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rawijaya	Language Education Program, Faculty of Cultural Studies, Universitas Bawijaya.	ay
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rawijaya	This research tells about the students' perception on the use of video to	av
rawijaya	teach speaking. It was conducted on the eighth graders of junior high school university students. This research question tried to answer on how is the students' perceptions as Brawing.	
rawijaya	Universiton the use of video to teach speaking for 8G students of SMPN 10 Malang. This sitas Brawii	ay
rawijaya	Universi research used descriptive qualitative as the research design. The data were stars Brawii	jay
rawijaya	University to teacher. The researcher used Libert scale to order the students, and interview with	jay
rawijaya	the teacher. The researcher used Likert scale to analyze the students' questionnaires. In the observation, the researcher observed the teaching and Brawij	ay
rawijaya	Universi learning process and teacher's techniques in using the video. The subjects of this sitas Brawij	jay
rawijaya	Universi study were twenty eight students of 8G SMPN 10 Malang. The observations were strass Brawii	
rawijaya	University conducted twice.	ay
rawijaya	The findings of this research showed that the use of video for teaching Universit speaking got a positive perception from the students. The students stated that the Brawij	ay
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rawijaya	Universi data diambil melalui observasi, angket, untuk siswa dan wawancara untuk guru. Sitas Brawijay
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rawijaya	Universi mengetahui teknik yang digunakan oleh guru dalam ketika mengajar menggunakan video. Subjek yang digunakan dalam penelitian ini adalah 28
rawijaya	Universit siswa dari kelas 8G. Penelitiannya dilakukan sebanyak 2 kali pertemuan. hiversitas Brawijay
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rawijaya	Universi menggunakan video mendapat respon yang positif dari siswa. Siswa mengatakan, sitas Brawijay
rawijaya	penggunaan video membuat siswa lebih mengerti materi, siswa bisa mengetahui cara pengucapan dalam bahasa Inggris, dan video membuat siswa merasa senang
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rawijaya	Universi menemukan 2 teknik yang digunakan oleh guru dalam pengajaran menggunakan sitas Brawijay
rawijaya	University video. Teknik tersebut adalah teknik fast forward dan freeze frame. A Universitas Brawijay
rawijaya	Peneliti menyarankan, seharusnya guru mengerti tentang persepsi siswa, hal ini bertujuan untuk meminimalisir kesalahpahaman antara tujuan guru dan
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Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universita INTRODUCTIONersitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Bra\In this chapter, the researcher presents about the introduction of thesitas Brawijaya **Universitas Brawijaya** research. It consists of background of the study, the problem of the study, Universities of the study and the definition of the key terms. Brawijaya Background of the Study Universitas B Speaking is one of the important skills in second language teaching and Universitlearning. According to Nunan's (2003), learning speaking is very challenging forsitas students in learning a second language. It is because learner should master English speaking skill in order to communicate with other people properly. In other words, ers speaking needs to be mastered by the English learners in order to measure the success of learning second language. Thus, teacher has to know how to teach Universit speaking to their students. Universitas Bl According to Kayi (2012), teaching speaking is a process in improving Sitas Brawijaya Universi students' communication skill and to learn about how to follow the social and Universities Brawing, which are appropriate in each circumstance in order to teach the Universi learner of second language how to speak in the best way. Further, the goal of sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya teaching speaking is to make students speak in the right English pronunciation. Therefore, the teacher should think creatively in using appropriate teaching media Universitin teaching speaking iversitas Brawijava Universitas Brawijava Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BravIn implementing teaching speaking by using teaching media, the media Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universitused by teachers should have a power to catch the students' attention. According a tas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Kurniasih (2015), kinds of teaching media that can be used for teaching Universi speaking are role-play, mind mapping, jigsaw, word square, video, mix and match sitas Bl Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Universitas Brawijaya Universi Universities be used for teaching speaking is video. Furthermore, Seels and Glasgow (2007) as Brawiiava Universit Universitated in Ranabumi 2015) say that video is a medium that is used to deliversitas material by using a computer to control the audience. Thus, the use of video in teaching speaking can catch students' attention because the students do not only Universi listen to the sound, but also can watch the moving picture. According to Nunansitas (2003), video is a new option for the language teachers to be used in teaching Universitactivity compared with textbooks, blackboards, and audio tapes. In additionsitas Harmer (2001) also says that the content of the video can increase the students' ersi creativity in using the language, with students finding knowledge in English from Universithe video. Therefore, video can be used in educational institutions in order to make students more creative in learning English, especially in speaking. Universitas Braone of the educational institutions which used video in teaching speakings wijava Universitas is SMP Negeri 10 Malang. The English teacher of the eighth graders at SMPN 10 uses video in teaching speaking. The English teacher uses video as the media more sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi than the other English teachers at this school. First, the teacher plays the video and sit as asks the students to watch and listen to the video carefully. Second, the teacher replays the video for the second time, then asks the students to do some projects related to the video, such as making sentences. Finally, the product will Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava Universitas Brawijava** University collected to the teacher and occasionally the students are asked to perform in ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universi front of the class. Those kind of activities can stimulate the students to be more sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas active in speaking activities.
sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Bra\In this research, the researcher wants to find out the 8G students' Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Universitas Brawijaya Universitas University media that can make the students easier in learning speaking. By knowing the University students' perception, the teacher can create an interesting medium that meets the sites students' needs. According to Garrison (1989 cited in Peters 1998) students' perception is the essence of each learning and teaching process in the Universi communication between teachers and students. It is also important for the teacher to know the students' perception because Daryanto (2013) says that the teacher Universithas to know their students' perception since it can minimize misunderstandingsitas realted with the learning goal of students and teachers. Students' perception is important to make the teacher know what the students' opinion on the teaching states B Universitand learning process. The researcher interested in finding out the students' perception on the Universituse of video to teach speaking in SMP Negeri 10 Malang. There were two reasons in choosing this school. First is due to its A accreditation. Second is because this school was the place where the researcher did an internship program, therefore rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe researcher knew the situation and condition of the students along with the English teacher. In this research, the researcher focused on the use of video in English class which focused in speaking activity. The researcher chose 8G class Universitas the subject of this research because based on the preliminary study, the English Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universite teacher in this class used video to teach speaking. This class was the researcher ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi place where she did an internship program, and also based on the teacher's sitas suggestion because the researcher has already know the situation and condition of Universi the students, therefore, it made the researcher easier to conduct a research. For its Br Universitas Brawijaya Unive Universita Brawijaya Universitas BravThe researcher used descriptive qualitative as the research design because the researcher wanted to describe the existing phenomenon happened at SMP Universit Negeri 10 in 8G class about the use of video for teaching speaking. According Sitas Brawijaya Universi to Jacob et al (2002), qualitative research focuses on understanding phenomenasitas from the perspective of the human participants in the study. The phenomenon is Universithe students' perception on the use of video at SMP Negeri 10 in 8G class, which can make the students more active and interested to the material. That is why the Universit researcher conducted a research entitled "Students' perception on the use of video Sitas Brawijaya Universito teach speaking for the eighth graders of SMP Negeri 10 Malang". The researcher used video teaching technique theory from Harmer (2001) Universities investigate the steps that the teacher used in teaching using video. The researcher used a questionnaire and interview guide which were adapted from B Sihem (2012) to investigate students' perception and the data were measured Universitusing a Likert scale from Rensis (1932). The questionnaire was about the sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Brawijaya Universitas Braw teacher was about the reason why the teacher used video to teach English. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya rawijaya	process. It is expected that the English teachers can use video to teach survivers.	Universitas Brawijay speaking.
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rawijaya	Universitas According to the background of the study, the researcher made a	Universitas Brawijay
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rawijaya	Universities use of video to teach speaking for 8G class of SMP Negeri 10 Malang.	Universitas Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Uni REVIEW OF RELATED LITERATURE java Universitas Brawijaya Universitas Brawijaya Universitas Bra\In this chapter, the researcher presents some theoretical frameworks and sitas Bra\III rawijaya Universitas Brawijaya University video, teaching speaking, perception and students' perception. rawijaya Ceaching speaking

According to Kayi (2012), teaching speaking is a process to improve itas Brawijaya Teaching speaking Universi students' communicative skills and learn how to follow the social and culturalsitas rules that appropriate in each communicative circumstance. Teaching speaking is Universita very important part of second language learning. The ability in speaking secondsitas Brawijaya rawijaya rawijaya language will influence the learners' success, whether it is in the school and the University whole life. According to Nunan (1991, cited in Rifqoh 2011) mastering the art of Sitas Brawijaya Universi speaking is the single most important aspect of learning a second or foreign Universitas BraTherefore, it is essential that language teachers pay greater attention to Universi teach speaking rather than lead the students to pure memorization. The teacher Universitas Brawijaya Universitime make their learning to be more meaningful and fun for them. Consequently, sit as Brawijaya University Brawijaya University Brawijaya University the teacher should have a creative thinking to teach speaking and to use rawijaya Universiting media such as video which can be a solution in teaching speaking to Sitas Brawijaya Universitas Brawijaya rawijaya

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rawijaya	enhance the students' interest in speaking. The following paragraph tells ab	Iniversitas	Brawijay
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rawijaya	Universituse of video as the media in teaching and learning process. Brawijaya	Universitas	Brawijay
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rawijaya	Universit the video is so close to language reality containing visual. Therefore, video	niversitas	Brawijay
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rawijaya	Universita can lead the students with their real life experience. Therefore the teacher Universita	r has to Universitas	Brawijay
rawijaya	Universi know on how to teach using video, types of video that can be used, the		
rawijaya	Universitas I	Universitas	Brawijay
rawijaya	why video can be used as the media in teaching speaking, and the techni	ques to	Brawijay
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rawijaya	University 3. Language learning video: video that is designed for the students at a specific	rawijay
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rawijaya	Universitas proficiency level. This type of video not only can be used in language study itas B	rawijay
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rawijaya	Universitas Bravin addition, into choose the type of video which is appropriate to the itas B	rawijay
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rawijaya	University students, the teacher should have considered about the students' ability and how sitas B	rawijay
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rawijaya	Universitas BrayBased on Harmer (2001), there are some reasons of why video can add a sitas B	
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rawijaya	Universita. Seeing language in use: students do not only hear the language, but they sit as B	rawijay:
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rawijaya	Universit situation outside their classroom and gives students the vision about the uses it as B Universit	
rawijaya	Universita of language in another culture. Universita Diversitas B	
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rawijaya	4. Motivation: the use of video can increase students' interest and motivation	
rawijaya	4. Motivation: the use of video can increase students' interest and motivation Universities Bra	rawijay
rawijaya	Universitas because students can hear and see the use of language in real situation. Iniversitas B	rawijay
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rawijaya	Universita: Fast forward: teacher presses the play button, and then fast-forwards the sitas B	
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Universitas Brawijaya Universit 2. Silent viewing (for language) : teacher plays the tape at normal speed, but Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Without the sound. Students have to guess what the characters are saying versitas Brawijava Universitas Brawijaya Universitas Teacher shows a sequence without sound and ask students to say what kind of sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya music they would put behind it and why. Universitas Brawijaya Universitas Brawijaya Universit 4. Freeze frame: At any stage during a video sequence, the teacher can freeze state Brawijaya Universitas [the picture, stop the participants dead in their tracks.] Partial viewing: one way of provoking the students' curiosity is to allow them only a partial view of the pictures on the screen. **Perceptions** Human as a social being and individual being is different each other and this thing is considered as their perception. Therefore, almost all of their attitude Universitiand their adjustment are determined by perception (Boree, 2008 cited in Putri, Sitas Bra Universi 2011). According to Daryanto (2013), perception is a process of receiving translational and a process of receiving translational and the process of translational and translational and the process of translational and t information to the sense of human. Therefore, perception here means the process Universit of receiving information related to their environment by means of the senses niversitas Brawijaya Based on Sarwono (1983, cited in Ramadhan, 2009) perception is the human ability to organize, to differentiate, and to classify of something new that Universitindividual gets from their environment, Furthermore, each individual has asitas Brawijaya Universitas Brawijaya University of appreciate and personality. Brawijaya Universitas Brawijaya

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rawijaya	Universitas Bra Furthermore, VAhena (2009) vij describe vperception rasvione's	ultimatesitas	Brawijay
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rawijaya	University However, perception is a process where one will form an impression	on about sitas	Brawijay
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rawijaya	Universi someone or something. The input gained through one's observation will		Brawijay
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rawijaya	Universita Universita Individuals will be influenced by individual characters such as	attitude, Universitas	Brawijay
rawijaya	Universi motivation, knowledge and experience to give an interpretation about so		
rawijaya	Universities I	Universitas	
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rawijaya	Universitas Brawija wijaya	Universitas	Brawijav
rawijaya	Universitas BrayIndividuals would see the objective about something (things,	people, sitas	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universi Therefore, in this case each, of individuals have a willingness to agglome		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya separate things, people and phenomena that are not the same with each oth	Universitas	Brawijay
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Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas BrayThe situation is one of the factors that can influence an individual sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Br Gibson and Ivancevich (1996, cited in Putri 2011) say that perception has it as Brawijaya Universitas Brawijaya Universit behavior and build the attitude. In other words, perception has an influence on the sitas Brawijaya Universi behavior and the attitude of the individual. **Students' Perception** Perception is a process where one will form an impression abouts it as Brawijaya Universit someone or something (Ahen, 2009). Therefore students' perception is a process where students will form an impression about a new material that the students get Universi from the teacher at the school. Daryanto (2013) says that for the teacher to know about perception is Universitimportant, because perception can avoid misunderstandings about students'sitas Brawijaya comprehension in teaching and learning process. Teachers have to know the University tudents' perception to minimize misunderstanding between the aim of the sitas Brawijaya Universiteachers and students considering the perception of each individual is different. In short, students' perception is one of the important things to make a University good first impression between the teachers and students. Besides, the students will Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi produce a good judgment or beliefs, that can influence their behavior in the class. Based on the explanation above, the researcher concludes that knowing Universithe perception of each individual is important, because each individual have a Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya University emotions, and experiences. The teacher has to know the students' perception Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit because each of the students has different character, different objective and sitas Brawijaya versitas Brawijaya Universitas Brawijaya rawijaya Universitas Bra\In order to measure the students' perception, the researcher needs asitas Brawijaya Universitas Brawijaya Universitias Likert scale. Likert scale was used to measure attitude, opinion, and sitas Brawijaya as Brawijava Universitas Brawijava University perception of someone or group about a social phenomena. In this case, the sitas Brawijaya social phenomenon was the use of video to teach speaking. To measure students' perception by using Likert scale, there were some questions with some optional Brawijaya Universi answers, from the high scale is agree, until the low scale is disagree. So, the resultsitas B of students' answers are measured by using Likert scale to see the students' Universi perception about the use of video to teach speaking. Universit 2.6 **Previous Studies** The first previous study was conducted by Ahen (2009) entitled as Brawijaya "Students' perception towards English for self-expression". The objective was to Universit find out the students' perception towards English language and to find out the students' perception towards English language and to find out the students' perception towards English language and to find out the students' perception towards English language and to find out the students' perception towards English language and to find out the students' perception towards English language and to find out the students' perception towards English language and to find out the students' perception towards English language and to find out the students' perception towards English language and to find out the students' perception towards English language and to find out the students' perception towards English language and to find out the students' perception towards English language and to find out the students' perception towards English language and to find out the students' perception towards English language and to find out the students' perception towards English language and the students' perception towards are students' perception towards and the students' perception towards and the students' perception towards are students' perception towards' perception towards and the students' perception towards are students' perception to the students' perception to the students' perception to the students' perception to the students' Universi changes in the perception toward English language and students' self-expression in English language at University Sarawak Malaysia. The writer used descriptive University statistics such as percentage and frequency to describe the students' perception. Sitas Brawijaya The result of the observation showed that most of the students have positive and Brawijaya perception towards English language and English for self-expressions. The as Brawijaya Universitas Brawijaya University students were more confident to present English in front of the public at the end of sitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava **Universitas Brawijava** Universitas Brawijaya Universithe course. This study used theory from Gardner's attitude /motivation test battery ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit(2004) for collecting the datas Brawijava Universitas Brawijava The second previous study was conducted by Bimantara and Pusparini awijaya Universit (2012). The study entitled "The implementation of Who Am I game to teach sit as Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitate implementation of the use of "Who Am I" game to teach speaking descriptive sites Universitext, to describe the students' speaking ability towards the use of "Who Am d'sitas games, and to describe the students' responses towards the implementation of the game. This study took place in the seven graders of SMPN 3 Krian. This study Sit Universi was a descriptive qualitative study. This study used theory from Neuman (1991) sitas as the foundation in the research instrument. The researcher also used Weed Universit(1972) as the principle of game selection and theory from Ely (1980) for the advantages of the game. The result of this research was the students' speaking Universitability became better. It was shown from the significant development that the Sitas Brawijaya Universi students made in their speaking performance. The game was interesting and it helped the students in both participating and organizing ideas in speaking Universi descriptive text. The third previous study was conducted by Sihem (2012) entitled "Using video techniques to develop students' speaking skill". This research explored the ersitas Brawijava Universitas Brawijaya Universitas Brawijaya Universi Universit effects of video techniques on improving, developing learners' speaking skill, and sit as Br Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Communicating abilities. This study took place in the second year students in the English Department of Mohamed KHIDER University of Biskra. This study used Universi descriptive method, and used a questionnaire for students to gather data from this Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya thesis and information from any material relevant to their field of interest. This ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University used theory from Nawaz (2005), for steps to analyze the data and theory it as from Allan (1985) and Harmer (2001) for the use of video to analyze the data. The University result of this study showed that video techniques were very important in teaching sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br English because video helps to improve the students speaking skill. In addition, it has led us to know that oral practice is a very important activity in the language Universit classroom because it is a unique opportunity for the learner to express himself it as The similarity between this research with the first previous study are the Universi researcher conducted a research about students' perception and the researcher also used descriptive qualitative as the research design. For the second previous study Universithe similarity with this research is the second writer conducted a research about speaking in junior high school students and for the third previous study, the similarity is the researcher conducted a research about the use of video in teaching sitals However, there are differences between this research with the first, second Universitand the third previous studies. First, the difference is in the participants of thesitas study; the first and the third previous study used college students, but the participant of the second previous study was junior high school students in seven sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi grades. Second, the objective of the study from the second previous study was to sit as describe the students' responses towards the implementation of the game and the objective of the third previous study was to explore the effects of video improving, and developing learners' speaking skill, and Universitechniques on Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas BraThis chapter discusses about the research method including research sitas Brawija
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rawijaya	Universitas Brathis study used a descriptive qualitative as the research design. The Brawija
rawijaya	Universitas Brawija researcher wanted to describe the students' perception about the use of video to
rawijaya	Universitas Brawija
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitin teaching English and this was the class that use video as the medium vinsitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya learning speaking in SMP 10 Malang. Besides, the researcher had already known Universitas Brawijaya
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rawijaya	Universithe researcher did an internship program. So the researcher was easier to get the Brawija
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Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya University data related with this research. The data about the use of video would also came stars Brawijaya Universi from the English teacher of 8G class, because the researcher needed the grawijava rsitas Brawijaya Universitas Br 3.3 av The research took place in SMP Negeri 10 Malang located at Jalansitas Brawijava Mayjen Sungkono number 57 Buring Selatan Malang. The researcher chose 8G Universit class, that consist of 17 girls and 13 boys as participants. This class was chosen bysitas Brawijaya the researcher because this was one of the classes in which the teacher used video Universities Bruin teaching English and this was the class that use video as the medium Universitlearning speaking in SMP 10 Malang. Besides, the researcher had already knownsitas Brawijay the situation and the condition in 8G class because this class was the place where the researcher did an internship program. So the researcher was easier to get the Universit data related with this research. The data about the use of video would also came from the English teacher of 8G class, because the researcher needed the Universitinformation about the use of video from the teacher. The questionnaire was divided into three parts. The first part Universitas Bra consisted of seven questions about students' perception on the use of sitas Brawijaya video to teach speaking; the answers to the questionnaire were strongly agreed, agree, undecided disagree, and strongly disagree. Second part Universitas Bravconsisted of five questions about percentage on the use of video to teach Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra speaking by the teacher; the answers to the questionnaire were always, sitas Branches often, seldom, rarely, and never. The last part consisted of five questions Universitas Bravin the form of essays about the students' reason related to the students'sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya perception on the use of video Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas BravThe researcher analyzed the data based on Miles and Huberman	
rawijaya		
rawijaya	theory. According to Miles and Huberman (1992), these are 3 steps in an University	nalyzing Universitas Brawijay
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rawijaya	Universi Televant to the topic of the study and took the important	niversitas Brawijay
rawijaya	Universi supported the study.	niversitas Brawijay
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rawijaya	Universit ² . For the questionnaire, the researcher sorted the questionnaire	answers niversitas Brawijay
rawijaya	Universit based on the optional answer, how many students chose to	strong sitas Brawijay
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rawijaya	Universitas agree, agree, undecided, disagree, strongly disagree, and alway	s, often sitas Brawijay
rawijaya	Universitas seldom, rarely, never, then put them in a table adapted from Like	Universitas Brawijay
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rawijaya	3. The researcher calculated the score from the questionnaire and University Brawley	Universitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	Brawijay
rawijaya	Universitas Brawijaya Universitas B	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	Brawijay
rawijaya	Universitas Bra This chapter presents about finding of the research that refers to the	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	Brawijay
rawijaya	Universi research problem, and followed by discussion of the findings of the relation to sitas	Brawijay
rawijaya	Universitas Brawijaya	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas B	Brawijay
rawijaya	Universitas Brawijaya Universitas B	
rawijaya	Universit4.1 Findings	
rawijaya	Universitas Brawi Universitas	Brawijay
rawijaya		
rawijaya	University and interview. This research described about the students' perception on the use	
rawijaya	Universitate Universitate Universitate of Video to teach speaking for the eighth graders of SMP N 10 Malang. By Sitas B	
rawijaya rawijaya		
rawijaya rawijaya	Universit following the school's and the teacher's schedule, this research was conducted in liversitas B	rawijay Prawijay
rawijaya Irawijaya	Universitive meetings. The First meeting was on 23 th April and the second meeting was on sitas B	
rawijaya	University in the First meeting was on 25. April and the second meeting was onsites a university in the First meeting was on 25. April and the second meeting was onsites a university in the First meeting was on 25. April and the second meeting was onsites a university of the First meeting was on 25. April and the second meeting was onsites a university of the First meeting was on 25. April and the second meeting was onsites a university of the First meeting was on 25. April and the second meeting was onsites a university of the First meeting was on 25. April and the second meeting was onsite as the first meeting was on 25. April and the second meeting was onsite as the first meeting was on 25. April and the second meeting was onsite as the first meeting was on 25. April and the second meeting was on 25. April and 2	
rawijaya	28th April The data of this research were collected through observation during	Brawijay:
rawijaya	Universities and learning process in order to know how the teacher used video. The sites B	
rawijaya	Universitas Universitas	
rawijaya	University researcher used questionnaire to know the students' perception on the use of video sitas	Brawijay
rawijaya		
rawijaya	Universitas Bused by the teacher. The researcher also used interview to gain information from Universitas Bra	Brawijay
rawijaya	Universithe teacher about the reason of why she used video to teach speaking ya Universitas B	Brawijay
rawijaya	Universitas Brawija Wijaya Universitas B	Brawijay
rawijaya	Universitas BrayThe researcher presented the analysis of the data in the form of table and sitas B	
rawijaya	description. In analyzing the data about the use of video which had been done by	Brawijay
rawijaya		
rawijaya	Universithe teacher, the researcher used theory from Harmer (2001) about the techniques sitas B	
rawijaya	Universities Brawijaya Brawijaya Universities	Brawijay
rawijaya		
rawijaya 	Universitivere fast forward, silent viewing (for music), silent viewing (for language), freeze	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya	
rawijaya rawijaya	Universitas Brawijaya	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B	nawijay

OTHER DESIGNATION OF			0111101010	00 01011110110	011110101		
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Universitas Brawijaya							
Universitas Brawijaya							
Universitas Brawijaya	Universitas Brav	wijaya	Universit	as Brawijaya	Universi	tas	Brawijay
Universitas Brawijaya	Universitas Brav	wijaya	Universit	as Brawijaya	Universi	tas	Brawijay
Universitas Brawijaya	Universitas Brav	wijaya	Universit	as Brawijaya	Universi	tas	Brawijay
Universitas Brawijava	r to support the data	analysis	the resear	cher provided a	analysis	tas	Brawijay
Universitas Brawijaya	Universitas Brav	vijaya	Universit	as Brawijaya			
Universi table of observa	tion checklist about	the tech	niques on	the use of video	that was	tas	Brawijay
Universitas Brawijaya	Universitas Bray	vijaya	Universit	as Brawijaya	Universi	tas	Brawijay
Universitas Brawijaya	Universitas Bray	vijaya	Universit	as Brawijaya	Universi	tas	Brawijay
Universithe researcher ar	nd the result of the tea	icher's in	nterview.	as Brawijaya	Universi	tas	Brawijay
Universitas Brawijaya	Universitas Brav	wijaya	Universit	as Brawijaya	Universi	tas	Brawijay
Universitas Brawijaya	Universitas P	hv the	Universit	as Brawijaya	Universi	tas	Brawijay
Universitas Brawijaya	Unive"	, by the	ersit	as Brawijaya	Universi	tas	Brawijay
					servation	tas	Brawijay
Universitas Brawijay	nated by the	Jan Jan	a 41= 4= 1	rawijaya			
						tas	Brawijay
Universitas Br During the obse	rvation, the researche	er found	some techr	niques on the use	of video	tas	Brawijay
Universitas	7 W				OHIVEISI	Las	Diawijay
	The researcher m	ade an	observatio	n checklist abo			
techniques in us	ing video to teach bas	sed on H	armer (200	1). (See appendi	ix 1). The		
		التلاح	W/L				Brawijay
University researcher observations	eved whether the teach	cher did	some tech	nniques based or	n Harmer	tas	Brawijay
	Supporting the data a	nalveic	the recear	cher provided ar			
		- 111					
table of observa	tion checklist about t	he techn	iques on th	e use of video w	hich was	tas	Brawijay
		(2001)		//			
	ner based on Harmer	(2001).		//			
	随人						
	Table 4.1The	result of	Observat	1011			
Universitas Brau	A	NA.		aya			
NO	Feaching techniques	Day 1	Day 2	Notes			
	t forward	√	V				Brawijay
	University				he students		Brawijay
		viiava			carcrany		
Universitas Brawijava	Universitas Bray						
Universitas Brawijaya	nt viewing (music)	_	_	_			
			Universit	The teacher played	the video		
Universitas Brawijaya			Universit	and suddenly st	opped the		Brawijay
Universitas Brawijaya	Universitas Brav	vijaya	Universit	to mention what	ne students		Brawijay
Universitas Brawijaya	Universitas Bray	vijaya	Universi t	heard and listened	Universi	tas	Brawijay
Universitas Brawijaya		vijaya	Universit	as Brawijaya	Universi	tas	Brawijay
Universitas Brawijaya	Universitas Brav	vijaya	Universit	as Brawijaya	Universi	tas	Brawijay
Universitas Brawijaya	Universitas Brav	vijaya	Universit	as Brawijaya	Universi	tas	Brawijay
Universitas Brawijaya	Universitas Brav	vijaya	Universit	as Brawijaya	Universi	tas	Brawijay
Universitas Brawijaya	Universitas Brav	vijaya	Universit	as Brawijaya	Universi	tas	Brawijay
Universitas Brawijaya	Universitas Brav	villovo	Universit	oo Prowiiovo	Universi		
	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universi	Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas Universitas Brawijaya Universita

Universitas Brawijaya Universitas BrayThe table above showed the techniques used by the teacher. According to the researcher's observation, the teacher only applied two techniques suiting with Universi Harmer theory (2001). In the first day, the topic of the lesson was "notice". The itas Br Universitas Brawijaya University and hear the video carefully. After that, the teacher asked the students randomly to Universitmake a sentence about notice and read it in front of the class based on the videosital that they had seen. Then the teacher replayed the video, but the teacher suddenly stopped the video, asked the students about the video, and asked the students to University write what they have seen in the teacher's Laptop. After that, to check whether the sittas students understood or not, the teacher asked each of the students to make a Universit sentence about notice and present it in front of the class. It was used in order to sit as check the students' speaking ability. On the second day, the topic remains the same "notice", but on the second day the topic more specific that is "the rule of sitas Bra Universi the classroom". The teacher also did the same techniques by using video. The teacher played the video twice, and then asked the students to watch and hear the Universityideo carefully. After that, the teacher asked the students randomly to make asitas B sentence and read it in front of the class based on the video that they had seen before. Then the teacher played the video again, but the teacher suddenly stopped ersitas Brawijaya - Universitas Brawijaya - Universitas Brawijaya -Universithe video, asked the students about the video, and asked the students to write what sit as they have seen in the teacher's Laptop. After that, to check whether the students understoodor not, the teacher asked each of the students to make a sentence and Universi present it in front of the class, it was used in order to check the students' speaking Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitability, but the difference was the teacher gave homework for the students. ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Therefore, the teacher did fast forward and freeze frame techniques in using the sitas sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas video to teach the students. The teacher applied those techniques because the sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universiteacher have considered about the students' ability in learning English. If the sitas Brawijaya Universitas Brawijaya University understanding the material, because some students in this class have low Universi motivation in learning English. During the observation, the researcher also found kinds of video that are Universitised by the teacher. The teacher used a video that consisted of a picture, because Universi the students not only could hear the video they can also imitate, sing and dance sitas B together and it could make the students feel happy during the teaching and Universitlearning process. The teacher also used animation video but sometimes the teacher sitas used the real video related to the material. The video was selected by the teacher, University because the teacher knows the students' characteristics well. 4.1.2 The result of the Students' Questionnaire Universitas Bra The researchers collected the data of the students' perception on the use Universitof video through students' questionnaire and interview the English teacher. The researcher conducted an interview and distributed the questionnaire at the second meeting of the observation. Actually the participants consisted of 30 students, but Stas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi in the observation day the participants only 28 students, because the two students did not come to the school. For the students 'questionnaire, it was divided into Universithree parts (See appendix 3). The first, it was about the students' perception on the stass Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya Universitas Bra	wijaya Unive	rsitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Bra	wijaya Unive	rsitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Bra	wijaya Unive	rsitas Brawijaya	Univ ²⁶ sitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Bra	wijaya Unive	rsitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Bra	wijaya Unive	rsitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Bra	wijaya Unive	rsitas Brawijaya	Universitas	Brawijay
rawijaya	of using video by the teacher. Third,	it was about the	students' reason an	d opinionsitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Bra	wijaya Unive	rsitas Brawijaya	Universitas	
rawijaya	Universiton the use of video in the form of an	essay a Unive	rsitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Bra The researcher would like Universitas Brawijaya Universitas Bra	wijaya Unive	rsitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Bra	wijaya Unive	rsitas Brawijaya	Universitas	Brawijay
rawijaya	Universitable showed about how many of the	students that an	swered strongly agr	ee, agree, sitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Bra	wijaya Unive	rsitas Brawijaya	Universitas	Brawijay
rawijaya	Universit neutral, disagree, and strongly disa	gree in the firs	st part (See append	1x4) The sitas	Brawijay
rawijaya	University researcher determined the answers in	to three interval	s. The intervals beca	ame agree sitas	Brawijay
rawijaya	Universitas Brawijaya		as Brawijaya	Universitas	Brawijay
rawijaya	Universitderived from strongly agree, and a	gree, then neutr	al, and the interval		
rawijaya	Universitas Braw Universitas Braw Universitas Braw	trongly disagree	e. Therefore, in the ta	Universitas	Brawijay
rawijaya 				11 1 11	Brawijay
rawijaya	Universitive three optional answers, agree,	neutral and disa	agree. For the secon		Brawijay
rawijaya	University University the questionnaire, the researcher also	showed the res	ult in the form of a t	Universitas	
rawijaya rawijaya		showed the res	uit in the form of a t	abic (Sec _{sitas}	
rawijaya rawijaya	appendix 4). The researcher determ	nined the answe	ers into two interval	ls for the	Drawijay
rawijaya rawijaya	Universitient and answers from always often	saldom basama	avar/ often and fro	n oliversitas	Brawijay
rawijaya Irawijaya	Universit optional answers from always, often,	, seidom became	e ever/ often and fro	niversitas	Rrawijay
rawijaya Brawijaya	Universition never and never became seldom/nev	ver. In the third	part of the question	naire, the	Brawijay
rawijaya Brawijaya			/		
rawijaya	Universities unive	the students' rea	son. The researcher	Universitas	
rawijaya	Universithe same answers from the students (See appendix4).	///	Universitas	
rawijaya	(1/8)	-1			
rawijaya	Universitas Bl Universitas Bra	uestionnaire can	be displayed as foll	ows: Universitas	Brawijay
rawijaya	Universitas Braw Table 4.2 The Answer	er of questionna	nire (part 1) (java	Universitas	
rawijaya	Universitas Brawija	4	wijaya	Universitas	Brawijav
rawijaya	Universitas Brawijay Statement	Agree	Neutral ijay Dis	sagree Villversitas	Brawijay
rawijaya	Univers Las Belajar Bahasa Inggris itu sulit	, опте	rsitas Brawijaya	Universitas	Brawijay
rawijaya	Univers (Learning English is difficult) Bra	18 students (64%)	3students 7 stude (25%)	^{ents} Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Bra		rsitas Brawijaya	Universitas	Brawijay
rawijaya	Univers tas Belajar berbicara menggunakan Bahasa Inggris itu sulit	wijaya Unive	rsitas Brawlijaya 4students 7 stude	Universitas	Brawijay
rawijaya	Univers 125 (Learning speaking using English is	(60,7%) Unive	(14,3%) (25 %)		Brawijay
rawijaya	Universitas Edifficultaya Universitas Bra	wijaya Unive	rsitas Brawijaya	<u>Univer</u> sitas	
rawijaya			rsitas Brawijaya	Universitas	
rawijaya			rsitas Brawijaya	Universitas	
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rawijaya			rsitas Brawijaya	Universitas	
rawijaya			rsitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Bra	wijaya Unive	rsitas Brawijaya	Universitas	Brawijay

		Diamijaya Omroioitao Bia						
rawijaya	Universitas	Brawijaya Universitas Bra	wijaya Unive	rsitas Braw				Brawijay
rawijaya	Universitas							Brawijay
rawijaya	Universitas		wijaya Unive	rsitas Braw				Brawijay
rawijaya	Universitas							Brawijay
rawijaya	Universitas	Brawijaya Universitas Bra	wijaya Unive	rsitas Braw				Brawijay
rawijaya	Universitas	Brawijaya Universitas Bra	wijaya Unive	rsitas Braw	/ijaya	Univer	sitas	Brawijay
rawijaya	Universitas	Penggunaan video sebagai media	wijaya Unive	rsitas Braw	ijaya	Univer	sitas	Brawijay
rawijaya	Universitas	sangat membantu siswa dalam pembelajaran Bahasa Inggris	21 students (75%)	5students (17,8%)	(7.10%)			Brawijay
rawijaya	Universitas	(The use of video as the media can	wijaya Unive	rsitas Braw	ijaya	Univer	sitas	Brawijay
rawijaya	Universitas	help the students in learning English)	wijaya Unive	rsitas Braw	ijaya	Univer	sitas	Brawijay
rawijaya	Universitas	Brawijaya Universitas Bra	wijaya Unive	rsitas Braw	ijaya	Univer	sitas	Brawijay
rawijaya	Universitas	Penggunaan video sebagai media	wijaya Unive	rsitas Braw	ijaya	Univer	sitas	Brawijay
rawijaya	Universitas	sangat membantu siswa dalam mempelajari "speaking"	24 students	3 students	1 student	(3.6%)	sitas	Brawijay
rawijaya	Universitas	(The use of video as the media help	(85,7%) Unive	(10,7%) rav				Brawijay
rawijaya	Universitas	students for learning speaking) Pembelajaran menggunakan video		sitas Braw	ijaya	Univer	sitas	Brawijay
rawijaya	Universitas	menarik bagi siswa	27 students	as Braw	1 student	Univer	sitas	Brawijay
rawijaya	Universitas	(Learning using video is interesting for students)	(96%)	raw	(3.6 %)	Univer	sitas	Brawijay
rawijaya	Universitas	Siswa dapat lebih paham materi	S. B.D.		ijaya	Univer	sitas	Brawijay
rawijaya	Universitas	karenadisampai kan melalui gambar dan suara	21 students (96%)	6students (21%)				Brawijay
rawijaya	Universitas	(Students more understand about the	(30,0)	(21/0)	(3.6%)			Brawijay
rawijaya	Universit ⁶	material because the material shows through picture and sound)	J. Of a					Brawijay
rawijaya	University	Penggunaan video membantu		The V				Brawijay
rawijaya	Universi	meningkatkan motivasi belajar bahasa Inggris	24 students (93%)	2students (7,1%)	2 student (7.1%)			Brawijay
rawijaya	Universit	(The use of video help to increase	(3370)	(7,170)	(7.170)			Brawijay
rawijaya	Universit	their motivation)		· ·		hiver	sitas	Brawijay
rawijaya	Universit					niver	sitas	Brawijay
rawijaya	Universita	The table above presented the	he result of the c	questionnaire	part 1. F	rom the	sitas	Brawijay
rawijaya	Universita					Univer	sitas	Brawijay
rawijaya	Universitabl	e the researcher found:						Brawijay
rawijaya	Universitas	From the first question, it	was found that	t about 75%	of the s	students	sitas	Brawijay
rawijaya	Universitas						0.00.0	
rawijaya	Universitstat	ed that learning speaking in Er	nglish was diffic	cult. Second				
rawijaya	Universitas	Braw	d that learning s	neaking in F	Jjaya	Univer	sitas	Brawijay
rawijaya		nd that about 60% students stated						
rawijaya	Universitas	icult. Third question, 93% of stud Brawijaya University	dents stated that	the use of vio	deo as th	e media	sitas	Brawijay
rawijaya								
rawijaya		ld help the students in learning						
rawijaya	universitas	ed that video as the media helpe	wijaya Unive ed them in learn	rsıtas Braw ing speaking	. Fifth q	univer uestion.	SITAS	Brawijay
rawijaya								
rawijaya		6 of students stated that learning						
rawijaya	Universitas	Brawijaya Universitas Bra	wijaya Unive	rsitas Braw	/IJaya Inderstoc	Univer	sitas	Brawijay
rawijaya		stion, 96% of students stated that						
rawijaya	universitas abo	ut the materials because the m	aterials were sh	nowing throu	gh pictu	res and	Sitas	Drawijay
rawijaya								
rawijaya	Universitas							Brawijay
rawijaya	Universitas							Brawijay
rawijaya	Universitas							Brawijay
rawijaya	Universitas							Brawijay
rawijaya	Universitas	Brawijaya Universitas Bra	wijaya Unive	rsitas Braw	ıjaya	Univer	sitas	Brawijay

Universitas Brawijaya University sounds. The last question, 93% of students stated that the use of video helped Universithem to increase their motivation in learning English. On the other hand, there is a were some students who chose neutral and students who chose disagree, they had Universitheir own reason, they stated in doubt and disagree because they thought that the sitas Brawijay Universitas Brawijaya Universitas Brawijaya use of video was bored, it was more difficult rather than used a textbook because Universithey had to see the picture and heard the sound at the same time. Even so, the University result showed the positive perception from the students. (See appendix 4). University as Table 4.3 The Answer of Questionnaire (part 2) No Statement Ever /often Seldom/Never 28 students (100%) 1 Guru menggunakan media untuk None pembelajaran (Teacher uses media in teaching and learning process) 2 2 students (7%) Guru menggunakan video sebagai media 26 students (93%) belajar bahasa Inggris (Teacher uses video as the media in learning English) 24 students (86%) 3 Guru menggunakan video dalam 4 students (14%) pembelajaran speaking (Teacher uses video to learn speaking) Guru meminta siswa untuk berbicara 27 students (96%) 1 students (4%) bahasa Inggris (Teacher asks the student to speak English) The table presented above is about the percentage of the teacher using University video to teach speaking. The researcher made a questionnaire about the teacher percentage using video because it has an influence for the students' perception on Universithe use of video. For many times the teacher used video to teach, it was helpful for Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universithe students to understand what the function of the video and what the benefit of sites video for their speaking ability. So, from the first statement, it what shown that Universit100% from twenty eight of the students (all of the students) chose ever. It means it as Brawijaya that the teacher ever and often used media to teach English .For the second, 93 % Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit (26 students) chose ever, it means that the teacher ever used video to teach stas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit English for the students and 24 students choose ever on the use of video to teach sit as sitas Brawijaya Universitas Brawijaya Univer Universithere were 4 students who chose never, based on the researcher observation. Its itas Brawijaya Universitas Brawijaya Universit class. From the result, the researcher concluded that the teacher used video to sitas Brawijaya gh u.
BRAN Universiteach speaking to the students, even though there were students that did not paysitas Universities Braw' attention to the teacher and the video. Universit4.1.3 The Result of the Third Questionnaire There were five questions (See appendix 4). The first question asked about students' opinion on the use of video as learning media in learning English. Second questionwas about the students' reason for question number 5 (part 1) in learning by using video is interested for students. Third question asked the University tudents' opinion whether the video could improve their speaking or not. Fourthsitas Brawijaya question asked about the students' answer reason for questionnaire number 7 (part Universiti). The use of video will help the students in increasing students' motivation in Universitlearning English and the last question asked the students about advantages and disadvantages using video.

disadvantages using video.

disadvantages using video.

disadvantages using video. Universitas Bra There were various answers from the students, but the researcher reduced Universithe answer that did not match with the question and the researcher classified the as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya same answer from the students. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BrayThe result of the first question showed that some students stated that sit as Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Bra The result of the fifth question was the students mentioned that there Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit were some disadvantages using video in learning English. Such us, the volume of sitas Brawijava ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas the video was too slow, the video was too fast, the teacher's explanation was less ersitas Brawijaya Universitas Brawijaya Universi than the usual, it had short duration, and sometimes the video was not appropriate it as Brawijaya Universitas Brawijaya Universit Advantages of the video were the video made the students feelhappy and enjoysitas Brawijaya Universit with the material. It lets the students see the real sound and picture, it helped the itas students know the right pronunciation of the words, the video made the learning process become joyful because the students could sing, and imitate the video Universi together. Universit 4.1.4 Result of the Interview with the Teacher There were twelve questions for the teacher and the questions were divided into four indicators. First indicator was about the strategy used by the Universiteacher, second indicator was about the media used by the teacher, third indicators it as Brawijaya was about advantages and disadvantages using that media, and the last was about University achievement after using the media. For the interview result (See Sitas Brawijaya University appendix 5). The researcher made a conclusion from the teacher's interview results based on each indicator. Universitas BrayFirst indicator, about the strategy used by the teacher was an interesting Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br University medium, so the teacher made an interesting medium to teach English in the class. Second indicator, about an interesting medium which was usually used by the Universiteacher was video, why the teacher used the video because from the video thesitas Br Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya University students to understand the material, the students interesting with the video so that Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe students more understandas Brawijaya Universitas Brawijaya rawijaya rawijaya University students became more active, they do not feel bored, the students were happy, the sital Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universition of the video because they saw the video before, and the teacher did not Brawijaya Universitexplain too much. But there were some disadvantages using video to teach sitas English, especially in speaking, sometimes the students were bored with the University and the students did not understand about the video. Therefore, the students Brawijaya Universi teacher should re-explain, the minimum of the properties in the class, sometimes it as B the LCD was off, there was no speaker and the important thing was the teacher Universit should have the up to date video media to teach the students. Fourth indicator, about student achievement after using the media the University tudents have changed, although there was a mistake in pronunciation, they still sitas Brawijaya showed that they are more confident to speak by using English. For students who did not change, the teacher stated it is because they did not want to learn English Universitor there was no spirit of the students to learn English. 4.2 Discussion Universitas Brawijaya Universitas Br In this section, the researcher discusses the findings of the research based Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya on the questionnaire for students, interview with the English teacher and observation and correlated them with the theories of the study to discuss the Universitanswer of the problem of the study.awijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas BrayAccording to the teacher's interview, the teacher only did those Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitechniques because the teacher tried to adjust with the students situation and sites itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi condition. The important thing according to the teacher, the students should itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi University understand well about the material. It is inline with Daryanto (2013) who says it as Brawijaya Universitas Brawijaya Universit misunderstanding about learning goal of students and teachers. In this case, the sitas Brawijaya as Brawijaya Universitas Br Universitlearning goal of the teacher is to deliver the material well and the students is tositas Brawijaya Universitas Brawi Universitas Brawi Universitas Brawi In this research, the researcher distributed a questionnaire to know the Sitas Brawijaya Universi students' perception on the use of video which was done by the teacher. Aftersitas analyzing the questionnaire, the researcher found a positive perception from the Universit students. Almost all of the students stated that they agreed on the use of video insitas learning speaking because they could easily memorize the material, the learning and teaching process was fun and enjoyable, they knew how to pronounce English Stas Brawijaya Universit words, and they could see the real picture and heard the correct sound. Therefore, it can be concluded that students at 8G class have a positive University perception on the use of video to teach speaking by the teacher. In other words, sitas Brawijaya the teachers' goal was to make students understand with the material. It was proven by the students' responses in answering the questionnaire. Ninety six University percents of the students stated that video can help them in learning speaking. The state Brawijaya students showed positive responses and perspective on the use of video by the Universitas Brawijaya Universitas Brawijaya English teacher. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Therefore it was shown that the goal of the teacher was achieved. **Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya Universit Iniversitas Brawijaya hiversitas Brawijaya rawijaya rawijaya rawijaya rawijaya Universit niversitas Brawijaya rawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya

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Brawijaya	Universitas Brawijaya		Universitas Brawijaya	Universitas Brawijaya
Rrawijaya	Universitas Brawijava	Universitas Brawijava	Universitas Rrawijava	Universitas Brawijava