

**IMPROVING STUDENTS' SPEAKING SKILL IN DAILY
COMMUNICATION THROUGH SKETCH PANTOMIME COMEDY
VIDEO (LARVA) AND RETELLING**

(A Study at Ma'had Al Jamiah UIN Ar-Raniry Banda Aceh)

THESIS



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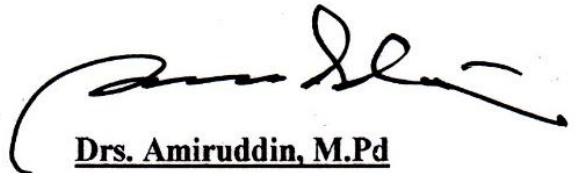
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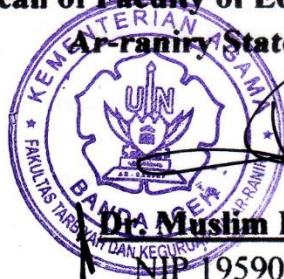
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ABSTRACT

This research is aimed to find out whether Sketch Pantomime Comedy Video (Larva) and retelling can improve students' English-speaking skill in daily communication at unit 46 of Ma'had Ali Jamiah of UIN Ar-Raniry. The design of this research was a concept of quantitative research which was experimental teaching. Speaking test, and questionnaire were used to obtain the data. The population of this study was 200 Ma'had Students of UIN Ar-Raniry. Besides, twenty-three students of unit 46 were taken for the sample by using purposive sampling. Thus, the data was collected through a speaking test and questionnaire. The result of the research showed that there was an improvement of students' speaking where the mean score of pre-tests was 55,6 and the post-test was 67,5. The score proved that the mean scores of post-tests were higher than those of pre-tests. This also indicated that the teaching by using Sketch Pantomime Comedy Video (Larva) can be applied as one of the techniques to improve students English speaking skill.

Keywords: *Daily Communication, Sketch Pantomime, Comedy Video, Retelling*

CHAPTER I

INTRODUCTION

A. Background of Study

English is an important means of communication, which is used by many countries in this world. It acts as an important part as an international oral communication. Furthermore, Indonesian government chooses English as the first foreign language to be taught in schools. English is introduced as a compulsory subject from secondary level to university. The purpose of teaching English in university students level is to make them understand both spoken and written English to communicate their ideas effectively. In Indonesian education curriculum or content-based curriculum, students have to master the four language skills: listening, speaking, reading, and writing.

Speaking is one of productive skills which is useful for producing and conveying information (Mundhe, 2015). However, mastering English speaking skill is not easy for EFL learners. Many students in the school feel reluctant to speak due to lack of idea and vocabulary. This problem may lead students unwilling to participate in the classroom discussion. Following of this situation, it is important to find out relevant method and approaches to overcome this problem. As we are all aware, speaking has part of crucial function of speech that is for interaction and communication. The function of speaking itself is to express our ideas, opinion, and desires and to establish social relationships and friendship.

Using video in education can help student understand the topic that is given in the classroom. Function of media also as a room for student to catch some new

ideas. The media used should be relevant with social content to help student easy to understand the subject. Sihem (2013) argues that, the use of video gives impact to develop and improve speaking performance of EFL learners. This technique helps EFL teacher to enhance and motivate them to develop learner ability. In addition, using video help EFL learner not only improve their knowledge but also help students to be brave with their speaking performance.

Using video in classroom can make conducive situation that it allows in providing a lesson. Students will have paid their focus with video to receive some information from it. Clark's (2000) study reported that cartoon video can engage the attention of the learners and present information in a non-threatening atmosphere. In addition, the role of cartoons in education can encourage processes of thinking and discussion skills EFL learner, so this is really important to them. Taher (2011) states that cartoons as a source of authentic audiovisual language input have proved to be effective in increasing language learners' motivation.

In short, this can be a source of authentic material we also need to selected appropriate cartoon in the globalization era, because there are many kinds of cartoons videos with different age restriction and we need to select many kinds the relevant for EFL learners and as a concept of learning.

The application of video may increase student motivation to reduce anxiety and create their spirit full of confidence in learning English. Because, students must be taught not only the process but also the applicability of this process to other life problems and they must have some practice in making conversation. The EFL learner will used their knowledge after being taught in the school is when they apply

it on their daily. The daily communication will have produced when they speak up with their friend or people around them. Sato (2003) stated that feeling relaxed and in class improves students' self-confidence, encouraging them to speak out in the class. Furthermore, students' anxiety is lowered and their confidence is increased. When student feeling confident to speak it means that EFL learner will become more motivated to use English in their daily. Challenging of EFL teacher will consist partly in teaching students to recognize the similarity between the old situation and the new one, partly in exercising them in applying the ideals and methods that is suitable to ELF learner. There are some kinds of methods that provide for teacher in the classroom one of which is Total Physical Response.

Total physical response (TPR) is the method developed by Asher in 1960s is mostly used in conventional education setting (Kuo et al., 2014) s. TPR is conducted based on the coordination of spoken and physical movement. From this theory I get some similar indication of object that I want to describe in this research, namely physical movement and pantomime also has shown similarity. A study conducted by Malone (2013) is about gestural communication of bonobos. She found that the subject of gestural communication has provided research evidence suggesting that what we convey with our actions is just as informative as what we say with our words. In fact, before human children master verbal language, they use gestures to indicate wants and needs. However, we often show gestural movement when we do not know the proper vocab in some conversation situation. In additional, we require initial attention to get meaning carefully until understand what the idea is, rather than to the form of items (Richards & Rodgers, 2002).

Furthermore, pantomime which builds on imitation, involves “the repetition of some of the movements of a praxis action, but without acting on an object, as a way of communicating something about the action, object, or event concerned” (Malone, 2013). In which pantomime has a uniqueness when we applied it in EFL learning, because they need to think critically in understanding. Beckham & Klinghammer (2006) stated, critical thinking itself is the cognitive operation of using reasoning skills to demand and analyze the accuracy of ideas, statements, new information, etc. In EFL learning, critical thinking is important for EFL learners in gaining new experience and knowledge. From this research, we also may look creative thinking of student in retelling the pantomime story. Therefore, the researcher wants to conduct TPR principal with pantomime in education.

My own experience as an EFL learner and an English instructor at some private courses in Banda Aceh revealed that lack of ideas and low command of vocabulary, uncomfortable classroom environment and traditional teaching method lead to low English language proficiency. This situation may be caused by monotonous classroom activity where the instructor comes to the class without stimulating them to play a part in classroom interaction. Hence, it needs to propose the appropriate technique to overcome the students with low speaking capability. This problem means that the responsibility of the instructor need to find out the effective media for presenting the materials in order to stimulate the students' positive attitude toward the speaking class (Burns & Joyce, 1997). Furthermore, the researcher wants to present the collaboration between theory and fun practical method that appropriate to EFL learner.

The researcher wonders to describe improvement of student speaking skill by these approaches and way of teaching hopefully make student interest with activity and started them common well with English. Because when a student gets their motivation, an improvement of the language will grow following with their motivation.

B. Research Question

Referring to problem mentioned in the background of the study, I formulate the following research question:

1. How do students perceive their speaking performance after being taught by using larva (comedy video) and retelling?
2. How does the larva (video comedy) affect students' s speaking performance?

C. Research Aims

The aims of this study are to carry out empirical exploration about improving speaking skill through pantomime video:

1. To identify the students' speaking performance and their perception after being thought of using larva (comedy video).
2. To describe the improvement of student speaking performance, encourage them to use their critical thinking to catch some ideas from the video then give evaluation for them and look implementation the pantomime video for the English classroom in improving speaking skill.

D. Significance of Study

The present study is significant for the development of teaching and learning English by identifying the reasons behind the lack expertise of idea in daily English communication. This study is also hoped to improve the students' skill performance at Ma'had Al-Jami'ah Ar-Raniry.

This study, in my view, is of use for English teachers to enrich their teaching techniques to make the class interesting and fun.

This study is also hoped to be a fruitful reference for the next researcher who is interested in doing further study in the field of conversation to EFL learner.

E. Research Method

The data research was collected at Ma'had Ali Jamiah UIN Ar-Raniry, Banda Aceh. The design of this research was a concept of quantitative research which is divided into associational and experimental. What is common in both types of this research to determine a relationship between or within variable (Mackey & Gass, 2005). The researcher uses experimental teaching, questionnaire also speaking test in collecting data such as pre-test and post-test. Population of this research is the entire students of SCTV dormitory which consist of 200 students and sample this study is 25 students in Conversation Class at Ma'had Al-Jami'ah Ar-Raniry unit 46.

F. Terminology

In order to avoid misunderstanding of the reader, the terms used in this study need explanation.

3. Daily Communication

In this study, daily communication refers to the student English-speaking activity conducted at Ma'had Al-Jami'ah Ar-Raniry. The activity in their environment such as greeting, small talk, information sharing, and farewell statement.

4. Sketch Pantomime

In this study, the meaning of Sketch comedy is a series of short video scenes or vignettes, called "sketches", performance commonly between one and ten minutes long. Pantomime is a performance that translated by an actor into gesture or movement the thought which the chorus was expressing (Aubert, 1927).

5. Comedy Video

Comedy video is a content of this research used, this video is serving with funny or humor thing which is coming from character of story or the story itself. Therefore, this comedy video named Larva Films taken from RCTI TV programs for this study.

6. Retelling

Retelling is an activity for student in understanding of topic. This is activity of the student in oral presentation and involve attention to the idea and topic from video.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher provides brief explanation about literature related to the study.

A. Speaking

1. Definition of Speaking

Experts have given some different views about speaking. Bertram (2002) mentions that speaking is perceived as the basis of literacy and communication. Furthermore, speaking is one of the four language skills that is taught in the teaching of English and it is the process of building and sharing meaning through the use of verbal and nonverbal symbols. Thornburry (2001) states that speaking requires the ability to co-operate in the management of speaking turns. It means that everyone has same chance in speaking in which he/she should have experience first. It also typically takes place in real time, with the little time for the detailed planning.

According to Fewzia (2012) speaking is the primary tool for communicating, thinking, and learning in general, and learning a language in particular. It is through speaking, students learn concepts, develop vocabulary, and perceive the structure of the English language as essential components of learning. However, students should have a treatment to make them able to speak well. school or their environment are as a place for English learner in getting their treatment of language, because student can discover in learning and practicing of their speaking skill. Harmer (2001) adds that speaking happens when two people are engaged in talking to each other. It can be fairly sure that they are doing so for good reasons.

Their reasons may be that they want to say something, they have some communicative purposes, and they select from their language store.

In short, speaking is standard of the successful language acquisition that is the learners' ability to interact with others. Brown (2001) states that when someone speaks a language, it means that they can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other speakers of language.

According to the theories, speaking is the ability to express something through a spoken medium; speaking is concerning putting the ideas into words about someone's perception, feelings, and intentions to make other people grasp the message that is conveyed. People speak to other people to make communication run well. They have to speak to express their ideas about something. If they want something, they have to say it. It makes other people know what they want. It means that speaking is one of crucial abilities to use a language. A successful teaching speaking depends on interactive discourse within the speakers that is the communication between teachers and students or students with other in the classroom.

2. Components of Speaking

a) Fluency

The term of fluency refers to an ability to produce or comprehend utterances smoothly, rapidly, and accurately. It is shown when someone speaks with normal speed like native speaker. Furthermore, speed is a factor of speaking language

fluently (Thornbury, 2001), some perception about being fluent also about pausing word. It is important to know appropriate placement of pauses. Another significant factor in the perception of fluency is the length of run, such as the number of syllables between pauses. The longer the runs are able to speaker sound more fluent.

Although, there are some signs that we can hear when they do common pause fillers are *uh* and *um* or use of repeats that is the repetition of a single word at the point where they have been temporarily paused. These signs indicate that the speaker does not spend a lot of time searching for the language items needed to express the message. However, fluency means an ability of people in delivering their idea quickly and with understanding. This capacity occasionally contrasted with accuracy, correctness of language use, especially grammatical correctness and complexity or a more encompassing understanding of vocabulary and discourse techniques. Fluency, accuracy, and complexity are distinct but interrelated components of language acquisition and talent. In addition, communication is a process of sending the idea to people until they receive what we want.

b) Pronunciation

Pronunciation is the production of syllables or words according to some accepted standard, as identified in any good dictionary. Among the most widespread pronunciation problems are putting the accent (stress or emphasis) on the wrong syllable and pronouncing sounds that should remain silent. Both of these pronunciation problems may result from learning English as a second language (Devito, 2015). For example, a person may use the accent system of his or her first language to pronounce words in English that may have a different accent system.

Similarly, in many languages, all letters that appear in a word are pronounced in speech, whereas in English some letters are silent. Therefore, pronunciation is the manner wherein a word or a language is spoken. This will refer to commonly agreed-upon sequences of sounds utilized in talking a given phrase or language in a specific dialect accurate pronunciation, or truly the manner a selected individual speaks a word or language.

c) Grammar

Grammar is theoretically possible to have short conversation where each utterance consists of nothing but a single word or short phrase (Thornbury, 2001). However, the grammar of speech is identical to the grammar of written text. The function refers to time of producing speech in real time. Furthermore, it is the meaning conveyed in a sentence by word order and other grammatical signals to provide structural meaning.

d) Vocabulary

Vocabulary is an important aspect in learning a language. A language learner is unable to communicate or express his or her ideas either in spoken or written form if he or she does not have sufficient vocabulary. Vocabulary is divided into two kinds; active and passive. Active vocabulary is the word that the students can understand, pronounce correctly, and use constructively in speaking. Passive vocabulary is the word that the students can recognize and understand when they are in the context (John, 1988).

e) Comprehension

Comprehension can be defined as the potential to understand something. In speaking, comprehension is definitely required in order that the speaker can initiate the communication and the listener can respond to it. Comprehension is important to avoid misunderstanding among a speaker and a listener. Certainly, communication can cross smoothly.

3. Type of Student Speaking Strategies

Speaking plays a critical role to explicit each factor of oral. It turns into a critical issue of teaching the English as foreign language. For that reason, the entire school room sports depend on the teaching-mastering system. In coaching getting to know process needs a technique. Many linguists and language teachers agree that students learn speaking skills best through “interacting”. Teachers should try to use “real” situations that require communication and collaboration (working together) between students.

The mastery of speaking skills in English is a priority for many foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. Therefore, the researcher cites explanation from the expert about a number of speaking strategies which are discussed in the literature of teaching strategies.

a) Paraphrase

Paraphrasing means putting into your own words what you have read or heard from research sources. This is re-presenting the writer's or speaker's ideas using own words and important to reference the source/s from which you gathered the material. Al-Harrasi (as cited in O'Malley & Chamot, 1990) stated that Paraphrase is "the rewording of the message in an alternative, acceptable target language construction, in situations where the appropriate form or construction is not known or yet stable." Furthermore, three types of paraphrase are approximation, circumlocution, and word coinage." Approximation involves "using an alternative term which expresses the meaning of the target words as closely as possible." Principally, if speakers want to express the meaning of idea, they should not focus about that meaning. However, speakers can attempt to use another way to explain the meaning. Circumlocution is a strategy used to describe or to explain the meaning of the target expression, for example, through description of its characteristics such as shape, color, size or function. Word coinage is defined by Brown (2000) as "creating a non-existing second language word based on a supposed rule", for example, using the past form (ed) to create the verb 'goed' instead of 'went'. Learners may also make up a word to substitute an unknown word; for example, they may use 'animals garden' for the unknown word 'zoo'.

b) Self-monitoring and repair

Thornbury (2001) states that self-monitoring is a process that happens concurrently with the stages of conceptualization, formulation, and articulation. Therefore, a re-think at the planning stage may result in the abandonment of the

message altogether in talking, as when someone starts to give an idea and then realizes that the subject of the idea is within hearing distance or missing idea, self-monitoring at the formulation stage may result in a slowing down, or a pause and the subsequent backtracking and re-phrasing of utterance. In case, self-monitoring of articulation results in the kind of corrections that even fluent speakers have to make when the wrong word pops out or the pronunciation goes away. Furthermore, repairs is ability to make monitoring either in response to self-monitoring or the messages conveyed by one's interlocutors. repair can take the form of an immediate correction or retrace and repair

c) Repetition

Repetition is kind of strategy in repeating the utterance, this is also able to support students in mastering speaking by repeating a lot of words. This one way is to basically understand about the word, by doing some repetition it stimulus our mind to easier to memorize word. Therefore, strategy of repetition make speaker becomes easier to memorize in their mind.

d) Borrowing

Borrowing occurs when learners use First Language knowledge to help them solve Second Language communication problems (Al-Harrasi, 2013). This strategy is used by learner to overcome communication problems. In case, the learners use their first language to ask for an English translation of a mother tongue word. However, there are non-linguistic signals such as miming and gesturing, are another borrowing term to help their interaction. Moreover, language switch occurs when a learner uses the second language momentarily switches to the first language.

B. Daily Communication

1. Definition

Communication is a process of exchanging statistics, ideas, mind, emotions and feelings via speech, indicators, writing, or conduct. It involves not only the spoken and written word but also body language, personal mannerisms, and style anything that adds meaning to a message (Hybels & Wearver, 2006).

Meaning of communication is a systemic process in which people interact with and through symbols to create and interpret meanings (Wood, 2009). As stated in Oxford Dictionary, communication is an activity of expressing ideas and feelings or giving people information and daily is an activity which is happening or appearing every day or every week. Therefore, the function of communication is necessary for people to persuade, inform, influence relationship, sharing, discover and uncover information. It shows that there is some transaction between one people with others. However, process of delivering idea and feeling can be communicated only if there are they are represented by symbols. A symbol is something that stands for something else. All communication messages are made up of two kinds of symbols, they are verbal and nonverbal.

a) Verbal Communication

Verbal communication or common people known is a speaking, is an important form of communication in social life and consist of using word in communicating. The words in a language are verbal symbols than stand for particular things or idea (Hybels & Wearver, 2006). Verbal symbols are limited and complicated, because there some a concrete symbol that represents something and

even more symbol which stand for idea or consider with vast differences in understanding of words. There some words determined by people experience named abstract symbol that make it complicated, since people's experience differ to some degree then individuals will assign different meanings to these symbols. Most people speak for sharing information about anything until relationship is created. Planning and organizing our thoughts is a critical part of verbal communication. Verbal communication can be taken to mean many different things. However, one thing is always clear: words must always be involved in verbal communication. Consequently, people using verbal communication since people know a language.

b) Non-Verbal Communication

Non-verbal communication or body language is a critical form of communication. This natural, unconscious language reveals your true feelings and intentions in any given moment. It is a signal of can be misinterpreted people speaking. This communication refers to gestures, facial expressions, movement, and body posture are all nonverbal cues that express what words might not. Smiles and an extended hand, for example, signal openness (Kranz, 2007). Frowning or being too serious, on the other hand, might suggest you are inapproachable, moody, or uninterested. Negi (as cited in Gregersen, 2009) stated that includes the messages other than words that people exchange, people also use their hands, (gestures), head moments, eyes (eye contact), lips (smile), bodily postures and symbols to communicate which always accompany oral discourse-intended or not, then the impact of this non-linguistic cues in conversation is called non-verbal

communication. However, in communication people normally do not confine themselves to the mere emission of words. therefore, nonverbal behaviors play a highly important and essential role on learners' motivation and express their feeling in language classroom.

However, there are some facial expression of people never changes means can be in fact of a sign focused attention sign whereas some people may think it has “tuned out.” Poor posture may suggest that you lack confidence or don't believe what you say—an interpretation that may harm your credibility. Many people are in the habit of folding their arms, but this gesture is often viewed as a sign of disagreement, resistance, or lack of openness. In short, nonverbal signals say volumes about your interest in what the other person is saying. The best form of nonverbal communication is listening attentively to what others say.

In addition, using nonverbal along with verbal communication emphasizes interest of people in what others are saying. Facial expression, gestures, body movement, the way of eyes look all communicate about feelings and emotions. The feelings and emotions can be detected on face include happiness, sadness, surprise, fear, anger and interest. Following to Hybels & Wearver (2006) there are types of nonverbal communication:

c) Paralanguage

Paralanguage is way of speaker say the words, it means that every single word which is produced by speaker has showed different meaning because following through the situation and condition in speaking, even though use the same word. The human voice takes part of this place, there are elements of paralanguage

includes such vocal characteristic as rate (speed of speaking), pitch (highness of lower of tone), volume (loudness), and quality (pleasing or unpleasant sound). When any or all of these factors are added to words, they can modify meaning. Therefore, meaning in communication is affected by vocal cues and not the word themselves but the way in which of speaker is said.

d) Body Movement

Body movement, also called kinesics is responsible for a lot of nonverbal communication and it is divided into five categories: emblems are body movement that directly translate into the words; illustrators are accent, emphasize or reinforce words; regulators means that control the back and forth flow of speaking and listening such as made up of hand gestures, shift in posture and other body movement that signal the beginning and end of interaction; displays of feelings show, through facial expression and body movements how intensely a person is feeling; then the last is adaptors, these are nonverbal ways of adjusting to a communication situation. When people in nervous or uncomfortable in a situation they will move around or do something with objects around them, these behaviors is an adaptor that is a way of helping people cope with the situation.

e) Eye Messages

Eyes can send many messages even people are not a ware of eye movement, the use of eyes to indicate a wide range information such as interesting with someone or warn to someone because of something dangerous will happen.

f) Attractiveness

Attractiveness is one of the most fascinating pieces of recent research which has found if attractiveness is the same from one culture to another. This is also found that people who are perceived as attractive get a more positive response from others and have an easier time in life.

g) Clothing

Clothing gives such as a strong and immediate impression of its wearer, it is enormously important to nonverbal communication. Clothing projects a message, and by choosing particular clothing, the wearer commits their self to the statements the clothing makes. The viewer responds not only to the clothing itself but also to what it says about the wearer in term of status, affiliation, norms, and conformity. Furthermore, clothing has four categories to convey with different meaning and different result in different interaction pattern. Uniform is the most specialized form of clothing. It identifies the wearer with a particular organization. There is little freedom of choice in a uniform: its wearer is told when to wear it in daytime or summer and what they can and cannot wear with it such as jewelry, medals and hairstyles. Second is occupation dress that employees are expected to wear, but it is not as precise as a uniform.

This clothing indicates the performance of a certain kind of job, and it is designed to present a specific image of the employer. Leisure clothing is worn when work is over. Because this kind of clothing is up to the individual, some people assert their personal identities through it. However, not everyone sees styles of leisure wear as choice. Costumes are a form highly individualized dress, because

costume announces to viewer what they have to be and it might have symbolic importance such as the cowboy costume it announces that a macho kind of individuality.

h) Body Adornment

Throughout the world people have found ways of changing the body they were born with. Hairstyle, facial hair, and make up are conservative change that are widely accepted. It's hard to believe that early in the century people were shocked when women used make up and cut their hair. Usually this style is not only about looks but it also has to do with getting a reaction from the adult world.

2. Type of Conversation

Based on style and reason, there are two essential categories of conversation and they each bears their very own characteristics. communication sorts primarily based on style and purpose are:

a) Formal

Formal communication means positive regulations, conventions and standards are followed whilst communicating message. Formal communicate takes place in formal and legitimate style. usually expert settings, corporate meetings, meetings undergo in formal sample. Using of slang and foul language is avoided and accurate pronunciation is required. Authority strains are had to be accompanied in formal communicate. Speaker use formal communication in situation such as conference, seminar, and public discussion.

b) Informal

Informal communication is accomplished using channels which are in evaluation with formal conversation channels. It's only a casual communicate. its miles mounted for societal affiliations of members in an enterprise and face-to-face discussions. It happens among buddies and circle of relatives. In casual conversation use of slang words, foul language isn't restrained. typically. casual communicate is finished orally and the usage of gestures.

Informal conversation, unlike formal verbal exchange, does not comply with authority lines. In an agency, it facilitates in locating out body of workers grievances as humans specific more whilst speaker informally. casual communication allows in building relationships

C. Pantomime

1. Definition

Pantomime is saying things and telling stories without using words. Everyone does pantomime every day. For example, when we wave goodbye, nod our heads "yes," or shake our heads "no," people understand what we mean even though we're not speaking. Without saying anything, the expression on our face tells people how we are feeling. Our body movements show many things about us as well like when we are happy, or tired, or scared.

According to Oxford learner's pocket dictionary (2008), Pantomime is a funny play for children, based on a fairy tale, with music and dancing especially at Christmas. Whereas pantomime is displayed without dialogue in the performance, in which performers express meaning through gestures accompanied by music and

audience directly understand with the story when they watch even them can retell it to others.

A group of comic actors or comedians performs such sketches, either on stage or through an audio or visual medium such as radio and television (Wilpert, 2016). According to Longman Advance Online Dictionary, Sketch comedy is a short humorous scene on a television programmed, in a theatre etc. that is part of a larger show. Often sketches are first improvised by the actors and written down based on the outcome of these improve sessions; however, such improvisation is not necessarily involved in sketch comedy.

Performance of pantomime without producing sounds or some communicative conversation by actor or actress and do not use any kind of language and dialect. However, there are some information or message in performance as implicit. Implicit means information that is not stated a clear form in the text itself. Nevertheless, the implicit information is part of the meaning of performance which is to be communicated by the understanding of people, because it is part of the meaning intended to be understood by the original meaning who is performed.

Additionally, this research using sketch pantomime with six or ten minutes in each scene performance. sketch pantomime is a brief scene or vignette of the type entertainment, and now used widely in comedy and variety shows, talk shows and some children's television series such as *Larva* in RCTI TV Program.

2. Function of pantomime cartoon for Education

Animated cartoon as an authentic material has been considered as an effective tool that assists language learning, mainly, in EFL learning context as it clarifies abstract concepts and add humor to a topic.

First believe that utilization of cartoon as an educational tool has an immediate impact in the classroom (Keogh & Naylor, 1997). Both wanted to encourage teachers to use purposeful approach to practical and instant influence in the classroom. It has been emphasized that the concept of cartoon served second language learning process, by offering several developments, such as, a shift from negatively-worded to positively-worded statements and a transfer from usage of single alternatives to multiple alternatives.

Using animated cartoon as an educational tool in language classroom not only has an influence on second language learners' performance, but most importantly the methodology of utilization cartoon in classroom also has an effective impact. However, innovative learning tools must not be separated from creative teaching strategy. Consequently, the aim of this paper is to discuss how animated cartoon as a pedagogical material can be employed in language classroom from a constructivist point of view.

Watching cartoon films in a foreign language classroom has various pedagogical advantages which is explained by Clark (2000), this is unlike other audiovisual materials, watching cartoon film as a source of authentic language enables teachers to involve students, attract their attention, create a non-threatening

atmosphere to present information, and it has the potential to enhance critical thinking processes and discussion skills.

Cartoon as an authentic language input would facilitate language practice in the classroom. Sarko (2008) states that exposure to authentic language would serve learners to practice language not only in the classroom, but also in outside where they can utilize language input to learn more about cultures by their own. Nunan (1999) acknowledges that exposure to authentic language material has a vital role in motivating language learners to correlate the content and subject matters to their life. In other words, it enables them to make the interconnections between knowledge they get in language classroom and real world outside the classroom setting.

D. Explanation of Video

1. Definition of Video

There is some genre of video, in this study the researcher used comedy video that refer to one of video genre is able to cause an audience's strong reactions or special emotional experiences until make them laughing (Xu et.al 2005). According to Oxford Dictionary learner's pocket dictionary (2008), Video is type of magnetic tape used for recording moving pictures and sound and comedy is an amusing play.

Besides teaching technique which has by the teacher, media also plays a great role in determining successful speaking class. The use of media gives valuable advantages in teaching and learning process. This statement is in line with Wittich and Schuller in Pratiwi (Pratiwi & Mustika, 2010) who say "When more

information is communicated by learning media, teacher can give more attention to the uniquely human aspect of education, understanding and the need of individual students, helping them to set and realize goals and stimulating them to use the information available from educational media “Media is classified into audio, visual, and audiovisual.

Audiovisual is categorized as one of the best medias to teach speaking since the students not only can see it but also hear it at the same time or in short term they see and listen at the same time. One of audio visual media that usually used in teaching and learning process is video. Canning & Wilson (2000) states that video is at best defined as the selection and sequence of messages in an audio-visual context.

Videos are divided into several kinds, and among the videos, cartoon video considered as the closest one to the children or in this case, young learners. It is very entertaining and enjoyable for young learners since it provides audio and visual materials through fun and attractive motion pictures. Cartoon video provides information to eyes and ears which enable students can see communication in action. It also provides good model of pronunciation, accuracy, fluency, and various vocabulary.

The researcher chose cartoon videos as teaching media in conducting this research because they are close with the students’ life. Paulson (2013) states cartoon as form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize. Since cartoon videos are flexible teaching media, they can be combined with some attractive and challenging

learning activities. Wittich and Schuller in Pratiwi (2010) mention three advantages of cartoon: for motivation, as illustrations, and for pupil activity. While watching cartoon video, the students are not required to think hardly. It provides good illustration of significant learning point and variety in presentation material. Cartoon is suitable illustration to explain concepts of literature and grammar. It can carry out the concept of grammar through the sound of its moving drawing.

Supporting the above advantages, Gebhardt (2004) mention that the activity of using video in a classroom provides the students with current, meaningful and relevant content, and the combination of both an autonomous learning environment and collaborative, communicative, task-based interaction. In brief, cartoon video as teaching media can be applied with various teaching techniques and activities.

2. Types of Video

According to Mursyidto (as cited at Harmer, 2014) states there are three basic types of video which can readily be used in class.

a) Off-air program

Off-air program is a program recorded from a television. It should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility too. Apart from overall language level, some off- air videos are also extremely difficult for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or a regional vernacular.

b) Real-world video

The teachers should not use separately published videotape material such as feature of films, exercise manuals, wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. Once again, teachers need to make their choice based on how engaging and comprehensible the extract is likely to be.

c) Language learning videos

It means that the videos are prepared to accompany course books. The advantage is that they have been designed with students at a particular level in mind. 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.

3. The Advantages of using Videos in the teaching and Learning Process

The use of videos in the teaching and learning process has the advantages of presenting abstract ideas in realistic concepts. Besides, students are able to view a performance over and over again for emulation without any risk (e.g. view directly phenomena of eclipse of the sun, volcanic eruption, etc) or they can observe videos of their own performance or feedback and improvement. Teachers play a key role in the success or failure of any videos used in the language classroom. It is important for teachers to select the videos, relate the videos to students' needs, promote active viewing, and integrate the videos with other areas of the language curriculum.

Videos have advantages of achieving the important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication. They can be improved or destroyed by the way in which the teachers introduce the video and the activities which the students carry out.

According to Alessi (2001), a video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, without showing a video. It is hard to show a student the effects of body language on communication using only graphics or still photographs. The movements of athletes or animals are best captured by video. Video here has also been included for motivational reason. Moreover, Harmer (2001) also states that there are some advantages in using videos in the teaching and learning process:

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

- d) 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.

It is clear from the explanation above that videos have some advantages. Videos can support the teaching learning process. The students can learn language not only by listening how native speakers pronounce some words but also by observing their facial expressions. They can also learn about culture from other countries what other people in other countries wear, eat, and much more.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is a concept of quantitative research which is divided into associational and experimental. What is common in both types of this research is to determine a relationship between or within variable (Mackey & Gass, 2005). Therefore, this design is appropriate to the research because the researcher wants to describe the correlation of treatment between variables and to make predictions. Measuring the effect of treatment, the researcher used pretest and posttest in the teaching experiment process. In the pretest, the researcher wants to carry out pretreatment testing to ensure an initial level of skill of learners' and post treatment to measure differences among learners' after treatment.

B. Research Setting

The research setting refers to the place where the data are collected. In the present study, data were collected at Ma'had Ali Jamiah UIN Ar-Raniry, Banda Aceh. Ma'had is a program which must be registered by all students of UIN Ar-Raniry before they graduate from the university. The students are required to stay at the place for one semester where they are trained not only the English and Arabic but also moral education as well. However, the most important skills that they have to master is speaking in English. There are four dormitories located on campus and

one is out of campus which is about one kilometer from it. This study was conducted at one dormitory so-called SCTV dormitory.

C. Population and Sample

1. Population

Population is a group that is defined in some way such as a group of people with certain characteristics of interest for the research (Griffie, 2012). According to Creswell (2012), population is a group of individuals who have the same characteristic. The population of this study is the entire students of SCTV dormitory which consist of 200 students. They are from different educational backgrounds and different English experience. They are put in the class in accordance with their level of English. There are twelve classrooms in SCTV dormitory; each classroom has 25 students, and the location of the class room at building of Tarbiyah C.

2. Sample

Creswell (2012) stated that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. Furthermore, sample is a subject of research which is examined with some type of data collection instrument. The sample of this research is 25 students in Conversation Class at Ma'had Al-Jami'ah Ar-Raniry. The technique of choosing the sample was purposive sampling which a group selected based on previous knowledge of natures or characters that have a close criterion which have been already known in population. There are 25 students in the classroom from different faculties. These subjects are appropriate to ensure research because they are from

different faculties and some of them do not have a good proficiency in English. In short, this research enables them to communicate in English.

The researcher chose Ma'had Students because it was the closest one that with criteria needed by the researcher. In this research, it is recommended that the students have basic skill of speaking. In order to engage the students in learning, it requires high motivation in learning. Highly motivated students tend not to worry of making mistakes and speaking in the front.

D. Technique of data Collection

In collecting the data for this research, experimental teaching, test, and questionnaire were used.

1. Experimental teaching

The researcher applied experimental teaching to experience directly the using of the method and to answer the second research question. The researcher conducted Larva cartoon video for students and let students watch the act of figure and their performance. Then researcher tried to measure the success of techniques used after students were given chances to get the appropriate practice to use English. Time allocation for this research is about five teen meetings or full meeting to teach in the classroom, to look for student improvement by the time. Following with time allocation researcher also do repeated observation or namely Time series design (Mackey & Gass, 2005) to get the data more specific and in the end of teaching experiment the result for all observation prior to treatment can be comparable for this research.

Giving scoring by speaking test to show how was the students' speaking skill after being taught by using larva video. There were five speaking components that were scored and described; they were pronunciation, fluency, performance, and grammar. The researcher obtained the data in the form of students' score result from the students' speaking in front of the class. The students' speaking in front of the class was analyzed and assessed by the researcher and the teacher by using the following speaking ability rating scale which was adapted and modified from Nunan (2005).

2. Test

In this research, the researcher uses two tests; pretest and posttest. At the first meeting, the researcher conducted a pretest and posttest at the last meeting. The purpose of the pre-test was to collect the data for measuring the student's basic ability. Meanwhile, the purpose of post-test was to measure whether the students' improvement in speaking test had already improve or not. The test was conducted twice in the two meetings. Then in the posttest, the researcher will give a chance to each student to presentence their idea about the whole story of pantomime video in front of the class. Hopefully, this can recover their confident to speak up in front of many people.

3. Questionnaire

According to Brown (2001), defined questionnaire (a subset of survey research) is any written instruments that present respondents with a series of statement. It was one of the ways to achieve more concrete data concerning the students' difficulties in interactive. It is contained question and other type of item

designed to obtain information appropriate for analysis. This questionnaire to answer research question number 1. The questionnaire is also one of the appropriate techniques to know all of information that connected with the problem. It could support the techniques mentioned above and answer the first research question. In this case, the researcher used an open-ended questionnaire that enables the respondent to give alternative answer or opinion out of the answer determined by the researcher. The questionnaires are around 12 questions, there are 11 multiple choices and 1 essay. Model of the questionnaire is open ended approach which is able to fascinate researcher without knowing what to expect for this present of study (Tracy, 2013).

E. Technique of Data Analysis

Analysis data is activity after all of data are collected from all respondents. Statistical procedures are steps that used statistically to analyze the students' achievement. To interpret the result of the students' worksheets, some statistical procedures are used as follows:

1. Scoring of Speaking Assessment

According to Won Lee (as cited in Swain, 2012), the most common purpose of assessing speaking is associated with the positive washback effect on foreign language learning. Scoring of speaking assessment could encourage learners to actively learn and practice speaking in classrooms. Therefore, this scoring would lead to a more communicative approach to learning a language more excited for learners. In this rubric assessment, the researcher gave the highest score; 4 and the lowest score; 1 for each category. To answer the research question number 2, the

researcher served speaking test to the Larva video to be retelling by students. From their presenting the story, the researcher gave a table for the assessment (*see appendix V*).

According to the table assessment above, the researcher put the score 4 for the students who retelling the video in speaking presentation details reported well and 3 for almost information is answered. For the score 2 only few information reported and score 1 there is no facts are reported. Based on the result of the table above, researcher served the table to conclude the result (*see appendix V*).

To answer the research question number 2, the researcher gave the score for the students' composition based on the table below:

Table 3.1 Table of rubric speaking test.

Components	Score	Criteria	Level
Pronunciation	25	✓ No conspicuous mispronunciations, mostly like native pronunciation, with no trace of „Foreign accent“ in presenting idea	Excellent
	20	✓ Marked „foreign accent“ and occasional mispronunciation which do not interfere with understanding in presenting idea	Very Good
	15	✓ Foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary in presenting idea	Good
	10	✓ Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition	Fair
	5	✓ Pronunciation in the vocabulary frequently unintelligible	Poor
Fluency	25	✓ Speech is fluent and effortless	Excellent
	20	✓ Speed of speech seems slightly affected by language problems	Very Good
	15	✓ Speed and fluency seems strongly affected by language problems	Good
	10	✓ Usually hesitant, often force into silence by language limitation	Fair
	5	✓ Speech is so halting	Poor

Table 3.1 Continued

Performance	25	✓ The student has a good creativity in arranging the story of the cartoon film, good confidence in expressing the performance with loud voice in presenting it.	Excellent
	20	✓ The student has a loud voice, good creativity in arranging the story of the cartoon film, but lack of confidence in presenting the idea.	Very Good
	15	✓ The student has good creativity in arranging the story of the cartoon film, but lack of confidence in presenting it.	Good
	10	✓ The student makes very simple summary with low confidence in presenting it.	Fair
	5	✓ The student makes a reckless summary with bad expression in performing it.	Poor
Grammar	25	✓ Makes few noticeable errors of grammar or word order	Excellent
	20	✓ Occasionally makes grammatical errors which do not obscure meaning	Very Good
	15	✓ Makes frequent errors of grammar and word order which occasionally obscure meaning	Good
	10	✓ Frequent grammar errors occur which make re-phrasing and reconstructing of utterance	Fair
	5	✓ Errors in grammar is severe	Poor
Comprehension	25	✓ Appears to understand everything without difficulty	Excellent
	20	✓ Understand nearly everything at normal speed although occasionally repetition may be necessary	Very Good
	15	✓ Understand most of what is said at slower than normal speed without repetition	Good
	10	✓ Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.	Fair
	5	✓ Cannot be said to understand even simple conversation.	Poor

Source : Nunan, D. (1992). *Designing Task for the Communicative Classroom*. Cambridge: Cambridge University Press.

Based on the table above, there are four categories which researcher chose to be the rubric of assessment. The first category is the pronunciation which means the researcher wants to see how well the students producing word sound in speaking presentation. The second category is fluency which means how students deliver their ideas quickly with good understanding by describing their appearance of pantomime comedy video. Whether they describe it by jumping from main character, or they have good sequencing in presenting the story.

In student speaking performance retelling the story, the researcher focusses on the performance of what they speak in retelling the story without focusing on the grammatical or word choice. Next is idea of details, whether the students give more accurate information of what they have comprehended from the video. Next, support the idea is important because it will make the speaking more accurate by giving some details of evidence from the pantomime video. The last category is focus on topic and vocabulary, which means the students should focus on the idea of what they speak based on the comedy video.

2. Test result

In order to analyze the test result, the researcher used statistical formula. The function is to discovery the range of data, the interval class, the space of interval class, to make a table of frequency distribution, and to calculate the mean of the table.

3. Range

Range is the difference between the highest and the lowest scores. The range pretest and posttest scores would be determined by using some formula below from Sudjana (2002):

$$R = H - L$$

Where:

R : the range of the score

H : the higher score

L : the lowest score

a) Interval Class

The number of interval class can be determined by using the following formula:

$$I = 1 + (3,3) \log n$$

Where:

I : the amount of interval class

n : the amount of sample

b) Length of Interval Class

The length of interval class can be calculated by using the following formula:

$$P = \frac{R}{I}$$

Where:

P : interval space

R : the range of scores

I : the amount of interval class

c) Mean

In this case, the researcher calculated the mean of students' score. The score was calculated by using formula. The formula is as follow:

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

d) Questionnaire

The result of questionnaire was analyzed by using the formula from Sudijono (2008), as follow:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : percentage

F : frequency

N : the number of sample

100% : constant value

CHAPTER IV

FINDINGS AND DISCUSSION

A. Data Classification

The data in this study is classified into three categories: Experimental teaching by using Larva comedy video, speaking test, and questionnaire. Experimental teaching was used to find out how well the students comprehend the video as speaking material that was given in this study. While the speaking test was used to find out the students' ability of SCTV dormitory of Ma'had Al Jamiah UIN Ar-Raniry unit 46 in presenting story of video by using authentic materials (larva comedy video), the questionnaire was used to find out the students' obstacles of using authentic materials in mastering speaking.

B. Experimental Teaching

In this study, the researcher did the experimental teaching in applying Larva Pantomime Comedy Video to improve the mastery of English-speaking skill for students at Ma'had Ali Jamiah UIN AR-RANIRY in the academic year 2018/2019. The class for experimental teaching was unit 46 and the subject was Conversation Class. The experimental teaching was conducted in five meetings.

In the first meeting on September 24th 2018, the researcher introduced himself and asked the students' condition and what they had learned on their campus. The researcher then gave information about the research and explained the purpose of conducting research in this class. Furthermore, the researcher went

around the class and asked the students to introduce themselves and answer several basic questions, this activity as a pre-test in order to know their basic ability level in mastering speaking. After that, the researcher explained more about how to speak well and to manage idea on a topic.

The second meeting on 01st October 2018 after checking attendance list, the researcher asked the student to learn how to introduce herself and her friends in a pair. Previously, the researcher gave them a lesson by showing some vocabulary, ideas and information that can be used for introducing. Afterward, the students had 15 minutes to discuss information that should be mentioned before the presentation. Before the presentation, the researcher asked them to use hand movement when they did the presentation, this was one way for student to improve their speaking performance and as data of this research. Student performed around 4 minutes each pair and the other friends had to watch and give some comment as a feedback.

Then the third meeting on 08th October 2018, the researcher greeted the class and checked the attendance. Then, the researcher continued his research about Pantomime Comedy Video (Larva) also gave a lesson to the students. At this meeting, the researcher told the student about the function of gesture and nonverbal communication that take place in daily conversation. The researcher invited student to play some games which are giving one simple sentence included verbal or nominal that showed by their gesture and the other friends have to guess what the sentence is. The activity held around 20 minutes and student's enthusiast following the games. At the end of the games, the researcher gave feedback for them that able to help them to improve their vocab, comprehension and performance.

In the fourth meeting on 15th October 2018, the researcher greeted and checked the attendance and told the student about pantomime performance also explained more about the relationship with education especially in improving their speaking skill. There were ideas that the researcher explained to the class such as a way of people used some movement in conversation. Furthermore, the researcher asked the student to watch a short pantomime video named Larva for 5 minutes, then the students retell the story by writing the story that showed in the video. The students may mix them wrote with Bahasa if they did not know an appropriate word.

Form this activity, the students must think creatively in retelling the pantomime comedy video performances. Overall the result of the students works, they could retell the story, although some of them need more help from the researcher such as asking about the plot and they were afraid to be false in the retelling. At the end of the activity, the researcher gave feedback and support to them because some of them not only had low motivation but also vocabulary in that case researcher told them must discover and explore English to find out their interest. This pantomime comedy video also as a proofed for the students if learning English not only at class and book but also at their environment.

For the last meeting or the fifth meeting on 22nd October 2018, the researcher checked the attendance list and asked the students' condition. Afterward, the students were invited to watch five larva videos and all of them should retell the videos and the researcher decided randomly the students to retell one of these pantomime comedy videos. However, some students would have the same video to retell therefore the researcher should ask the student with a simple question related

to Pantomime video to avoid the similar idea with their friends. This activity was a post-test and the treatment of was similar to IV meeting that students would retell the story of Pantomime Video performance but it was different in presenting the story. at the last meeting, the students would have presented their story orally and the other friends have to listen and give comment after the researcher done by giving the simple question.

C. The Data Analysis of Speaking Tests

The tests were given to the students in order to know their ability in speaking presentation performance. There were two tests in which the students participated; pre-test and post-test. The researcher selected one class as the sample and the pre-test was held on September 24th 2018 while the post-test was on October 22nd 2018. As mentioned in the previous chapter, the statistical analysis was used in order to find out if there is a difference between the pre-test and post-test result that was conducted after some treatments were given. This test distributed by the researcher to measure the students' achievement of the mastery of English-Speaking skill.

To know how well students' comprehension on the presentence Larva pantomime comedy video, the researcher provided table as follows:

Table 4.1

The result of scoring percentage about how well students comprehend the Larva pantomime comedy video on the presentation.

Score of Achievement	Predicate	Number of Students	Percentage
0 – 5	Poor	0	0%
6 – 10	Unsatisfied	6	26,09%
11 – 15	Good	12	52,17%
16 – 20	Very good	5	21,74%

Table 4.1 shows 12 students (52,17%) are good at comprehending the Larva comedy video while 6 students (26,09%) were not good enough to report most of comprehensive details of video and the rest 5 students (21,74%) could report almost all details of Larva comedy video comprehensively. In short, the students have good comprehension on the comedy video, because none of them got poor level. Even though six of the students are in unsatisfied level, interestingly most of them are good in comprehending this comedy video.

However, some of the students could not describe the sequence in Larva comedy video in detail, while the rest could. They described the Larva comedy video in many ways. When the researcher asked them to do the exercise; there was a scene of pantomime comedy video named larva on the scene “Once Upon A Time”. there are some students can tell the situation, activity, plot, and expression from the video. the students also have fun with the video by showing their happy expression such as a smile, laugh and sometimes afraid with the plot that showed in the pantomime comedy video. It means that these students could think and describe the Larva comedy video in detail by their own way. In short, most of the students’ have good comprehension on retelling the story of pantomime performance.

Afterward, in calculating the score of both tests, the researcher used the rubric for Speaking assessment to know students’ score (see appendix). The score of pre-test and post-test could be seen in the following table:

Table 4.2 The score of the pre-test and post-test scores in speaking test. (Continue to the next page)

No.	Student's Initial	Pre-Test	Post-Test
1.	W	60	70
2.	W2	65	60
3.	YB	50	60
4.	YR	55	70
5.	Z	45	65
6.	IF	60	70
7.	AWB	65	70
8.	A	55	65
9.	AH	55	70
10.	A2	55	70
11.	AF	55	65
12.	AW	55	60
13.	ASD	55	70
14.	AW2	50	60
15.	AP	60	75
16.	AM	50	75
17.	AP2	60	70
18.	AV	60	70
19.	A3	40	60
20.	B	50	65

21.	BU	65	75
22.	CH	55	65
23.	CLJ	60	75
Highest Score		65	75
Lower Score		40	60

The data in table 4.2 only showed the students' score of pre-test and post-test. The pre-test was given at the first meeting of the class with 23 students and all students were able for the test also at the meeting that the researcher did post-test.

The table showed that the lowest scored of pre-tests was 40 and the lowest score of post-tests was 60. Meanwhile, the highest score of pre-tests was 65 and the highest score of post-tests was 75. After the writer knew the score of both tests, he had to find the mean of pre-test and post-test. In calculating the mean of pre-test and post-test, that had some steps are used:

a. The Range of Data for Pre-Test

$$\begin{aligned}
 R &= Hs - Ls \\
 &= 65 - 40 \\
 &= 25
 \end{aligned}$$

b. The Range of Data for Post-Test

$$\begin{aligned}
 R &= Hs - Ls \\
 &= 75 - 60 \\
 &= 15
 \end{aligned}$$

c. Number of interval class

$$\begin{aligned}
 K &= 1 + 3,3 \log n \text{ (n = number of students)} \\
 &= 1 + 3,3 \log 23 \\
 &= 1 + 3,3 (1,362) \\
 &= 1 + 4,495 \\
 &= 5,49
 \end{aligned}$$

d. Class interval for Pre-Test

$$\begin{aligned}
 I &= \frac{R}{K} \\
 I &= \frac{25}{6} \\
 I &= 4,16 \approx 4
 \end{aligned}$$

e. Class interval for Post-Test

$$\begin{aligned}
 I &= \frac{R}{K} \\
 I &= \frac{15}{6} \\
 I &= 2,5 \approx 3
 \end{aligned}$$

After the researcher found the result of the range of data, the number of interval class and class interval, the researcher presented the frequency distribution table of students' pre-test and post-test scores as follow:

Table 4.3 The frequency distribution table of students' pre-test score

Class Interval	Frequency (<i>fi</i>)	Median (<i>xi</i>)	<i>fixi</i>
40-43	1	41,5	41,5
44-47	1	45,5	45,5
48-51	4	49,5	198
52-55	8	53,5	428
56-59	0	57,5	0
60-63	6	61,5	369
64-67	3	65,5	196,5
Total	23	374,5	1278,5

Table 4.4 The frequency distribution table of students' post-test score

Class Interval	Frequency (<i>fi</i>)	Median (<i>xi</i>)	<i>fixi</i>
60-62	5	61,0	305
63-65	5	64,0	320
66-68	0	67,0	0
69-71	9	70,0	630
72-74	0	73,0	0
75-77	4	76,0	304
Total	23	411	1559

According to the frequency distribution tables above, the mean of pre-test and post-test score was:

- a. The mean of pre-test

$$X = \frac{\sum fxi}{\sum fi}$$

$$X = \frac{1279}{23}$$

$$X = 55,6$$

- b. The mean of post-test

$$X = \frac{\sum fxi}{\sum fi}$$

$$X = \frac{1559}{23}$$

$$X = 67,8$$

From the formula above, it showed that the mean of pre-test score and post-test score were different. Despite, the mean of pre-test score and post-test score were close enough, nevertheless the result of research showed that the students' speaking mastery has improved after the treatment of Pantomime Comedy Video. The result of research in pre-test and post-test was close enough because the students speaking performance had shown the different weather when student met the researcher at the first meeting, moreover the students also got fun way in learning English especially speaking.

D. The Analysis of Questionnaire

In order to complete the data needed, the researcher not only conducted the experimental teaching and speaking test to see how well students comprehend the performance pantomime comedy video, pre-test, and post-test but also distributed questionnaire to students. It was aimed to find out how well students comprehend the pantomime comedy video; how do authentic materials can improve students' speaking skill and students' obstacles of using authentic materials in mastering speaking skill. The result of the questionnaire would be elaborated in details by using the following formula:

$$P = \frac{f}{N} \times 100\%$$

Furthermore, the researcher showed the data in following tables:

Table 4.5
Students' Opinions about their preception in Pantomime Comedy Video (Larva)

No	Question	Answer	<i>f</i>	Presentance
1	Speaking is one of favorite skill to learn	Yes, Speaking is Favorite skill	13	56,52%
		No, Speaking is not favorite skill	1	4,35%
		Depend on Condition	9	39,13%
2	Opinion of student about the interest in learning speaking	Very interesting to learn	16	69,57%
		Sometimes	7	30,43%
3	Student opinion when they were learning speaking.	Very easy to learn	1	4,35%
		Easy to learn	15	65,22%
		A bit difficult to learn	1	4,35%
		Difficult to learn	5	21,74%
		Sometimes easy depend on method	1	4,35%

Table 4.5 Continued

4	They opinion about difficulties that faced when learn English speaking skill.	The material hard to understand	6	26,09%
		Low supporting facility	8	34,78%
		Low motivation	8	34,78%
		Lack of idea and vocabulary	1	4,35%
5	Techniques that was used by the teacher make them easier to learn speaking.	Yes, that make easier to learn	22	95,65%
		Not at all	1	4,35%
6	Watching Pantomime Comedy Video named Larva can improve speaking skill	Yes, it can improve	12	52,17%
		No improvement	4	17,39%
		Doubtful to improve	7	30,43%
7	Students opinion about advantage learning speaking by watching Larva Pantomime Comedy Video	Pantomime comedy video is interesting material	7	30,43%
		This video adds enthusiasm and interest of learning speaking.	14	60,87%
		There is no advantage	2	8,70%
8	Student opinions about material for learning speaking was given quite varied.	Yes, there were variated material during speaking class	23	100%
9	Student opinions about introducing method or strategies of mastering speaking by the teacher in the classroom	Yes, there are some methods or strategies that introduce to the class	22	95,65%
		No method or strategy is introduced	1	4,35%
10	Student opinions about the use of media was effective for learning speaking	Yes, the use media is effective	18	78,26%
		Less of effectiveness from media	5	21,74%
11	Student opinions about Larva Pantomime Comedy video can improve their confidence of English Speaking	Yes, this video is able to improve our confident	14	60,87%
		Less of improvement	7	30,43%
		No improvement from this video	2	8,70%

Table 4.5 indicates that most of the students like speaking class by 13 students (56,52%), it shows that the class has good a good view with the lesson. However, there are 9 students (39,13%) show based likes to depend on the condition such as the lecture and materials and the data also showed 1 student (4,35%) do not

like speaking. According to Oxford Learner's Pocket Dictionary (2008), "most" is the largest number in amount, "some" is the part of an amount, "any" is some amount, and "none" is not any or not at all. It means the table above shows most of the students were interested to study English Speaking. There are 16 students (69,57%) are interested in speaking class and only 7 students (30,43%) sometimes interest with speaking lesson.

Afterward, 15 students (65,22%) mentioned that speaking is an easy skill to learn, however, 5 students (21,74%) felt speaking is a difficult skill. However, there was 1 student (4,35%) said that it was a bit difficult to learn, sometimes it was easy to learn and depended on the method used by the teacher. Furthermore, question number 4 shows that 8 students (34,78%) have difficulties in learning English Speaking not only was caused by supporting facilities but lack of ideas and low motivation as well. It is also showing 6 students (26,09%) said that the material used was hard to understand. However, only one student (4,35%) said that he/she could not master the speaking because of lack of idea and vocabulary.

The question number 5 shows 22 students (95,65%) believe that the researcher techniques used in the classroom were able to make them easy to learn English Speaking skill. However, 1 student (4,35%) said that the technique used could not improve their speaking skill. From question number 6 shows 12 students (52,17%) said that watching Larva Pantomime comedy video was able to improve their speaking skill. However, 7 students (30,43%) was doubtful for watching this video able to improve their speaking skill because some of them think this is only

entertainment video not for study but some of them feel this is able for education. There are 4 students (17,49%) for no improvement in speaking lesson.

The question number 7 shows 14 students (60,87%) mention about the advantage of Larva comedy video can add enthusiasm and interests of the student in learning Speaking. There are 7 students (30,43%) explain that Larva pantomime comedy video is interesting material for the students. However, there 2 students (8,70%) shows no advantages by watching this video for learning to speak because there is no connection with speaking but able for creativity in retelling the story. Afterwards, question number 8 indicates that 23 students (100%) said that there was variation material was given by the researcher during the class.

The question number 9 shows that 22 students (95,65%) have been introduced with some method and strategies for mastering speaking skill and 1 student (4,35%) shows that less the method and strategies are introduced to them. Therefore, the researcher explains more about the use of media for mastering speaking by showing the sample of media. There are 18 students (78,26%) showed that media was used effectively during the class to mastering their speaking communication skill and 5 students (21,74%) less of effectiveness. Therefore, the researcher explained to the student about the role of media for education and improve their gaining idea from it.

The last question indicates about students self-confident after being taught with larva pantomime comedy video. There are 14 students (60,87%) explained that they could improve their confident because they were able to use their gesture while speaking presentation and some gestured from larva pantomime comedy video

make them understand the role of gesture in communication. There are 7 students (30,43%) show less of self-confidence improvement and 2 students (8,70%) there is no improvement.

At the end of the questionnaire, the researcher provided a question about their perception of difficulties which has in process of learning speaking by using Larva Pantomime Comedy Video. Most of the students said that there were no difficulties during class because they could explore and discover the idea and vocabulary from this video following with gesture or movement of the character. The students enjoyed the class because the content of the video was a comedy that showed funny plot, character, and movement they produce. Therefore, this video did not use language and it was a challenge for the students to focus with video and thought creatively when presentation.

E. Discussion

This research is about the improvement of speaking skill through larva pantomime comedy video. Some procedures were followed to collect the result of this research, there was a teaching-learning process, giving the speaking test as pre-test and post-test and distributing questionnaire. Based on data analysis from the test and questionnaire, the following section discusses the findings of this research and answers to the research questions.

There is two research question for this research and explanation for each question are as follow; “how well students’ speaking performance and their perception after being taught by using larva (video comedy) and how does the larva (video, comedy) affect students’ s speaking performance”. It purposed to find out

how does the use of larva pantomime comedy video improve students' speaking skill and find out the affect of the video to the students' speaking performance.

Based on data analysis from the test and questionnaire, it can be explained based on the data presented through 12 students (52,17%) got good grade on answering the questions that the researcher gave. 52,17% of students were good at comprehending the performance of Larva while 6 students (26,09%) were not good enough to report most of comprehensive details of pantomime comedy video and the rest 5 students (21,74%) could report almost all details performance of Larva pantomime comedy video comprehensively.

The researcher concluded that students have a good comprehension of the video because none of them got poor level. Even though six of students were in an unsatisfied level, most of them are good at comprehending the pantomime video. In short, most of the students were good at comprehending the video, so they could retell a story from the pantomime video scene.

The question "how well students' speaking performance and their perception after being taught by using larva (video comedy)" could be answered based on the given tests. Pantomime comedy video could improve students mastering English speaking skill, there were significant results between pre-test and post-test. The different score before and after applying video comedy materials also showed that it may develop students' ability in speaking performance. There were significant results of the average score between pre-test and post-test of the categories. At the last of the test, the researcher also asked the student about their perception about this material and it has been answered by the last questionnaire

explain about their perception after being taught with pantomime comedy video. The student's answer was positive research question baled in the first.

Before this materials (Larva pantomime comedy video) was applied to master students speaking skill, previously the researcher found that they had different background of English experience, they made some mistakes in term of grammar, pronunciation, and comprehension of presentation. However, the research has shown that when it was applied to the student's' speaking as it was more useful since students find the opportunity to improve their poor speaking performance. It can be concluded that applying pantomime comedy video in teaching speaking improved students' speaking skill in communication because they could compose presentence by using Larva pantomime comedy video well.

In addition to answer the research question number two, "how does the larva (video, comedy) affect students' s speaking performance" the researcher also distributed questionnaires in order to know the affect of the larva video for mastering students' speaking performance. From the questionnaire analysis, the researcher found 12 students (52,17%) believe larva pantomime comedy video can improve their speaking skill. They also are certain of the video add enthusiasm and interest in learning to speak that show by 14 students opinion (60,97%) and on question number 4 shows the difficulties that the students' faced in learning English speaking. That is why the researcher offered this material (Larva pantomime comedy video) to students.

The pantomime comedy video also gave good evidence to the students because it was an interesting material for mastering English speaking skill. The

researcher assumed that if the students were interested in the material they would be able to fix their problems in speaking performance. Larva pantomime comedy video helped students gain the idea in speaking and activated to discover vocabulary in English.

According to the analysis of the questionnaire, the researcher concluded that most of the students gave positive responses about mastering speaking skill by using Larva pantomime comedy video and found that the students were interested, enthusiastic and motivated. The data also showed that students felt the use of this material could help them to master speaking and improve their communication performance that was followed by their gesture while speaking. The content of the material was served into comedy that could make the students enjoy and fun in learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing the result of the research in the previous chapter, the researcher writes some conclusions and suggestions as follows:

F. CONCLUSION

From the data analysis of the use of pantomime comedy video (Larva) in improving students' speaking skill at unit 46 Dormitory of Ma'had Al Jamiah UIN Ar-Raniry, it can be concluded that:

1. The students have good comprehension on presenting pantomime comedy video because they got satisfying result after presenting the plot and information that they achieve from video. In addition, the students could also discover more their idea, vocabulary and enthusiasm in learning to speak with good score which was provided by significant pre-test and post-test result.
2. Pantomime comedy video could improve students' speaking skills. It was proved by the post-test which has a sufficient improvement from the mean 55,6 to 67,8 which means the use of Larva pantomime comedy video improved students' speaking skills and their communication performance.
3. Despite of the students could tell the story of video, they also encountered some obstacles in speaking lessons such as getting ideas, lack of vocabulary, low motivation or reluctant to speak up in class not only it was caused by different background of English experience but also there was no

background of pantomime comedy video knowledge as well. It was proved by questionnaire that researcher gave. They also believed that pantomime video improved their vocabulary mastery by discovering act of character on video and got new way in getting idea of speaking.

G. Suggestions

According to the results of the study, some suggesting are provided in order to improve the classroom teaching learning process more effective, especially in using media of comedy video as lesson material, the researcher suggests that:

1. Teachers should use the funny video in teaching speaking or other subjects since its advantages in motivating, creating a fun atmosphere of teaching speaking, providing the most updated information and also exposing students to the real language to improve students sense of language.
2. The researcher believe that the students feel happy and enjoy if they learn something by relating to the real life such as pantomime comedy video which appeared in social real life because they could use the speaking skill to communicate with people around them.
3. Teachers should consider in choosing the right comedy video that can be used as lesson material before bringing into the class. So that students would enjoy the class.
4. The pantomime comedy video also can activate sense of the student's creativity in retelling a story and their performance in speaking with gestural movement.

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i. Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-8847/UN.08/FTK/KP.07.6/09/2018
TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan; b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry; 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia; 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum; 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 20 September 2017
- MEMUTUSKAN**
- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-8700/UN.08/FTK/KP.07.6/10/2017 tanggal 04 Oktober 2017
- Menunjuk Saudara:
 1. Drs. Mustafa Ar, M.A, Ph.D Sebagai Pembimbing Pertama
 2. Drs. Amiruddin Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
 Nama : Muhammad Yoka
 NIM : 231324156
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Improving Students' Speaking Skill in Daily Communication through Sketch Pantomime Comedy Video (Larva)
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 10 September 2018

An: Rektor
 Dekan

 
 Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

ii. The Recommendation Letter of Conducting Research from Tarbiyah
Faculty of UIN Ar-Raniry



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-7319/Un.08/TU-FTK/ TL.00/07/2018

18 Juli 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Muhammad Yoka
N I M : 231 324 156
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : X
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Desa Tibang Kec.Syiah Kuala Kota Banda Aceh

Untuk mengumpulkan data pada:

Ma'had Al-Jamiah Ar-Raniry-UIN

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Improving Students' Speaking Skill in Daily Communication Through Sketch Pantomime Comedy Video (Larva)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

Kode 1112

BAG LUMUM BAG LUMUM

iii. Confirmation Letter of Conducted Research from UPT. Ma'had Al Jami'ah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
UPT. MA'HAD AL-JAMI'AH DAN ASRAMA
 Jl. Syekh Abdur Rauf Kopelma Darussalam-Banda Aceh
 Telepon/Hp; 082370576686, Email; ma'had.jami'ah@ar-raniry.ac.id

SURAT KETERANGAN

Nomor B- 613 /UPT.6/PP.00.9/12/2018

Yang bertanda tangan di bawah ini,


Nama : Dr. Nurchalis, MA
 NIM : 19720415 200212 1004
 Jabatan : Kepala UPT. Ma'had Al-Jami'ah & Asrama

Dengan ini menerangkan bahwa

Nama : Muhammad Yoka
 NIM : 231 324 156
 Fak/Jur : FTK/PBI

Keterangan : Benar telah melakukan penelitian di Ma'had Al-Jami'ah
 UIN Ar-Raniry pada tanggal 24 september s/d 22 Oktober 2018
 untuk menyusun skripsi dengan judul **"Improving Students'
 Speaking Skill in Daily Communication Through Sketch
 Pantomime Comedy Video (Larva)"**.

Demikian surat keterangan ini dibuat dengan sebenarnya agar dapat digunakan
 sebagaimana mestinya.

Banda Aceh, 12 Desember 2018
 UPT. Ma'had Al-Jami'ah dan Asrama
 Kepala

 Nurchalis



iv. Lesson Plan for Teaching Experiment

LESSON PLAN

Place	: Ma'had Al Jamiah UIN Ar-Raniry
Unit	: 46
Skill	: Speaking
Time Allocation	: 90 Minutes
Meetings	: Five Meetings

A. Standard Competence

The ability of students to speak several types of topics

B. Basic Competence

1. Obtaining the general information and detail from various idea regarding to the content of video is given.

C. Indicators

1. Identity idea, topic and plot story of pantomime comedy video by presenting.
2. Showing body movement in speaking performance.
3. Know pantomime and non-verbal communication in daily.

D. Class Activities

❖ **Meeting 1**

➤ **Pre-activities**

- Greeting
- Introducing self and starting the goal of the class
- Checking the students' attendance

➤ **Main activities**

- the teacher explains the instruction of speaking skill

- Give a lesson about self-introduction
- students are given pre-test related material to be studied

➤ **post activities**

- close the learning activities

❖ **Meeting 2**

➤ **Pre-activities**

- Greeting
- Ask student condition and they activity

➤ **Main activities**

- teacher introduces way of introducing people
- teacher gives and explains the example of introducing people
- teacher explain about demonstrative word
- teacher give some vocabulary related to the lesson
- teacher ask the student idea in introducing people
- students make a presentation in pair

➤ **Post activities**

- Asking the students' difficulties in learning process
- giving students opportunities to ask questions

❖ Meeting 3

➤ Pre-activities

- Greeting
- Checking the students' attendance
- Ask student condition and they activity in campus

➤ Main activities

- Teacher introduce the use of gesture and non-verbal communication in a conversation.
- students are divided into groups and work in group
- teacher invite the students to play a game about make a simple sentence by showing their gesture and the other group must guess the sentence
- the teacher returns to teaching and explains the gesture and non-verbal take place in speaking performance.

➤ Post activities

- Asking the students' difficulties in learning process
- giving students opportunities to ask questions
- praying
- close the learning activities

❖ Meeting 4

➤ Pre-activities

- Greeting
- Asking students about last week's lesson

➤ Main activities

- Teacher gives a pantomime video and explain the correlation with education and in improving speaking.
- students returned to sit in groups that had been divided last week.
- students are instructed to watch a pantomime video named Larva in seven minutes
- students make a written report from the video and able to mix with Bahasa.
- students read their writing in front of the class

➤ Post activities

- Asking the students' difficulties in learning process
- giving students opportunities to ask questions
- close the learning activities

❖ Meeting 5

➤ Pre-activities

- Greeting
- Ask their condition and campus activity
- Reviewing the lesson at the previous meeting

➤ Main activities

- Teacher give five videos with different theme to the class and decided randomly to the student about which video that must to watch
- Student presenting a story from one video that given by the teacher and this is a post-test to the students
- Teacher ask to the student with some question which is related to video
- teacher gives a link to access questionnaire
bit.ly/LarvaQuest

➤ Post activities

- Asking the students' difficulties in learning process
- the teacher is grateful to the students for their help
- close the learning activities

v. Instrument of Research

a. Speaking Test

Table of Test Assessment.

Category	All story details are reported	Almost all story details are reported	Most of story details are reported	No facts are reported
Score	4	3	2	1

Table of the result of questions.

Score of Achievement	Predicate	Number of Students	Percentage
61-80	Very Good		
41-60	Good		
21-40	Fair		
1-20	Poor		

Table of rubric Speaking assessment.

Components	Score	Criteria	Level
Pronunciation	25	No conspicuous mispronunciations, mostly like native pronunciation, with no trace of „Foreign accent“ in presenting idea	Excellent
	20	Marked „foreign accent“ and occasional mispronunciation which do not interfere with understanding in presenting idea	Very Good
	15	Foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary in presenting idea	Good
	10	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition	Fair
	5	Pronunciation in the vocabulary frequently unintelligible	Poor
Fluency	25	Speech is fluent and effortless	Excellent
	20	Speed of speech seems slightly affected by language problems	Very Good
	15	Speed and fluency seems strongly affected by language problems	Good

	10	Usually hesitant, often force into silence by language limitation	Fair
	5	Speech is so halting	Poor
Performance	25	The student has a good creativity in arranging the story of the cartoon film, good confidence in expressing the performance with loud voice in presenting it.	Excellent
	20	The student has a loud voice, good creativity in arranging the story of the cartoon film, but lack of confidence in presenting the idea.	Very Good
	15	The student has good creativity in arranging the story of the cartoon film, but lack of confidence in presenting it.	Good
	10	The student makes very simple summary with low confidence in presenting it.	Fair
	5	The student makes a reckless summary with bad expression in performing it.	Poor
Grammar	25	Makes few noticeable errors of grammar or word order	Excellent
	20	Occasionally makes grammatical errors which do not obscure meaning	Very Good
	15	Makes frequent errors of grammar and word order which occasionally obscure meaning	Good
	10	Frequent grammar errors occur which make re-phrasing and reconstructing of utterance	Fair
	5	Errors in grammar is severe	Poor
Comprehension	25	Appears to understand everything without difficulty	Excellent
	20	Understand nearly everything at normal speed although occasionally repetition may be necessary	Very Good
	15	Understand most of what is said at slower than normal speed without repetition	Good
	10	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Fair
	5	Cannot be said to understand even simple conversation.	Poor

Source : Nunan, D. (1992). *Designing Task for the Communicative Classroom*.
Cambridge: Cambridge University Press.

b. Questionnaire

11/28/2018

Larva Comedy Video Questionnaire

Larva Comedy Video Questionnaire

Assalamualaikum Class, Semoga Harimu Bahagia dan Selalu dalam Ridhanya Allah
 Saya Mahasiswa UIN Ar-Raniry Prodi Bahasa Inggris meminta bantuan dari Saudari sebagai
 "Subjek" Penelitian untuk Meningkatkan Kemampuan Berbicara dalam Bahasa Inggris.

Plot:

Larva Merupakan Sebuah Film Pendek yang berdurasi sekitar 4 atau 7 menit pada setiap scene.
 Film ini juga merupakan salah satu dari pertunjukan Pantomime yang dibuat secara animasi kartun,
 namun dalam hal ini kita bisa mengetahui maksud dan tujuan dari setiap pesan yang ditampilkan.
 Manfaat lain dari film pantomime ini kita bisa menceritakan kembali dengan bahasa sendiri sehingga
 kita diajak untuk berfikir kreatif dan kritis dalam menceritakannya.

Untuk menjawab kuesioner ini adalah dengan memilih salah satu jawaban anda dan diisi sesuai
 dengan hati nurani anda dan terdapat pilihan jawaban "other" yaitu boleh diisi sesuai hati kalau
 memang ada jawaban yang tidak tersedia pada ketiga pilihan yang ada. Pada kuesioner ini terdapat
 sebelas pilihan ganda dan satu esai tentang penerapan teknik pembelajaran ini.

* Required

1. Apakah bersedia menjadi "Subjek" dalam Penelitian ini *

Mark only one oval.

- ☐ Saya Bersedia
☐ Saya Tidak Bersedia

Questionnaire

2. Isitilah Nama Anda *

3. Nomor Induk Mahasiswa *

4. Hari/Tanggal Lahir *

Example: December 15, 2012

5. Apakah "Speaking" merupakan salah satu skill kesukaan anda? *

Mark only one oval.

- ☐ Ya
☐ Tidak
☐ Tergantung Kondisi
☐ Other: _____

11/28/2018

Larva Comedy Video Questionnaire

6. Apakah anda tertarik belajar "Speaking"? *

Mark only one oval.

- ☐ Sangat Tertarik
☐ Kadang-Kadang
☐ Tidak Sama Sekali
☐ Other: _____

7. Apa pendapat anda ketika mempelajari "Speaking"? *

Mark only one oval.

- ☐ Sangat mudah untuk dipelajari
☐ Mudah dipelajari
☐ Sulit untuk dipelajari
☐ Other: _____

8. Kesulitan apa yang anda hadapi saat mempelajari "Speaking"? *

Mark only one oval.

- ☐ Materinya terlalu sulit
☐ Fasilitas yang kurang memadai
☐ Motivasinya kurang
☐ Other: _____

9. Apakah menurut anda teknik yang digunakan guru anda memudahkan anda dalam mempelajari "Speaking"? *

Mark only one oval.

- ☐ Ya
☐ Kurang
☐ Tidak Sekali
☐ Other: _____

10. Menurut anda, apakah menonton video Larva dapat meningkatkan kemampuan "Speaking" anda? *

Mark only one oval.

- ☐ Ya
☐ Tidak Sama Sekali
☐ Ragu-ragu
☐ Other: _____

11. Menurut anda, apa keuntungan mempelajari "Speaking" dari menonton video Larva? *

Mark only one oval.

- ☐ Materinya Menarik
☐ Menambah Antusias dan Minat
☐ Tidak ada keuntungan
☐ Other: _____

11/28/2018

Larva Comedy Video Questionnaire

12. Apakah menurut anda materi "Speaking" yang diberikan selama ini cukup bervariasi? *

Mark only one oval.

- ☐ Ya
☐ Kurang
☐ Tidak Sama Sekali
☐ Other: _____

13. Apakah guru anda memperkenalkan metode-metode atau strategi yang baik dalam memahami dan menguasai "Speaking"? *

Mark only one oval.

- ☐ Ya
☐ Sedikit
☐ Tidak Sama Sekali
☐ Other: _____

14. Menurut anda apakah media yang digunakan dalam pengajaran "Speaking" sudah efektif? *

Mark only one oval.

- ☐ Ya
☐ Kurang
☐ Tidak Sama Sekali
☐ Other: _____

15. Apakah dengan menggunakan video Larva Cartoon bisa meningkatkan kepercayaan anda dalam berbicara Bahasa Inggris? *

Mark only one oval.

- ☐ Ya
☐ Kurang
☐ Tidak Sama Sekali
☐ Other: _____

16. Apakah anda mengalami kesulitan ketika belajar "Speaking" dengan media Video Larva? *

17. Bagaimana pengalaman yang anda dapat selama Kelas Conversation bersama Saya? *

vi. Statistical Table of Questionnaire

The result of questionnaire was analyzed by using the formula from Sudijono (2008), as follow:

$$P = \frac{f}{N} \times 100\%$$

Where:

P : percentage

F : frequency

N : the number of sample

100% : constant value

Table 4.5 *Speaking is one of favorite skill to learn.*

No.	Option	Frequency	Percentage (%)
1.	a. Yes, Speaking is favorite skill	13	56,52%
	b. No, Speaking is not favorite skill	1	4,35%
	c. Depend on condition	9	39,13%
Total		23	100%

Table 4.6 *Opinion of student about the interest in learning speaking.*

No.	Option	Frequency	Percentage (%)
2.	a. Very interesting to learn	16	69,57%
	b. Sometimes	7	30,43%
	c. Not interesting		
Total		23	100%

Table 4.7 *Student opinion when they were learning speaking.*

No.	Option	Frequency	Percentage (%)
3.	a. Very easy to learn	1	4,35%
	b. Easy to learn	15	65,22%
	c. A bit difficult to learn	1	4,35%
	d. Difficult to learn	5	21,74%
	e. Sometimes easy depend on method	1	4,35%
Total		23	100%

Table 4.8 *They opinion about difficulties that faced when learn English speaking skill.*

No.	Option	Frequency	Percentage (%)
4.	a. The material hard to understand	6	26,09%
	b. Low supporting facility	8	34,78%
	c. Low motivation	8	34,78%
	d. Lack of idea and vocabulary	1	4,35%
Total		23	100 %

Table 4.9 *Techniques that was used by the teacher make them easier to learn speaking.*

No.	Option	Frequency	Percentage (%)
5.	a. Yes, that make easier to learn	22	95,65%
	b. No, that make hard to learn		
	c. Not at all	1	4,35%
Total		23	100%

Table 4.10 *Watching Pantomime Comedy Video named Larva can improve speaking skill.*

No.	Option	Frequency	Percentage (%)
6.	a. Yes, it can improve	12	52,17%
	b. No improvement	4	17,39%
	c. Doubtful to improve	7	30,43%
	d. Others		
Total		23	100 %

Table 4.11 *Students opinion about advantage learning speaking by watching Larva Pantomime Comedy Video.*

No.	Option	Frequency	Percentage (%)
7.	a. Pantomime comedy video is interesting material	7	30,43%
	b. This video adds enthusiasm and interest of learning speaking.	14	60,87%
	c. There is no advantage	2	8,70%
Total		23	100 %

Table 4.12 *Student opinions about material for learning speaking was given quite varied.*

No.	Option	Frequency	Percentage (%)
8.	a. Yes, there were varied material during speaking class	23	100 %
	b. Less of varied material is given.		
	c. No varied material		
Total		23	100 %

Table 4.13 *Student opinions about introducing method or strategies of mastering speaking by the teacher in the classroom.*

No.	Option	Frequency	Percentage (%)
9.	a. Yes, there are some methods or strategies that introduce to the class	22	95,65%
	b. Less of methods and strategies that introducing	1	4,35%
	c. No method or strategy is introduced		
Total		23	100 %

Table 4.14 *Student opinions about the use of media was effective for learning speaking.*

No.	Option	Frequency	Percentage (%)
10.	a. Yes, the use media is effective	18	78,26%
	b. Less of effectiveness from media	5	21,74%
	c. No effectivity from media		
Total		23	100 %

Table 4.15 *Student opinions about Larva Pantomime Comedy video can improve their confidence of English Speaking.*

No.	Option	Frequency	Percentage (%)
11.	a. Yes, this video is able to improve our confident	14	60,87%
	b. Less of improvement	7	30,43%
	c. No improvement from this video	2	8,70%
Total		23	100 %

vii. Statistical Table of Speaking Test

Table of Pre-test Score

No.	Students Initials	Pre-Test Score "Self-Introduction Test"					Total
		Pronunciation	Fluency	Performance	Grammar	Comprehension	
1	W	3	2	2	3	2	60
2	W2	3	2	2	2	2	65
3	YB	2	2	2	2	2	50
4	YR	3	2	3	2	1	55
5	Z	2	2	2	2	1	45
6	IF	3	2	2	2	3	60
7	AWB	3	2	2	3	3	65
8	A	3	2	2	2	2	55
9	AH	2	3	2	2	2	55
10	A2	3	2	2	2	2	55
11	AF	2	2	3	2	2	55
12	AW	2	2	3	2	2	55
13	ASD	3	2	2	2	2	55
14	AW2	2	2	2	2	2	50
15	AP	3	3	2	2	2	60
16	AM	2	2	2	2	2	50
17	AP2	3	2	3	2	2	60
18	AV	3	2	2	2	3	60
19	A3	2	1	1	2	2	40
20	B	2	2	2	2	2	50
21	BU	3	2	3	2	3	65
22	CH	3	2	2	3	2	55
23	CLJ	3	2	2	2	3	60

Table of Post-Test

No.	Students Initials	Post-Test Score "Retelling the Story of Larva"					Total
		Pronunciation	Fluency	Performance	Grammar	Comprehension	
1	W	2	3	3	3	3	70
2	W2	3	2	2	2	3	60
3	YB	3	2	2	3	2	60
4	YR	3	2	3	3	3	70
5	Z	3	3	2	2	3	65
6	IF	3	3	3	2	3	70
7	AWB	3	2	3	3	3	70
8	A	3	3	3	2	2	65
9	AH	3	3	3	2	3	70
10	A2	3	3	3	2	3	70
11	AF	3	2	3	2	3	65
12	AW	2	2	3	2	3	60
13	ASD	3	3	3	2	3	70
14	AW2	3	2	3	2	2	60
15	AP	3	3	3	3	3	75
16	AM	3	3	3	3	3	75
17	AP2	3	3	3	2	3	70
18	AV	3	3	3	2	3	70
19	A3	2	2	3	2	3	60
20	B	3	2	3	2	3	65
21	BU	3	3	4	2	3	75
22	CH	3	2	3	3	2	65
23	CLJ	3	3	4	2	3	75

viii. Photo of Conducted research



ix. Autobiography

AUTOBIOGRAPHY

1. Full Name : Muhammad Yoka
2. Place/Date of Birth : Tangerang, 04th March 1995
3. Sex : Male
4. Religion : Islam
5. Nationality/Ethnic : Indonesia/Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Jln. Tengku Meulagu Lr. Cek Suh, No.82b,
Desa Tibang, Kec. Syiah Kuala, Kota
Banda Aceh
9. Parents' Name
 - a. Father : Adnan, S.Pd
 - b. Mother : Wahida
 - c. Father Occupation : Civil Servant
 - d. Mother Occupation : Housewife
10. Parents' Address : Jln. Poros Utama Perkantoran, No.2,
Desa Lueng Baro, Kec. Suka Makmue,
Kab. Nagan Raya
11. Education Background
 - a. Elementary School : SDN Lueng Baro Graduated : 2007
 - b. Junior High School : SMP N 5 Seunagan Graduated : 2010
 - c. Senior High School : SMA N 1 Seunagan Graduated : 2013
 - d. University : English Language Education Department
of Faculty of Education and Teacher
Training, UIN Ar-Raniry Banda Aceh,
Entered in 2013 until 2018.

Banda Aceh, January 11th, 2019

The Researcher