher and students in learning process. One of a interesting media is video, using video is a good choice because video can make the learning process more interesting and conveyed in students. There are many kinds of video,story video, documentary, item, learning and presentation. Story video is the one of suitable for students because the content is exiting but still educated.

Moral story video is the one of kind video that has a good content. Moral story video as a medium in learning with the reason the moral story video contain a story and specific story and has clear speaking that can be use as foundation to stimulate speaking skill. Moral story video also tells students a good moral as inspiration then apply in daily life.Moral story video is the good solution for students because students are able to obtain moral message from the story, not only about knowledge but they can learn about norm and good ethic.

Based on the writers observe when teaching in SMPN Satu Atap Tompotanah the VIII class, still many students not being able to speaking well. There are some problems that make speaking is difficulties skill. These problems can be influence by students interesting and the use media is not suitable with students need. The lack knowledge of method and technique in teaching speaking, teacher taught speaking just give explanation and exercise without use interesting media.

Related to the statement above , the writer will conduct a research entitle “Using Moral Story Video in Increasing Students Speaking Ability” of Eight grade in SMPN Satap Tompotanah.

B. Problem Statement

Based on the background above the writer formulates the research question as follows:

1. How is students speaking ability of Eight grade at SMPN Satap Tompotanah?
2. How usemoral story video increasing the students speaking ability of VIII class at SMPN Satap Tompotanah?
3. How is students’ perception about moral story video?

C. Objective of The Study

Based on the problem statements previously then the objectives are to find out:

1. The students speaking ability of the eight grade at SMPN Satap Tompotanah.
2. Use moral story video increase the students speaking ability of the Eight grade at SMPN Satap Tompotanah.
3. The students’ perception about moral story video

D. Significant of The Study

The significant of the study, writer has three points about significant of the study:

1. Teacher

Result of study are able to improve and expanding scientific insight of the teacher, especially in applying media to improve students speaking ability. The teachers know that students need interesting media to makes them more interest then increase their speaking ability.

2. Students

The study as feedback that was very precious for students about an explanation theories is as well as the practice in fact.

3. Researcher

Result of the study, are able to improve expanding scientific of the writer. This study also materials comparison to other researchers who interest for the same topic.

E. Scope of The Study

The focussed of this research is improving students speaking ability used moral story video through retelling story of eight grade at SMPN Satu atap Tompotanah in this study the writer will focus on accuracy and fluency.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with previous research findings, some pertinent ideas, conceptual framework and hypothesis. The writer explain about reserach finding from some expert, theoretical, conceptual framework and hypothesis of the research.

A. Previous Research Findings

Some writers have reported about improving students' speaking ability through retelling story and use video, there are:

According to Alessi cited in Imam (2014:23), video is powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situation, for example, without showing a video. It is hard to show students the effects of body language on communication using only graphics or still photographs. The movements of athletes or animals are best capture by video. Video here has also been included for motivational reason. The teacher using video in learning process to makes students learning easily.

Canning cited in Kumara (2014:35) said that videos provides visual stimulus such as the environment and situation that can lead students to generate prediction, speculation and a chance to activate background schemata when viewing a visual scene enacted. Language found a video could have non-native speakers understand stress patterns.

Gemma (2007) on his journal found a visual addition may also effect activation of auditory processing in the brain. It has been shown that a subject watching a person make speech like movements, even when there is no

accompanying sound, is enough to activate the auditory cortex. The writer can conclude that while students learn visual that their brain will analyze the speaker such as mimic, stress and movement.

Based on the statement above, Alessi said that video is powerful in learning process, teacher can use video in teaching and learning process to make students learn easily. Canning said videos as visual stimulus such as the situation can lead students to generate prediction. Gemma said that video has effect activation of auditory in processing brain. The writer can conclude that using video will lead students to learn easily and activate their auditory processing brain it makes students will generate their prediction and understand the topic or the story.

B. Theoretical of Definition

1. The Concept of Speaking

a. Definition of Speaking

Speaking is one way to communicate with another which ideas through orally message. According to Cameron (2001: 11) cited in Imam (2014: 7) explain that speaking is the activate use of language to express meaning so that other people can make sense of them. To speak in the foreign language in order to share understanding with other people requires attention and the correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that a listener will understand. Harmer, cited in Imam (2014:9) says that speaking happens when two people are communicating to each other. It is clear that the people have reason to communicate, may be to say and express something. According to Richard cited in Imam (2014:8) state that effective oral

communication needs the ability to use the language appropriately in social interaction that involves not only verbal communication but also paralinguistic elements such as gestures, expression, and body language are required in conveying message directly without any accompanying speech.

Based on definition above, the writers conclude that speaking is one way to communicate and express their ideas. Students are able to practice their knowledge, speaking not only in verbal but include gestures and expression. Speaking skill include another skill such vocabulary, pronunciation, grammar and writing when students speaking well they automatically master the other skill.

b. The Nature of Speaking

Oral communication is two process between speaker and listeners, and involves the productive skill of speaking and receptive skill of listening (understanding).Nunan cited in Kumara (2013:13) argues that oral communication can be considered successful if it involves:

- a) Developing the ability to articulate phonological features of the language intelligibly
- b) Mastering intonation patterns, stress, and rhythm
- c) Improving transactional and interpersonal competence
- d) Developing acceptable fluency
- e) Good skills in taking short and long speaking turns
- f) Good competence in the management of interaction
- g) Negotiation of meanings

c. Elements of Speaking

a) Accuracy

According to Webster (2018) accuracy is the quality of being accurate. In this case the accurate divided into vocabulary. Students' vocabulary support the successful of speaking when students memorize many vocabulary they can speak accurate. Vocabulary is essential part in English, teacher has to apply interest method and technique when teach vocabulary because students more interest with attractive learning and will memorize easily.

Neuman and Dwyer cited in Bintz (2011:01) vocabulary can be divided as word we must know to communicate effectively, words in speaking (productive vocabulary) and word in listening (receptive vocabulary). Students vocabulary becomes important in learning process, students can generate sentences with mastered many vocabulary. Teacher can use vocabulary to determine students can speak fluently or not by see their vocabulary. The fact is many students have only limited vocabulary moreover high level vocabulary that's why teacher role be needed to guide students for master many vocabulary. Mastering vocabulary we need to read a English text as much as possible and for the teacher they can apply great method to makes students interest and their vocabulary. Teacher also guided students in their difficulties and give motivation and be a figure for students.

b) Fluency

According to Harris and Hodges cited in Imam (2014) fluency is an ability to speak quickly and automatically. Speaking skill require to speaking quickly and automatically, but for students speaking fluency is one thing difficult to do. Some

students have problem in speaking so that's why speaking fluency is difficult. To solve this problem Nation cited in Sheppard (2015) suggest provided for effective fluency activities:

- a) All language items involved are already familiar to students
- b) The focus is on communication (not form) in real time.
- c) Supports are place for students to outperform their normal proficiency. Students will effective in speaking fluency by follow this step, teacher also guide students to give instruction so communicate students between teachers effective.

d. Classroom Speaking Activities

Brown cited in Kumara (2013:20) said that theory of communicative competence emphasize the importance of interaction as human beings use language in various context to negotiate meaning or to get out of one's person head into head of another person. He defines that interaction is a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in interrelationship on each other. In speaking, interaction is an important aspect as well as registers, exposures and nonverbal language.

Kayi cited in Kumara (2013:24) proposes other activities to promote speaking so that students can practice and produce oral language well.

1) Information Gap Activities

Information gap activities have some purposes such as collecting information and solving a problem. In this activities, students work in pairs to share the information each person has. Each person has an important role since

the task cannot be completed if a person does not give information the partner needs. Information gap activities are effective because it encourages students to talk extensively in the target language.

2) Brainstorming

In brainstorming, students generate ideas in limited time based on particular context and given topics. This activity is effective to improve students' fluency since they are not criticized for their ideas. Students will be able to share their new ideas freely.

3) Interviews

Conducting interviews with other people helps students to socialize and give them opportunities to practice speaking both inside and outside the classroom. Given selected topics, students should prepare their own interview questions to develop their creativity and critical thinking. After interviews, each student can present his/her study to the whole class.

4) Storytelling

Students can summarize a tale or story they heard from someone or create their own stories to tell their classmates. Storytelling fosters students' creativity and self-confidence. It also helps them to express their ideas in sequence format of the beginning, development, and ending of the story, including the characters and setting a story should have.

5) Reporting

Students are asked to read a newspaper and magazine or watching news program on the television before coming to the class. Then, they should report it to their classmates. To make a variety in the class, students can talk about their interesting experience in their daily life.

6) Picture describing

A way to make use of pictures in speaking activity is to provide students with pictures and make them describe the pictures. Students can work in groups and each group is given different pictures. After discussing the pictures, a spokesperson from each group should describe the picture to the class. This activity fosters students' imagination and creativity as well as their public speaking ability.

The writer apply retelling story in classroom activities, this method appropriate to increase students speaking skill. There are some theory about retelling story from some experts.

1. Definition of Retelling Story

According to Kalmbach cited in Han (2005) define that retelling is an activity to help students focus on their understanding of what they read and challenge them to communicate what they have learned to others. Retelling can come in the form of an oral presentation or a written assignment and involved attention to the main narrative component including character, setting, problem, events, solution and theme. Retelling which is considered a post-reading or post-listening recall in which readers or listeners tell what they remember either orally or in writing or illustration. Based on explanation the writer conclude that retelling is a method to

get understanding about story we have read, retelling also way to communicate story what we have learn to others.

Webster define retelling is a new version of a story. A retelling is an oral recounting of a story in a child's own words, a retelling is a comprehension strategy that helps students summarize, organize, and recognize story elements. Following the all statements above, retelling story is a new version to communicate story and get understanding about the story we have learn. The students should pay attention to all components in the story such as setting, theme and the others.

2. The Characteristic of Retelling Story

There are some characteristic of retelling, following explanation by Han in his journal (2015).

a) Retelling as a Comprehension Strategy

Retelling is a procedure that enables a student to play a large and active role in reconstructing stories. Usually retelling involves interactive discussion with the teacher, peer or groups and this discussion helps learners to comprehend and recall the discourse they read and listened. Retelling provides about information learner's comprehension as a product, while offering more information about a student's comprehension than common question and than answer do. Retelling go "beyond the literal and help children focus an deeper understanding of the text".

b) Retelling as an Assessment Tool

In retelling, learners attempt to recall as much of the content as possible. Since they are not limited to responding only to the questions, a more thorough assessment of their passage knowledge may be gained through retelling. As an assessment strategy, retelling demonstrates what the student understands and remembers about the story; reveals what students consider important about the story, indicates what students know about story structure and literary language, i.e. their organizing and summarizing of the story; and demonstrates the students' vocabulary and oral language development.

c) Retelling as a Social Interaction Process

During the teacher directed reading instruction, students' verbalizations about what they recall from text is typically limited to responding to questions, which are posed by teachers and require specific and text-based responses usually at the literal level.

d) The Procedures of Retelling Story

Retelling story in English language learning has some procedures, in this research the writer used procedures according to Brown @.all cited in Han (2005).

a) Predicting (5-10 minutes)

Predict a plot

Predict some word

Share and compare

Make a comment

b) Everyone read

Teachers reads aloud while children listen

Everyone reads as one needs

c) Retell (10-15 minutes)

The directions for written retelling which are given to students, oral retelling directions are basically same:

- 1) Turn over the sheet that the story is printed on, and write out your recall
- 2) Do not look back to the story
- 3) Do not worry about neatness or spelling
- 4) Work as quickly as you can

In the procedures there are three steps we can follow and in this research the writer used the procedures after show a video and check out students' speaking ability.

2. Teaching Media

a. Definition of Media

Media is one important components in learning process beside teacher, methods, techniques, and materials. It can help students to understand the material and relate previous knowledge the lesson they are learning. According to Geralch and Evy cited in Kumara (2013: 24) medium is any person, material, or event that establishes condition wich enables the learners to acquire knowledge, skills, and attitudes. The teachers, the textbooks, and the school are media. According to them media are define as the graphic, reconstituting visual and verbal communication.

b. Functions of Media in Teaching and Learning Process

In teaching and learning process, media makes teaching and learning become more interesting. According to Smaldino cited in Imam (2014: 18) there are five roles of media in teaching and learning process:

1) Thematic Instruction

It is known as the teachers' ways on organizing their instructions around topics.

2) Portfolios

A portfolio is a collection of students' work that illustrates growth over a period of time. Portfolios often include such artifacts as students-produced illustrated books, videos and computer multimedia projects.

3) Distance Education

The distinguishing characteristic of distance education is the separation of the instructional team and students during learning. As a consequence, the course content must be delivered by instructional media.

4) Instructor-directed learning

A common use of media in an instructional situation is for supplementary support of the "live" instructor in the classroom. Certainly, good media can enhance and promote learning and support teacher-based instruction.

5) Learner-directed learning

Media can be used effectively in formal education where a teacher is not available or is working with other students. Media are often "packaged" for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self-evaluation guidelines are provided.

Based on explanation above, it can conclude that play an important role in teaching and learning process. Media is not only able to the teacher but addings elements of reality and motivate students to bringing story in real life on the classroom. Media as the way for teacher to organizing instructions around the topics.

c. Types of Media

According to Alessi cited in Imam (2014: 20) there are four types of media:

- 1) Human-based media: teachers, instructors, and tutors
- 2) Print-based media: books, guidelines, workbooks, and handouts
- 3) Visual-based media: books, charts, graphics, maps, transparencies, and slide
- 4) Audiovisual-based media: videos, films, slide-tape programs, and television

However the teachers use media and increase students speaking skill, techers should explain the materials to make teaching and learning process can be more communicative.

3. The Concept of Video

Video as media is one of tools that can help teachers to deliver materials. This media show picture and animation so students catch the materials by watch and listening. Some students are likely more interest in watch video or picture and listening then orally by the teachers the matter will makes students give attention to the lesson.

a. The Advantages of Using Video

Harmer cited in Imam (2014:23) states that there are some advantages in using videos in the teaching and learning process:

- 1) Seeing language-in-use, the 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 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 a communicative task.

The students can give attention to the speaker's lips while watching and listening to speakers speak. This media can help students to increase their speaking skill, while watching video the students understand words and expressions or mimic the speaker. The students find it easier to speak the sentence after watching the video, students also are able to know and speak the words with the true concept.

b. Criteria in Selecting Video

According to Stempleski cited in Imam (2014:24) there are some criteria in selecting videos

- 1) Inspiration, motivation, and interest

A video should give inspiration, motivation, and build students' interest in learning.

2) Content

The teacher should make sure that the videos are suitable with the instructional goal and culturally appropriate for the students.

3) Clarity of Message

The teacher should make sure that the instructional message is clear to the students. For the teacher, it will be a great attempt to prepare the students to understand what they are going to watch.

4) The pace

The teacher needs to make sure that the pace of the videos should be suitable with the students' proficiency level.

In this research, the writers apply moral story video, the purpose is students get social lesson. In other hand, the moral video in form animation more easy to understand and suitable for children, in this case students because students more like animation than non animation.

c. Moral Story Video

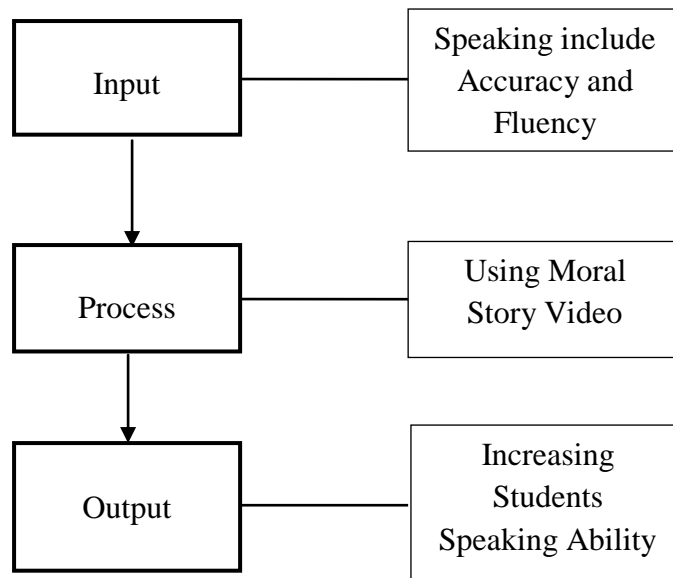
Moral story is the story that has a good content, moral concern with the principles of right and wrong behavior. The moral of a story teaches about how to behave in the world. A moral can be for all in society or an individual's beliefs, sometimes a moral can be gleaned from a story. Story is an account of imaginary or real people and events told for entertainment. Teaching use moral story video can help teacher to guide students learn about moral in a fun situation.

According to Corona (2017) The moral of a story is the principle or lesson it teaches. Many stories have subtle morals, clearly define moral lessons are almost contain in fables, myths and storybookfor students. According to Wordpress (2014) story can help students to improve skills such as listening and speaking. When teacher tell a story, children will focus on listening to her intonation, pronunciation and so on. After that, the will imitate the new words or the whole sentence. At the end of story, teacher should make several questions to ask students. for example, asking them to retell story, requiring them share their feelings to characters, encouranging them to create their own story. Therefore, listening and speaking skills of children will improve gradually. Besides, children will be easy to remember vocabulary and learn sentence patterns through the context and images of story.

The writes use this media to increase students speaking ability, by watching video in teaching and learning process students are able to more interest and receive information of the story. The writers hope by use moral story as media students are able to increase their speaking skill and receive a good moral from the video they have watch.

C. Conceptual Framework

Picture I. Conceptual Framework



In English language learning there are problem in students speaking ability. The teachers usually face difficulty while teaching because some students did not understand or difficult to speak use English and sometimes students feel bored . The writer try to give solving solution with do the research at SMPN Sat ε Atap Tompotanah regency of Takalar South Sulawesi. The writer give explanation about speaking skill and observe students ability (input). After that, in teaching and learning process the writers using moral story video as a treatment, moral story video is a media use in this research and writers apply retelling story to test students speaking ability (process). Students can increase their speaking skill by moral story video (output).

D. Hypothesis

The hypothesis of this research are:

1. H_1 (Alternative Hypothesis) = There is significant different between students' speaking achievement before and after applying the moral story video.
2. H_0 (Null Hypothesis) = There is no significant different between students' speaking achievement before and after applying the moral story video.

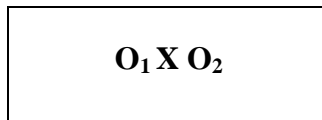
CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with research method and design, research variable, population and sample, research instrument, procedure of data collection and technique of data analysis.

A. Research Design

The writer was used pre-experimental design in this research, where the writer was used moral story video to increase students speaking ability. The data collected through give pretest and do treatment after that give a posttest. Result of this research the writer find out use moral story video can increase students speaking ability.



Where:

O_1 = pre-test

X= treatment

O_2 = post-test

(Sugiyono, 2017:74)

1. Pre-test

Before give treatment, the students had pre-test to know their prior knowledge related to speaking ability. Pre-test are able guide the writer to give a treatment.

2. Treatment

After giving pre-test, the writer conduct treatment the students by using moral story video to increase students speaking ability. The procedures of the treatments as follows:

- 1) The writer show moral story video in the classroom with the similar story that they had read.
- 2) In the next meeting, the writer divided students into six groups. The grouping will stimulate the video and discuss about character, theme, and moral message in the story.
- 3) After discuss, the students make a resume of story they had watch in personal assignment.
- 4) In the next meeting, every student retelling story in front of class.

3. Post-test

After the treatment, the writer was concluded to find out students speaking ability (accuracy and fluency). It was used to check the result of treatment, this test useful to know that used moral story video can increase students speaking ability.

B. Research Variables

1. Dependent Variable

According to Sugiyono (2017) dependent variable is called as output variable, criteria, and consistent. This variable influenced by other variables or which become as result, because there are free variable. Based on definition above

the writer can conclude that dependent variable is thing depend by other variable. In this research dependent variable is questioner.

According to Sugiyono cited in Utomo (2018), the questioner is a data collection that did by giving a set of question wrote to the respondent to answer. The scale used in this research is Guttman scale. Guttman scale used to find answer firmly, there are “yes-no”; “positive-negative” etc. Instrument research used Guttman scale is make in the form of multiple choice.

2. Independent Variable

Independent variable often called as free variable. Free variable is variable that can influence or be motive of variable dependent change (Sugiono, 2017). The writer using moral story video in this research, the media above is independent variable. Students’ are able to upgrade their speaking skill using video. In this case video can influence dependent variable. In this research independent variable namely moral story video(X) and dependent variable is questioner.

C. Population and Sample

1. Populations

The Populations of this research is students at SMP Negeri Satap Tompotanah consist of 60 students from 1-3 class.

2. Sample

The writer was apply cluster sampling or area sampling, it will select by population. Related to this sampling technique, the writer was choosen one class

as sample. The sample of this research is eight grade of SMPN Satap Tompotanah. Consist of 20 students, 8 male students and 12 female students.

D. Research Instrument

In collecting data, the writer was use one instrument where spoken test. The writer ask students to retelling story in the front of class, the story based on moral story video they had watches. Its aim to measure students speaking accuracy and fluency when retell the story.

E. Procedure of Collecting Data

The procedure of collecting data involves the following steps:

1. Administrating a pretest

Before doing a treatment, the writer was given a pretest to know students speaking ability. The result of pretest was compare with the result of posttest after doing a treatment.

2. Administrating a posttest

After doing a treatment the students were giving posttest through retelling story to asset the students speaking skill. The result will compare with the result of pretest.

The writers use questioner to know students interest with moral story video and this video increase students speaking skill, the writers giving questioner after posttest.

F. Technique of Data Analysis

The data from the pre-test and post-test were analyzed by using these formulas as follows:

1. Classifying the students' score into seven classifications:

Score	Classification
91 - 100	Very good
75 - 90	Good
61 - 74	Fair
51 - 60	Less
0 - 51	Poor

(Depdiknas cited in Alwidin, 2014)

- a. Accuracy

Classification	Score	Criteria
Very Good	91 – 100	The errors present in speech do not change the message so that the message would be easily comprehended
Good	75 – 90	The speech is still understood although it consist of many errors
Fair	61 – 74	The speech sometimes hasty fair
Less	51 – 60	The errors present in speech would frequently create confusion
Poor	0 - 51	The serious errors present in speech makes the message difficult to understand

b. Fluency

Classification	Score	Criteria
Very Good	91 – 100	Speaking fluently
Good	75 – 90	Speaking generally at normal speed
Fair	61 – 74	Speaking sometimes hasty fair
Less	51 – 60	Speaking too slowly
Poor	0 - 51	Speaking with many pauses

(Heaton cited in Alwidin: 2014)

2. Calculating mean score and of the students test by using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where: \bar{X} : the mean score

$\sum x$: the sum off all score

N : the total numbers of students (sample)

(Gay cited in Karmadi 2018)

3. Knowing improvement of the students' ability, the writer use percentage technique.

$$P = \frac{x2-x1}{x1} \times 100\%$$

Where :

P = percentage of the students'

X1 = the first mean score

X2 = the second mean score

(Sudjana cited in Karmadi, 2018:30)

4. Finding out the significance difference between the pretest and posttest by calculating the value of the test.

a. Deviation

$$\bar{D} = \frac{\sum D}{N}$$

Where:

\bar{D} : Deviation

$\sum D$: Standard Deviation

N : The Number of Subject

b. Standard Deviation

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N - 1}}$$

Where:

SD : Standard Deviation

$\sum x$: Total row score

N : Number of Students

c. Test of Significant

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

t = Test of significance

D = Test differences between two scores compare

\bar{D} = The mean of differences score

$\sum D$ = The sum of d scores

$(\sum D)^2$ = The square of D scores

N = The total number of students

(Gay cited in Karmadi, 2018: 30)

5. To know the students score of questioner

$$P = \frac{\text{actual score} \times 100}{\text{ideal score}}$$

Where :

P = percentage of respondents' responses

Actual score = the respondents' answer

Ideal score = the highest score

(Sugiyono cited in Syam, 2015)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two sections, namely findings of the research and discussion. The findings of the research present the description of the data collected through test and discussion covers further explanation about the findings.

A. Findings

The finding of this research deal with the students' score. They are the students' score classification, the mean scores and standard deviation of pre-test and post-test, the t-test value, and hypothesis testing. These findings describe as follows:

1. The Students' Speaking Ability

The students' score of pre-test and post-test are observed based components of speaking. The data can be seen in the following table:

Table 4.1 The Improvement of the Students' Speaking ability on accuracy

No	Indicators	Mean Score		Improvement %
		Pre-Test	Post-Test	
1	Accuracy	62.5	71.5	14.4 %

The table above indicates that there was the improvement of students' speaking accuracy from pre-test and post-test. Students' accuracy score in pre-test was categorized as fair (62.5) then it increased in post-test which was categorized as fairly good (71.5).

The result of pre-test and post-test had improved which was 14.4 % for accuracy. The table above proves that using moral story video in teaching and learning process can increase the students' speaking accuracy after taking pre-test and post-test has been achieved standard score.

Table 4.2 Percentage and frequency of the students' Speaking Ability on Accuracy

Score	Classification	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
91-100	Very Good	0	0 %	0	0 %
75-90	Good	7	35 %	10	50 %
61-74	Fair	3	15 %	4	20 %
51-60	Less	4	20 %	3	15 %
0-51	Poor	6	30 %	3	15 %
Total		20	100 %	20	100 %

The table above also shows that the result of students' speaking ability in accuracy in pre-test. There are 6 students or 30 % categorized poor, 4 students or 20 % categorized less, 3 students or 15 % categorized fair, 7 students or 35 % categorized good, and none of them categorized as very good.

The table above shows that in post-test, there are 3 students or 15 % categorized poor, 3 students or 15 % categorized as less, 4 students or 20 % categorized fair, 10 students or 50 % categorized good, and none of them categorized very good.

The use of moral story video in increasing students' speaking frequency can be seen clearly in the following table:

Table 4.3 The Improvement of Students' Speaking Ability on Fluency

No	Indicators	Mean Score		Improvement %
		Pre-Test	Post-Test	
1	Fluency	58.35	71.5	22.5 %

The table above indicated that there was the improvement of the students' speaking fluency from pre-test and post-test. The students fluency mean score in pre-test was (58.35) and increased in post-test which was categorized as fairly good (71.5). Therefore, the improvement of students' speaking fluency from pre-test until post-test increased significantly.

The table above proved that use moral story video in teaching and learning process can increase the students' speaking fluency after taking in pre-test and post-test has been achieved the score (22.5%).

Table 4.4 Percentage and Frequency of Students' Speaking Ability on Fluency

Score	Classification	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
91-100	Very Good	0	0 %	0	0 %
75-90	Good	6	30 %	10	50 %
61-74	Fair	4	15 %	4	20 %
51-60	Less	1	10 %	3	15 %
0-51	Poor	9	45 %	3	15 %
Total		20	100 %	20	100 %

The table above also shows that the result of students' speaking ability in fluency in pre-test. There are 9 students or 45 % categorized poor, 1 student or 10 % categorized less, 4 students or 20 % categorized fair, 6 students or 30 % categorized good, and none of them categorized as very good

The table above shows that in post-test, there are 3 students or 15 % categorized poor, 3 students or 15 % categorized as less, 4 students or 20 % categorized fair, 10 students or 50 % categorized good, and none of them categorized very good.

2. Hypothesis Testing

To know the level of significance of the pre-test and post-test, the researcher uses t-test analysis on the level of significance (p) = 0,05 with the degree of freedom (df) = $N-1$ ($20-1=19$), where N = number of subject (20 students) then the value t-table is 1.729. The t-test statistical , analysis for independent sample is applied. The following table shows the result of t-test calculation:

Table 4.5. The t-test of the Students' Improvement

Variable	t-test value	t-table	Improvement
$X_2 - X_1$	8.10	1.729	6.371

The table above 4.5 indicates that the value of the t-test (8.10) is greater than the value of the t-table (1.729). it means that there is a significant difference between the result of the pre-test and post-test of the students. The table shows that students' speaking improvement is 6.371, the data collected by t test value - ttable value ($8.10 - 1.729$)

Seeing the result above it can be concluded that the null hypothesis (H_0) is rejected where as the alternative hypothesis (H_1) is accepted. In other words, the use of moral story video can increase the students' speaking ability.

3. Questioner

Question Items	(%) Response Yes	(%) Response No
P1	17	3
P2	12	8
P3	17	3
P4	16	4
P5	19	1
P6	13	7
P7	6	14
P8	4	16
P9	14	6
P10	13	7
P11	15	5
P12	15	5
P13	17	3
Total	178	82
Average	13.69	6.30
Percentage Yes 72.05%		
Percentage No 39.37%		

The table above shows that question items number 1 or P1 there are 17 score responses yes and 3 score responses no, P2 12 responses yes and 8 responses no, P3 17 responses yes and 3 responses no, P4 16 responses yes and

4 responses no, P5 19 responses yes and 1 response no, P6 13 responses yes and 7 responses no, P7 6 responses yes and 14 responses no, P8 4 responses yes and 16 responses no, P9 14 responses yes and 6 responses no, P10 13 responses yes and 7 responses no, P11 15 responses yes and 5 responses no, P12 15 responses yes and 5 responses no, P13 17 responses yes and 3 responses no.

The table above also shows percentage of questioner responses yes is greater than percentage responses no ($72.05\% > 39.37\%$), it means that students perception of moral story video which applying in class VIII at SMPN SatapTompotanah is positive.

B. Discussion

Speaking is one of abilities to carry out conversations on the language and interactive process of construction meaning, receiving, and processing information. Speaking support students to develop their self confidence and apply the theory about English through speaking.

In this part, the discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students' speaking accuracy, speaking fluency and the observation result of the students' presence activeness in teaching and learning process by using moral story video as medium. It is indicated by the students' achievement in pre-test and post-test, and also by used questioner as dependent variable.

In the treatment process, the researcher made the teaching and learning process. The students of class VIII exited to participate in learning by use moral story video, at the first they difficult to pronounce some word but the researcher encouraged them. As a result, the students become enjoy and more understand learning material.

1. The Improvement of the Students' Speaking in term of Accuracy

The use of moral story video made the students' speaking in term of accuracy increased. The table 4.1 Indicate that the students' accuracy in post-test was greater than pre-test (71.5 > 62.5). The process could be explained from pre-test to post-test and the giving of treatment.

After the first meeting when the researcher gave a pre-test for the students, there were some findings that researcher could find, they were:

- a. The students' still fair achievement in speaking accuracy.
- b. Some students speaking with the meaning of the word still confused and obscured.

The students' accuracy lack and they difficult to compose what they are going to express in speaking. As a result, the mean score of the students' speaking accuracy in pre-test was still fair. After the researcher gave treatment the moral story video then gave post-test, the findings were:

- a. Students' already achieve accuracy
- b. Students' were effectively using words and accuracy, so the meaning of their speaking was usage.

The explanation above indicated that, the use of the moral story video can increase students' accuracy.

2. The Improvement of the Students' Speaking Fluency

Fluency is related to speaking quickly and temporal aspect of speech. Fluency mark such as hesitation repetition and self-correction. The use of moral story video in teaching and learning process made the students' in speaking fluency. The table 4.2 indicated that the fluency in post-test was greater than pre-test (71.5 > 58.5).

From the data concluded in post-test, the researcher can conclude the students' improved in speaking fluency, because they are able understand learning goals and can enjoy the activities during the teaching and learning process. They

also feel using moral story video in teaching and learning process can increase their English especially speaking skill.

3. The Significant Difference of T-test and T-table

Through the result of pre-test and post-test, the result of t-test value level significant 5% $=0.05$ degree of freedom (df)= 20 where $n-1=9$. T-test higher than t-table ($8.10 > 1.729$) the data collected by spoken test, in this research there are two test called pre test and post test. The pre test take before treatment, meanwhile post test take after treatment. Based on the data, the writer can conclude that alternative hypothesis (H_1) was accepted and null hypothesis (H_0) was rejected. It means that the using of moral story video in teaching and learning speaking skill can improve the students' skill of speaking.

Moral story video was interesting for the students who studied English as foreign language because can increase student skill in this case speaking skill. It caused by the involvement of students during the process, they can understand what their watched without read the text.

Based on the data collected above, the researcher conclude that most of the students needed interest media in learning and that using moral story video can create a joyful learning in study English especially in speaking skill from retell story, it can be conclude that the eight grade students' of SMP Negeri Satu Atap Tompotanah in academic year 2018/2019 have good skill in English after being the moral story video especially in speaking skill.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the research findings and discussion in the previous chapter, the writer draws conclusion as follows:

- c. The moral story video increase students' speaking accuracy at the eight grade students of SMP Negeri Satu Atap Tompotanah. The students' score in pre-test is 62.5 then in post-test 71.5 therefore, the percentage of students' improvement in speaking accuracy is 14.4%.
- d. The moral story video increase students' speaking fluency at the eight grade students of SMP Negeri Satu Atap Tompotanah. The students' score in pre-test is 58.35 then it is increase in post-test 71.5 therefore, the percentage of students improvement in speaking fluency is 22.5%.
- e. The students' perceptions of moral story video is positive. Based on the data collected, percentage of responses yes greater than percents of responses no (72.05% > 39.37%).

B. Suggestion

Relation to the speaking skill in this thesis, were the writer would like to give some suggestion to students and teachers of English as follows:

4. For Students
 - a. The students should practice English to master speaking skill through watch more moral story video then try to retell the story because it can stimulate them to speak up more and to get natural communication.

b. The students should make English as daily conversation in their activities even though just speak a little then don't forget to memorize many vocabulary.

5. For English Teacher

c. The using moral story video could significantly increase the students' speaking skill in terms of accuracy and fluency at the eight grade students' of SMP Negeri Satu Atap Tompotanah. So it is strongly suggested to be applying in teaching English speaking in the classroom.

d. The teachers should be creative in teaching English especially speaking skill because to master English more technique or method in improving it

6. For the next Researcher

Based on the study about the use of moral story video is effective to make the students active to speak English in the class, for the researcher to be able to find out more research about the use moral story video in the others school such as junior high school or senior high school with greater population.

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S-15	Muh. Rafli	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-16	Rahmatia	✓	✓	A	✓	✓	✓	✓	✓	✓	✓
S-17	Rendi	✓	i	A	✓	✓	✓	✓	✓	✓	✓
S-18	St. Fatima	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-19	SuciRamadani	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
S-20	Sutamin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

APPENDIX II

DATA ANALYSIS 1

Score of Pre-test

Code	Pre Test		Total
	Accuracy	Fluency	
S-1	55	45	100
S-2	60	65	125
S-3	82	80	162
S-4	83	70	153
S-5	76	76	152
S-6	50	45	95
S-7	55	50	105
S-8	81	85	166
S-9	86	70	156
S-10	86	80	166
S-11	50	61	111
S-12	61	40	101
S-13	70	75	145
S-14	30	30	60

S-15	60	60	120
S-16	50	30	80
S-17	35	50	85
S-18	80	75	155
S-19	30	30	60
S-20	70	50	120
Total	1250	1167	2417
Average	62.5	58.35	120.85

Score of Post-test

Code	Post Test		Total
	Accuracy	Fluency	
S-1	70	70	140
S-2	75	75	150
S-3	90	90	180
S-4	85	85	170
S-5	85	85	170
S-6	55	55	110
S-7	55	55	110
S-8	89	89	178
S-9	89	89	178
S-10	90	90	180
S-11	72	72	144
S-12	82	82	164
S-13	89	89	178
S-14	35	35	70
S-15	70	70	140
S-16	50	50	100

S-17	55	55	110
S-18	89	89	178
S-19	35	35	70
S-20	70	70	140
Total	1430	1430	2860
Average	71.5	71.5	143

DATA ANALYSIS 2

Data of Pre-Test

No	Code	Score		Total	Final Score (X ₁)	(X ₁) ²
		Accuracy	Fluency			
1	S-1	55	45	100	50	2500
2	S-2	60	65	125	62.5	3906.25
3	S-3	82	80	162	81	6561
4	S-4	83	70	153	76.5	5852.25
5	S-5	76	76	152	76	5776
6	S-6	50	45	95	47.5	2256.25
7	S-7	55	50	105	52.5	2756.25
8	S-8	81	85	166	83	6889
9	S-9	86	70	156	78	6084
10	S-10	86	80	166	83	6889
11	S-11	50	61	111	55.5	3080.25
12	S-12	61	40	101	50.5	2550.25
13	S-13	70	75	145	72.5	5256.25
14	S-14	30	30	60	30	900

15	S-15	60	60	120	60	3600
16	S-16	50	30	80	40	1600
17	S-17	35	50	85	42.5	1806.25
18	S-18	80	75	155	77.5	6006.25
19	S-19	30	30	60	30	900
20	S-20	70	50	120	60	3600
Total		1250	1167	2417	1208.5	75169.25
Average		62.5	58.35	120.85	60.42	3758.46

Data of Post-Test

No	Code	Score		Total	Final Score (X ₂)	(X ₂) ²
		Accuracy	Fluency			
1	S-1	70	70	140	70	4900
2	S-2	75	75	150	75	5625
3	S-3	90	90	180	90	8100
4	S-4	85	85	170	85	7225
5	S-5	85	85	170	85	7225
6	S-6	55	55	110	55	3025
7	S-7	55	55	110	55	3025
8	S-8	89	89	178	89	7921
9	S-9	89	89	178	89	7921
10	S-10	90	90	180	90	8100
11	S-11	72	72	144	72	5184
12	S-12	82	82	164	82	6724
13	S-13	89	89	178	89	7921
14	S-14	35	35	70	35	1225
15	S-15	70	70	140	70	4900

16	S-16	50	50	100	50	2500
17	S-17	55	55	110	55	3025
18	S-18	89	89	178	89	7921
19	S-19	35	35	70	35	1225
20	S-20	70	70	140	70	4900
Total		1430	1430	2860	1430	108592
Average		71.5	71.5	143	71.5	5429.6

DATA ANALYSIS 3

Analysis of Pre-test and Post-test

Code	Score of Pre-test (X)	Score of Post-test (Y)	D = (Y-X)	D² = (X-Y)²
S-1	50	70	20	400
S-2	62.5	75	12.5	156.25
S-3	81	90	9	81
S-4	76.5	85	8.5	72.25
S-5	76	85	9	81

S-6	47.5	55	7.5	56.25
S-7	52.5	55	2.5	6.25
S-8	83	89	6	36
S-9	78	89	11	121
S-10	83	90	7	49
S-11	55.5	72	16.5	272.25
S-12	50.5	82	31.5	992.25
S-13	72.5	89	16.5	272.25
S-14	30	35	5	25
S-15	60	70	10	100
S-16	40	50	10	100
S-17	42.5	55	12.5	156.25
S-18	77.5	89	11.5	132.25
S-19	30	35	5	25
S-20	60	70	10	100
Total	1208.5	1430	211.6	3234.25
Average	60.42	71.5	10.58	161.71

DATA ANALYSIS 4

A. Mean Score and Standard Deviation of Pre-Test Score

1. Mean Score of the Pre-Test

$$\begin{aligned}\text{Pre-test } \bar{X}_1 &= \frac{\sum X}{N} \\ &= \frac{1250}{20} \\ &= 62.55\end{aligned}$$

2. Standard Deviation of the Pre-Test

$$\begin{aligned}\text{SD} &= \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} \\ \text{SD} &= \sqrt{\frac{75169.25 - \frac{(1208.5)^2}{20}}{20-1}} \\ \text{SD} &= \sqrt{\frac{75169.25 - \frac{1460472.25}{20}}{19}} \\ \text{SD} &= \sqrt{\frac{75169.25 - 73023.6125}{19}}\end{aligned}$$

$$SD = \sqrt{\frac{2145.6375}{19}}$$

$$SD = \sqrt{112.9}$$

$$SD = 12.6$$

B. Mean Score and Standard Deviation of Pre-Test Score

1. Mean Score of Post-Test

$$\begin{aligned} \text{Post-test } \bar{X}_2 &= \frac{\sum X}{N} \\ &= \frac{1430}{20} \\ &= 71.5715 \end{aligned}$$

2. Standard Deviation of Post-Test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{3234.25 - \frac{(1430)^2}{20}}{20-1}}$$

$$SD = \sqrt{\frac{3234.25 - \frac{2044900}{20}}{19}}$$

$$SD = \sqrt{\frac{3234.25 - 102.245}{19}}$$

$$SD = \sqrt{\frac{3132.008}{19}}$$

$$SD = \sqrt{164.9}$$

$$SD = 18.3$$

1. Percentage of Accuracy

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{1430 - 1250}{1250} \times 100\%$$

$$P = \frac{180}{1250} \times 100\%$$

$$P = 14.4\%$$

2. Percentage of Fluency

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{1430 - 1167}{1167} \times 100\%$$

$$P = \frac{263}{1167} \times 100\%$$

$$P = 22.5\%$$

DATA ANALYSIS 5

A. T-Test Value

$$\begin{aligned} \bar{D} &= \frac{\sum D}{N} \\ &= \frac{211.6}{20} \\ &= 10.58 \end{aligned}$$

$$t = \frac{D}{\frac{\sqrt{\sum D^2 - (\sum D)^2}}{N(N-1)}}$$

$$t = \frac{10.58}{\sqrt{\frac{3234.25 - \frac{(211.5)^2}{20}}{20(20-1)}}$$

$$t = \frac{10.58}{\sqrt{\frac{3234.25 - \frac{44774.56}{20}}{20(19)}}$$

$$t = \frac{10.58}{\sqrt{\frac{3234.25 - 2238.8}{380}}$$

$$t = \frac{10.58}{\sqrt{\frac{995.45}{380}}}$$

$$t = \frac{10.58}{\sqrt{2.61}}$$

$$t = \frac{10.58}{1.305}$$

$$t = 8.10$$

B. T-Table Value

<i>df</i>	<i>a (For one group sample)</i>					
	0, 25	0, 10	0, 05	0, 02	0, 01	0, 005

1.	1,000	3,078	6,314	12,706	31,821	63,657
2.	0,816	1,886	2,920	4,303	6,965	9,925
3.	0,765	1,638	2,353	3,182	4,541	5,841
4.	0,741	1,533	2,132	2,766	3,747	4,604
5.	0,727	1,476	2,015	2,571	3,365	4,032
6.	0,718	1,440	1,943	2,447	3,143	3,707
7.	0,711	1,415	1,895	2,365	2,998	3,499
8.	0,706	1,397	1,860	2,306	2,896	3,355
9.	0,703	1,372	1,833	2,262	2,821	3,250
10.	0,700	1,363	1,812	2,228	2,764	3,169
11.	0,697	1,356	1,796	2,201	2,718	3,106
12.	0,695	1,350	1,782	2,178	2,681	3,055
13.	0,694	1,345	1,771	2,160	2,650	3,012
14.	0,692	1,341	1,761	2,145	2,624	2,977
15.	0,691	1,337	1,753	2,132	2,623	2,947
16.	0,690	1,333	1,746	2,120	2,583	2,921
17.	0,689	1,330	1,740	2,110	2,567	2,898
18.	0,688	1,328	1,734	2,101	2,552	2,878
19.	0,688	1,325	1,729	2,093	2,539	2,861
20.	0,687	1,323	1,725	2,086	2,528	2,845
21.	0,66	1,321	1,721	2,080	2,518	2,831
22.	0,686	1,319	1,717	2,074	2,508	2,819
23.	0,685	1,318	1,714	2,069	2,500	2,807
24.	0,685	1,316	1,711	2,064	2,492	2,797
25.	0,684	1,315	1,708	2,060	2,485	2,787
26.	0,684	1,314	1,706	2,056	2,479	2,779
27.	0,684	1,313	1,703	2,052	2,473	2,771
28.	0,683	1,311	1,701	2,048	2,467	2,763
29.	0,683	1,310	1,699	2,045	2,462	2,756
30.	0,683	1,303	1,697	2,042	2,457	2,750
40.	0,681	1,296	1,684	2,021	2,423	2,704
60.	0,679	1,289	1,671	2,000	2,390	2,660

DATA ANALYSIS 5

1. Questioner Result

No	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13
S-1	1	0	1	1	1	1	0	0	0	0	1	0	1
S-2	1	1	1	1	1	1	0	1	1	1	1	1	1
S-3	1	1	1	1	1	1	0	0	1	1	1	1	1
S-4	1	1	0	1	1	0	0	0	1	0	0	1	0
S-5	1	1	1	1	1	1	0	0	1	1	1	1	1
S-6	1	0	1	0	1	1	0	0	0	1	0	1	1
S-7	1	1	1	0	1	0	0	0	0	1	1	0	0
S-8	0	1	1	1	1	1	0	0	1	1	1	1	1
S-9	1	0	1	1	1	1	1	0	0	1	1	1	1
S-10	1	0	0	1	1	1	0	0	1	1	1	1	1
S-11	1	1	1	1	1	0	0	0	1	1	0	1	1
S-12	1	1	1	1	1	1	0	1	1	1	1	1	1
S-13	1	0	1	0	1	0	1	0	1	0	1	0	1
S-14	1	1	0	1	1	0	1	1	1	0	1	1	1
S-15	1	0	1	1	1	1	0	0	1	1	0	1	1
S-16	1	0	1	0	1	1	0	0	1	0	1	1	1
S-17	1	1	1	1	1	1	1	1	0	0	1	1	1
S-18	1	1	1	1	1	0	1	0	1	1	0	1	1
S-19	0	0	1	1	0	1	0	0	0	1	1	0	0
S-20	0	1	1	1	1	0	1	0	1	0	1	0	1
Ya	17	12	17	16	19	13	6	4	14	13	15	15	17
Tidak	3	8	3	4	1	7	14	16	6	7	5	5	3

2. Percentage of Respondent Responses Yes

$$P = \frac{\text{Actual Score} \times 100}{\text{Ideal Score}}$$

$$P = \frac{13.69 \times 100}{19}$$

$$P = 72.05\%$$

3. Percentage of Respondent Responses No

$$P = \frac{\text{Actual Score} \times 100}{\text{Ideal Score}}$$

$$P = \frac{6.30 \times 100}{16}$$

$$P = 39.37 \%$$

DOCUMENTATION









Questionnaire for Students

Name :

Class/Semester :

No. :

1. Apakah anda menyukai pelajaran Bahasa Inggris?
A. Ya B. Kadang-kadang
2. Apakah anda menyukai 4 skill dalam Bahasa Inggris (Speaking, listening, reading dan writing) yang diajarkan?
A. Ya B. Kadang-kadang
3. Apakah anda senang dalam pembelajaran speaking bahasa Inggris?
A. Ya B. Kadang-kadang
4. Apakah anda menyukai pembelajaran speaking menggunakan video sebagai media?

- A. Ya B. Kadang-kadang
5. Apakah anda tertarik saat guru menunjukkan moral story video untuk diamati?
- A. Ya B. Kadang-kadang
6. Dengan arahan dan bimbingan guru, apakah anda merasa termotivasi untuk bertanya hal yang belum anda ketahui?
- A. Ya B. Kadang-kadang
7. Apakah anda kesulitan saat berbicara dalam Bahasa Inggris?
8. Ya B. Kadang-kadang
9. Apakah anda merasa kesulitan saat menceritakan kembali/retell story isi dari video?
- A. Ya B. Kadang-kadang
9. Apakah anda menyukai pembelajaran berbicara/speaking dengan media yang telah diberikan oleh guru?
- A. Ya B. Kadang-kadang
10. Apakah pembelajaran berbicara/speaking dengan menggunakan moral story video membantu anda dalam meningkatkan kemampuan berbicara?
- A. Ya B. Kadang-kadang
11. Apakah dengan menggunakan media seperti ini membantu anda dalam menceritakan kembali isi cerita?
- A. Ya B. Kadang-kadang
12. Dengan menggunakan moral story video, apakah anda termotivasi untuk meningkatkan kemampuan berbicara/speaking anda?
- A. Ya B. Kadang-kadang
13. Menurut anda apakah cara guru mengajar pada pelajaran berbicara/speaking dalam bahasa Inggris dengan menggunakan moral story video menyenangkan?
- A. Ya B. Kadang-kadang

INSTRUMENT OF PRE-TEST

Pre-Test (Oral Test)

Chose one of topic below and retell the story on your class

1. The Monkey and Cats
2. The Way God Helps
3. The Giving Tree
4. Jack and The Beans Stalk

INSTRUMENT OF POST-TEST

Post-Test (Oral Test)

After watched moral story video “Jack and The Beans Stalk” retell the story using your own words.

LESSON PLAN

Subject : English

Grade (Semester): VIII (1)

Core material: Narrative Text

Time allocation: 2 x 40 minutes

A. Core Competence

Understanding functional oral text and short monolog that form narrative and recount to interact in social and natural environment

B. Basic Competence

Grasping the meaning of spoken narrative text in the form of short and simple fables, by paying attention in social function, text structure, and language feature, which is credible and appropriate with the context.

C. Indicators

Identification information in the form of text monolog narrative and recount.

D. Objectives

After teaching and learning process

Students are able to identify structure of narrative text.

Students are able responses moral message in narrative text.

E. Learning Material

A Narrative text will consists of the following structure:

Orientation : introducing the participants and informing the time and places.

Complication : describing the rising crises which the participants have to do with.

Resolution : showing the way of participant to solve the crises, better or worse.

F. Learning Media

1. Text book

2. LCD

3. Laptop

4. Video

G. Learning Method

- Discussion

- Retelling Story

H. Learning Activity

1. Introduction

Apperception:

1. The teacher say greeting to all students

2. Before learning and teaching process the leader of class guide her friends to pray.

3. The teacher check students attend list

4. The teacher ask students about their favorite story

Motivation

1. The teacher explain about the importance of the material

2. Core Activity

Exploration:

1. Giving stimulus which the stimulus is about narrative text.

2. The Teacher giving time for students to discuss eac other related to material.

Elaboration

In elaboration activity

1. The teacher divide students into three groups

2.Each group have different story

3. One students as a storyteller in his group and telling the story in the front of class

4. The students identify information from he story

5. The teachers control students' being active

Confirmation

1. Each group answer the question from the short monolog
2. The teacher giving feedback and reinforcement
3. Closing Activity

In closing activity, teacher:

1. Asking students about difficulty in understanding narrative text
2. The teachers guide students to write a conclusion
3. The teacher explain the next activity include narrative text

I. Resources

Relevant moral story (fable)

Internet

J. Scoring

Accuracy

Classification

Score

Criteria

Very Good

91 – 100

The errors present in speech do not change the message so that the message would be easily comprehended

Good

75 – 90

The speech is still understood although it consist of many errors

Fair

61 – 74

The speech sometimes hasty fair

Less

51 – 60

The errors present in speech would frequently create confusion

Poor

0 - 51

The serious errors present in speech makes the message difficult to understand

Fluency

Classification

Score

Criteria

Very Good

91 – 100

Speaking fluently

Good

75 – 90

Speaking generally at normal speed

Fair

61 – 74

Speaking sometimes hasty fair

Less

51 – 60

Speaking too slowly

Poor

0 - 51

Speaking with many pauses

CURRICULUM VITAE



Darma was born on May 25th, 1996 in Tompotana Tanakeke Island, Takalar from the marriage of her parent's Haji Baso Dg. Alle and Haja B Dg. Intang. She is the third child from 5 siblings. In 2002, she started her elementary school in SDN 140 Inpres Tompotanah and she finished in 2008. Then, she continued her study in SMP Swasta Tanakeke in 2008 until 2011. She continued in senior high school in SMA Negeri 3 Takalar in 2011 until 2014. At the same time, she accepted as a student in English Education Department at Muhammadiyah University of Makassar. At the end, she could finish her study in 2019 with the thesis title "Using Moral Story Video in Increasing Students Speaking Ability at SMPN Satu Atap Tompotanah".