IMPROVING LISTENING AND SPEAKING ACHIEVEMENTS OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 6 METRO BY USING VIDEOS PLUS DISCUSSION METHOD

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Abstract: Listening and speaking are the important skills that have to be mastered by the students. By having these skills, the students can communicate with others easily. However, the teaching and learning of listening and speaking skills are still problematical. The objectives of this study were to find out whether or not videos plus discussion method was effective in improving the students' listening and speaking achievements. This study involved one hundred and ninety six of the eighth grade students of SMP Negeri 6 Metro and forty of them were selected as the sample by using purposive sampling technique. The results of this study showed that the videos plus discussion method was considered as one of the effective ways to improve the students' listening and speaking achievements.

Keywords: Listening and Speaking Skills, Videos plus Discussion Method

INTRODUCTION

Listening and speaking are important skills that have to be mastered by the students. By having these achievements, the students can communicate with others easily. When someone does not have good listening achievement, then he will not understand what the others are talking about and finally he does not know how to respond to their talk. So, listening achievement influences the speaking achievement.

Listening is receiving language through the auditory system. It involves receiving of the sound waves, identifying the language (both the segmental and supra-segmental elements), processing them into appropriate understanding of the speaker's intentions and retaining the message

for future use (Moulic, 2012, p.2). Furthermore, Murry (1908) as cited in Moulic (2012, p. 2) states a new English dictionary of historical Principal defines listening with all-inclusive parameters. Listening here is not only described as the term meaning hearing of sounds, it is also taken as a word to mean 'submission', 'obedience', or 'compliance' and suggest an 'agreeing response'.

A good listener, therefore, involves four separate but interrelated processes:
1. Attention- focus on the perception of visual and or verbal stimuli (the speakers' message)
2. Hearing- focus on the perception of visual and or verbal stimuli

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(the speakers' message) through ears.

3. Understanding- assigning meaning to messages received
4. Remembering- storing of meaningful information in the mind for the purpose of recalling it at a later time (Moulic, 2012, p. 2).

Listening thus is a natural blend of nonverbal and verbal purposive attention. It is an effortful task and should be actively practiced. Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Mendelsohn, 1994). Effective listening always gives way to efficient communication process. It provides a better understanding of the message or intention of the speaker reduces confusion, misunderstanding, conflict, or negative assumption of any kind.

Speaking is one way to communicate which ideas and though message orally. To enable the students to communicate, we need to apply the language in the real communication. According to Gert and Hans (2008, p. 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Wallace, Stariba & Walberg (2010, p. 12) state that children, adolescents, and adults sometimes fear the challenge of sustained, formal speaking before the large group. There are many factors that cause the students unwilling to speak. The students do not have confidence to speak because they do not know what to say. Some others might say that they are lack of words to say in conversation or the topic of the conversation is not interesting. The study of English will be faster for the learners when the students are enthusiastic to English. Moreover, the speaking is one of the priorities for the each school. So the teacher should facilitate and organize the learners to achieve their purpose of language. Richard (2008, p. 8), states that the mastery of speaking skills in English is a priority for many second-language or foreign language learners.

As a matter of fact, Indonesian learners commonly have not attained a good level of oral proficiency. Some researchers show this problem; for example. Mukminatien (1999, p. 30) finds out that English students have a great number of errors in speaking such as in pronunciation, grammatical accuracy, vocabulary, fluency and interactive communication. Beh (1997, p 4) also reports that eighty percent of the students' English spoken and written proficiency is less than good.

In addition, Education First-English proficiency Index (EF-EPI) shows the rank of 60 countries in communication proficiency that considers speaking as the basic achievement. These ranks are based on the comparison of 60 countries and more than three million learners. Indonesia is on the 25th rank at moderate proficiency level with 53.44EF EPI score. While the highest score (is very high proficiency) is Sweden with 68.69

EF EFI scores and the lowest is Iraq with 38.16 EF EPI scores. It is shown on the table below.

Table 1
EF-English Proficiency Index

Level of Proficiency	Rank	Countries
Very High	1-7	Sweden-Finland
High	8-17	Poland-Portugal
Moderate	18-28	Slovakia-Indonesia (25) - Vietnam
Low	29-43	Uruguay-Egypt
Very Low	44-60	Chile-Iraq

Source- EF-EPI, 2013

Educational authorities and educational technologists worldwide are encouraging schools at all levels to incorporate video and multimedia into their teaching methods. Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information (Gilakjani, 2012, p. 1).

Discussion is an informal method, with a great deal of involvement and interaction (Davies, 1981, p. 41). Meanwhile, Smaldino, Lowther, and Russell (2005, p. 28) state that discussion is a useful way of assessing the knowledge, achievements, and attitudes of a group of students before finalizing instructional objectives that involves the exchange of ideas and opinions among students or among students and the teacher. Discussions can be led by the teacher by introducing questions to get responses from the students.

Based on an informal conversation with the eighth grade students and the English teachers who taught the eighth graders, the writer knew that the problem of listening and speaking is also faced by SMP N 6 Metro students. Most students got average score 60 that were below the passing grade 70. From the data above, the writer thought that it was necessary to improve the students' listening and speaking achievements, in this case by using videos plus discussion method.

To carry out this study, the writer chose the eighth grade students of SMP Negeri 6 Metro in the academic year of 2015/2016. The writer intended to see the effect of videos plus discussion method in increasing the students' listening and speaking achievements since they have already learned some texts from the seventh grade until now.

The writer was interested in conducting research in the form of experiment to the eighth grade students of SMP Negeri 6 Metro as the sample of the study. Therefore, the writer proposed the study entitled "Improving Listening and Speaking Achievements of the Eighth Grade Students of SMP Negeri 6 Metro by using videos plus discussion method".

Problems Of The Study
In this study, the writer formulated the research problems as follows: (1)

Was there any significant difference in listening achievement between the students who were taught by using videos plus discussion method and that of those who were not?, and (2) Was there any significant difference in speaking achievement between the students who were taught by using videos plus discussion method and that of those who were not?

Objectives Of The Study

The objectives of the study were to find out whether or not: (1) There was a significant difference in listening achievement between the students who were taught by using videos plus discussion method and that of those who were not, and (2) There was a significant difference in speaking achievement between the students who were taught by using videos plus discussion method and that of those who were not.

Significances of the Study

The study was expected to have both academic and practical contributions: (1) to help teachers to find out the alternative way of teaching listening and speaking and to produce the relevant and valid knowledge for their class to improve their teaching. (2) it could be used as a model to improve the students' achievements in listening and speaking. (3) it would help the students to improve their listening and speaking achievements.

The Hypotheses

In conducting this study, the writer tried to prove the following hypotheses:

Ho1: There was not any significant difference in listening achievement between the students who were taught by using videos plus discussion method and that of those who were not.

Ha1: There was a significant difference in listening achievement between the students who were taught by using videos plus discussion method and that of those who were not.

Ho2: There was not any significant difference in speaking achievement between the students who were taught by using videos plus discussion method and that of those who were not.

Ha2: There was a significant difference in speaking achievement between the students who were taught by using videos plus discussion method and that of those who were not. .

THE REVIEW OF THE RELATED LITERATURE

The Concept of Listening Achievement

There were several definitions concerning listening. Among those definitions, the writer chose the most suitable one to represent the concept of this study. Listening is receiving language through the auditory system. It involves receiving of the sound waves, identifying the language (both the segmental and supra-segmental elements), processing them into appropriate understanding of the speaker's intentions and retaining the message for future use (Moulic, 2012, p. 2).

The Concept of Speaking Achievement

Speaking is one way to communicate which ideas and though message orally. To enable the students to communicate, we need to apply the language in the real communication. According to Gert and hans (2008, p. 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.

Furthermore, the speaking can be defined as the activity of socialization to transfers and receive the information, it means, the speaking is not only focus on the speaker itself but this skill involved another individual trough processing information, it could be like, imitation, transaction (dialogue) interpersonal dialogue, and intensive.

Speaking is the natural state of language, as all human beings are born to speak their native languages. It is thus the most distinguishing feature of human beings. This verbal communication involves not only producing meaningful utterances but also receiving others' oral productions. Speaking is thus regarded as a critical skill in learning a second or foreign language by most language learners, and their success in learning a language is measured in terms of their accomplishment in oral communication (Nunan, 2001).

The Concept of Videos

There are several definitions concerning videos. Video is becoming a more and more popular tool in teaching English. Movies, videos, and cartoons can be used in listening activities in the EFL classroom. Video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual (Mayer, 2001). Among frequent users (teachers who report using TV or video for two or more hours per week), two-thirds found that students learn more when TV or video was used, and close to 70% found that student motivation increased (Cruse, no year, p. 2). Moreover, Oddone (2011, p.1) stated that the advantages of using videos in the language classroom were: 1). they provide instances of authentic language and can be fully exploited with the teacher's control. (2). Videos give access to things, places, people's behavior and events. (3). Authentic material usually proves to be particularly motivating as people find it interesting to understand "real things".

On the contrary to the advantages mentioned above, Arsyad (2011, p.50) also stated some disadvantages of using video:

1. Particularly, using film and video need much time and money.
2. When the film is being shown, the pictures are moving continuously that make some students cannot get the information from the film.
3. Film and video sometimes do not meet the need of the learning goal, unless the film and video are designed and produced specifically for certain need.

From the explanation above, it could be concluded that using videos in the language classroom had some advantages and disadvantages too. It depended on how the teacher used them as the media in teaching. When the videos were used appropriately, by choosing the suitable ones and use them at the right time and the right place, the video could give some contributions or advantages to the language learning.

The Concept of Discussion Method
Discussion is an informal method, with a great deal of involvement and interaction (Davies, 1981, p. 41). Meanwhile, Smaldino, Lowther, and Russell (2005, p. 28) stated that discussion is a useful way of assessing the knowledge, achievements, and attitudes of a group of students before finalizing instructional objectives that involves the exchange of ideas and opinions among students or among students and the teacher. Discussions can be led by the teacher by introducing questions to get responses from the students. Smaldino, Lowther, and Russell (2005, p.29) stated that there were some advantages of using discussion method:

Interesting. Discussions are often more interesting for students than sitting and listening to someone tell them facts. *Challenging*. Students can be challenged to think about the topic and apply what they already know. *Inclusive*. Discussion provides opportunity for all students to speak, rather than only a few answering teacher questions. *Opportunity for new ideas*. Students may bring new ideas to the information presentation.

On the contrary to the advantages of using discussion method mentioned above, Davies (1981, p.46) mentioned some disadvantages of using discussion method as described as the following:

1. The discussion method, unless properly prepared and organized, soon degenerates into an aimless debate.

2. The discussion method places a limitation on a number of people who can effectively take part. Normally, seven is optimal.

3. The discussion method is a time consuming process. This is especially, so if the group contains people from diverse backgrounds.

4. The discussion group can be dominated by an autocratic leader. Highly verbal or dominant trainees can also dominate the proceedings.

From the advantages and disadvantages above, Davies (1981, p. 46) pointed out that the most important thing that should be done by the teacher before holding a discussion, she had to make good preparation and a clear focus for they were the twin keys of effective discussion.

Previous Related Studies

There were some studies dealing with videos such as, first, Oddone (2011, p.4-5) conducted a research about Using videos from YouTube and Websites in the CLIL classroom. The research was conducted in a secondary school in North-West Italy, with 30 students from the 4th and 5th grades. The students were studying in a vocational school which trains students in different fields, such as dental technology. Their English level was very low. In the study, the students were shown some videos about some materials related to their field and after that, they were asked to work in groups and answer some questions related to the videos. The results of the study are all learning needs were met: all language achievements were activated (reading, speaking, listening, and writing).

Second, Maniruzzaman (2008, p.11) did a research about the use of video aids in the EFL class at the tertiary level. This study was conducted with 32 university teachers and 120 tertiary level students randomly selected from two public universities. The writer used a quantitative method. The results were 87.5% teachers thought that video aids were useful for teaching English as a foreign language; but only 12.5% found that it was not useful to use video aids in their English classes. It could be considered that video aids in the EFL class at the tertiary level in Bangladesh are substantially useful since the use of such aids makes teaching attractive and effective, and reinforces learning by stimulating and motivating the learner and arresting his/ her attention during the instructional process.

Third, Sharma (2013, p. 15-19) conducted a research about role of interactive multimedia for enhancing the students' achievement and retention. The research was conducted in Junior high school with the population 154 students of class VII of aged 12-14 years. The writer used experimental study. The result of the research was interactive multimedia method was found more suitable with respect to the marks achieved by the students in English.

METHOD AND PROCEDURE

Method of the Study

To increase listening and speaking achievement of the eighth grade students of SMP Negeri 6 Metro, there was treatment conducted by the writer using videos plus discussion method. Therefore, quantitative research I form of quasi experimental study was conducted. There were two groups of this study: one experimental group and one control group. The experimental group got treatment by using videos plus discussion method whereas the control group did not get any treatment.

Design of the Study

There was treatment conducted by the writer using videos plus discussion method to increase listening and speaking achievements of the Eighth grade students of SMP Negeri 6 Metro. In this study, the writer conducted quantitative research in form of quasi experimental study. The design of this quasi experimental study was in

form of non equivalent control group design for this study involved the experimental and control groups in which the experimental group was given pre-test, treatment in form of videos plus discussion method and post-test. Meanwhile, the control group was only given pre-test and post-test, without treatment (Cohen, Manion & Marrison, 2007). In addition, the design is portrayed in the following diagram (Cohen, et al., 2007, p. 282):

Experimental Group	O1	X	O2
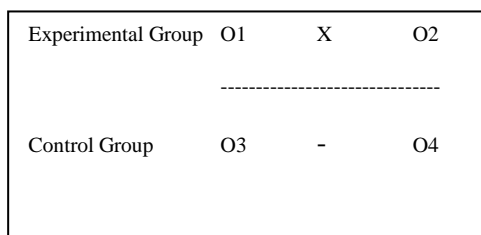
Control Group	O3	-	O4

Where:
O1   : pre-test to the experimental group
O2   : post-test to the experimental group
O3   : pre-test to the control group
O4   : post-test to the control group
X   :treatment for the experimental group
-      : no treatment for the control group

Cohen, et al (2007, p. 283) stated, "The dashed line separating the parallel rows in the diagram of the non-equivalent control group indicates that the experimental and control groups have not been requited by randomization-hence the term *non-equivalent*." The design above means that the experimental group in this study was given pre-test, treatment and post-test; whereas, the pre-test and post-test without treatment was given to the control group. The experiment was conducted during three months in two times a week. It was done in 32 meetings.

Variables of the Study
This study comprised dependent and independent variables. There were two dependent variables and one independent variable. The independent variable was supposed to influence the dependent ones. Listening and speaking achievements were dependent variables that were influenced by the independent variable whereas videos plus discussion method as independent variable.

Operational Definitions
There were three variables in this study, namely: two dependent variables and one independent variable. The writer would explain the three operational variables as follows:
    a. Listening achievement
        Listening achievement is the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings.
    b. Speaking achievement
        Speaking achievement is an interactive process of constructing meaning that involves producing, receiving and processing information.
    c. Videos
        Videos are the visual multimedia sources that combine a sequence of

images to form a moving picture.

d. Discussion method
Discussion method is a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding or literary appreciation.

Population and Sample

A population is a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the result of the research (McMillan & Schumacher, 2010, p. 129). The population in this study was all the eighth grade students of SMP Negeri 6 Metro in the academic year of 2015/2016. The number of students was 196, which consisted of seven classes.

Table 3: Distribution of Population

No	Class	Number
1	VIII.1	28
2	VIII.2	28
3	VIII.3	28
4	VIII.4	28
5	VIII.5	28
6	VIII.6	28
7	VIII.7	28
	Total	196

Sample is a group of individuals from whom data are collected (McMillan & Schumacher, 2010, p. 129). According to Creswell (2005), the sampling technique which is appropriate for quasi-experimental study is not in form of random sampling technique. In addition, Fraenkle and Wallen (1990, p. 242) also explain, "Quasi-

experimental designs do not include the use of random assignment." According to Creswell (2005), there are two kinds of sampling strategies used in quantitative study such as probability and non-probability sampling. Therefore, since random assignment was not available in this study, this quantitative study used non-probability sampling strategy.

Furthermore, one of non-probability sampling techniques is convenience sampling (Creswell, 2005). Ross (2005, p. 7) stated, "A sample of convenience is the terminology used to describe a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher. In addition, Fraenkle and Wallen (1990, p. 75) stated, "To select the samples by using the convenience sampling technique, the researcher selects the samples which are available for study because of impossibility of random assignment." Therefore, the writer used purposive sampling technique. In taking the sample, the writer chose the classes which were taught by the same teacher, and then chose the students who were not following or never took a course before, and the writer also looked at the students' semester test scores and categorized them into medium and low level of achievement.

From the students' semester test scores, the writer divided the students into two levels of achievements. The students who got scores 61-80 belong to medium level and those who got scores 40-60 were in the low level of achievement. It was found that there were 23 students who got scores 61-80, so

they were categorized as medium level students; and there were 23 students got scores 40-60 who were categorized as low level students.

There were 46 students from 2 classes in which the first class consisted of 23 students and the second class consisted of 23 students that were taken out as the samples of this study. The experimental group consisted of 23 students and the control group consisted of 23 students. In the experimental group, students who were categorized as medium were 12 students, and those who were in low level were 11 students. In the control group, students who were categorized as medium were 11 students, and those who were in low level were 12 students.

Table 5: Distribution of Sample

No.	Class	Number
1	The first experimental group	23
2	The second experimental group	23
	Total	46

Procedures in Conducting the Research

In conducting this research, the two groups had the similar procedures in teaching. The first experimental group was given treatment by using videos plus discussion method whereas the second experimental group was given treatment by using audio plus discussion method. According to Cakir (2006, p. 69-70) there were some practical techniques for video implication in the classroom:

a. Active viewing
Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation.

b. Freeze framing and prediction
Freeze framing means stopping the picture on the screen by pressing the still or pause button. Video gives us an additional dimension of information about the characters' body language, facial expressions, emotions, reactions, and responses.

c. Silent viewing
As video is an audiovisual medium, the sound and the vision are separate components. Silent viewing arouses student interests, stimulates thought, and develops achievements of anticipation. In silent viewing, the video segment is played with the sound off using only the picture. This activity can also be a prediction technique when students are watching video for the first time.

d. Sound on and vision off activity
This activity can be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but unable to see the action. Through this activity the students predict or reconstruct what has happened visually depending only what they hear.

e. Repetition and role play
When there are some difficult language points in the video unit, closely repetition can be a necessary step to communicative production

exercises. A scene on video is replayed with certain pauses for repetition either individually or in chorus. When students have a clear understanding of the presentation, they are asked to act out the scene using as much of the original version as they can remember.

f. Reproduction activity
After students have seen a section, students are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened.

g. Dubbing activity
This activity can be done when students have the necessary language competence.
In this activity, students are asked to fill in the missing dialogues after watching a sound-off video episode. It is interesting and enjoyable for the students to complete a scene from the video by dubbing.

h. Follow-up activity
It is important that a video presentation should lead to follow-up activity as the basis for further extended oral practice. Discussion stimulates communication among students, and it helps to achieve communicative practice. With this activity students have an opportunity to develop sharing and co-operative achievements.

Considering the practical techniques for video implication by Cakir, therefore in this research, the writer applied the following procedures:

Pre-activities (10')
1. The researcher greeted the students and took attendance.
2. During this phase, the students needed to be motivated, prepared, and contextualized with the listening content. To motivate the students, the researcher asked them about their childhood days and whether they still enjoy cartoons. The students should also remain prepared to listen not only with their motivation and ears but also with their pen/ pencil and paper to take down flexible notes.
3. The researcher told the students about the competencies that would be achieved. By knowing the competencies, the students could be prepared to understand the material.
4. The teacher divided the students into some groups; each group consisted of 4-5 students.
5. Then, the students were asked to sit with their groups.

Whilst-activities (50')
1. When the listening section was going to be held, first of all, it should be taken to minimize the external factors like noise, humming of electronic gadget etc. that usually affects effective listening.
2. The researcher started to play a video that ended about fifteen to twenty minutes.
3. The researcher asked the students to listen to the video carefully.

4. The students took notes while they were watching the video.

Post-activities (30')
1. After the students watching the video, the researcher asked them to retell the story by discussing it first with their groups.
2. After that, the researcher asked them some questions related to the video and the students answered the questions orally one by one. This activity showed their ability in speaking.

Technique in Collecting the Data
To collect the data the instrumentation was used, where the instrumentation is the process of planning, organizing, training and getting information from the subject of this investigation. Related to the meaning of instrumentation, Fraenkle and wallen (1993, p. 110) stated that generally, the whole process of preparing to collect data is called instrumentation. From the definition, it means that the administration is not only applied in designing and selecting the instruments but also involved the procedure and condition of the instrument.

Hatch and Farhady (1982, p. 444) stated that test is something for measuring knowledge, intelligent, ability of an individual or group. In pre-test, the writer will read a text orally and ask the students to listen to it.

In pre-test, the writer administered the listening test for National Exam 2006 in order to know the students' listening achievement. The test lasted about one hour which consisted of 30 listening comprehension questions. The purpose of this test was to know how far their listening achievement. The writer also administered speaking test to know how far the students' achievement in speaking was. In this test, the students were given a topic about vacation and they had to talk about it then the writer recorded when the students were talking one by one. In scoring the speaking test, the writer used Oral Proficiency Scoring Categories by Brown (2004).

Validity and Reliability
Validity and reliability are essential to the effectiveness of any data gathering procedure. According to Heaton (1998), "Validity of a test refers to the extent to which it measures what it is supposed to measure". Meanwhile, "Reliability is a necessary of any good test: for it to be valid at all, a test first must be reliable as a measuring instrument" (Heaton, 1998, p. 162). One way to measure the validity and reliability of the instruments is by giving the try out. The try out were used to find out the validity and reliability of listening and speaking tests. The sample of the try out was 46 students of class VIII.6 and VIII.7.

Validity and Reliability of Listening Test
To find out the validity and the reliability of the listening test items, the try out were conducted. After getting the score of the try out, the statistical calculation was done by using SPSS 20 for window. Furthermore, to find out the validity

of the instruments, Pearson Product Moment (Correlation Matrix) in SPSS was used. Priyatno (2012) stated that if the significance value or Sig. (2-tailed) which was available in the table labeled Correlations were less than 0.05, the items were valid.

Meanwhile, to find out the reliability of listening test items, Cronbach's alpha analysis in SPSS was used. According to Pallant (2005), if the value of Cronbach's alpha coefficient is above 0.7, the data is reliable.

Reliability of Speaking Test

To assess the reliability of the speaking test, the researcher asked the two raters to assess the test items. Inter-raters reliability is the extent to two or more individuals agree. It will address to the consistency of rating scale system implementation. The raters were both the lecturers of English at STAIN Jurai Siwo Metro Univesity. The first was a lecturer with eight year-teaching experience and TOEFL Score 537 and the second was a lecturer with 12 year-teaching experience and TOEFL Score 540. They assessed the reliability of the test by implementing some procedures as follow: (1) The two raters deliberated the test item and scoring system, (2) The students' interview sessions then were recorded by rechecking and filling, (3) The raters scored the test of speaking, (4) Each rater calculated the score autonomously, (5) The results were calculated to assess the consistency of the implemented rating system using Product Moment Correlation formula I SPSS to analyze the reliability.

Technique for Analyzing the Data

In analyzing the data, the writer used Analysis of Variance (ANOVA) by using SPSS 20 to find out the significant improvement in listening and speaking achievements of the eighth grade students of SMP Negeri 6 Metro by using videos plus discussion method.

Table 6: Oral Proficiency Categories

Score	Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1	Unable to function in a spoken language	Unable to function in a spoken language	Unable to function in a spoken language	Unable to function in a spoken language	Unable to function in a spoken language
2	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase	(No specific fluency description. Refer to other four language areas for implied level of fluency	Speaking vocabulary inadequate to express anything but the most elementary needs	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
3	Can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge)	Can handle with confident but with not facility most social situations, including introductions and	Has speaking vocabulary sufficient to express himself simply with some	Accent is intelligible though often quite faulty	Can usually handle elementary construction quite accurately but does not have through or confident control of the grammar

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		casual conversations about current events, as well as work, family and autobiographical information	circumlocutions		
4	Comprehension is quite complete at a normal rate of speech	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations in practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
5	Can understand any conversation within the range of his experience	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within	Can understand and participate in any conversation within the range og his experience with a high degree of	Errors in pronunciation are quite rare	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.

		the range of his experience with a high degree of fluency	precision of vocabulary.		

Table 7: Subcategories of Oral Proficiency Scores

LEVEL	DESCRIPTION
0	Unable to function in the spoken language
0+	Able to satisfy immediate needs using rehearsed utterances
1	Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics
1+	Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands
2	Able to satisfy routine social demands and limited work requirements
2+	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal, conversations on practical, social and professional topics.
3+	Often able to use language to satisfy professional needs in a wide range of sophisticated and demanding tasks
4	Able to use the language fluently and accurately on all levels normally pertinent to professional needs
4+	Speaking proficiency is regularly superior in all aspects, usually equivalent to that of well-educated, highly articulate native speaker
5	Speaking proficiency is functionally equivalent to that of a highly articulate, well educated native speaker and reflects the cultural standards of the country where the language is spoken

(Source: Brown, 2004)

In scoring the speaking test, the writer will use percentage method in which:

90-100	: Very good
70-80	: Good
50-60	: Fair
30-40	: Poor
10-20	: Very poor

Conducting Statistical analyses
Statistical analyses conducted in this study consist of:

Comparing the means of pre-test and post-test of listening test scores of experimental group.

      To find out whether it was effective or not to use videos plus discussion method in improving the students' listening achievement, the means of pre-test and post-test of listening test scores of experimental group were compared by using paired-samples t-test. According to Pallant (2005), paired-samples t-test is used when the researcher wants to compare the mean scores for the same group of people. Pallant (2005) stated that if the value of Sig. (2-tailed) provided in the table labeled Paired Samples Test is less than .05, there is a significant difference between the two scores. In other words, if the value of Sig. (2-tailed) was less than .05, videos plus discussion method was effective in improving the students' listening achievement.

Comparing the means of pre-test and post-test of speaking test scores of experimental group.

      To find out whether it was effective or not to use videos plus discussion method in improving the students' speaking achievement, the means of pre-test and post-test of speaking test scores of experimental group were compared by using paired-samples t-test. If the value of Sig. (2-tailed) provided in the table labeled Paired Samples Test is less than .05, there is a significant difference between the two scores. In other words, if the value of Sig. (2-tailed) is less than .05, videos plus discussion method is effective in increasing the students' speaking achievement.

Comparing the means of post-test scores of listening test of the experimental and control groups.

      To find out whether there is any significant difference in listening achievement between the students who were taught by using videos plus discussion method and that of those who were not, the means of post-test scores of listening achievement test of the experimental ad control group were compared by using independent-samples t-test. According to Pallant (2005, p.205), independent-samples t-test is used when the researcher wants to compare the mean scores of two different groups of people or contribution. Pallant (2005, p.208) also explained that if the value in Sig. (2-tailed) provided in the table labeled Independent Samples Test is less than .05, there is a significant difference in the mean scores on the dependent variable for each of the two groups. In other words, if the value of Sig. (2-tailed) is less than .05, there is a significant difference in listening achievement between the students who were taught by using videos plus discussion method and that of those who were not.

Comparing the means of post-test scores of speaking test of the experimental and control groups.

      To find out whether there is any significant difference in speaking achievement between the students who were taught by using videos plus discussion method and that of those who were not, the means of pot-test scores of speaking test of the experimental and control

groups were compared by using independent-samples t-test. If the value of Sig. (2-tailed) is less than .05, there is any significant difference in speaking achievement between the students who were taught by using videos plus discussion method and that of those who were not.

FINDINGS AND INTERPRETATION

Findings
Based on the result of the listening post-tests for the whole sample (N= 46), 16. 5% of the students were in the very poor category, 34% were in the poor category, 3 % were in the average category, 30% were in the good category, and 16.7 % were in the excellent category. In addition, the result of the speaking post-test of the whole sample (N= 46) showed that, 28.6% of the students were in the very poor category, 21.32% were in the poor category, 33.3% were in the good category, and 16.7% were in the excellent category.

Interpretation of the Study
In this study, videos plus discussion method was used to improve listening and speaking achievements of the eighth grade students of SMP Negeri 6 Metro. As previously stated, the result of the statistical analyses confirmed that videos plus discussion method helped the students to improve their listening and speaking achievements. By having videos plus discussion method experience, the students of the experimental group achieved the significant progress that placed them in the average, good, and excellent

levels of listening achievement; and the good and excellent levels of the speaking achievement.

CONCLUSION
Based on the findings and interpretation, it can be concluded that: (1) there was significant difference in listening achievement between the students who were taught by using videos plus discussion method and that of those who were not, and (2) there was significant difference in speaking achievement between the students who were taught by using videos plus discussion method and that of those who were not. In other words, videos plus discussion method was effective to improve the students' achievements in listening and speaking.

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