# USING AUDIO-VISUAL AIDS IN THE IMPLEMENTATION OF COMMUNICATIVE ACTIVITIES TO IMPROVE THE SPEAKING SKILLS OF GRADE EIGHT STUDENTS OF SMP N 2 SANDEN IN THE ACADEMIC YEAR OF 2014/2015

## **A Thesis**

Presented as Partial Fulfillment of the Requirements for the Attainment of the Sarjana Pendidikan Degree in English Language Education



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# APPROVAL SHEET

# USING AUDIO-VISUAL AIDS IN THE IMPLEMENTATION OF COMMUNICATIVE ACTIVITIES TO IMPROVE THE SPEAKING SKILLS OF GRADE EIGHT STUDENTS OF SMP N 2 SANDEN IN THE ACADEMIC YEAR OF 2014/2015

A Thesis



Yogyakarta, December 2014

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# USING AUDIO-VISUAL AIDS IN THE IMPLEMENTATION OF COMMUNICATIVE ACTIVITIES TO IMPROVE THE SPEAKING SKILLS OF GRADE EIGHT STUDENTS OF SMP N 2 SANDEN IN THE ACADEMIC YEAR OF 2014/2015

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Desember 2014

Penulis

Olga Azwita Tiarawati

# **DEDICATIONS**

I dedicate this work to:

Taryono and Waginem, beloved, adorable, and lovable parents

Olgananda Megawatí and Olga Frída Zwastíkawatí, lovely sísters

# **MOTTOS**

Start where you are. Use what you have. Do what you can. (Arthur Ashe)

Good work ain't cheap. Cheap work ain't good. (Sailor jerry)

It's easier to go down a hill, but the view is better on top.

(Merry Riana)

It's your road, and yours alone. Others may walk it with you, but no one can walk it for you.

(Rumi)

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Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, December 2014

Olga Azwita Tiarawati

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# USING AUDIO-VISUAL AIDS IN THE IMPLEMENTATION OF COMMUNICATIVE ACTIVITIES TO IMPROVE THE SPEAKING SKILLS OF GRADE EIGHT STUDENTS OF SMP N 2 SANDEN IN THE ACADEMIC YEAR OF 2014/2015

# Olga Azwita Tiarawati 10202241026

#### **ABSTRACT**

This research is aimed at improving the speaking ability of grade eight students' of SMP N 2 Sanden in the academic year of 2014/2015 using audiovisual aids.

The research was carried out through action research that consisted of two cycles. Each cycle consisted of three meetings. The researcher worked collaboratively with the English teacher, the students, and the collaborator. The data of the study were in the forms of qualitative and quantitative data. The quantitative data were acquired through pre-test, progress test, and post test. Meanwhile, the qualitative data were obtained from the observation during the implementation of the actions; interviews with the English teacher and the eighth grade students' of 8 C class; and the discussion with the English teacher. The data were in the forms of field notes, observation checklist, interview transcripts, and photographs. The validity of the data was gained by applying democratic, outcome, process, catalytic, and dialogic validity. To get the trustworthiness, the researcher used triangulation techniques. It was done by gathering data from different points of view, including the students', the teacher's, and the collaborator's points of view.

The results of the research show that there was improvement of the students' speaking ability through the use of audio-visual aids. The audio-visual aids used in this research was video. The videos were taken from youtube.com in the form of dialogues in particular expressions. The videos could get students' attention and improved their learning motivation. The students could have better understanding on the use of English in real situation as they learnt appropriate models of speaking English through audio-visual aids (video). The students made improvements in some aspects of speaking skills, such as pronunciation, vocabulary, grammar, and fluency. They were more confident to speak English. They had more chances to speak up. They actively participated during the teaching and learning process. Moreover, they were not reluctant anymore to ask the teacher when they found difficulties. The research findings were also supported by the result of means of the students' speaking scores that improved from 51.34 in the pre-test to 76.15 in the post-test.

#### **CHAPTER I**

#### **INTRODUCTION**

## A. Background of the Problem

As human being, communication is very significant for life. People communicate with others by using language. Through language, people will be able to express their thoughts and feelings. Since language, communication, and life cannot be separated, we use language in our daily life to gain and share information from others, to express feelings and also to interact with other people.

Communication through foreign language, especially English, causes people to learn many things. There are four language skills related to how we can get information from others. They are listening, reading, speaking, and writing. Speaking is one of the ways on how we communicate with others. As one of the four language skills, speaking is really important, particularly for junior high schools' students. According to the regulation of the Ministry of Education and Culture number 81A year of 2013, curriculum 2013 is the curriculum used in the school. The aim of speaking in this curriculum is to make students able to express the meaning in transactional and interpersonal language in daily life context. They are also expected to be able to express the meaning of a short functional text and a monologue in many kinds of texts like recounts, descriptive, and narratives, either formally or informally.

People who have a good ability in speaking will be better in sending and receiving information or message from others, since most of real communication is in

spoken language. However, good speaking skill is difficult to achieve. It needs a lot of practices and a suitable technique, media or tools to improve the speaking skills. Regarding the difficulties that the teachers might have in teaching speaking, it needs more effort to deal with this particular skill.

The difficulties in teaching speaking were also shown at SMP N 2 Sanden. SMP N 2 Sanden is a junior high school located at Jln. Samas. Since it is located near the main road, it has the strategic location with good buildings and many facilities. This school has 21 classes and it causes so many students to have the different background knowledge, especially in English. The gap on the students' background knowledge creates difficulty in teaching English. The teacher proposed that speaking skill was the hardest skill to be taught. Speaking skills were rarely taught in this school. The teacher was less motivated and ran out of ideas in teaching speaking since the students were not motivated and not interested in learning it. The students felt afraid in learning English because they found it difficult and they were afraid in making mistakes. It was hard to practice one transactional material for one meeting. The teacher felt that it would be wasting the time to teach speaking skills for the students, so that they only focused on teaching other skills.

From the problems stated above, the researcher found that there were so many ways to deal with those problems. The students needed the role model, so that they could pronounce the words and sentences correctly. It was better to give them examples that can be heard, especially the authentic ones in order to make the students understand and also practice them well. The facilities were ready to use in

this school, but the teacher rarely used them. Based on that, the researcher suggested using audio-visual aids to help the students improving their speaking skills. The audio-visual aids have an important role in improving the speaking skills of the students, because there are so many advantages we can take by using audio-visual aids. Supiyati (2011) stated that practically the use of audio-visual aids is one of the appropriate techniques to improve students' speaking skills. Through audio-visual aids, the students are more enthusiastic. Students enjoyed the process of teaching and learning more. Teaching speaking using audio-visual aids gives a big chance to the students to speak. It also provides an opportunity to develop accuracy, fluency and keeps the learners highly motivated. The facilities were already provided by the school, it was regrettable if the teacher did not use them.

Based on the problems and the proposed solution above, the researcher was interested in conducting an action research entitled "Using Audio-Visual Aids to Support the Communicative Teaching in Effort to Improve the Speaking Skills of Grade Eight Students of SMP N 2 Sanden in the Academic Year of 2014/2015".

#### **B.** Identification of the Problem

Based on the background of the problem in the research study, students' low ability of speaking was clearly seen. There were so many factors that influenced this problem. It was related to the teacher, the students, the materials and media being used.

The first factor was related to the teacher. As observed, the teacher used less various techniques in teaching the students. The teacher was as the centered of the

learning. The teacher was the only source of the knowledge. Moreover, the teaching and learning process was emphasized in reading and writing skills, but never on teaching speaking skills. During the observation, the teacher rarely spoke in English. When he was teaching, he usually uses Indonesian or sometimes Javanese language. Another aspect related to the teacher was the use of the teaching and learning media. The uninteresting and inappropriate media could demotivate the students in learning. For example, there was once when the teacher only wrote jumbled recount text on the white board and asked the students to make a good paragraph of it. For about 80 minutes in one meeting, the teacher just used that text to teach the students. It was so regrettable since during those times, the teacher could give more examples for the students.

The second factor was related to the students. The students had less interest and motivation towards English. They had different proficiencies and abilities of English. Just a few of the students were good in English, some others were not very good. Particularly, the students had low ability of speaking. They found it difficult to pronounce English words. They were shy and afraid of making mistakes when they spoke in English. It caused them rarely used English in class. Based on the researcher's observation, the students rarely spoke in English in their class. They still pronounced the words just like what they are written, not what they should be said. The teacher only occasionally used English in class. It caused the students did not get enough exposure to English input. Most of the students were non-accustomed to speaking in English in class. They had low motivation to speak because they were

shy and afraid of making mistakes. They did not know how English can be useful for their daily activities, since they lived in the rural area in which the people were rarely using English. They did not have a good attitude towards their friends who could not speak in English well. When one of the students made a mistake, the other students would directly make fun of them by laughing aloud.

The third factor was related to the media being used. The teacher rarely used media while he was teaching. It was hard to catch the students' attention because there was no interesting media which could attract them. When the teacher taught them, the students paid attention for a while and then they were busy doing something else. Recording and video were also seldom used. When the students mispronounced the words, only the teacher corrected it. The media were not very interesting. It was shown during the observation, the teacher gave a task by writing jumbled recount text on the whiteboard. The students had to write the text on their book and made a good recount text. The students had to use their imagination to deal with what happened in the story. The facilities such as LCD projector, speaker, television, computer, and many others were ready in this school, but the teacher did not use the technology and facility provided by the school. It would be more difficult for the students because their vocabulary mastery was still low. The teacher reminded them to bring their dictionary, but many of them didn't bring it. They wasted their time to go to the library and borrowed dictionary. Even when the students had the dictionary with them, they found it difficult to pronounce the words by themselves. They still needed the teacher to help them. The only model of the students to speak in

English was only the teacher. They were very dependent on what the teacher's said and believed that was true and correct.

The fourth factor was the materials. The materials were less varied and this condition affected the students as well. They were not very interested in the lesson because of the uninteresting materials being used. There were only a few students that understood the materials well, many of them did not.

## C. The Limitation of the Problem

Based on the background and identification of the problems above, there are so many factors that can be the cause of the low ability in speaking skills. They are the teacher, the students, the materials and the media. There are also some limitations that the researcher has. As the cause of these limitations, such as the limitation of the time, cost, and regarding the importance of this study, this study only focus on the use of the media. The problem in this study is limited to the factor related to the media used. The media used to improve the speaking skills is by using audio-visual aids. Students' low speaking skills can be improved through these media because it can overcome the problem of speaking as well as problem related to teacher (method), students (motivation, confidence, interest), and materials and media. Since the teacher in SMP 2 Sanden rarely uses audio-visual aids in teaching speaking, it is good to use this to improve the speaking ability of the students because audio-visual aids are effective in improving the students' speaking skills. Considering the limitation of time that the researcher has and there are so many kinds of audio-visual aids, the researcher and the teacher decided to use video as the media in this research. It will

take so much time if the researcher uses other kinds of audio-visual aids like movies or television so that the researcher and the teacher decided that it will be effective to use video. In light of this view, a research study is conducted by focusing on improving the students' speaking skills of grade eight in SMP N 2 Sanden by using audio-visual aids (video) in the implementation of communicative activities.

#### D. The Formulation of the Problem

In line with the problem limited above, the problem of this research is formulated as follows: "How can audio-visual aids be implemented to improve the speaking skills of grade eight students of SMP N 2 Sanden in the academic year of 2014/2015?"

#### E. The Objective of the Research

In relation to the problem formulated above, the objective of this research is to improve speaking skills by using audio-visual aids in the implementation of communicative activities of grade eight students of SMP N 2 Sanden in the academic year of 2014/2015.

# F. The Significance of the Research

- The research finding can be used by the English teacher at grade eight of SMP N
   Sanden to improve students' speaking skills.
- 2. The research finding can be used as the model for other teachers as the alternative technique to improve students' speaking skills.

3. The research finding can be used as an input for other researchers who interested in the similar field and will enrich and enlarge the knowledge of teaching English, especially in improving the speaking skills.

#### **CHAPTER II**

#### LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

#### A. Review of Related Theories

It is stated in the previous chapter that the purpose of this study is to improve the students' speaking skills by using audio-visual aids. Thus, in this chapter, to support this study, some theoretical descriptions on speaking and audio-visual aids will be described thoroughly.

## 1. The Nature of Speaking

Teaching English as a foreign language in Indonesia is not easy. Indonesian has already had two languages that they use Indonesian and also their local language (Javanese, Sundanese, Sumatran Malay, Madurese, Minang, and so on). Teaching speaking also needs more effort compare to other skills because the students have the habit of speaking in their mother tongue. There are so many descriptions regarding the speaking skills below.

There are many definitions of speaking by experts. According to Spratt, Pulverness, and William (2011:34), speaking is a productive skill, like writing. It involves using speech to express meanings to other people. When people speak, they use different aspects of speaking depending on the type of speaking they are involved in. That is why speaking is a complex activity.

Brown (2004:140) defines speaking as a productive skill that can be directly and empirically observed. Speaking is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse.

Thornburry in Harmer (2007:343) suggests various dimensions of different speaking events in order to describe different speaking genres. There is a distinction between *transactional* and *interpersonal* functions. Transactional function has its main purpose conveying information and facilitating the exchange of goods and services, whereas the interpersonal function is all about maintaining and sustaining good relations between people.

According to Riddell (2003:120), speaking is one of two things in a lesson. Speaking is not reading aloud (pronunciation), either reading the answer to a grammar question (accuracy). Speaking is neither reading the answer to a reading/listening question (comprehension). In each of these cases the aims are not speaking-related. It could be a speaking activity designed to give practice of language just learned or reviewed.

From many definitions and explanations about speaking above, it can be concluded that speaking is actually a way of how people communicate and interact to each other and convey the meaning they want the hearer to get.

# a. Micro- and Macro- Skills of Speaking

In teaching speaking, teachers also help students to learn micro skills and macro skills of speaking, as stated by Brown (2004:142-143). The microskills and macroskills of speaking are listed as follow:

#### **Microskills**

- 1) Produce differences among English phonemes and allophonic variants.
- 2) Produce chunks of language of different lengths.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor one's own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
- 8) Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.

#### **Macroskills**

- 1) Appropriately accomplish communicative functions according to situations, participants, and goals.
- 2) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- 3) Convey links and connections between events and communicative such relations as vocal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- 4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- 5) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Those micro and macro skills above can be a checklist of objective when assessing spoken language. Teachers should pay attention to these when they are teaching speaking skills.

## b. Fluency and Accuracy

According to Riddell (2003:118-119), the ability to talk fairly freely, without too much stopping or hesitating is called fluency. It requires the listener understands what is being said, so there must be intelligibility and meaning. With accuracy the emphasis is on 'correct English' – the right grammar, the right vocabulary. Both fluency and accuracy are equally important. But Riddell has different thought. It is actually depends on what the teachers are teaching. If they teach a high-level student who is about to take an exam to enter college, accuracy is very important indeed.

On the other hand, when teaching beginners, or other very low levels, teachers cannot possibly expect fluency. Here, teachers really do have to help them build their language accuracy bit by bit until they reach the stage when they can speak more fluently. What is far more important is that they can make themselves understood, and can talk relatively fluently. Teachers need to give their students confidence when speaking and not to be obsessed with constant correction.

#### 2. Teaching Speaking

#### a. Teaching and Learning Speaking Skills

Kimble and Garmezy in Brown (2000:7) state that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. While teaching is showing or helping someone to learn how to do something, giving

instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Brown (2000:7) breaks down the components of the definition of learning, and extract the domains of research and inquiry: Learning is acquisition or "getting", learning is retention of information or skill, retention implies storage systems, memory, and cognitive organization, learning involves active, conscious focus on and acting upon events outside or inside the organism, learning is relatively permanent but subject to forgetting, learning involves some form of practice, perhaps reinforced practice and learning is a change in behavior. Brown also cites that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Regarding the definitions about teaching and learning above, it can be concluded that both of them cannot be separated. Teaching and learning are two processes to achieve something. It is also a process of take and give, in this case, knowledge.

#### b. Principles for Designing Speaking Techniques

According to Brown (2000:275), there are seven principles for designing speaking techniques. They are stated as follows:

- 1) use techniques that cover the spectrum of learner needs, for language-based focus on accuracy to message-based focus on interaction, meaning, and fluency,
- 2) provide intrinsically motivating techniques,
- 3) encourage the use of authentic language in meaningful contexts,
- 4) provide appropriate feedback and correction,
- 5) capitalize on the natural link between speaking and listening,

- 6) give students opportunities to initiate oral communication,
- 7) encourage the development of speaking strategies.

In teaching speaking, it is very important for teachers to consider the speaking techniques. The tasks should include techniques designed to help students to perceive and use the building blocks of language. It is also needed to make any drilling as meaningful as possible. Teachers' role is very crucial in teaching speaking because teachers should help the students to see how the activity will benefit them. It usually pays to tell them why we as a teacher ask them to do certain things. Another thing that is not easy to keep coming up with is meaningful interaction. Even it takes energy and creativity to devise authentic contexts and meaningful interaction, with the help of a storehouse of teacher material, it can be done.

When it deals with teaching speaking, feedback and correction are other aspects to be highlighted. It is important that teachers take advantage of their knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment. Many interactive techniques that involve speaking will also include listening. Teachers should integrate these two skills in teaching. A good deal of typical classroom interaction is characterized by teacher initiation of language. Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. The last, teacher should build the atmosphere so that the students can use the expressions for asking someone to repeat something (*Huh? Excuse me?*), getting someone's attention (*Hey, Say, So*), and many others.

## c. Problems in Learning Speaking

There are so many problems related to speaking, especially speaking the foreign language. People have to consider about many things. Vocabulary, grammar, intonation, pronunciation and the meaning sense of what they are talking about.

Brown (2000:270) states that there are some characteristics of spoken language that can make the speaker easily to convey the meaning, but in contrast, they also can make the speaker difficult to speak.

- Clustering: Learners can organize their output both cognitively and physically (in breath groups) through clustering. It will be difficult for the junior high school students since they still confuse about the vocabulary used.
- Redundancy: The speaker has to make meaning clearer through the redundancy of language.
- 3) Reduced forms: Contractions, elisions, reduced vowels, etc., all form special problems in teaching speaking.
- 4) Performance variables: One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.
- 5) Colloquial language: Students are not well acquainted with the words, idioms, and phrases of colloquial language.
- 6) Rate of delivery: Learners are difficult to achieve an acceptable speed along with other attributes of fluency.
- 7) Stress, rhythm, and intonation: The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction: It is still difficult to find the creativity of conversational negotiation for students.

From the characteristics of spoken language above, it can be said that those characteristics haven't been achieved by the students. They can be problems for the students since they were not getting use to English in their daily life.

# d. Types of Classroom Speaking Activities

According to Harmer (2007:348-353), there are a number of widely-used categories of speaking activity. Some of those activities can possibly be implemented in the speaking when using audio-visual aids. Those activities are:

# 1) Acting out dialogues

Teachers need to give students time to rehearse their dialogues before they are asked to perform them. Students will gain much more from the whole experience if teachers can give them time to work on their dialogues.

#### 2) Simulation and role-play

Many students get great benefit from simulation and role-play. Students simulate a real-life encounter (such as business meeting, an interview or a conversation in an aero plane cabin, a hotel foyer, a shop or a cafeteria) as if they were doing so in the real world. Simulation and role-play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying English for specific purposes (ESP).

From the types of classroom speaking activities, role-play is the most possible activity that can be implemented in the class related to this research. The students will

get the examples from the audio visual aids then they can practice it through roleplay.

# e. Teaching Speaking in Junior High School

## 1) Curriculum 2013

According to the Regulation of the Ministry of Education and Culture of Republic of Indonesia number 81A year of 2013, curriculum 2013 is the curriculum used in the school. The implementation of primary and secondary education as stated in the regulation of the government number 17 year of 2010 aims to build a foundation for the development of potential for students to become human:

- a) faith and fear of God Almighty, noble, and sublime personality;
- b) knowledgeable, skilled, critical, creative, and innovative;
- c) healthy, independent, and confident; and
- d) tolerant, sensitive social, democratic, and accountable.

There are some schools that already have implemented this curriculum. SMP N 2 Sanden is one of them. Here are the core competences and the basic competences in curriculum 2013.

Table 2.1: The Core Competences and the Basic Competences of Curriculum 2013

	Pasis Computations		
Core Competences	Basic Competences		
Respect and appreciate the teachings of their religion.	1.1 Be grateful for the opportunity to learn English as an international language communication which is embodied in the spirit of learning.		
2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the natural social environment within the reach of the association and its existence.	<ul> <li>2.1 Demonstrate the well mannered behavior, care, and confidence for implementing an interpersonal communication with teachers and friends.</li> <li>2.2 Demonstrate the honest behavior, discipline, confidence, and responsibility for implementing a transactional communication with teachers and friends.</li> </ul>		
3. Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture and related to phenomena and incidence of eye looks.	<ul> <li>3.2 Applying text structure and linguistic elements to carry out social functions of stating and asking about the ability and willingness to perform an action, according to the context of its use.</li> <li>3.3 Applying text structure and linguistic elements to carry out social functions of giving instruction, inviting, prohibiting, and asking for permission, according to the context of its use.</li> </ul>		
4. Trying, cultivating, and presenting, in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and arranging) according to what they have learned in school and other sources in the same viewpoints / theories.	<ul> <li>4.2 Develop oral and written texts to express and ask about the ability and willingness to perform an action, taking into account the social function, the structure of the text and linguistic elements in context.</li> <li>4.3 Develop oral and written texts to express ask and give response about the expressions of giving instruction, inviting, prohibiting, and asking for permission taking into account the social function, the structure of the text and the correct linguistic elements in context.</li> </ul>		

From the table presented previously, it can be seen that eighth graders have to express, ask, and respond to some expressions, such as expressions of asking for attention, checking understanding, and appreciation of good performance, giving instructions, inviting, forbidding, and asking for permission. Moreover, they have to state and inquire about the ability and willingness to do an action.

Therefore, the teacher should give more exposures and chances for the students to practice their oral speech in conversations. Teachers should be careful in selecting the materials and media to make the students master those expressions and how to use those expressions in the daily life.

#### 2) Scientific Approach

In the implementation of curriculum 2013, teachers use scientific approach in the teaching and learning process. According to Suharyadi (2013), scientific approach is claimed to be more effective in increasing students' learning outcomes than the traditional one. This approach is also considered relevant with the idea that learning is a scientific process in the classroom. Therefore, scientific approach in curriculum 2013 must be applicable in all subjects including English.

Hasim (2013) states the steps in scientific approach. They are observing, questioning, experimenting/exploring, associating, and communicating.

# a) Observing

In this step, the learning activities that can be implemented are seeing, reading, listening, observing, and watching multimedia. According to Suharyadi (2013),

observing is a kind of meaningful learning. Here, students and teachers are provided with objects, real objects, or phenomena. Students are directly involved in learning. It helps teachers to contextualize students' learning in the classroom. At the same time, students can learn based on what they see to construct their knowledge. It also facilitates students to fulfill their need of knowing something. In this context, their curiosity will lead them to the construction of knowledge. Contextually is also presented because students can connect what they have learned with what they are going to learn.

# b) Questioning

Suharyadi (2013) states that questioning can be used by both teachers and students in the classroom. A variety of purposes emerge from analysis of the literature, including (1) to develop interest and motivate students to become actively involved in lessons, (2) to evaluate students' preparation and check on homework or seatwork completion, (3) to develop critical thinking skills and inquiring attitudes, (4) to review and summarize previous lessons, (5) to nurture insights by exposing new relationships, (6) to assess achievement of instructional goals and objectives, and (7) to stimulate students to pursue knowledge on their own.

# c) Experimenting/Exploring

To get the real or authentic learning, learners have to do experiments. For example, students should understand the concepts of science and its relation to everyday life. Learnersmust have the skills to develop knowledge about the environment, and be able to use the scientific method and scientific attitude to solve

the problems they face in everyday life. The application of experimental methods is intended to develop various learning objectives, the attitudes, skills, and knowledge.

## d) Associating

The term "associating" refers to the ability to group diverse ideas and associate diverse events as experiences. When the experiences are stored in the brain, they will interact with the previous events or experiences. This process is called "associating". From the perspective of psychology, "associating" refers to the connection between conceptual or mental entities as a result of the similarity between the mind or proximity in space and time. According to the theory of association, the learning process will be managed effectively in if there is a direct interaction between teachers with learners. Interaction is done through stimulus and response (SR). Thus, the basic principles of the learning process in this theory is an association, which is also known as the theory of stimulus - response (SR). Here, learners' learning process occurs slowly or gradually, not suddenly.

### e) Communicating

According to Hasim (2013), presenting, dialoguing, inferring or concluding are the learning activities for the communicating step.

# f. Assessing Speaking

Assessing speaking is not an easy thing to do. It deals with so many things and it will give different results from one teacher to another. It is hard to know for certain that a speaking score is exclusively a measure of oral production without the potentially frequent clarifications of an interlocutor. To cut down the difference in

giving the speaking score, each score should represent one of several traits (pronunciation, fluency, vocabulary use, grammar, comprehensibility, etc.), Brown (2004:140).

There are five basic types of speaking cited by Brown (2004:141). They are imitative, intensive, responsive, interactive, and extensive (monologue). The first one is imitative. The ability to simply parrot back (imitate) a word or a phrase or possibly a sentence is at one end of a continuum of types of speaking performance. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. The second one is intensive. The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements—intonation, stress, rhythm, juncture) is a second type of speaking frequently employed in assessment contexts. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, and the like.

The next type is interactive. The difference between responsive and interactive is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. The last one is extensive oral production tasks which include speeches, oral presentations, and storytelling. Interactive tasks are what some would describe as interpersonal, while the extensive includes more transactional speech events.

Brown (2004:166) adds about holistic scoring taxonomies that imply a number of abilities that comprise "effective" communication and "competent" performance of the task. There are three contributing factors to a final score on "overall comprehensibility": pronunciation, grammar and fluency according to the original version of the Test of Spoken English.

Brown (2004:174) states that a popular pedagogical activity in communicative language teaching classes is role playing. It frees students to be somewhat creative in their linguistic output within constraints set forth by the guidelines. Role play allows some rehearsal time so that students can map out what they are going to say, in some versions. It also has the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves.

Role play opens some windows of opportunity for test-takers to use discourse that might otherwise be difficult to elicit as an assessment device. Role play can be controlled or "guided" by the interviewer. This technique takes test-takers beyond simple intensive and responsive levels to a level of creativity and complexity that approaches real-world pragmatics. Scoring presents the usual issues in any task that elicits somewhat unpredictable responses from test-takers. The test administrator must determine the assessment objectives of the role play, then devise a scoring technique that appropriately pinpoints those objectives.

# 3. Types of Teaching and Learning Media

Kemp in Sugeng (2010:157) has a comprehensive identification of media in three diagrams for large groups, small groups, and individual students. Development in technology brings about changes in the use of instructional media at school.

Sugeng (2010:157-165) proposes the category of media and the frequently-used media as follows:

# a. Category of Media

All media can be identified in one way or another. This is to help in categorizing media types and grouping them according their similarities of use and characteristics.

Sugeng (2010:157-8) modifies a diagram from Kemp and shows that media can be direct, vicarious, verbal or interactive. Direct concrete media are those which involve direct experiences on the part of the learners. The learners really practice the activities in the real fields. These practices are media learning (for examples: performances, experimentations, and demonstrations). Vicarious media are those which involve indirect experiences. It means that the learners experience the phenomena through other objects or persons (for examples: simulated, still, audio, visual, audio-visual, and real object). Verbal media are those which contain printed materials. The learners need to experience the phenomena through reading printed material (for examples: books and other printed materials, learning modules, and printed materials such as menus, manuals, and recipes). Interactive media are those involving interaction between and among persons and instruments (for examples: are those using the computer hardware and software).

## b. Frequently-used Media

Writing board is one of the examples of media that is frequently used in schools. Actually, it belongs to an instructional media which withholds use however changes occur in schooling technology. Kinds of media that are frequently used in teaching according to Sugeng are:

### 1) Printed media

Among teachers and students, these media are the most common. Many students enjoy reading books, such as comic books and story books. Newspaper and magazines are practical media. Leaflets, booklets, posters, manuals, advertisements, workbooks, hand-outs, modules and many others belong to printed materials. The usefulness of printed materials as media cannot be undermined, and printed media should be accompanied by the use of other types of media. Printed media has an emphasis on original or authentic texts and are needed by the students to know the physical forms of many functional texts such as manuals and recipes.

### 2) Still media

The charts are very common media used. Verb charts are useful media which can help the students to identify verbs by forms, functions, and other roles. Picture cards, which may look very simple media, can be hand-drawn pictures or cut-outs from magazines and other such sources. Picture cards can be good media for teaching grammar and vocabulary and it can be used for testing as well. A slot board is a piece of board or paper with slots or holes into which smaller pieces of paper can be

inserted. High school teachers use this media for variation and game or competitiondesigned activities. A flanel board is the other examples of still media.

## 3) Audio media

The examples of audio media are radio, audio tape, telephone, nature sounds, and computer. A highly useful instrument for media is the radio. It has a high degree of the distributive property of media, which can be found everywhere. It is just need the electricity so it is cheap to purchase and easy to operate. Having the same characteristics as the radio, the audio tape has a higher degree of the fixative property. The audio tape is an invaluable instrument for drill-like practices and activities, and information can be retrieved at any time. A useful medium for speech interaction activities, especially for advanced students is telephone. Speech flows are needed in telephone conversation, and often times, time and situational pressures. Nature sounds are those that come from trees, animals, winds, waters, and other natural objects. The use of natural sounds as media will be effective, efficient, and relaxing as well. Creative teachers have used their laptops, mobile phones, as audio media in their classrooms.

### 4) Visual media

Those which belong to visual media are the overhead projection (OHP), slides, photos, and film strips. The overhead projection (OHP) has been used widely in schools and offices because it is very effective and efficient. Slides are visual media which also use a projector as the hardware. Slides are interesting and effective media to show real objects that cannot be brought to the classroom. Unlike slides, photos are

handy visual media that can be used without any hardware machine. Visual media which enjoy high use especially in language instruction using audio-lingual method are film strips. Film strips are practical as they can carry series of events forming a theme or topic.

### 5) Audio-visual media

Those which are audio and visual, for hearing and seeing at the same time are audio-visual media. The first example is television. The TV has been an audio-visual instructional media which many teachers have enjoyed the usefulness and effectiveness of using the television. An 8mm is an audio-visual tape used in an ordinary tape player using the TV set as the monitor screen. The VHS or Beta tapes are typical 8mm films. Twice as large as the 8mm, a 16mm is half as small as the commercial movie films. Both 8mm an 16mm are used in professional training programs. Nowadays, the uses of these media are replaced by CDs or DVDs. The other examples of audio-visual media are the movies. It can be a great medium for language instruction especially for literary topics. Some teachers ask the students to watch a movie showing a film based on literature such as novels or short stories. The simple combination of audio media and visual media are slide/tapes and film strip/tapes. The effect of using these media is almost twice as much as using audioonly or visual-only media. The use of these media has been replaced by the LCD projection.

# 6) Real-object media

Real object media can be real objects, specimen, and models. The use of these media is effective and often brings surprises to the class. It also makes special impression for students.

## 7) Simulated media

Simulated media can be games and quizzes, role plays, and simulations. Use of the term may overlap with that of techniques. The teacher can distinguish uses of these as instructional techniques or instructional media.

### 4. Audio-Visual Aids

### a. Audio Aids

According to Subathra (2012), in the process of learning English language, hearing aids like cassettes and recorders were commonly in used. Such aids of teaching aids were effective in improving the phonetics, pronunciation and spoken English of the students.

### b. Visual aids

Other modern aids of teaching stated by Subathra are visual aids. Apart from the traditional visual aids like charts, pictures and models that are still in use in the classrooms; there are other modern visual aids which were in use in the recent years. These aids include the picture slides, motion pictures and the like.

#### c. Audio-visual aids

Madhuri (2013) states about the definition of audio-visual aids that the audiovisual aids are tools of record to improve speaking skills that are used for several times and more than others. It is where the object picture section and gestures have been systematically used with audio-visual work to elucidate meaning.

Subathra (2012) emphasizes the best side of audio-visual aids that they made the process of learning has become quite exciting for the students with the audio-visual aids. It helps the students in generating an open mind for learning. At the same time it develops team work among the students as they are required to work in teams for such project-based learning. Within a short period of time these audio-visual aids gained much popularity and have shown their dominance.

Ahmad (2013) emphasizes that in audio visual aids, both the listening (ears) and viewing faculties (eyes) are involved. Such aids include television programs, video films, motion pictures, synchronized audio-slide projectors, computers and computer-assisted instructions and so on. Cartoon films are also a useful medium for developing, and chiseling the skills of the students.

### d. Kinds of Audio-Visual Aids

According to Ahmad (2013), there are four kinds of audio-visual aids. They are films, television, video and CDs.

### 1) Films

Films represent an effective instructional device to cater to the students' attention and create interest and motivation among them towards effective learning. Educational films may be prepared on any content material or any aspect of knowledge, and behavior.

## 2) Television

Television is a versatile medium of transmitting education through different programs. It is an exciting means of communication. Useful instructional programs are being telecasted regularly for the student community on television. A teacher should utilize the TV programs and make them the basis for discussions on relevant occasions.

## 3) Video

Video is a viable aid towards effective learning and teaching. Teaching with the help of video is called video-aided instruction. In video-aided instruction, learners' comprehension is generally tested through a questionnaire and video is clearly an instructional medium that generates a much greater amount of interest and enjoyment than the more traditional printed material.

## 4) CDs

Nowadays, educational video-cassettes are easily available in the market. Educational CDs can be prepared on any aspect of the subject-matter and curriculum.

### e. The Advantages of Using Audio Visual Aids

According to Nupur (2012), there are so many advantages of using audio visual aids, such as:

1) Best motivators: They are the best motivators. Students work with more interest and zeal. They are more attentive.

- 2) Fundamental to verbal instructions: They help to reduce verbalism which is a major weakness of the schools. They convey the same meaning as words mean. They give clear concepts and thus help to bring accuracy in learning.
- 3) Clear images: Clear images are formed when we see, hear, touch, taste and smell as our experiences are direct, concrete and more or less permanent. Learning through the senses becomes the most natural and consequently the easiest.
- 4) Vicarious Experience: Everyone agrees to the fact that the first hand experience is the best type of educative experience but such an experience cannot always be provided to the pupils so in some situations certain substitutes have to be provided. For this we find a large number of inaccessible objects and phenomenon. For example all the students in India cannot possibly be shown Taj Mahal etc. In all such cases audio-visual aids provide us the best substitutes.
- 5) Variety: Audio-Visual aids provide variety and provide different tool s in the hands of the teacher.
- 6) Freedom: The use of audio-visual aids provide various occasions for the pupil to move about, talk, laugh and comment upon. Under such an atmosphere the students work because they want to work and not because the teacher wants them to work.

### **B.** Review of Related Study

There are several studies related to this research. The researcher who conducted the research focuses on improving the speaking skills of the students. The first researcher is Supiyati (2011) under the title "Improving Students' Speaking Skill by Using Audio-Visual Aids in Class I A RSBI SD N Cemara Dua N0.13 Surakarta in 2009/2010 academic Year. On her research finding, she found that to improve students' speaking skills, practically, the use of audio-visual aids was one of the appropriate techniques. The students were more enthusiastic and they enjoyed the process of teaching and learning through audio-visual aids. It gives a big chance to the students to speak. There are also many kinds of aids that can be used and explored by the teacher. She emphasized that those aids can attract the students' courage to speak up. Using audio-visual also provides an opportunity to develop accuracy, fluency, and keep the learners highly motivated.

From the finding above, teaching speaking by using audio-visual aids is good enough because the students are more attracted and have a highly motivation to learn. It gives the real model that can be learned easily by the students.

Another research is conducted by Prasasti (2011) with her title "The Effectiveness of Using Audio-Visual Aid in Teaching Speaking of Interpersonal and Transactional Conversations (an experimental research at the eighth graders of SMP I Randublatung in the academic year of 2010/2011). She conducted an experimental research. The population of the study was the eighth graders of SMP 1 Randublatung. The experimental group was 8 A and the control group was 8 D. The experimental group was taught using audio visual aid, especially conversation video, while the control group was taught using conventional teaching technique. Based on the result of the study, the mean score of experimental group was higher than the control group.

After being calculated using test of significance (t-test), the t-value was 2.18. Using interpolation, the t-table obtained was 1.67. It was clear that t-value is higher than critical t-value. Therefore there is significant difference in students' achievement who were taught using audio visual aids, especially conversation video, than the students who were taught using conventional teaching technique. It indicates that audio visual aids are effective in helping students improving their skill in speaking of interpersonal and transactional conversations.

Regarding the findings above, it can be underlined that the use of audio-visual aids can improve the speaking skills of the students. It is very effective in helping the students to practice more in speaking.

Based on those previous researches conducted, it can be concluded that audiovisual aids played a good role in teaching learning process, especially for improving the students' speaking skills. Since in SMP N 2 Sanden rarely used audio-visual aids in teaching learning process, it would be a good chance to teach the students using this media. What makes this study difference is that the first researcher conducted the research at elementary school and that class was categorized as an RSBI school. While this study will be conducted in the rural area junior high school and the school is not categorized as an RSBI school. The second researcher conducted her research at junior high school, but her research was an experimental research study which makes it differ from the research that would be conducted. In Jogjakarta, especially Bantul, the studies which concerns on using audio-visual aids are rarely found. The students in SMP N 2 Sanden are less motivated, so that they need interesting media

which can motivate them, that is audio visual aids. By using it, they can learn the daily expressions in a fun way. It will create a better environment for the students as well. SMP N 2 Sanden has complete fasilities, but they are almost never been used. From those reasons, this study needs to be conducted. Those are the reasons why I tried to conduct a research by "Using Audio-Visual Aids to Support the Communicate Teaching in Effort to Improve the Speaking Skills of Grade Eight Students of SMP N 2 Sanden in the Academic Year of 2014/2015".

# C. Conceptual Framework

Speaking is one of the language skills that have important roles in students' language learning mastery. That is why, teaching speaking is not an easy thing to do. It has to deal with many things like the techniques, the materials, the classroom speaking activities, the media, and many more. Students need to speak and practice more in order to master the language they learned, in this case, English. Unfortunately, students are mostly afraid and shy to speak in English, because they do not want to make mistakes and be laughed at by their friends. They did not have sufficient vocabularies neither have so much opportunity to speak. The students need a real model which can motivate and give them the right examples. They need more exposure on practicing the language.

Those problems were also found in SMP N 2 Sanden. The students of SMP N 2 Sanden rarely spoke in English. They had less motivation to learn English because they did not know why they should learn English since they spoke in Indonesian or

Javanese language in their daily life. They saw English as a difficult subject to learn, especially speaking. One of the teachers said that they rarely taught speaking because the students were not interested in learning English. The teacher thought that teaching speaking is a waste of activity time. The teacher then only focused on teaching reading and writing because they were important for the national examination. The facilities such as LCD projector, television, speaker, and many others were already provided by the school but the teacher rarely and almost never used those facilities.

From the problems above, the researcher decided to use audio-visual aids as learning media to improve the speaking ability of the students at grade eight in SMP N 2 Sanden. There are many advantages when we use audio-visual aids. It makes the process of learning has become quite exciting for the students. It helps the students in generating an open mind for learning (Subathra, 2012). According to Nupur (2012), audio visual aids can be a motivator for the students since the students work more interest and zeal. They give a fundamental to verbal instructions because they convey the same meaning as words mean, help to bring accuracy in learning. Furthermore, audio visual aids give clear images which can be seen, and provide vicarious experience for the students. The students can listen to the correct pronunciation by using audio-visual aids. It can attract and motivate them to speak. The teaching and learning process will not be boring, since it gives the students more exposure so that they can practice more and having some new activities in learning that are different from their routine. It also gives the authentic models for the students. The teaching and learning process will be more fun and enjoyable.

In this audio-visual aids, the students will get used to optimize their ability of practicing the examples given. The students are not only listening to, getting, and understanding the materials but also learning and practicing to speak after they have studied the right examples from the audio-visual aids. If they understand the materials easily, they can speak it properly.

### **CHAPTER III**

### RESEARCH METHOD

This chapter contains eight subchapters. It covers the research design, the research setting, the subjects of the research, the research instruments, the data collection techniques, the data analysis technique, the research procedures, and validity and reliability of the study.

## A. Research Design

This research, using audio-visual aids in the implementation of communicative activities to improve the speaking skills of grade eight students of SMP N 2 Sanden in the academic year of 2014/2015 is an action research study, which focuses on the efforts to improve the real condition of the English teaching and learning process. According to Burns (2010:2), action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher' as 'researcher'. To explore your own teaching contexts, action research involves taking a self-reflective, critical, and systematic approach.

This research study was implemented in the form of collaborative action research. In conducting the collaborative action research, the researcher invited the English teacher and the students to work collaboratively. The research was done collaboratively both in the reconnaissance steps and in the implementation. In this case, the researcher cooperated with the English teacher of class VIII. The team worked together in planning, implementing and reflecting the action.

The action research was conducted in some cycles, depend on the aim of the research study. The process was conducted as the cycle(s) below:

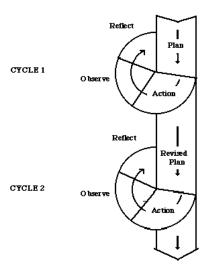


Figure 3.1: Cyclical action research model by Kemmis and McTaggart in (Burns 2010).

## **B.** Research Setting

#### 1. Place of the Research

This research was conducted at SMP N 2 Sanden on the first semester of the 2014/2015 academic year. This school is located in Jl. Samas, Srigading, Sanden, Bantul, Yogyakarta. It has 21 classrooms, For the facilities, it has two basketball fields, two language laboratories, two science laboratories, one large hall, two computer rooms, one mosque, two canteens, one library, one teachers' room, one staff room, and one headmaster's room. The condition of this school is quite clean, big, wide, and bright. It is not crowded because it is far away from the street, at about 50 meters away.

There are fifty teachers, eight staffs, and a headmaster. There are 4 English teachers, all graduated from English education department. They have taught the students for many years. Their experiences also support their English teaching skills.

There are six hundred and thirty five students, and two hundred and thirteen of them are in grade VIII. Most of them are from low-middle economy class. Most of their parents are farmer, seller, and a few of them are civil servants. Generally, students in this school have low motivation in learning English.

The classroom for each class is big, sufficient for about 26-28 students. There are sufficient chairs and table in every classroom.

### 2. Time of the Research

The research was conducted in the first semester of the academic year 2014/2015 and started from August to October based on the academic calendar and class schedule.

### C. Participants of the Research

This researcher involved the headmaster, the English teacher, and the students of class VIII C in SMP N 2 Sanden. The researcher implemented the action while the English teacher and the observer observed and noted the students' reaction and condition on the class.

#### **D.** Research Instruments

In order to gain qualified data, the researcher collected the data by using some instruments. The instruments for collecting the data were in the forms of:

#### 1. Field notes

According to McKay (2006:81), descriptive field notes are essential for quality ethnographic studies because they provide a recording of what the researcher has seen and heard. Field notes were taken during the teaching learning process when conducting the action research.

### 2. Observation Checklist

The observation checklist was provided to enable the observer to record behaviors during sessions of the research quickly, accurately and with minimal interviewer effect on behavior.

### 3. Questionnaire

According to Burns (2010:81), it is best to use a questionnaire (also sometimes called a survey, checklist, or schedule) when you want to get responses from several people and you do not have time to interview. Questionnaire was used to gain information about students' opinion about the audio-visual aids and what the students' want and need.

# 4. Interview guidelines

Interview guidelines listed the questions or issued to be explored during the interview. It helped the researcher to conduct the interviews systematically.

# 5. Speaking Scoring Rubric

Speaking scoring rubric was used to assess and collect the data of the students' speaking ability. The rubric of the students' speaking performance was used to get the information about the students' speaking ability after using audiovisual aids had been conducted. It was used two times to assess the first and

second cycle. To collect all the data, the researcher utilized a camera and a recorder to record the students' performances in the teaching and learning process.

Table 3.1 Scoring Rubric (adopted from New York State LOTE Assessment)

A CDECTC	SCORE							
ASPECTS	0	1	2	3	4	5		
PRONUNCIATION	No attempt	Most utterances contain errors. Many utterances are incomprehen sible. Little communicati on.	Many errors that interfere with compreh ensibility	Frequent errors that confuse listeners and require guessing at meaning.	Comprehensible , generally correct. Occasional error.	Phonetically correct. Almost error-free. Awareness of accent. Genuine effort to sound like native speaker.		
SYNTAX (GRAMMAR)	No attempt or repeats cue.	Most structures incorrect. Constant use of infinitive; no conjugation. Listener understands only because past experience.	Many errors (agreeme nt, verb forms). Errors impede communi cation.	Frequent errors. Selfcorrect s on some.	Two or fewer syntax errors. Minor errors that do not impede communication.	No grammatical errors. Speaker self- corrects without hesitation.		
FLUENCY	No attempt. May repeat cue.	Constant searching for vocabulary, verb tense. Dies not complete utterances.	Frequent hesitatio ns, searches for words. Overly translates questions before response. Repeat question word before response. Eventuall y responds.	Halting, hesitating. Visibly translating before responding Can rephrase and respond.	Occasional hesitation, searching for words. Speaker can self-correct and respond to cues.	Smooth flow. Quick, continuous flow. Natural pauses.		
VOCABULARY	No attempt. Totally	Does not complete responses.	Inadequa te vocabula	Vocabular y is just adequate to	Good, appropriate vocabulary.	Very good; wide range. Uses		

ASPECTS	SCORE								
	0	1	2	3	4	5			
	irrelevan	Responses	ry or	respond.	Generally good	appropriate			
	t answer.	one or two	incorrect	No attempt	response.	and new			
		words in	use of	to vary		words and			
		length.	lexical	expression		expressions.			
		Vocabulary	items.	S.		Interesting			
		repeated.	Commun	Basic.		response.			
			ication						
			difficult.						

## E. Data Collection Techniques

The data collected were qualitative and were supported by quantitative data. By giving the description of the situation in the teaching and learning process, the qualitative data were gained. Meanwhile, from the score of the students' performances in the end of the cycles, the quantitative data were also taken. It was conducted to find out the improvement of the speaking ability of the students. In gaining the data, the researcher collected the data by using some data collection techniques as follows:

### 1. Observation

According to Burns (1999:80), observation is a mainstay of action research. It enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur. it refers to using *procedures* that ensure that the information collected provides a sound basis for answering research questions and supporting the interpretations that are reached.

### 2. Interviews

McKay (2008:51) proposes that interviews can be used as a way to find out more about learners' opinion and attitudes about various aspects of language learning, such as their feelings about the use of particular classroom activities or the content of classroom materials.

Burns (2010:74) states that interviews are a classic way in research to conduct a conversation that explores your focus area. Burgess in Burns (2010:74) has described them as "conversation with a purpose". Interviews were used to gain information which cannot be gained through questionnaire. The data were gained personally since the type of interview is depth-interview.

### 3. Questionnaire

Dornyei in Burns (2010:81) notes that questionnaires can get you three types of information: *factual or demographic* (who the interviewees are and their background/experiences), *behavioural* (what they do, or did in the past), *attitudiual* (attitudes, opinions, beliefs, interests and values).

### 4. Documentation

Burns (1999:101) cites that in action research, the use of photograph is underexplored. Photographic data give a way of richly illuminating numerous aspects of the classroom quickly and relatively in expensively and providing new angles on the context being researched. Photographs are a way of enhancing classroom analysis and providing visual stimuli which can be integrated into reporting and presenting the research to others, used with other qualitative techniques.

Recording through the videotape and/or audiotape was done to monitor and to evaluate the actions. Meanwhile, the quantitative data were gained through pretest, progress test and post-test to measure the improvement of students' speaking skills.

#### 5. Tests

To see the students' progress in term of their speaking skills, the researcher will use tests as the instrument. A pre-test will be given to measure the students' current ability, while a post-test will be given to measure students' speaking skills development. The test was conducted twice, in the last meeting of each cycle. The researcher asked them to do a conversation in a pair, in the form of role play for testing the students.

## F. Data Analysis Technique

The data were in the form of field notes, interview transcripts and students' speaking scores. The researcher used the qualitative and quantitative descriptive analysis to analyze the data. There are some useful steps to get an overall framework for the analysis according to Brown (1999:157-160):

## 1. Assembling the data

Collect all the data you have as well as any ongoing reflections you have made about them. Review your initial and/or your revised questions. Start going though your data and look for broad patterns, ideas or trends that seem to answer your questions.

## 2. Coding the data

Based on the broad picture you have developed, start refining it by coding your data into more specific patterns or categories (coding is discussed in more detail in the next section). Identify which of your data sources you can code quantitatively (e.g. questionnaires).

## 3. Comparing the data

Once your coding is complete, compare the categories or patterns across your different sets of data (e.g. interviews compared with surveys) to see whether they say the same thing or whether there are contradictions that you can highlight. Develop tabs, bar/pie charts or sets of quotes to set the data out and display them in a concise form.

## 4. Building interpretations

Think deeply about what the data are saying by reflecting beyond the immediate surface details. Look for more abstract 'big picture' concepts and not just step-by-step descriptions of what you have found. Pose questions, identify connections, and develop explanations about what the research means at the broadest level of your understanding of it. Refine your own 'personal theories' about the meanings of this research.

## 5. Reporting the outcomes

Think about how you can present your research and what you have found to tell others. Consider how you will organize the whole 'story of your research' from beginning to end and not just the analysis and findings.

By using quantitative descriptive analysis, the quantitative data obtained from speaking performances were analyzed. The quantitative data were presented in the form of tables and mean scores. The mean was used to represent the central tendency of the scores. It was also used to know the improvement of the students after the cycles were done.

### **G.** The Research Procedure

According to Kemmis and McTaggart (1988) in Burns (2010), there are some steps in conducting the research. They are:

## 1. Determining the thematic concern on the reconnaissance

The first step in conducting this research is determining the thematic concern. The researcher observed the teaching and learning process in class VIII. Then, the researcher discussed with the English teacher about the existing problems.

## 2. Planning

To improve the students' speaking skills, the researcher worked together with another researcher, and the English teacher. The aim of the action is to improve the students' speaking skills using audio-visual aids to support the communicative teaching. The action plans were planned as follows: **a.** using audio-visual aids in teaching speaking, **b.** reviewing the materials and media, **c.** testing the students' speaking skills.

### 3. Action and Observation

Some action plans were implemented in the classroom in some cycles, depend on the research study itself. Each cycle was done in about three meetings. Besides implementing some action plans, the researcher and the collaborator observed and recorded the teaching and learning process, and did the interview with some students of grade VIII C after the action had been done. All the members involved in the research discussion based on the actions analysis. The result of the discussion was important to serve as an evaluation for the implementation of the action plans to improve the next actions.

### 4. Reflection

Reflecting was the phase after acting and observing. This was the time to reflect or review everything that has been done in implementing the action. It evaluated the process, problems, effects, and measured whether the action was successful or not. In addition, the entire member involved in the research participated in the discussion. Each member was invited to contribute their perceptions, suggestions, and ideas. The unsuccessful actions were changed into ones that were more suitable but those, which were successful, would be applied again in the next actions.

# H. Validity and Reliability

According to Burns (1999:161-162), to assess the validity of the data, the researcher employed five criteria namely democratic validity, outcome validity, process validity, catalytic validity and dialogic validity. The ways to fulfill those validities will be explained as follows:

### 1. Democratic validity

Democratic validity related to stakeholders' chance to give their personal opinions, ideas, and comments about the implication of the action research. The democratic validity was fulfilled by having discussion with members of the research, namely the students, the English teachers, and the collaborator. They were given opportunity to give their ideas, comments, and suggestions toward the research. The discussion result then will be a consideration in evaluating cycles.

### 2. Outcome validity

Outcome validity of action research lead to outcomes achieved within the research context. Outcome validity also depends on the process of conducting the research. To fulfill this validity, some indicators that show the improvement of the students' speaking ability will be formulated together. Here are some of sample of indicators:

- a. the students are able to pronounce the words correctly
- b. the students are able to speak and utter the sentence fluently.
- c. Etc.

# 3. Process validity

Process validity relates to the criterion to make the actions done in action research valid. This validity was fulfilled by reflecting on the data collection and modifying the strategies to answer the questions occurred during process. The data were examined and identified whether the participants are able to go on learning.

# 4. Catalytic validity

Catalytic validity refers to how stakeholders respond to their own internal changes. To establish this validity, the result of each cycle will be delivered to the member and ask their comments or responses. Later on, the responses will be considered to modify the process.

# 5. Dialogic validity

Dialogic validity means that each stakeholder can participate in the process of the research. This validity was fulfilled by discussing the research findings with the collaborator and some students of English Education Department of UNY.

The members of discussion are invited to give their opinions and critics related to the research report.

Meanwhile, to assess the reliability of the data, the researcher involved more than one source in gathering the data. The researcher involved the research team, the English teacher, the observer, and the students of grade VIII.

To get the trustworthiness, Burns (2010:97) suggests the methods triangulation as follows:

- a. Time triangulation: data are collected at different points in time (doing interviewed students at the beginning, middle, and end of the course)
- Researcher triangulation: data are collected by more than one researcher (doing asked other teachers and students to collect data to compare with her own)
- c. Theory triangulation: data are analyzed from more than one theoretical perspective (consulting documents related to learner autonomy but also developed theoretical ideas from hers own and others' observations and reflections).

Triangulation provides more balanced pictures. It can also help to explain things that seem to contradict or not support each other. It gives rounded perspectives from all the people involved (students, other teachers, school administrators, rather than relying on a limited set of informers (Altrichter et al. (1993) in Burns (2010).

#### **CHAPTER IV**

#### RESEARCH FINDINGS AND DISCUSSION

This chapter reveals the findings and discussion which refer to the effort to improve students' speaking skills by using audio-visual aids to support the communicative teaching. These are presented in three headings: research procedure and findings, the implementation of the actions, and discussions.

# A. Research Findings

#### 1. Reconnaissance

In this research, some procedures were conducted to solve the problem. They were planning, action, observation, and reflection. In the planning phase, some steps were conducted to determine the problems. First, the English teacher was interviewed to find the problem in the teaching and learning process. It was done to get the most suitable class to conduct the research. Second, the observation was done in class 8 C SMP N 2 Sanden. Third, the English teacher and the students were interviewed to confirm the data gained from the observation. After that, the researcher planned the actions that might be implemented to overcome the problems. In the action phase, audio-visual aids, in this case, videos were used as the media in the teaching and learning process of speaking. During the implementation, the researcher, the English teacher, and the collaborator observed the condition of the teaching and learning process. It was done to know the students' responses and the impact of the actions. The actions were conducted in two cycles with three meetings in each cycle. In the last phase, reflections were

done on each meeting and each cycle. They were done to evaluate the actions and to solve the other problems appearing during the actions.

### a. Identification of the Field Problems

The findings of the problems were based on the observation and the result of the interviews. The observation was done on Friday, September 12<sup>th</sup> 2014 at 09.30 a.m. in class 8 C. The situation in the teaching and learning process of speaking could be seen from the vignette. It is presented as follows:

September 12<sup>th</sup> 2014

R : Researcher ET : English Teacher

Ss : Students

As the bell rang at 9.30 a.m., the ET and the R came into the class together. When the ET entered the class, the Ss were busy packing their sport uniform since they had a sport class before. The Ss were busy talking with their friends when they saw the ET came with the R. Before the ET started the lesson, he asked the R to sit at the back corner of the class. The R took some notes while observing the teaching and learning process.

The ET started the lesson by greeting and asking the students' attendance. The ET asked the Ss to open their last materials and continue them together. The Ss opened some copies of the materials. The Ss had not get the book yet, so the ET copied the materials taken from the PDF book for the Ss. The ET only used that text book to teach the Ss. The ET then walked around the class to check if all the Ss were ready to start the lesson. The ET reminded the Ss about last meeting lesson by asking the Ss to watch the example from their copied materials. The ET asked the Ss if they had known the meaning of the last meeting materials. The Ss seemed hesitant to answer the ET's question. The ET discussed the last meeting materials by answering the questions from book. The ET asked the Ss "Have you done the task?" The Ss were all silent and they were busy doing the task right after the ET asked them. Realizing that none of the Ss did the task, the ET then asked the Ss to discuss the task with their friends. The ET walked around the class to help the Ss if they found some difficulties. The Ss did the task in silence. They were afraid to ask the teacher.

(Continued)

(Continued)

They just discussed it with their friends by whispering and sometimes checked the meaning on their dictionary. After some time, the ET asked the Ss to come in front of the class and wrote down their answers. After the Ss wrote down their answers, the ET asked if the other Ss had different answers. The Ss kept silent and only two Ss answered the ET. The ET then discussed the answers with the Ss. The ET asked the Ss again to discuss the next question but the Ss answered it by using wrong pronunciation and some of them even used Javanese language to answer it. The ET then gave the Ss the right answers.

The ET moved on to the next activity. The ET explained that the Ss should interview their friends just like the activity from the book. The ET gave an example to do the task. Some Ss understood the task and did it right away but many Ss did not understand about what they should do and they asked their friends in Javanese language. They looked unenthusiastic doing the task. The ET told the Ss to open up their dictionary if they found some difficulties. For the Ss who did not bring their dictionary, the ET asked them to borrow it from the library. Some Ss went out of the class to borrow the dictionary. The Ss started interviewing their friends. When the ET was around them, they pretended like they used English to interview. But when the teacher walked away, they asked their friends in Javanese and some Ss only used gestures to ask their friends. The ET then moved on to the next task. He gave the example of how to do it and asked the Ss to do the task. The ET asked the Ss to make a question then called them randomly to go to the front and asked them to ask their friends then wrote down the answer on the white board. When one of the Ss was pointed out, he looked very surprised and panics because he had not made the question. He looked so shy and afraid when he was asking his friends in English. He bowed his head when speaking. The ET did not give feedback related to the Ss' **pronunciation**. As the time was up, the ET told the Ss to study at home. The Ss did not really pay attention to the ET since they were busy packing their bag and looked like they were in hurry to go home. The ET then ended up the lesson by greeting the Ss.

## b. Determining of the Research Problems

From the vignette, two problems were identified during the teaching and learning process of class 8 C. The first one is that the students were not motivated

in learning English. It was showed during the observation that many of them did not really pay attention to the teacher. The students were not confident to speak in English. They answered the teacher's question in Indonesian. They were also shy and afraid of using English as they were already accustomed to using Javanese as their daily life language. In addition, there was no interesting media to teach the students so that the students looked unenthusiastic in the teaching and learning process.

After conducting the observation, the researcher interviewed the teacher and the students after the English class. During the interview, the teacher said that the students were unmotivated to learn English. The students were afraid and shy to speak in English. They were afraid of making mistakes because they were unaccustomed to using English.

P: ".... Dari interview yang saya lakukan, siswa kebanyakan kesulitan di speaking pak. Ada yang writing juga. Tapi kebanyakan di speaking. Mereka takut salah pronunciationnya pak. Malu juga untuk ngomong bahasa Inggris. Kalau menurut bapak sendiri bagaimana pak?"

(.... From the interview that I conducted, the students had so many difficulties in learning speaking. Learning writing is difficult for them but many of them said that speaking was the most difficult skill. They were afraid of mispronouncing the words. They were also shy to speak in English. What do you think, Sir?)

G: "Ya kalau boleh jujur sih, di sekolah ini kemampuan siswa ya memang agak kurang mbak kalau dibandingkan dengan sekolah lain. Apalagi kemampuan speakingnya. Hanya rata-rata lah mbak. Malah agak lemah. Mereka tidak terbiasa ngomong bahasa Inggris. Takut salah ngomongnya. Malu mbak. Biasanya kalau ada yang salah ngomong terus ditertawakan teman-temannya"

(Continued)

(Continued)

(If I can be honest, the students' ability in this school is actually less than other schools, moreover in their speaking ability. It is just on the average level. It is weak. They are unaccustomed to speaking in English. They are afraid of making mistakes. They are shy because their friends would laugh at them if they made some mistakes. Their vocabulary mastery is still low too.)

**Interview Transcript 8** 

He also said that he never used audio-visual aids in teaching the students.

He did not have time to find that kind of media.

P: "Mmm. Begitu ya pak. Nah saya kan rencananya mau memakai audio-visual aids ini pak untuk mengajar speakingnya. Menurut bapak bagaimana pak?"

(Mmmm. I get it Sir. So I am planning on using audio-visual aids to teach the speaking skills. What do you think, Sir?)

G: "Ya bagus itu mbak. Kalau ada ketersediaan media yang lengkap dan mudah dipakai. Ya balik ke itu tadi mbak. Guru tua seperti saya ya susah untuk menciptakan atau membuat media nya. Tidak punya waktu dan malas untuk mencarinya. Jadi saya rasa bagus kalau memang ada dan bisa diterapkan mbak. Audio-visual itu kan banyak sekali ya mbak. Ada apa saja?"

(I think it is good if there is an easy and complete media available to be used. Yeah back to that point before. An old teacher like me feels that it is difficult to create and make media. I do not have much time and I am also lazy for searching that media. So I think it is good if those media are available and can be applicable. There are so many kinds of audio-visual aids. What are they?)

**Interview Transcript 8** 

In the interviews done with the students, most of them said that they found it difficult in learning the pronunciation aspect.

- P: "Nah menurut Farhan yang paling sulit yang mana?" (So, what is the most difficult part, Farhan?)
- S3: "Kalau aku sih yang paling sulit ya speaking Miss. Kan tulisan sama ngucapinnya beda. Kadang takut salah Miss ngucapinnya. Kan malu."

(I think speaking is the most difficult part Miss because how the word is written and how the word is spoken is different. Sometimes I'm afraid that I would pronounce it wrongly. I would be ashamed)

P: "Hehehe .. jadi pronunciationnya gitu ya maksudmu yang bikin susah?"

(Hehehe .. so pronunciation is difficult, right?)

S3:"Iya Miss. Betul banget." (Yes, Miss. You are right)

Interview Transcript 5

Moreover, the researcher found that the students had some difficulties in speaking. It can be seen from the interview transcripts below.

- P: "Susahnya dimana emang? Di listening, reading, writing apa speaking?"
  - (What is the difficult part? In listening, reading, writing, or speaking?)
- S5: "Kalo aku sih jelas speaking Miss. Kebiasaan ngomong bahasa Jawa sih soalnya. Hehe."
  - (It's absolutely speaking for me, because I commonly speak in Javanese. Hehe)
- S6: "Aku juga speaking Miss. Cara ngomongnya susah sih. Niruin aja kadang masih salah-salah Miss."
  - (Me too Miss. The pronunciation is difficult. Even when we repeat, sometimes we make the wrong pronunciation)

(Continued)

(Continued)

P: "Pronunciation nya ya yang bikin susah? Kan di kamus ada cara bacanya gimana."

(So the pronunciation is difficult. There is how to pronounce the word in dictionary. You can check on that)

S5: "Iya. Pronunciationnya Miss. Lah kan itu hurufnya beda sama huruf biasa Miss. Gak yakin juga kalo kita baca sendiri."

(Yes. It is the pronunciation, Miss. It uses different font Miss. We are doubt whether it is right or wrong if we read it by ourselves)

Interview Transcript 7

From the interview transcripts above, the fact that the teaching and learning lacked media and appropriate models was seen. The teacher only used the text book to teach the students. There was no other media aside it. The only model that the students follow was the teacher.

Based on the observation and interviews, there were some problems related to the students' speaking ability. Those problems can be seen as follows:

Table 4.1 The Field Problems in the English Teaching and Learning Process of Class 8 C at SMP N 2 Sanden

No.	Field Problems	Code
1.	The students were not confident to speak English.	S
2.	The students were afraid of making mistakes when they	S
	spoke.	
3.	The students lacked vocabulary.	S
4.	The students' pronunciation was still weak.	S
5.	The use of media was monotonous.	Md
6.	Javanese and Indonesian were dominant languages used	S
	in the English class.	
7.	The materials were less varied.	Mt
8.	The students had low motivation in learning speaking.	S
9.	The teaching and learning speaking was monotonous and	TT
	boring.	
10.	The teacher did not provide appropriate models to learn	T
	the target language.	

S: Students Mt: Materials Md: Media

T: Teacher TT: Teaching Technique

To measure the students' initial speaking skills before implementing the action, the pre-test was conducted. The pre-test, progress test and the post-test were conducted in the beginning, in the middle and in the end of the research. The researcher and the collaborator became the raters to score the tests. This was to check the reliability of both the pre-test and post-test and also to fulfill the democratic validity of the research.

Table 4.2 The Pre-Test Mean Score of Each Speaking Aspect

	Pronunciation	Grammar	Fluency	Vocabulary	Total
Mean	2.23	2.48	2.71	2.84	51.34

The scoring rubric below was the scoring rubric used to measure the students' speaking skills. The teacher wanted to make the maximum score 100. So, for the maximum score, the total score of the students was multiplied by 5.

Table 4.3 The Scoring Rubric (adapted from New York State LOTE Assessment)
Used to Assess the Students' Pre-Test, Progress Test, and Post-Test

A CDECTC	SCORE						
ASPECTS	0	1	2	3	4	5	
PRONUNCIATION	No attempt	Most utterances contain errors. Many utterances are	Many errors that interfere with compreh ensibility	Frequent errors that confuse listeners and require guessing at meaning.	Comprehensible , generally correct. Occasional error.	Phonetically correct. Almost error-free. Awareness of accent. Genuine	
		incomprehen sible. Little communicati on.		-		effort to sound like native speaker.	
SYNTAX (GRAMMAR)	No attempt or repeats cue.	Most structures incorrect. Constant use of infinitive; no conjugation. Listener understands	Many errors (agreeme nt, verb forms). Errors impede communi cation.	Frequent errors. Selfcorrect s on some.	Two or fewer syntax errors. Minor errors that do not impede communication.	No grammatical errors. Speaker self-corrects without hesitation.	

A CDECTC				SCORE		
ASPECTS	0	1	2	3	4	5
		only because past experience.				
FLUENCY	No attempt. May repeat cue.	Constant searching for vocabulary, verb tense. Dies not complete utterances.	Frequent hesitatio ns, searches for words. Overly translates questions before response. Repeat question word before response. Eventuall y responds.	Halting, hesitating. Visibly translating before responding Can rephrase and respond.	Occasional hesitation, searching for words. Speaker can self-correct and respond to cues.	Smooth flow. Quick, continuous flow. Natural pauses.
VOCABULARY	No attempt. Totally irrelevan t answer.	Does not complete responses. Responses one or two words in length. Vocabulary repeated.	Inadequa te vocabula ry or incorrect use of lexical items. Commun ication difficult.	Vocabular y is just adequate to respond. No attempt to vary expression s. Basic.	Good, appropriate vocabulary. Generally good response.	Very good; wide range. Uses appropriate and new words and expressions. Interesting response.

The researcher provided the transcript of one pair of the students' performances from the pre-test. This is the transcript from the students named Al and El.

El	: "There is a party at my house [hos]. I need a
	performer for (pause) the party. Can you sing at my
	party?"
Al	: "I can't sing but I can dance.
El	: "You can Can you <b>dance</b> [dents] for my party?"
Al	: "I can dance for your party. You can help me to
	choose the <b>costume</b> [kostum]?
El	: "Okay, I can help you to choose the costume
	[kostu:m]?"
	(Continued)
	· · · · · · · · · · · · · · · · · · ·

(Continued)

Al : "Thank you."

El : "(pause) You're welcome."

Al : "Bye-bye." El : "Bye."

Transcript 1

Al and El still depended on their text. They were not fluent enough though they read their transcript. The pronunciation was not good because they still pronounce some words just like the way they were written. House that should be pronounced /haos/, was pronounced [hos], and costume that should be pronounced /ˈkɑː.stuːm/, was pronounced [kostum]. They also made some grammatical errors in making questions like "I can help you to choose the costume?" that should be "Can I help you to choose the costume?"

Table 4.4 Al and El's Pre-test Score

	Name	Aspects score (1-5)				
	Name	Pronunciation	Grammar	Fluency	Vocabulary	Total
Rater 1	AL	2	2	2	3	45
	EL	2	2	2	3	45
Rater 2	AL	3	2	3	3	55
	EL	3	2	2	3	50

# c. Selecting the Field Problems to Solve

Based on the observation on the classroom, the researcher found that the teaching and learning process of speaking in class 8 C at the first semester of the academic year of 2014/2015 seemed to be monotonous and lacked of media. The media used by the teacher was only the text book "When English Rings the Bell" and the students only got several copies of the parts of the book, not even got the

whole book. It seemed that the students were not interested in the material. It failed to draw the students' attention.

Moreover, the speaking activities were just reading aloud. They were not very attractive for the students and they seemed bored to do the same activity all over again. The activities did not motivate them to be actively speaking in English. The use of various media needs to be provided to make the teaching and learning be more fun and interesting.

Considering the time, energy, priority and feasibility of the problems to solve, the researcher felt that it was quite impossible to overcome all the problems found from the observation and interviews. As stated in the first chapter, the aim of this research was to improve the speaking skills by using the audio-visual aids to support the communicative teaching. Therefore the list of the feasible problems was made. Those problems were formulated as follows.

Table 4.5 The Feasible Problems to solve in the English Teaching and Learning Process at 8 C Class of SMP N 2 Sanden

No.	Field Problems	Code
1.	The students lacked vocabulary.	S
2.	The students' pronunciation was still poor.	S
3.	The use of media was monotonous.	Md
4.	The students had low motivation in learning speaking.	S
5.	The teaching and learning speaking was monotonous and	TT
	boring.	

S: Students Md: Media TT: Teaching Technique

## d. Determining Actions to Solve the Feasible Problems

Considering the feasible problems to solve, the researcher and the teacher discussed some actions to overcome the problems. First, audio-visual aids would be used to give the appropriate model for the students and to support the teaching

and learning process of speaking. The kind of audio-visual aids that would be used was video, considering the materials for this semester and the limited time that the researcher had.

In line with the use of audio-visual aids, the communicative speaking activities such as games and role play would be conducted in this research to make fun and enjoyable learning for the students. They were also conducted to give more chances for the students to speak in an interesting way. There were also some supportive actions to make the students learn easily. Giving the students handout to make them easily understand the materials and giving the students feedback for their pronunciation and grammar were the supportive actions. The relation between the solvable problems and the actions that would be implemented can be seen as follows:

Table 4.6 The Feasible Problems to Solve and the Solutions

No.	Field Problems to Solve	Solutions
1.	The students lacked vocabulary.	1. Using video as the appropriate
		models of English as the teaching
		and learning media.
		2. Giving drilling on difficult words.
2.	The students' pronunciation was	1. Using video as the appropriate
	still weak.	models of English as the teaching
		and learning media.
		2. Giving feedback on the students'
		performance.
3.	The use of media was	Using video as the appropriate models of
	monotonous.	English as the teaching and learning media.
4.	The students had low motivation	1. Using video as the appropriate
	in learning speaking.	models of English as the teaching
		and learning media.
		2. Applying some communicative
		activities (games, role play)
5.	The teaching and learning	1. Using video as the appropriate
	speaking was monotonous and	models of English as the teaching
	boring.	and learning media.
		2. Applying some communicative

No.	Field Problems to Solve	Solutions
		activities (games, role play)

#### **B.** Research Process

#### **Planning**

To implement the actions, the researcher and the English teacher did some preparations and plans to make the actions successful. They were:

## a. Developing the Research Instruments

The research instruments developed by the researcher were the observation checklists, interview guidelines, the speaking tests, and the speaking scoring rubric. The observation would be conducted during the implementation of the actions and reflection. The interviews were carried out from the planning stage, implementation and also in the end of the research. The result of the interviews would be used to know what the research participants' suggestions and feeling during the research is. It also would be used to make some plans for the next action.

Furthermore, the speaking tests would be used to measure the students' speaking skills improvement and the speaking scoring rubric would be used to assess and evaluate the students in the pre-test, progress test, post-test and also the speaking practices during the implementation of the action.

## b. Selecting the Materials

The materials were chosen based on the basic competence from the syllabus used by the school. The researcher and the teacher decided to continue the next materials that he had not taught to the students. The materials would cover the

dialogue practice through role play. The materials were transactional and interpersonal like the expressions of stating and asking about ability and willingness for the cycle one, and the expressions of giving instruction and inviting someone for the cycle two.

# c. Selecting the Teaching Media

Based on the researcher and the teacher's consideration, the audio-visual aids that would be used was video. It fitted with the materials, did not consume so much time, and was easily to get and apply. By watching the videos, the students would understand the materials since they were all about the real life context. They would get the appropriate models and could get adequate input and examples of the target language. To meet the students' needs, the researcher made a questionnaire to know what kind of videos that the students wanted. The questionnaire covered four questions.

Table 4.7 The List of Questions in the Questionnaire

No.	Question	Option
1.	Berapa sebaiknya durasi untuk	1 menit (one
	pemutaran audio-visual aids, dalam	minute)
	hal ini video, (diputar saat pelajaran	2 menit (two
	berlangsung)? ((How long does the	minutes)
	video should be to be used as	5 menit (five
	speaking learning media?)	minutes)
2.	Audio-visual aids (dalam hal ini	kartun (cartoon)
	video) seperti apa yang Anda	manusia
	inginkan? (What kind of video you	(human)
	do you want?)	apa saja
		(anything)
3.	Narator yang Anda inginkan dalam	Perempuan
	video tersebut adalah( The	(female
	narrator(s) that you want in the	narrator)
	video is/are)	Laki-laki (male
		narrator)

No.	Question	Option
		Laki-laki dan
		perempuan
		(both female and
		male narrator)
4.	Dalam bentuk apakah sebaiknya isi	dialog
	dari audio-visual aids (dalam hal ini	(dialogue)
	video) tersebut? (What kind of video	monolog
	do you want?)	(monologue)
		apa saja
		(anything)

The researcher provided some figures to present the result of the questionnaire taken from the students of class 8 C. The result is presented as follows:



Figure 4.1 Result of question number one

The first question was about the duration of the video playing. From the diagram, there were 96% of the students chose five minutes for the video to be played. The 4% chose three minutes and none of the student chose one minute. The researcher and the teacher agreed to use the five minutes duration for playing the video, since it was quite long enough. The researcher can do some drillings by playing the video a few times.

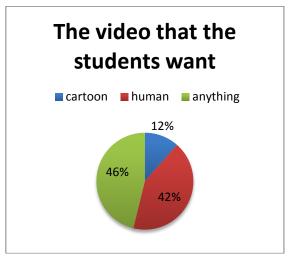


Figure 4.2 Result of question number two

The next question was about the video that the students want. It could be seen from the diagram that the result was so slight. There were 46% of the students prefer to choose anything for the video. The 42% of the students wanted the human and only 12% of the students prefer cartoon. What the researcher meant by anything here was it did not matter whether the video was cartoon or human. The researcher and the teacher were satisfied with this result since they still did not know what videos were available. It would make the researcher find the videos more easily.

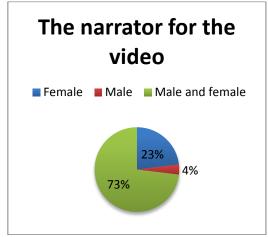


Figure 4.3 Result of question number three

The diagram above showed us about the result of the narrator for the video that the students' want. The 73% of the students chose both female and male as the narrator in the video. The 23% chose the female narrator and the rest chose the male narrator. Based on the result, the researcher and the teacher thought that the students' choice was just good since they needed both female and male narrators to learn. They would get more examples by listening to the different voices from the video.

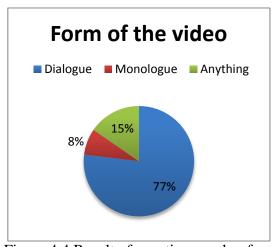


Figure 4.4 Result of question number four

The last question was about the form of the video. From the diagram, it was shown that 77% of the students liked dialogues for the video. Only 8% of the students chose monologue and the rest chose anything. Since the materials for this research was about transactional and interpersonal, it would be perfectly matched with what the students want, that was dialogue. It would give the appropriate examples for them.

Meanwhile, the other supporting media such as pictures, and situation cards were used to support the teaching and learning process so that the students found it interesting and enjoyable to learn speaking.

## d. Deciding the Teaching and Learning Activities

The video watching activities were some communicative speaking activities such as games and role play. By doing those activities, the students were able to communicate in English fluently, accurately and appropriately.

## e. Making Course Grid and Lesson Plans

Course grid and lesson plans were made to design the materials and the activities. They were designed by the researcher in collaboration with the English teacher and had been reviewed and revised to meet with the needs. The course grid and lesson plans were available on the appendix.

# 1. Report of Cycle 1

# a. Planning

Based on the feasible problems above, some efforts to overcome the problems were planned. Those actions were highly expected to achieve improvement on some aspects as follows:

Table 4.8 The Actions and the Expected Improvement to Achieve

No.	Actions	Expected Improvement to Achieve
1.	Using videos consists of appropriate models of English as the teaching and learning media	<ul> <li>The materials and classroom activity would be varied and interesting.</li> <li>The students would be motivated to learn English especially speaking.</li> <li>The students had adequate mastery of pronunciation, grammar, vocabulary and fluency.</li> </ul>
2.	Applying some communicative speaking activities	<ul> <li>The students could express their ideas or feeling in a fun way.</li> <li>The students had some opportunities to speak more.</li> <li>The students got involved</li> </ul>

No.	Actions	Expected Improvement to Achieve	
		actively in the lesson.	
3.	Using classroom English optimally in the teaching and learning process	By using the classroom English, the students would be accustomed to listening and use English in the class.	
4.	Giving feedback on the students' performance	The students would get better understanding on grammar and pronunciation.	
5.	Giving handouts of the materials	The time allocation could be appropriate and the students could learn the materials at home.	
6.	Giving situation cards to the students	The students would be easily learning in creating their own dialogue.	

The actions were focused on improving the speaking skills through the use of audio-visual aids, in this case, video. The researcher would be the teacher during the implementation of the actions. Meanwhile, the action plans performed in the first cycle were:

## 1) Using Audio-Visual Aids (Video) as the Teaching Media

Considering the time allocation and the materials for the cycle 1, the teacher and the researcher decided to use video as the audio-visual aids for the teaching and learning process. The video was downloaded from <a href="www.youtube.com">www.youtube.com</a> entitled Can & Can't with Action Verbs 6- 'WHAT CAN YOU DO' Fun English Cartoon by Pumkin.com. , Can & Can't with Outdoor Action Verbs 8- Fun English Conversation pt.1 with Pumkin.com. , and EC 1 05 Future Tense WILL (Materi Future Tense Will ) by the consideration from the teacher, the collaborator and the researcher. The video would provide subtitles to make the students easier to understand the materials.

## 2) Applying Communicative Speaking Activities

The communicative speaking activities were applied in order to make the students could understand and comprehend better in the use of the materials in the real life context. The students could increase their confidence in a fun way and even without realizing that they had already used the language. The activities in cycle 1 were games and role play.

## 3) Using Classroom English during the Teaching and Learning Process

The classroom English was used regularly to make the students familiar with English words and expressions along with pronunciation. The researcher used the classroom English for the daily teaching activities, for greeting the students, explaining the materials, giving feedback and instructions, summarizing the lesson, and closing the lesson.

The students were not accustomed using English because they use Javanese and Indonesian in their daily life. The students mentioned that their vocabulary mastery was still low and they found it difficult to understand when people talk in English. To overcome this problem, the researcher would not always mix English and Indonesian when the students were confused with the materials.

For supporting the activities, first, the researcher would give feedback for the students' performance covering the pronunciation, grammar, fluency and also vocabulary. Based on the observation, it was found that the students only got the copies of the some pages from the book. Second, the researcher would give handouts for the students so that they could easily understand the materials from different sources.

## b. Actions and Observations in Cycle I

The actions were carried out three times on September 19<sup>th</sup>, 22<sup>th</sup>, and 26<sup>th</sup> 2014. The actions were focused on the use of the video to improve the speaking skills. The researcher acted as the teacher, while the teacher became an observer. There was a collaborator who helped the researcher. The collaborator also observed the teaching and learning process, took pictures and recorded some of the students' performance. The data during Cycle I was gained from classroom observations, interviews, and video recording of the students' performance. The further explanation is provided below.

# 1) The First Meeting of Cycle I

The first meeting of cycle I was conducted on September 19<sup>th</sup> 2014. The researcher started by checking the students' attendance. Then researcher gave apperception to the students related to the topic. The students were silent and looking at their friends because they did not know how to answer the question. The students then were asked in *Bahasa Indonesia*, and some students answered "Can you?" The researcher told the students that they were going to learn about asking and stating if one can do something. The students got a paper from the researcher. The researcher told the students that she was going to play a video about a pumpkin audition and there were some expressions of asking and stating if one can do something. The students should pay attention to the video and wrote down what the pumpkin can and cannot do on the column from the paper they got.

The researcher played the video. The students paid attention to video. The students sometimes laughed when they saw something funny from the video.

Some students took a note while the other just watched the video. When the video ended, the researcher asked the students if they have finished doing the task or not. The students shouted "Nooooo". The video was being played once again, and the reseracher told the students to do their task. The students did the task. After the students finished doing their task, the researcher asked some questions related to video. The students answered them together based on their work. The students got all the correct answers. The male students seemed more active in answering the questions. The reseracher showed the transcript video and emphasized the expressions. The video was being played once again, and the students repeated the expressions after the narrator. The students were very enthusiastic and interested to repeat after the narrator. The researcher asked the students if they found any difficult words but they did not find any difficult word.

The researcher told the students that the next activity was playing game. She divided the students into two groups. The first group got a picture with an activity, for example a picture of a girl singing and the word "sing". The other group got a card with an order, for example "find someone who can run". All the students got different cards. The students had to ask their friends by using the expression, "Can you ... ?" depended to the card they got. The students did the task quickly. They wanted to be the first one to find their match. They looked very busy asking their friends one by one. They were very interested and full of spirit on playing this game.

After all the students found their match, the researcher then gave them a hand out containing the materials about 'can and cannot'. The students paid attention to the handout while the researcher was explaining about how to use the expressions.

The last activity was doing a role play. The students were asked to work in pairs, and then the researcher gave each pair a situation card. The students made a dialogue and then performed it in front of the class. The researcher was going around when the students made the dialogue and helping the students who found some difficulties. Some students were shy to ask the researcher. They asked her after she approached them. The students asked about how to do the task. The researcher explained it by using Bahasa Indonesia because when she explained it in English, the students seemed confused. When the students were being asked to perform it in front of the class, they were shy and afraid to perform. They asked the researcher if they could bring the text, but she asked them not to bring it. The students needed some extra time to memorize the dialogue. They performed the dialogue in front of the class. The collaborator recorded the video of the students' performance. Many of them still made mistakes on their pronunciation. When their friends were performing, the other students made some noise by practicing their own dialogue and did not pay attention to their friends who performed in front of the class. After all the students have performed, feedback was given based on the students' mistakes and the researcher gave the correct pronunciation, asked the students to repeat after her. The researcher summarized what they have learnt that day and then closed the lesson.

# 2) The Second Meeting of Cycle I

The second meeting of cycle I was conducted on September 22<sup>nd</sup> 2014. The lesson was started at 12.15 p.m. The researcher greeted the students and checked the students' attendance. The researcher reviewed the last meeting materials and asked some questions to remind the students. The researcher conveyed the students about what topic they were going to learn. The video of asking and stating if one will do something was played. The students paid attention to the video. The researcher asked some questions related to the video and what expressions that the narrator used in that video. The students answered the questions together. The researcher played the video once again and asked students to repeat the expressions after the narrator by pausing the video. The students repeated all at once. The students were asked if they had any questions related to the video. The students did not have any question.

For the next activity, every student was asked to stand up. A list of activities was showed on the screen. The researcher told the students to look at the activities. The students had to ask their friends to do something based on the activities on the table by using the expression of "Will you ...?" They had to point out their friends and asked the question. Their friend should answer by saying *Yes*, *I will or No*, *I won't*, depend on the answer from the table. The researcher started the task by giving example. She chose one of the students and asked the first activity. The students were very active in doing the task. They liked pointing out their friend who seemed not ready and they laughed seeing their friend startled.

Next, the researcher gave every student a paper containing a dialogue and some questions. There were some key vocabularies. The students were asked to repeat after the researcher pronouncing the words. The students had to find and underline the expressions of stating and asking if one will do something from the text. After that, they had to answer the questions related to the text. The students did the task. Many of them still confused about the question. They sometimes forgot the meaning of who, where, etc. The studentss asked the researcher if they did not sure about the meaning. The students were not shy and afraid anymore to ask the researcher if they had something they did not understand. Because of the hot weather, the students started to make some noise and they were not focused on the task. The researcher then turned on the fan and asked the students to keep silent. After 10 minutes passed, the researcher asked the students if they had finished doing the task or they had not. Before they checked the answers, the researcher asked two of the students to read the dialogue. The researcher and the students discussed the answer.

Next, a handout was given to the students. The researcher explained on how to use the expression of asking and stating if one will do something. For the last activity, the students were asked to work in pairs and the situation cards were given. The students had to make a dialogue and present it in front of the class. The researcher explained the situation card and gave an example. The students did the task with their partners. The researcher went around the class to check the students' dialogue. There were only three pairs of the students who presented in front of the class because the bell was ringing. The researcher asked the other

students who had not presented yet, to practice and to memorize the dialogue at home. Finally, the researcher closed the lesson and greeted the students.

## 3) The Third Meeting of Cycle I

The third meeting of Cycle I was conducted on September 26<sup>th</sup> 2014. The lesson was started by greeting, praying and checking the presence. At that day, one of the students was absent. The researcher reminded the students to be ready to perform in front of the class. The students who have not performed on the last meeting, should raise their hand. There were so many students rose their hands. They looked very panics and did not ready to perform. The researcher gave 10 minutes for the students to practice. After ten minutes passed, the students then performed their dialogue in front of the class. Because there was one student who did not come, the researcher then became the partner for one of the students. When there was a pair who performed, the other students were very noisy and talked to their friends. The researcher then decided to gave them a task. All the students had to find and underline the expression of asking and stating if one can do something and if one will do something. All the students did the task and there was no more noise. When all students have already performed, the researcher asked if the students had done the task. The students answered that they had finished doing the task. Two students were pointed out to read the dialogue. Then the researcher gave them the example on how to pronounce the words by showing the Cambridge dictionary and showed it in the LCD projector. They were enthusiast since this was a new way of learning for them. They practiced to pronounce it correctly. After correcting some mistakes, the researcher asked the students if there were any difficult words or not. The students mentioned some other words and then the researcher gave the meaning and the right pronunciation.

Next, the students repeated the words enthusiastically. The researcher and the studentss then discussed the expressions that the students had found. All the students had the correct answer. The students were asked to practice the dialogue with their partners. The researcher went around the class to listen to the students pronunciation, corrected them if they were wrong. In the middle of the lesson, there were two boys who wanted to go to the bathroom. They asked permission in *Bahasa Indonesia* and the researcher told them how to ask permission in English. Both of them repeated it and they got the permission to go to the bathroom.

For the last activity, the situation cards were given for the students. The students made a dialogue then performed it in front of the class. They seemed enthusiastic. Later, the researcher gave them the feedback of the performances and reviewed the material they have learnt that day. The researcher asked one of the students to lead a prayer. The researcher greeted the students to close the lesson.

#### c. Reflection

After conducting the actions in Cycle I, the English teacher and the researcher discussed the teaching and learning process to make some reflections. It was to fulfill the democratic validity and dialogic validity as previously stated in chapter III. In the discussion, they analyzed the data from the observations and interview transcript to evaluate the action conducted. Everyone was free to express their opinions, feelings, and suggestions related to the implemented actions. The following were the results of the reflection.

# 1) Using Audio-Visual Aids (Video) as the Teaching Media

By watching videos, the students learnt from the appropriate models of speaking in English. It was given as the input materials so that the students could get as many information and examples as possible in using the expressions. The video captured their attention and they enjoyed learning through the use of this media. By watching the video, they knew the correct pronunciation and also the written words being pronounced since there were subtitles on the video. They also knew the use of the language in the real life context. The following extract shows students' opinion about the use of videos.

- P : "Kalau begitu belajar pake video cukup membantu kalian gak?"
  - (So, learning by watching video helps you a lot, right?)
- S1 : "Membantu dong Miss. Pas pake video itu materinya jadi lebih mudah diingat. Mudah dipelajari juga. Kan ada gambarnya terus cara ngucapinnya juga. Jadi lebih gampang Miss."
  - (Yes, it helps Miss. I can easily remember the materials by watching videos. It is easy to learn. There are some pictures and also I can listen to how to pronounce the words. So, it is easier)
- S2 : "Iya. Membantu. Kita bahkan bisa lihat tulisannya sekaligus cara ngomongnya. Kalau tidak tahu artinya juga bisa dikira-kira dari liat video itu Miss."
  - (Yes. It helps. We can also look at the subtitles. So we know how to pronounce that word. If we don't know the meaning, we can guess it by watching the video, Miss)

**Interview Transcript 9** 

P: "Alhamdulillah deh. Terus belajar bahasa Inggris pake video itu membantu kalian gak?

(Alhamdulillah. What do you think about learning using the video?)

S4 : "Iya Miss membantu. Kan lebih mudah diingat, lebih jelas, dan mudah dimengerti juga Miss."

(Continued)

(Continued)

- (It is helpful Miss. We can easily remember it, it is clearer and easier to understand, Miss)
- **S**5 : "Membantu Miss. Bisa lihat sekaligus denger cara ngomongnya yang benar Miss." (It is helpful. We can listen to the correct pronunciation of some particular words)
- **S**6 : "Iya Miss. Membantu banget. Kata-kata yang di video udah jelas. Ditambah penjelasan dari Miss Olga juga. Jadi tambah jelas banget deh. Hehe."

(Yes, it is helpful Miss. The words from the video were already clear. We also get your explanation, so it becomes clearer. Hehe)

Interview Transcript 11

The use of audio-visual aids (video) was successful during the implementation of the actions. The students were very enthusiastic when they were watching the video as stated by the teacher on the extract below.

- P : "Menurut bapak penggunaan video sudah membantu siswa pak?"
  - (What do you think about the use of the video Sir? Did it help the students?)
- G : "Sudah cukup menarik mbak. Sudah efektif juga. Siswa jadi lebih tertarik, lebih antusias. Hanya masih butuh bimbingan aja supaya mereka lebih mudah memahami isi dari video tersebut."
  - (It is quite interesting. It is very effective too. The students are interested and enthusiastic in learning English. It just needs more guidance to make them easily understand the content of the video)

Interview Transcript 12

The other media such as pictures for playing games and situation cards were also provided to support the teaching and learning process. By playing games using the pictures, the students found it easy to practice the expressions with their friends. The situation cards were very helpful since there was translation in Indonesian to make them easier on making their own dialogue. There were some

weaknesses in using the video. It was quite time consuming to prepare all the stuffs. Though it was successful in gathering the students' attention, it sometimes made them over enjoyed it and then forgot to do the task. It caused them to ask for the repetitions on playing the video because they have not finished doing the task just by watching the video once or twice.

# 2) Applying Communicative Speaking Activities

The communicative speaking activities such as playing games, practicing the dialogue, and doing role play could improve the students' involvement and speaking abilities since they gave them some opportunities to speak. By practicing, they knew how to use the expressions in the real life context. They could connect when they should use some expressions in their daily life. They were actively speaking when they did the task. It was shown from the observation.

Ss did the task quickly. They wanted to be the first one to find their match. Ss looked very busy asking their friends one by one. They were very interested and full of spirit on playing this game.

Field Note 06

R started the task by giving example. She chose one of the Ss and asked the first activity. The Ss were very active in doing the task. They liked pointing out their friend who seemed not ready and they laughed seeing their friend startled.

Field Note 07

Ss : Students R : Reseacher

The communicative speaking activities did improve the students to be more active in speaking. However, there were still some problems during the teaching and learning process. The researcher felt difficult to control the class. The students liked walking around to find their match when playing the games and they were making some noise because some of them tended to shout. Some students also could not easily think about what expressions that they should use while playing the game, so it was time consuming waiting them thinking.

#### 3) Using Classroom English during the Teaching and Learning Process

The researcher used the classroom English in every meeting to make the students more aware with the English words and increase their vocabulary. The classroom English was used in some ways like for greeting the students, opening the lesson, checking the students' attendance, explaining the materials, giving instructions, giving feedback, and closing the lesson. The researcher also used Indonesian translation sometimes, when the students did not understand the expressions. It can be seen in the extract below.

"What do you say to ask if someone can do something?" Ss were silent and looked at their friends because they did not know how to answer the question. R asked in Bahasa Indonesia. "Apa yang kamu katakan untuk menanyakan apakah seseorang bisa melakukan sesuatu?"

	Field Note 6
	·
R greeted the Ss and checked the Ss attendance. " everyone" Ss shouted together, "Good afternoon today?" asked R again. "I am fine, and you?" together. "I am fine too, thank you. Who is abset R. "No one" said the Ss.	". "How are you" 'Ss answered it

Field Note 7

The researcher also asked the students to always use English when they wanted to ask for permission to go to the toilet.

In the middle of the lesson, there were two boys who wanted to go to the bathroom. "Miss, mau ijin ke belakang" said one of them. R answered, "In English, please". They were shy. They just smiled and looked at R. "Repeat after me. May I go to the bathroom Miss?" said R. Both of them repeat it, and R gave them the permission.

Field Note 8

The classroom English was used regularly in the teaching and learning process. It was applied in the opening, main activity, and closing. It could be said that the use of classroom English was successful. The students were more familiar with the language. They even tried to get the researcher's permission to go to the bathroom in English that they never did before. Furthermore, it could increase the students' opportunity to speak in English because when the researcher asked some questions in English, they tried to answer them in English too.

Unfortunately, not all of the students were confident to speak in English. There were still some of them who were shy and afraid to speak in English. Thus, the researcher had to ask more than one time for anyone who wanted to be a volunteer to answer the questions or perform a dialogue. She repeated the same instruction slowly so that they could understand the instruction.

## d. Findings of Cycle I

Beside the observations and interviews conducted during the implementation and reflection, there was also a speaking assessment to measure the improvements of the students' speaking skills to support the data validity. There were four indicators of the speaking performance such as pronunciation, grammar, fluency, and vocabulary that the researcher used. The following table presents the students' mean scores on each aspect of speaking during the teaching and learning process or in the progress test.

Table 4.9 The Students' Mean Score of Each Aspect in Cycle I

	Pronunciation	Grammar	Fluency	Vocabulary	Total
Mean	3.13	3.48	3.48	3.92	70.09

After reflecting on the implemented actions and the scoring of the students' performance, the researcher and the English teacher concluded the findings of cycle I. There were some successful and unsuccessful actions during the implementation of cycle I. They are presented as follows:

Table 4.10 The Significant Impact and the Less Significant Impact during the Implementation of Cycle I

No.	Significant Impact	No.	Less Significant Impact
1.	The use of audio-visual aids (video) as the teaching media to provide the appropriate models of English for the students in the real context of communication were successfully achieved.	1.	Some students over enjoyed the video watching and forgot to do the task.
2.	Students' motivation and interest in learning English through video watching was improved.	2.	The preparation was quite time-consuming.
3.	Students' could understand the materials easily.	3.	The students needed more time in understanding the researcher's instruction. They would ask for Indonesian translation because they did not understand it.
4.	Students got more chances to practice speaking English through imitating the narrator and through the communicative speaking activities.	4.	Some students needed more time to remember the dialogue and still brought some notes when performing.
5.	Some students could pronounce	5.	The students over-used the

No.	Significant Impact	No.	Less Significant Impact
	the words correctly.		situation cards.
6.	Students could speak confidently		
	in front the class.		
7.	The students were very active		
	during the teaching and learning		
	process.		

This following table shows the findings of cycle I and the recommendations for Cycle II.

Table 4.11 The Conclusions of the Actions in Cycle I

No.	Actions in Cycle I	Reflection in Cycle I	Recommendations for	
110.	rictions in eyele 1	Reflection in System	Cycle II	
1.	Using videos consisting appropriate models of English as the teaching and learning media	The students over enjoyed watching the video and forgot to do their while watching video task.	The researcher should	
2.	Applying some communicative speaking activities	Some students needed extra time to understand and do the task. The researcher found difficulties on controlling the students because when the researcher helped some students, the others were walking around or making some noise.	The class management needed to be improved. The researcher should apply reward and punishment to control the students.	
3.	Using classroom English optimally in the teaching and learning process	The researcher gave so many Indonesian translations for the students to make them understand the task or materials easily because the students could not understand it when the researcher spoke too fast.	The Indonesian translation should be replaced by gestures and by saying the instructions slowly.	
4.	Giving feedback on the students' performance	The feedback given whenever it was needed. It was quite successful but some students would easily forget the correct	_	

No.	Actions in Cycle I	Reflection in Cycle I	Recommendations for Cycle II
		one and did the same mistakes.	Cycle II
5.	Giving handouts of the materials	The students got the materials about that day lesson and helped them on the making dialogue.	This action should be continued in the next cycle.
6.	Giving situation cards to the students	There was Indonesian translation on the situation cards that made the students lazy to find the meaning and improve their dialogue.	The Indonesian translation should be removed and replaced by the simple situation for the students to make them easily improve their dialogue.

## 2. Report of Cycle II

## a. Planning

According to the discussion with the English teacher, it was determined that Cycle II still focused on the same problems found in Cycle I. The researcher decided to apply the same activities and some new actions with the hope that the teaching and learning process would be more enjoyable and the students' speaking skills could be significantly improved. The action plans of Cycle II can be seen below.

## 1) Using Audio-Visual Aids (Video) as the Teaching Media

The researcher would continue using the audio-visual aids (video) as the teaching media for the cycle II. The materials for cycle II would be about the expressions of giving instruction and inviting someone. The researcher would give the clearer instruction on the while watching video activity so that the students could do the task easily and they could focus on the task rather than just watching the video. Most of the videos would be taken from <a href="https://www.youtube.com">www.youtube.com</a>

entitled Classroom Actions & Commands pt.6- Animated English Grammar Cartoon for Children by Pumkin.com. and Inviting to a Wedding Anniversary Party - English Conversation Lesson and the selection of the video would be based on the materials and the consideration from the English teacher and the researcher. In the cycle I, the students needed more repetitions on watching the video because they over-enjoyed watching it and did not do the task. In this cycle, the researcher would clearly tell the students that the video would only be played for two or three times so that the students could focus on doing the task.

## 2) Applying Communicative Speaking Activities

In cycle I, the communicative speaking activities were mostly about playing games to attract the students' interest. In cycle II, the researcher would give more dialogue or role play practices for the students so that they would be accustomed with the expressions. The students got the situation cards with the Indonesian translation and exact actions in the cycle I. For the cycle II, the researcher would give only the English instruction for the situation cards to make the students more familiar with the English words and make the instruction simpler so that they could understand it easily and could develop their own dialogue.

## 3) Using Classroom English during the Teaching and Learning Process

The classroom English would be used regularly to make the students more aware and familiar with the English words and expressions. The researcher gave the Indonesian translation a lot at cycle I because the students did not really get the sentences. For cycle II, the researcher would use the simpler classroom English and say the instructions slowly by using gestures in order to make the

students understand the instructions without Indonesian translation. The supporting actions such as giving handouts and giving feedback would still be used in the cycle II.

## 4) Giving Rewards for the First Performances

In the cycle I, the students were still shy to perform their dialogue in front of the class and it wasted the time waiting for them to start performing. The researcher and the English teacher decided to give rewards for the three pairs who are willing to perform first in front of the class. They would get some gifts from the researcher. It was expected that the rewards could motivate them to finish and perform their dialogue faster to get the rewards.

## b. Actions and Observations in Cycle II

Cycle II consisted of three meetings. The actions were conducted on September 29<sup>th</sup>, October 3<sup>rd</sup>, and 10<sup>th</sup>. The actions were still focused on the use of audio-visual aids (video) to improve the speaking skills. The teaching and learning process was described below.

## 1) The First Meeting of Cycle II

The first meeting of cycle II was conducted on September 29<sup>th</sup> 2014. The researcher started the lesson by greeting the students and checking the students' attendance. The researcher then reviewed the last meeting material. The students mentioned the example of the expressions one by one. Then the researcher moved on to the next material. The researcher pointed a student out to do something. The student looked hesitant, did it and sat again. The researcher told the students that the previous event was the example of giving instruction. All the students nodded

their head. The researcher told the students that they were going to learn about the expressions of giving instruction. The researcher played a video and asked the students to observe the video. After watching the video, the researcher asked the students what the video was about. The students seemed hesitant to answer and just kept silent. One of the students said that they forgot in *Bahasa Indonesia* softly. The students were asked to pay attention to the giving instruction expressions and took a note so that they would not forget the expressions. The researcher played the video again and the students wrote down the expressions. The researcher asked the students once again. The video was played once again. The students were asked to repeat after the narrator. All the students repeated the expressions.

The researcher then told the students that they were going to play a giving instruction game. The students had to make an instruction that could be done at the class. They could not make the same instruction. They had to point out their friends to do it. The researcher started the game by giving the example to the students. The students were busy thinking about what kind of instruction they could do in the class. When their friend already used the instruction that they thought of, the other students looked panic thinking about the different instruction. The students were very active in this game. They were very interested in what kind of instruction that their friends made. They were happy doing the instruction and laughed when their friends did the difficult instruction like sweeping the floor. The researcher was taking notes of the wrong pronunciation that the students made. In the end of the game, the researcher explained to the

students what the correct pronunciation was by using the Cambridge dictionary, and asked the students to repeat the correct pronunciation together. The students sometimes smiled when they heard the correct pronunciation because they thought it was funny.

The researcher moved on to the next activity. The incomplete dialogues were given to the students. The students had to fill in the blank parts of the incomplete dialogue by listening to what the researcher's said. The researcher checked the students' understanding of what they had to do. The researcher explained the instruction again, then giving a gesture of writing. The researcher then read the complete dialogues. Some students were talking with their friends and missing the sentences. The researcher read the dialogues again. The students did the task orderly and silently. After they have finished, the researcher and the students discussed the correct answers together.

The students were asked to practice the dialogue with their partner. The researcher walked around the class to check the students' pronunciation. For the last activity, the researcher asked the students to perform the dialogue in front of the class. There were only six pairs who have performed because the bell was already ringing. The researcher summarized the lesson briefly, greeted the students and then closed the lesson.

#### 2) The Second Meeting of Cycle II

The second meeting of cycle II was conducted on October 3<sup>rd</sup> 2014. The researcher started the lesson by greeting the students and checking the students' attendance. The researcher reviewed the last meeting material. The students who

have not performed then came to the front pairs by pairs. The researcher gave the feedback for the students' performances.

Next, the researcher told the Ss that they were going to learn about the expressions of inviting someone to do something. The video was played and the students were starting to observe. Some of the students took notes. After finished playing the video, the researcher asked some questions to the students. The students were asked by the researcher avout how to pronounce some words. The students pronounced the word as what it was written. The researcher gave the right pronunciation and the students repeated it.

For the next activity, the students were asked to pay attention to the video again and find the expressions of inviting someone from the video. The video was being played again. The students kept silent and paid attention to the video. The students had not done finding the expressions, and asked the researcher to play the video once again. After the third times playing the video, the students had done doing their task. The researcher and the students checked the correct answers by playing the video and giving pauses to every sentence. The researcher asked in every sentence if there was an expression of inviting someone to do something. The students answered the question orally and said the expressions if there was any of it.

Moving on to the next activity, the students were given incomplete dialogues. The researcher read the complete dialogues slowly to make sure that the students did not miss any sentence. After the students finished completing their dialogues, the researcher and the students discussed the answers together. For checking if the

students had the right grammar, the researcher showed the transcript of the dialogues and asked the students to check their own work. The students finished correcting their writing. The researcher asked the students to repeat after her about the correct pronunciation of some difficult words.

The students were asked to practice the dialogue with the different partners from the last meeting. The researcher walked around the class to check the students' pronunciation and corrected it if the students pronounced it wrong.

For the last activity, the students were asked to work in pairs and given a situation card. The students had to make a dialogue then performed it in front of the class. The researcher walked around to check if the students needed her help or if they had any question. The students raised their hand and called out the researcher impatiently to help them. They kept calling when the researcher were busy helping the other. They were not shy and afraid anymore to ask the right pronunciation if they were hesitant about it. When it came to the time for performing, the researcher told the students that she would give a reward for three first pairs who performed their dialogue in front of the class. The students raised their hands and did not want to lose the chance to perform it first. They were very enthusisastic. The researcher then chose three pairs who raised their hand faster than the others. All the students had performed their dialogue. After giving feedback to the students' performances, the researcher reviewed the material in that day. At last, the researcher closed the class by greeting the students.

## 3) The Third Meeting of Cycle II

The third meeting of cycle II was conducted on October 10<sup>th</sup> 2014. The researcher started the lesson by greeting the students. The researcher then reviewed last meeting material.

Next, a dialogue text was given to the students. The students had to underline the expressions of giving instruction and inviting someone. The students were busy doing the task while the researcher walked around to help if they found any difficulty.

After 15 minutes passed, the researcher and the students discussed the correct answers of the task orally. After that, some students were pointed out to read the dialogue. Next, the researcher asked the students to practice the dialogue, after she gave the right pronunciation of the difficult words. The researcher walked around the class to check the students' pronunciation. Finished walking around and checking every pair, the researcher then gave the final activity. She asked the students to work with the different partner, and gave the situation card. They had to make a dialogue then perform it in front of the class. The students directly did the task because they got used to make it. Twenty minutes passed, the students started to perform pair by pair. At last, the researcher gave feedback for the students' performances. The researcher then reviewed the material that had been learnt. She also said goodbye to the students since it was the last meeting. She closed the lesson by greeted all the students.

#### c. Reflection

The English teacher and the researcher did the last discussion in reflecting all the actions in Cycle II. The problems which happened in the second cycle were discussed with the English teacher to achieve the democratic validity and dialogic validity. The data of the reflection were captured from the observations during the teaching and learning process and the interviews after each meeting. They are described as follows.

#### 1) Using the Audio-Visual Aids (video) as the Teaching Media

Similar to first cycle, the researcher used video as the input materials for the students. While watching the video, the researcher gave a clear instruction about what the students should do when watching the video. It could be seen from the extract below.

The R played a video and asked the Ss to pay attention to the video. After watching the video, the R asked the Ss what the video was about. The Ss seemed hesitant to answer and they just kept silent. "Lupa Miss" said one of the Ss softly. The R then told the Ss to pay attention to the giving instruction expressions and took a note so that they would not forget them. The R played the video again and the Ss wrote down the expressions. The R asked the Ss once again, "What was the video about?" The Ss answered all together, "Giving instructions, Miss". "Can you give me the example?" asked the R. "Yes. Please, stand up. Please, sit down" answered one of the Ss.

Field Note 10

"Yes, It could be. To make you clearly understand the expression, here I will play a video. Try to observe the video. You can take a note if it is needed" said the R. "Okay Miss", answered all the Ss. "Are you ready to watch?" asked the R. "Yesssss", shouted the Ss. The R played the video and the Ss were starting to observe. Some of the Ss took notes.

Field Note 11

#### R : Researcher Ss : Students

By giving the clear instruction for the while watching video activity, the students could understand what was the material about by doing the task. To give them more practices on using the expressions, the researcher asked the students to repeat after the narrator. The researcher gave some pauses on the expressions so that the students could imitate the sentences easily.

Watching videos helped the students to understand the materials. They found it easy to comprehend the materials and also remember them. It can be seen from the following transcripts.

- P: "Membantu gak Nin belajar speaking pake video gitu?"
  (Does learning by watching video help you on your speaking ability?)
- S1 : "Membantu Miss. Kan jadi mudah diinget. Jadi belajarnya lebih gampang"

  (Of course it helps. I can easily remember it. So I can easily learn it)
- P : "Ada kemajuan gak habis belajar speaking pake video?"
  (Is there any improvement on your speaking ability after watching the video?)
- S1 : "Ada dong Miss. Kata-kata bahasa Inggris yang belum terlalu lancar bisa jadi lebih lancar abis nonton video. Soalnya lebih tahu cara ngucapinnya. Jadi lebih pede Miss pas ngomong"

(Yes. For the English words that I couldn't say them fluently, I can say them fluently after watching the video, because I know exactly how to pronounce the words. I become more confident when I speak)

Interview Transcript 13

P: "Kalo menurut Eka belajar pake video gitu membantu buat Eka belajar speakingnya?"

(Doos laarning by watching video bela you on your

(Does learning by watching video help you on your speaking ability, Eka?)

(Continued)

(Continued)

- S2 : "Membantu Miss. Kan ada contoh yang bisa dilihat sama didengar. Jadi lebih jelas Miss."
  - (Yes, it helps because there are some examples that can be seen and be heard. So it is clearer, Miss)
- P: "Ada kemajuan dong habis belajar speaking dengan nonton video gitu?"
  - (Is there any improvement on your speaking skills after watching the video?)
- S2 : "Ada Miss. Karena belajarnya lebih mudah dipahami. Jadi lebih seneng. Gak terlalu beban soalnya gak berasa sulit Miss."

(Yes Miss. I can comprehend the materials easily. So it is more fun. There is no burden on learning English because it feels easy)

Interview Transcript 14

Moreover, the students sometimes did not know the meaning of some words but they said that they could guess the meaning by watching the video. The students could learn the correct pronunciation and know how the written form was because there was a subtitle on the video.

- P : "Alhamdulillah. Farhan suka gak belajar bahasa Inggris pake video?"
  - (Alhamdulillah. Farhan, do you like learning by watching video?)
- S3 : "Suka Miss. Mudah dimengerti sih kalo pake video itu. Jelas cara pengucapannya."
  - (I like it Miss. It is understandable by watching the video. The pronunciation is clear enough)
- P : "Bagus deh. Jadi video membantu Farhan buat belajar speaking?"
  - (That's great. So, video is helping you on learning speaking, right?)
- S3 : "Membantu Miss. Kan tiap kalimat yang diucapkan di videonya itu udah ada subtitle nya Miss. Bisa lebih ngerti kalau tulisan kayak gitu cara ngucapinnya gimana gitu. Kalau gak tau artinya juga bisa dikira-kira dari lihat gambar yang di video"

(Continued)

(Continued)

(It is helpful Miss. There is a subtitle for every sentence. It is understandable because we know the written words and also how to pronounce them correctly.

Even if we do not know the meaning, we can guess it by watching the pictures on the video)

- P: "Ada kemajuan dong Farhan speakingnya?"
  (Is there any improvement on your speaking ability?)
- S3 : "Ada Miss. Jadi lebih tahu cara pengucapan yang benar kayak gimana."

(Yes, there is. I know the correct pronunciation of the certain words)

**Interview Transcript 15** 

The use of video in the teaching and learning process was successful. The students could pay more attention on the materials. They were very enthusiastic in learning English. It can be seen from the following interview transcripts.

P: "Kelebihan yang ada di cycle 2 ini pak? Apakah penggunaan media juga sudah efektif?"

(What is the excess of the cycle 2 Sir? Is the use of the

(What is the excess of the cycle 2 Sir? Is the use of the media effective?)

G: "Medianya sudah bagus. Anak juga sangat antusias untuk memahami sesuai dengan makna yang disampaikan. Mereka lebih berani untuk maju ke depan. Kalau di cycle 1 mereka masih malu-malu, di cyle 2 mereka terlihat lebih percaya diri bahkan rebutan untuk maju pertama. Mereka juga tidak takut untuk bertanya ketika tidak mengerti. Terlihat sekali usaha mereka untuk selalu berbicara bahasa Inggris di kelas"

(The media are already good. The students were enthusiastic in comprehending the meaning that was delivered. They were braver to come in front of the class. In cycle I they were still shy, but they were very confident in the cycle II. They even struggled to be the first to perform their dialogue. They were not afraid to ask when they did not understand. Their effort to speak in English was crystal clear seen)

Interview Transcript 18

The students also found it easier to learn by watching the video. They were not bored anymore. Learning by watching the video was very helpful for them. Their pronunciation improved. It can be seen from the interview transcripts below.

_	,			
P	: " Kalian suka gak belajar bahasa Inggris			
	terutama speaking pake video?"			
	( Do you like learning speaking by watching the			
	video?)			
S4	: "Suka Miss. Lebih nyenengin sama gak bosan."			
	(I like it Miss. It is more fun and not boring at all)			
S5	: "Lebih suka pake video Miss."			
	(I prefer learning by watching video Miss)			
P	: "Jadi lebih membantu ya kalau pake video gitu?"			
	(Did it help you?)			
S4 & S5	: "Membantu. Mudah diingat sama mudah			
	dimengerti juga"			
	(It did. It was easier to be remembered and it was			
	understandable too)			
P	: "Ada kemajuan apa selama belajar speaking pak			
	video gini?"			
	(Is there any improvement from learning speaking			
	by using the video?)			
S4	: "Kemajuannya ya jadi lebih tahu cara ngucapin			
	kata-kata pake bahasa Inggris Miss. Lebih			
	gampang mengingatnya juga"			
	(The improvement is I know how to pronounce			
	English words correctly Miss. It was easier to			
	remember them)			
S5	: "Lebih mudah sama enak memahami materi			
	pelajaran Miss."			
	(It was easier to comprehend the materials Miss)			
	Interview Transcript 16			
	interview Transcript 10			

- P: ".... Elrika suka gak belajar bahasa Inggris pake video?" (.... Elrika, do you like learning English by watching the video?)
- S6: "Suka Miss. Karena ya itu tadi. Materinya mudah dimengerti. Soalnya dari video kita udah lihat contoh yang benarnya kayak gitu. Jadi lebih pede aja sama lebih berani pas kita ngomong"
  - (I like it Miss because the materials were easily to understand. We can see the correct examples from the video too. It made me be braver when I speak)
- P: "Mmm.. gitu ya. Kalau nonton video gitu membantu gak buat kamu belajar speaking?" (Mmmm .. I see. Did learning by watching video help you?)
- S6: "Membantulah pasti itu Miss. Kan kata-kata yang di video udah jelas. Ditambah penjelasan dari Miss Olga jadi tambah jelas. Jadi lebih mudah"

  (Of course Miss. The words from the video were already clear. Plus the explanation form Miss Olga, it becomes clearer. It becomes easier)
- P: "Ada kemajuan dong Elrika selama belajar bahasa Inggris terutama speaking pake video gitu?"
  (Is there any improvement?)
- S6 : "Kemajuannya ya aku lebih merasa nyaman sama lebih merasa bahasa Inggris itu ternyata mudah dimengerti, terutama dengan ada videonya itu tadi Miss"

  (The improvement is I feel comfortable and think that English is understandable, especially by using the video

Interview Transcript 17

Furthermore, the technical problems in preparing the stuffs were avoided by preparing it as fast as the researcher could. It made the time allocation was just fine.

#### 2) Applying Communicative Speaking Activities

Miss)

Playing games and role play were still used to improve the students' confidence and ability to speak in English. When they found difficulties in

making the dialogue, or found difficulties on pronouncing some words, they confidently asked the researcher. It can be seen from the extract below.

For the last activity, the R asked the Ss to work in pairs and gave them a situation card. The Ss had to make a dialogue then performed it in front of the class. The R walked around to check if the Ss needed her help or if they had any question. The Ss raised their hand and called out the R impatiently to help them. They kept calling when the R were busy helping the other. They were not shy and afraid to ask the right pronunciation if they were hesitant about it.

Field Note 11

R : Researcher Ss : Students

The students had some fun in playing the game. They were very active and enthusiastic to take a part in the game. They thought seriously and kept challenging themselves to make the sentences or expressions. It is proven below.

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The R started the game by giving the example to the Ss. The Ss were busy thinking about what kind of instruction they could do in the class. When their friend already used the instruction that they thought of, the other students looked panic thinking about the different instruction. The Ss were very active in this game. They were very interested in what kind of instruction that their friends made. They were happy doing the instruction and laughed when their friends did the difficult instruction like sweeping the floor. The R was taking notes of the wrong pronunciation that the Ss have said. In the end of the game, R explained the Ss what the correct pronunciation was by using the Cambridge dictionary, and asked the Ss to repeat the correct pronunciation together.

\_\_\_\_\_

Field Note 10

R : Researcher Ss : Students

Doing the communicative speaking activities did improve the students and ability to speak English. They were very active when playing the games. It increased their participation, involvement, and interaction with others. They were also enthusiastic performing their dialogue. They practiced it with their different partners in each meeting. It built up their interaction among their friends. They were not afraid to ask the researcher during the activities that they never did before. Moreover, they found the teaching and learning process exciting.

#### 3) Using Classroom English during the Teaching and Learning Process

The implementation of classroom English had improved the students' speaking skills and their confidence to speak up. They understood the expressions that were usually said during Cycle I without translation, like greeting and short instructions. They also understood short explanation. They seemed familiar with English utterances than before. The students' participation also improved in asking and answering the questions. It can be inferred from the following field notes.

"Do you understand about what you have to do?" asked R. The Ss looked hesitant in answering the question, "Noooo". The R explained again, "You have to listen to me. I will read the complete dialogue and you have to write down the sentences that you have heard to fill in the blank parts". The R explained it by giving a gesture of writing. "Do you understand now?" asked R. "Yes" shouted the Ss. The R then read the complete dialogues. Some Ss were talking with their friends when they missed the sentences. "Have you filled all the blank parts?" asked the R. "Nooooooo" shouted the Ss. "Once again Miss" asked them. "Okay, I will read the dialogues once again. But please listen carefully and keep silent so that you can hear what I read clearly," said the R. he R read the dialogues again. The Ss did the task orderly and silently. Field note 10

The students sometimes mixed Indonesian and English to answer the researcher's question. It can be seen from the extract below.

Next, the R told the Ss that they were going to learn about the expressions of inviting someone to do something. "Have you ever invited someone?" asked the R. "Yes, Miss. Mengundang ke birthday party" answered one of the Ss. "Yes, It could be. To make you clearly understand the expression, here I will play a video. Try to observe the video. You can take a note if it is needed" said the R. "Okay Miss", answered all the Ss. "Are you ready to watch?" asked the R. "Yesssss", shouted the Ss.

Field Note 11

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"Good morning, Miss. I am fine, thank you. And you?" replied the Ss. "I am feeling well, thank you. Who is absent today?" said the R. "Yoan, Miss. Ijin. Grandfather nya meninggal, Miss." Answered the Ss. "I am sorry to hear that" said the R. The R reviewed last meeting material. "What have you learnt from the previous meeting? Do you still remember?" asked the R. "Inviting Miss" answered the Ss all at once. "Good" complimented the R. "What is is about? Can you give me the example?" asked the R again. "Would you like to go the beach with me?" answered one of the Ss. "Let's go to my house, Miss" answered the boy at the back. "Yes. Those were correct. Good" complimented the R. "What about the last two meetings? Do you remember it too?" asked the R again. "Apa yaa Miss. Oh I know Miss. I know. Giving instruction kan ya? Yang stand up, sit down itu kan Miss?" answered the student who sit at the front. "Excellent" complimented the R.

Field Note 12

R : Researcher Ss : Students

Using classroom English during the teaching and learning process had significantly improved the students' speaking skills. It was effective to provide the students with opportunities to speak in English. They were already familiar with

the English words since the researcher implemented it from the first cycle. They even tried to speak English on answering the researcher's questions, even by mixing it with Indonesian. They asked for permission by using English. The simpler classroom English and the use of gestures successfully helped the students to get the meanings of what the researcher said.

#### 4) Giving Rewards for the First Performances

The rewards were giving for the students who willing to perform their dialogue first. The gift from the researcher would be given to those who performed first in the end of the activity. Knowing that there was a gift for them, the students were very enthusiastic on doing the task. They worked hard to be first to get the gift. It can be inferred in the following field note.

When it came to the time for performing, the R told the Ss that she would give a reward for three first pairs who performed their dialogue in front of the class. "Okay. The first three pairs will get rewards from me. Who wants to perform? Raise your hand please" said the R. The Ss were raising their hands and they did not want to lose the chance to perform it first. They were very enthusiastic. The R then chose three pairs who raised their hand faster than the others.

Field Note 11

Giving rewards for the three first pairs who performed their dialogue effectively encouraged the students. They struggled to be the first. They worked hard to finish and practice their dialogue. It motivated the students to do their best to become the first. The researcher found it difficult to decide who the first pair raised their hand faster than others. It was decided then, by the consideration from the collaborator.

### d. Findings of Cycle II

The researcher and the teacher implemented some improved actions in cycle II to make the teaching and learning process of speaking could be more interesting and enjoyable. The change result of the actions during the teaching and learning process of speaking in cycle I and cycle II can be seen on the table below.

Table 4.12 The Comparison between the Cycle I and Cycle II

No.	Cycle I	Cycle II	
1.	The videos were used as the teaching	ž	
1.	media provided appropriate models	The videos were already appropriate.  The researcher reminded the students	
	for the students. It could draw the	about what they should do while	
	students' attention. However, the	watching the videos and also reminded	
	students needed more repetition on	them that the videos would only be	
	watching the videos since they were	played three times. The researcher gave	
	over-enjoyed watching them and	clearer instruction to do.	
	forgot to do their task.	creater instruction to do.	
2.	The communicative speaking	The researcher gave the simpler	
	activities were given to give the	instructions to make the students easily	
	students more opportunities to	understood the task. The researcher	
	speak. However, some students	gave more time for the students to	
	needed extra time to understand and	practice their dialogue.	
	do the task. The researcher found		
	difficulties on controlling the		
	students because when the		
	researcher helped some students, the		
	others were walking around or		
	making some noise		
3.	The situation cards were given for	The situation cards were simpler than	
	the students. There was an exact	before. They were written in English	
	instruction and plot about what the	and using the familiar words to make	
	students' should do and say. There	the students easily to understand. The	
	was also an Indonesian translation to	students could develop their own	
	make them easily made their	dialogue because there was no exact	
	dialogue. However, it made the	plot.	
	students' confused and difficult to		
	develop their dialogue.		
4.	The use of classroom English was	The use of Indonesian translation was	
	combined with Indonesian	replaced by gestures. The researcher	
	translation to make the students	said the sentences slowly and made some demonstrations so that the	
	easily understood the sentences.		
		students could understand the sentences	
		without Indonesian translation.	

No.	Cycle I	Cycle II
5.		The rewards successfully encouraged the students to perform their dialogue
		first. The students worked harder and faster to finish their task.

After reflecting the implemented actions and the scoring the students' performance, the researcher and the English teacher concluded the findings of cycle II. There were some successful actions during the implementation of cycle II. They are presented from the table below.

Table 4.13 The Successful Actions during the Implementation of Cycle II

No.	Successful Actions		
1.	The use of audio-visual aids (video) as the teaching media to provide		
	the appropriate models of English for the students in the real context of		
	communication were successfully achieved.		
2.	The students found videos as the interesting and easier media to		
	comprehend.		
3.	The students could understand the materials easily through watching the		
	video.		
4.	The preparation was already good so that it was not time-consuming.		
5.	The students' motivation and interest in learning English through video		
	watching was improved.		
6.	Most of the students could pronounce the words correctly.		
7.	The students could develop their own dialogues.		
8.	The students' grammatical accuracy and comprehension improved.		
9.	The students' became more confident in expressing their ideas in		
	English.		
10.	The students were not afraid to ask if they found difficulties.		
11.	The students were habitually using English to ask for permission, asking		
	and answering questions.		

Beside the observations and interviews conducted during the implementation and reflection, there was also a speaking assessment to measure the improvements of the students' speaking skills to support the data validity. There were four indicators of the speaking performance such as pronunciation,

grammar, fluency, and vocabulary that the researcher used. The following table presents the students' mean scores on each aspect of speaking during the teaching and learning process or in the post test.

Table 4.14 The Students' Mean Score of Each Aspect in Cycle II

	Pronunciation	Grammar	Fluency	Vocabulary	Total
Mean	3.13	3.55	3.96	4.57	76.15

The students' mean score was improved. In cycle I, the mean score was 70.09 and in the cycle II the mean score was 76.15. In general, the students made a good improvement on their pronunciation, grammar, fluency, and vocabulary.

The researcher also provided the transcript from Al and El's performance on their post-test. The transcript is presented as follows:

Al	: "Hi, Elrika, what's up?"
El	: "Hi. It's raining and I feel so cold. Can you close the window, please?"
Al	: "Okay. I can close the window. Would you like to go to the kitchen with me and make a hot chocolate?"
El	: "Yes, of course. I will go to the kitchen and I (pause) and make a hot chocolate with you."
Al	: "Okay. Let's go."
El	: "Let's go."
	Transcript 2

Al and El were fluent enough when they were performing their dialogue. They pronounced the words correctly and only once made a pause. They were so confident on expressing their dialogue. They did not make any grammatical error. Their post-test performance significantly improved than their pre-test performance.

Table 4.15 Al and El's Post-test Score

	Name	Aspects score (1-5)				Total
	Name	Pronunciation	Grammar	Fluency	Vocabulary	Total
Rater 1	AL	3	4	3	5	75
	EL	3	4	4	5	80
Rater 2	AL	3	4	4	5	80
	EL	3	4	4	5	80

#### C. Discussions

The research aimed at describing how the use of audio-visual aids could improve the speaking skills of class 8 C students of SMP Negeri 2 Sanden. Referring to the research objective, the findings showed that the use of audiovisual aids improved the students speaking skills in the aspect of pronunciation, grammar, vocabulary, and comprehension. Sugeng (2010) states that the effect of using audio-visual is almost twice as much as using audio-only or visual-only media. Subathra (2012) emphasizes the best side of audio-visual aids that they made the process of learning has become quite exciting for the students with the audio-visual aids. It helps the students in generating an open mind for learning. In the interview, the students said that they could easily understand the materials through watching the video. They were very enthusiastic in learning English. They could practice their pronunciation by imitating the narrator and get more understanding since there were subtitles on the video. They knew how to pronounce some words. The students found it easily to understand the content of the video even when they did not know the meaning of some words. Just by watching the moving pictures, they could guess what happen to the video.

Ahmad (2013) states that in the audio-visual aids, both the listening (ears) and viewing faculties (eyes) are involved. Such aids include television programs, video films, motion pictures, synchronized audio-slide projectors, computers and computer-assisted instructions and so on. Cartoon films are also a useful medium for developing, and chiseling the skills of the students. Based on the interview, the students' said that they got some improvements on their speaking skills by watching the video. They knew the correct pronunciation and could use it on their dialogues. Even their fluency was also improved since they got more confidence after they knew the correct pronunciation from the videos.

The implementation of audio-visual aids (videos) and its supporting actions including applying some communicative speaking tasks, using classroom English during the teaching and learning process, giving feedback on the students' works, giving handouts and giving rewards were successful in improving the students' speaking skills of the class 8 C students of SMP Negeri 2 Sanden Bantul Yogyakarta in the academic year 2014/2015. That finding could be inferred from the observation and the interviews with the English teacher and the students during the research.

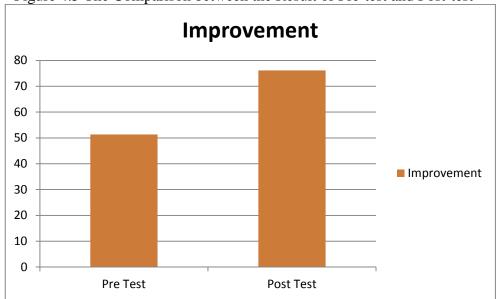
Before the implementation of the actions, the students' speaking skills were assessed through pre-test on September 15<sup>th</sup> 2014. The students had to perform a dialogue in pairs. Meanwhile, the post-test was carried out after the implementation of the actions on October 10<sup>th</sup> 2014. The students were asked to perform by acting out their own dialogue in front of the class. The table below shows the comparison between the pre-test and post-test results in general.

Table 4.16 The Comparison between the Pre-test and Post-test Results

Score	Pre-test	Post-test
Mean	51.34	76.15

The changes on the students' scores increased significantly based on the table above. The students, who just gained 51.34 in the pre-test, were able to increase their score up to 76.15 in the post-test. It indicated that they were successful in making considerable improvement. In conclusion, the use of audiovisual aids was proven to be effective to improve the students' speaking ability. The change between the results of pre-test and post-test can be seen in this following figure:

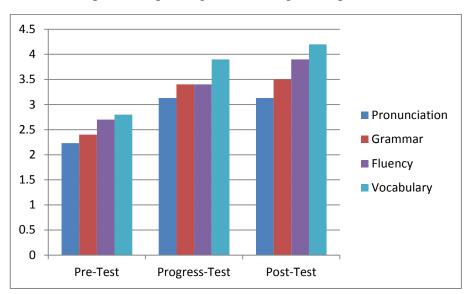
Figure 4.5 The Comparison between the Result of Pre-test and Post-test



Moreover, the results of the students' speaking performance during the implementation were also presented to support the finding that the use of audiovisual aids could improve the students' speaking skills. The improvement of the

student's speaking performance during the implementation of the actions can be seen in this following figure.

Figure 4.6 The Mean Scores of the Students' Performance on the Fourth Aspects of Speaking Skills during the Implementation



#### **CHAPTER V**

#### CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter discusses the conclusion of the research, implication and suggestion for the English teacher, the institutions of education, the students and to the other researchers. The discussion of each section will be delivered as follows.

#### A. Conclusions

This research was conducted among the eighth grade students of SMP N 2 Sanden started on August 2014, during the first semester of the academic year of 2014/2015. By using audio-visual aids to support the communicative teaching, the researcher succeeded to improve the speaking skills of the 8 C students at SMP N 2 Sanden. The research was carried out in two cycles and effective in improving the students' pronunciation, grammatical mastery, vocabulary, fluency and confidence. The actions consisted of the use of videos (as one kinds of audio-visual aids) as modeling of the input materials combined with the use of communicative speaking activities, such as, games, giving feedbacks, acting out dialogues, and role-play.

After implementing the two cycles, the researcher found some effective ways to improve the speaking skills of the eight grade students at SMP N 2 Sanden by using audio-visual aids in the academic year of 2014/2015. First, the use of audio-visual aids could attract the students' attention and motivation in learning English, especially speaking. It made a good atmosphere for the students

to understand the materials. By giving them this kind of media, learning English could be done in such a fun and interesting way without burdening them with the difficult materials. This way could make the students build up their confidence. Second, the students could get better understanding on the materials given, since the audio-visual aids gave them clearer examples of the real context in life. The students could guess the meaning just by watching the video. Third, this media gave both audio and visual that made them knew exactly how to pronounce the words because they also could see the subtitles on the video. Fourth, by giving them the communicative speaking activities such as games, acting out dialogues and role play, the students could get more opportunities on practicing their speaking skills. They could interact with all their friends since the task required them to do so. Some students mixed both English and Indonesian in answering the teacher's questions or instructions. It was good since back then, they even used Javanese in the English class. It showed that the students' willingness to try to use English when they were speaking was improved. Therefore, the teaching and learning processes became more interactive and communicative. Acting out a dialogue and doing role play in front of the others were able to build the students' self confidence to speak English. They were excited and also enjoyed doing these activities in front of the class. The students who just gained 51.34 in the pre-test, were able to increase their score up to 76.15 in the post-test. It indicated that they made a considerable improvement in some aspect of speaking skills such as pronunciation, grammar, vocabulary and comprehension.

#### **B.** Implications

The conclusions have described the use of audio-visual aids that is effective to improve students' speaking skills. The implications of the research are presented as follow:

- 1. The use of audio-visual aids can attract the students' attention and motivation in the teaching and learning process. By using audio-visual aids, the students can listen how to pronounce some words and observe how to express some expressions. Besides, this media help the teacher explains the materials that will be taught clearly without talk too much. It also creates a fun and enjoyable atmosphere during the lesson. This is effective to attract their attention and also change the monotonous teaching and learning process of speaking. This implies that audio-visual aids should be used often in the teaching and learning process because they can be a good media for a fun learning.
- 2. Playing games are effective on helping the students to practice the expressions in such a fun way. They can interact with their friends and become more intimate with them. This activity can make the students more active in thinking faster and then practicing it. This implies that playing games should be applied in the teaching and learning process to avoid the boring situation.
- 3. Feedbacks from the teacher and checking them through the dictionary are effective in building the students' understanding. The students became more aware of the mistakes they made when they spoke. By getting the feedbacks,

they would not make the same mistakes again. This implies that giving feedback should always be given for the students to give them the correct things to do.

- 4. The use of handouts and situation cards are effective in helping the students made their own dialogues. By referring from the handouts, they could try using different expressions for their own dialogues. This implies that handouts should be given for the students to enrich their knowledge and make them easier to get the materials.
- 5. Acting out dialogues and doing role play are effective to improve the students' speaking skills and self confidence. Since the students are asked to perform the role plays in front of the class, they can improve their self confidence and also their speaking skills. The students get more opportunities to practice their speaking skills through these activities. This implies that these activities should be used often especially in speaking class.

#### C. Suggestions

After conducting the research, the researcher gives several recommendations to students, English teachers, and other researchers. They are presented below.

#### 1. To the Students

The English teaching and learning process can run effectively if every participant involved gives positive contribution. Thus, the students as the subject in the teaching and learning process should actively participate in the activities during the class. If they feel that English is a difficult subject to be learned, they should learn it seriously and not to ignore the lesson. They need to keep practicing

if they want to be fluent in speaking. They should not be picky with the teachers who teach them.

#### 2. To the English Teachers

The English teachers should consider the students' needs and interest before designing the speaking materials. It is important for the teacher to make a variation of the activities and use the communicative activities in the teaching and learning process of speaking because it can reduce the students' boredom and monotonous teaching and learning process. Besides, the teacher is required to provide audio-visual aids in the teaching and learning process because audio-visual aids help the teacher deliver the materials easily in such an interesting way.

#### 3. To Other Researchers

The weakness of this study is its limited time in implementing the actions. It made the researcher able to use only one kind of audio-visual aids, that is video. Other researchers who are interested in the same field are recommended to implement the actions in a longer period of time and vary the kinds of audio-visual aids being used to get more maximum results so that the improvement will be more significantly seen. It is also recommended to provide the authentic audio-visual aids.

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## **APPENDICES**

- A. Field notes
- B. Interview guidelines and transcripts
- C. Course grid
- D. Lesson plans
- E. Handouts
- F. Questionnaire
- G. Observation checklists
- H. Scoring rubric
- I. The students' score
- J. Transcripts of the students' performances
- K. Attendance list
- L. Photographs
- M. Permit letters

# A. Field notes

#### FIELD NOTES

No : FN. 01

Date : August 9<sup>th</sup> 2014 Time : 09.00 a.m.

**Activity** : Asking research's permission

Place : Teacher's office Respondent : R : Researcher

ET: English Teacher (Mr. Shomadhun, S.Pd.)

R arrived at school and went to the teacher's office to meet Mr. Mukiran. He supposed to be the English teacher in grade 8 who guides R in the research that would be conducted. Because of the new rule of this academic year, Mr. Mukiran had to transfer R to the other teacher because he did not teach the 8 graders anymore. Mr. Mukiran introduced the R to Mr. Shomadhun, the English teacher in grade 8. After the introducing one another, the ET asked the R about the research. R explained that the research will be conducted by using audiovisual aids as the media in the teaching and learning process. The ET said that it would be good to use that media because in curriculum 2013 the teacher should use the information and technology for teaching the students. The ET told R that it was regrettably because the ET has not get the syllabus for grade eight. The ET told R to wait for the syllabus and he would tell R when he got the syllabus.

#### FIELD NOTES

No : FN. 02

Date : August 25<sup>th</sup> 2014

Time : 08.00 a.m.

**Activity** : Asking research's permission

Place : Teacher's office, Administration office, Headmaster's office

Respondent : R : Researcher

ET : English Teacher

**HM**: Headmaster (Windarti, S.Pd)

R went to the administration office to give the letter of permission to conduct the research at SMP N 2 Sanden. R met with Mr. Marius who is responsible for accepting the letter. R met the HM and talked about the research. The HM accepted the letter and said good luck for R. Then R went to the teacher's office to meet ET. ET told R that he have got the syllabus and gave the syllabus to the R to be copied.

#### FIELD NOTES

No : FN. 03

Date : September 8<sup>th</sup> 2014

Time : 08.30 a.m.

**Activity** : Discussing the plan for Cycle 1

Place : Teacher's office Respondent : R : Researcher

ET : English Teacher

The R met ET at the teacher's office. The ET and R discussed about the time to conduct the observation and the cycle 1. The ET suggested R to choose the materials which match with the research that would be conducted. The ET has thought the first material from the syllabus and told R to make the lesson plan for the second material, which is asking and stating if one can do something and asking and stating if one will do something. That was about the ability and willingness. The ET told R to do the observation on Friday, 12 of September 2014.

#### **FIELD NOTES**

No : FN. 04

Date : September 15<sup>th</sup> 2014

Time : 12.00 p.m.

**Activity** : Doing the pre-test

Place : 8 C's class

Respondent : R : Researcher

ET : English Teacher

ET together with R came into the class. The Ss were busy talking with their friends and walked around the class. ET opened the class and greeted the Ss. The ET introduced R to the Ss and told them that the R was going to do a pre-test. The R introduced herself and explained the Ss about the pre-test. The R gave the situation cards and explained what Ss should do. The Ss did the task and performed it in front of the class. All the Ss have performed. The R gave the class back to the ET. The ET closed the lesson.

#### FIELD NOTES

No : FN. 05

Date : September 12<sup>th</sup> 2014

Time : 09.00 a.m.

**Activity** : Discussing the plan for Cycle 1

Place : Teacher's office Respondent : R : Researcher

ET : English Teacher

R arrived at school at 09.00 a.m. and went to teachers' office to see ET. Then ET asked the R to wait until the English lesson started. The class started at 09.30 a.m. The R together with ET went to the class at that time. In the class, the ET asked the R to introduce herself. Then ET asked R to sit at the back of the room. While observing the lesson, R took notes. The ET ended the lesson as the bell rang at 10.50 a.m. and asked the R to leave the class. Then the ET and the R discussed the teaching and learning process and focused on the students' participation. They agreed that most of the students were passive and tended to be silent when the ET asked some questions. After doing the discussion about the problems and solution, the R asked his permission to interview some students. The ET gave the permission to do it. Later, the R interviewed some students at break time. After that, she came to teachers' office and asked permission to go home.

#### **FIELD NOTES**

No : FN. 06

Date : September 19<sup>th</sup> 2014

Time : 09.30 a.m.

Activity : Meeting 1 (Cycle 1)
Place : School Library
Respondent : R : Researcher

ET : English Teacher

C : Collaborator (Novidewi Ayusari)

Ss : Students

The class started at 09.30 a.m. R together with ET and C went to the class. When we came in the class, Ss were busy organizing their desks. ET greeted the Ss and introduced R to the Ss. Then R greeted the Ss and introduced C, her collaborator. R also explained that for a couple of weeks, R would teach the class to conduct a research. After that, ET let R to handle the class. ET and C sat at the back of the class.

R started with checking students' attendance. Then R gave apperception to the students related to the topic. "What do you say to ask if someone can do something?" Ss were silent and looked at their friends because they did not know how to answer the question. R asked in Bahasa Indonesia. "Apa yang kamu katakan untuk menanyakan apakah seseorang bisa melakukan sesuatu?" Some Ss answered "Can you?" R told Ss that they were going to learn about asking and stating if one can do something. R gave the Ss a paper. R told the students that she was going to play a video about a pumpkin audition and there were some expressions of asking and stating if one can do something. Ss should pay attention to the video and wrote down what the pumpkin can and cannot do on the column from the paper they got. R played the video. Ss paid attention to video. Ss sometimes laughed when they saw something funny from the video. Some Ss wrote down something on the paper. The other just watched the video. When the video ended, R asked Ss if they have finished doing the task or not. Ss shouted "Nooooo". R played the video once again, and told Ss to do their task. Ss did the task. Then R asked some questions related to video. Ss answered them together based on their work. Ss got all the correct answers. The male Ss seemed more active in answering the questions. R showed the transcript video and emphasized the expressions. R played the video once again, and Ss repeated the expressions after the narrator. Ss were very enthusiastic and interested to repeat after the narrator. R asked the students if they found any difficult words. Ss did not found any difficult word. R told the students that the next activity was playing game. R divided Ss into two groups. The first group got a picture with an activity, for example a picture of a girl singing and the word "sing". The other group got a card with an order, for example "find someone who can run". All the Ss got different cards. Ss had to ask their friends using the expression, "Can you ...?" depended to the card they got. Ss did the task quickly. They wanted to be the first one to find their match. Ss looked very busy asking their friends one by one. They were very interested and full of spirit on playing this game. After all the Ss found their match, R then gave them a hand out containing the materials about 'can and cannot'. Ss read the handout while R was explaining about how to use the expressions. The last activity was doing a role play. R asked the Ss to work in pairs, and then gave each pair a situation card. Ss made a dialogue and then performed it in front of the class. R was going around when Ss made the dialogue and help Ss who found some difficulties. Some Ss were shy to ask R. They asked after R approached them. Ss asked about how to do the task. R explained it using Bahasa Indonesia because when R explained it in English, they seemed confused. When R asked some Ss to perform it in front of the class, they were shy and afraid to perform. They asked R if they could bring the text, but R asked them not to bring it. "Miss, bawa buku ya majunya?" and R replied "No, you cannot bring your book. Memorize it first, after you are ready then you can perform it in front of the class. Come on, I know you can do it." Ss needed some extra time to memorize the dialogue. Ss performed the dialogue in front of the class. C recorded the video of the Ss performance. Many of them still made mistakes on their pronunciation. When their friends were performing, the other Ss made some noise by practicing their own dialogue and did not pay attention to their friends who performed. After all Ss have performed, R gave feedback based on the Ss'

mistakes and gave the correct pronunciation, asked Ss to repeat after her. R summarized what they have learnt that day and then closed the lesson.

#### FIELD NOTES

No : FN. 07

Date : September 22<sup>nd</sup> 2014

Time : 12.00 p.m.

Activity : Meeting 2 (Cycle 1)
Place : Computer Laboratory
Respondent : R : Researcher

ET : English Teacher
C : Collaborator
Ss : Students

R and C went to school library to prepare the LCD projector, speaker and laptop. One of the Mathematics teacher went in and told R that he would use the room for his students. R said sorry and told him that she got the permission from Mr. Shomadhun. The Mathematics teacher did not care about it. The ET came in and told R to move to the computer laboratory. R then packed all her stuffs and moved to the computer laboratory. R and the Ss waited a few minutes because ET had to take the key. After 15 minutes waiting outside, R and Ss finally could get in the laboratory. C helped R to prepare the LCD projector, speaker and laptop. At 12.17 p.m. R started the lesson. R greeted the Ss and checked the Ss attendance. "Good afternoon, everyone" Ss shouted together, "Good afternoon". "How are you today?" asked R again. "I am fine, and you?" Ss answered it together. "I am fine too, thank you. Who is absent today?" asked R. "No one ..." said the Ss. R reviewed the last meeting materials and asked some questions to remind the Ss. R conveyed to Ss what topic they were going to learn. R played the video of asking and stating if one will do something. The Ss paid attention to the video. R asked some questions related to the video and what expressions that the narrator used in that video. Ss answered the questions together. R played the video again and asked Ss to repeat the expressions after the narrator by pausing the video. Ss repeated all at once. R asked if the Ss had any questions related to the video. Ss did not have any question. For the next activity, R asked every student to stand up. R showed a list of activities on the screen. R told Ss to look at the activities. Ss had to ask their friends to do something based on the activities on the table using the expression of "Will you ...?" They had to point out their friends and asked the question. Their friend should answer by saying Yes, I will or No, I won't, depend on the answer from the table. R asked the Ss, "Do you understand how to do the task?" Ss answered, "Yeessss" R asked again, "If you do understand, tell me how to do it." Then one of the Ss answered it by telling how to do it in Bahasa Indonesia. Nanti kita nunjuk teman kita Miss. Terus nanya pakai ungkapan will you. Teman kita jawabnya bisa yes atau no, sesuai yang di tabel itu Miss. R complimented the student, "Good. That is correct. Now everybody please be ready to do the task. Are you ready?" Ss answered "Yessss" together. R started

the task by giving example. She chose one of the Ss and asked the first activity. The Ss were very active in doing the task. They liked pointing out their friend who seemed not ready and they laughed seeing their friend startled. For the next activity, R gave every student a paper containing a dialogue and the questions. There were some key vocabularies. R asked Ss to repeat after her pronouncing the words. R then asked the Ss about what should they do. Ss had to find and underline the expressions of stating and asking if one will do something from the text. After that, they had to answer the questions related to the text. Ss did the task. Many of them still confused about the question. They sometimes forgot the meaning of who, where, etc. Ss asked R if they did not sure about the meaning. Ss were not shy and afraid to ask R if they had something they did not understand. Because of the hot weather, the Ss started to make some noise and they were not focused on the task. R turned on the fan and asked the Ss to keep silent. "I have turned on the fan. Be quite please and do your task". After 10 minutes passed, R asked the Ss if they had finished doing the task or they had not. "Have you finished?" asked R. Ss answered, "Yeeeeesss Miss". Before they checked their answer, R asked two of the Ss to read the dialogue. R and Ss discussed the answer. Next, R gave a handout for the Ss. R explained how to use the expression of asking and stating if one will do something. For the last activity, R asked Ss to work in pairs and gave them the situation cards. The Ss had to make a dialogue and present it in front of the class. R explained the situation card and gave example. Ss did the task with their partners. R went around the class to check the Ss dialogue. There were only 3 pairs who presented in front of the class because the bell was ringing. C recorded their performance. R asked the other Ss who had not presented yet, to practice and to memorize the dialogue at home. Finally, R closed the lesson and greeted the Ss.

#### **FIELD NOTES**

No : FN. 08

Date : September 26<sup>th</sup> 2014

Time : 09.30 a.m.

**Activity** : Meeting 3 (Cycle 1)

Place : 8 C's Class

Respondent: R: Researcher

ET : English Teacher
C : Collaborator
Ss : Students

The class started at 9.30 a.m. R together with C and ET came into the class. There were only some Ss at class. The other were still outside, changed their uniform because they had sport class before. R started the lesson by greeting and asking how the Ss felt. R checked the Ss attendance. "Who is absent today?" asked R. "Sri Widya Astuti, Miss" answered the Ss. "Why? Is she sick?" asked R again. One of Ss answered, "Alpa Miss. Gak tau kenapa gak berangkat." R reminded the Ss to be ready to perform in front of the class. "Who have not

performed on the last meeting? Please raise your hand" said R. There were so many Ss rose their hands. They looked very panics and did not ready to perform. "Come on, who have not performed, please come to the front" said R again. "Belum siap Miss. Belum hafal" some Ss answered it. "I have told you to be ready from the last meeting. Okay then, I'll give you 10 minutes to memorize it". The Ss then performed in front of the class. Because there was one student who did not come, R then became the partner for her. When there was a pair who performed, the other Ss were very noisy and talked to their friends. R then decided to gave them a task. All Ss had to find and underline the expression of asking and stating if one can do something and if one will do something. The Ss who have and have not performed then did the task and there were no more noise. When all Ss have already performed, R asked if they had done the task. Ss answered that they have done it. R pointed out two Ss to read the dialogue. After they finished, R asked the Ss. "Which is right /basi/, /busi/, or /"bizi/" asked the R. "/busi/, /"bizi/" answered the Ss. "Are you sure?" asked the R. Then the R gave them the example how to pronounce the words by showing the Cambridge dictionary and showed it in the LCD projector. They were enthusiast since this was a new way of learning for them. They practiced to pronounce it correctly. After correcting some mistakes, the R asked whether any difficult words or not. The Ss mentioned some other words, and then the R gave the meaning and the right pronunciation. Next, they repeated the words enthusiastically. R and Ss then discussed the expressions that the Ss had found. All the Ss had the correct answer. R asked Ss to practice the dialogue with their partners. R went around the class to listen to the Ss pronunciation, corrected them if they were wrong. In the middle of the lesson, there were two boys who wanted to go to the bathroom. "Miss, mau ijin ke belakang" said one of them. R answered, "In English, please". They were shy. They just smiled and looked at R. "Repeat after me. May I go to the bathroom Miss?" said R. Both of them repeat it, and R gave them permission. For the last activity, R gave the situation cards for the Ss. Ss made a dialogue then performed it in front of the class. They seemed enthusiastic. Later, the R gave feedback of the performances and reviewed the material they have learnt that day. The R asked one of the Ss to lead a prayer. The R greeted the Ss to close the lesson.

#### FIELD NOTES

No : FN. 09

Date : September 26<sup>th</sup> 2014

Time : 11.00 a.m.

Activity : Discussing the result of Cycle I and planning action in Cycle I

Place : 8 C's Class

Respondent : R : Researcher

ET : English Teacher

R was already done packing her things and started to discuss with ET about the result of Cycle I. Because of the limited time, the ET and the R agreed

to end Cycle I. Then, they discussed the plan for Cycle II. Since the students were still shy in speaking English and often made mistakes in pronouncing the words, the ET and the R planned to continue using audio-visual aids (video) to give them the correct pronunciation examples, giving feedback and giving credit points to boost the students' motivation to speak English well. After that, the R asked permission to go home.

#### **FIELD NOTES**

No : FN. 10

Date : September 29<sup>th</sup> 2014

Time : 12.00 p.m.

Activity : Meeting 4 (Cycle 2)
Place : Computer Laboratory
Page 2 Page 2

Respondent : R : Researcher

ET : English Teacher
C : Collaborator
Ss : Students

The ET together with the R and the C came into the computer laboratory. The ET and C sat at the back of the computer laboratory. The R started the lesson by greeting the Ss and checking the Ss' attendance. R reviewed the last meeting material. "Do you still remember what we have learnt so far?" asked R. "Asking and stating if one can do something and if one will do something" answered one of the Ss. Then the R moved on to the next material. "Have you ever given an instruction to someone?" asked R. The Ss just looked at their friends and kept silent. "I will give you the example. Farhan, stand up and close the door" R pointed a student to do something. Farhan looked hesitantly did it and sat again. "Good, that was the example of giving instruction" said R. All the Ss nodded their head. "So, what is giving instruction in Bahasa Indonesia?" asked the R. The Ss answered, "Memberi instruksi. Perintaaahhh Miss. Perintaaah." Replied the Ss. "Good" complimented the R. The R told the Ss that they were going to learn about the expressions of giving instruction. The R played a video and asked the Ss to pay attention to the video. After watching the video, the R asked the Ss what the video was about. The Ss seemed hesitantly to answer and they just kept silent. "Lupa Miss" said one of the Ss softly. The R then told the Ss to pay attention to the giving instruction expressions and took a note so that they would not forget them. The R played the video again and the Ss wrote down the expressions. The R asked the Ss once again, "What was the video about?" The Ss answered all together, "Giving instructions, Miss". "Can you give me the example?" asked the R. "Yes. Please, stand up. Please, sit down" answered one of the Ss. Another Ss added, "Please, be quite Miss". "Yes, those were correct". The R played the video once again, and asked the Ss to repeat after the narrator. All the Ss repeated the sentences. The R then told the Ss that they were going to

play a giving instruction game. The Ss had to make an instruction that could be done at the class. They could not make the same instruction. They had to point out their friends to do it. The R started the game by giving the example to the Ss. The Ss were busy thinking about what kind of instruction they could do in the class. When their friend already used the instruction that they thought of, the other students looked panic thinking about the different instruction. The Ss were very active in this game. They were very interested in what kind of instruction that their friends made. They were happy doing the instruction and laughed when their friends did the difficult instruction like sweeping the floor. The R was taking notes of the wrong pronunciation that the Ss have said. In the end of the game, R explained the Ss what the correct pronunciation was by using the Cambridge dictionary, and asked the Ss to repeat the correct pronunciation together. The Ss sometimes smiled when they heard the correct pronunciation because they thought it was funny for them. The R moved on to the next activity. The R gave incomplete dialogues to the Ss. The Ss had to fill in the blank parts of the incomplete dialogue by listening to what the R's said. The R checked the Ss' understanding of what to do. "Do you understand about what you have to do?" asked R. The Ss looked hesitantly answering the question, "Noooo". The R explained again, "You have to listen to me. I will read the complete dialogue and you have to write down the sentences that you have heard to fill in the blank parts". The R explained it by giving a gesture of writing. "Do you understand now?" asked R. "Yes" shouted the Ss. The R then read the complete dialogues. Some Ss were talking with their friends when they missed the sentences. "Have you filled all the blank parts?" asked the R. "Nooooooo" shouted the Ss. "Once again Miss" asked them. "Okay, I will read the dialogues once again. But please listen carefully and keep silent so that you can hear what I read clearly," said the R. The R read the dialogues again. The Ss did the task orderly and silently. After they have finished, the R and the Ss discussed the correct answers together. The R asked the Ss to practice the dialogue with their partner. The R walked around the class to check the Ss' pronunciation. For the last activity, the R asked the Ss to perform the dialogue in front of the class. There were only six pairs who have performed because the bell was already ringing. The R summarized the lesson briefly, greeted the Ss and then closed the lesson.

#### FIELD NOTES

No : FN. 11

Date : October 3<sup>rd</sup> 2014

Time : 09.30 a.m.

Activity : Meeting 5 (Cycle 2)
Place : School Library
Respondent : R : Researcher

ET : English Teacher
C : Collaborator
Ss : Students

The ET together with the R and the C came into the school library. The ET and C sat at the back of the school library. The R prepared the LCD projector, laptop, and speaker. The R started the lesson by greeting the Ss and checking the Ss attendance. The R reviewed the last meeting material. "Do you still remember what we have learnt from the previous meeting?", asked the R. "Giving instruction, Miss", answered one of the Ss. "Yes, you were right" said the R. "Can you give the examples, Yoan?" the R asked one of the Ss who were busy disturbing his friend. "Hah? Apa Miss?" said Yoan and asked the other friends. The R repeated the question, and then Yoan answered it by his friend's help. "I remember that some of you have not performed in front the class yet, right? Please come to the front and perform the dialogue" said the R. The Ss who have not performed then came to the front pairs by pairs. The R gave the feedback for the Ss' performances. Next, the R told the Ss that they were going to learn about the expressions of inviting someone to do something. "Have you ever invited someone?" asked the R. "Yes, Miss. Mengundang ke birthday party" answered one of the Ss. "Yes, It could be. To make you clearly understand the expression, here I will play a video. Try to observe the video. You can take a note if it is needed" said the R. "Okay Miss", answered all the Ss. "Are you ready to watch?" asked the R. "Yesssss", shouted the Ss. The R played the video and the Ss were starting to observe. Some of the Ss took notes. After finished playing the video, the R asked some questions to the Ss. "What was the video about?" asked the R. "Invitiiing .." shouted the Ss. "Do you have any question related to the video?" the R guided the Ss to start questioning. "Yes, Miss. What is the meaning of relatives?" asked one of the Ss. "Do you bring your dictionary? Try to check it on your dictionary, please" said the R. The Ss started to look at their dictionary. "Oh iya Miss. Artinya keluarga" said the other students. "Yes, you are right. How do you pronounce it?" asked the R. The Ss pronounced the word as what it was written. The R gave the right pronunciation and the Ss repeated it. For the next activity, the R asked the Ss to pay attention to the video again and found the expressions of inviting someone from the video. The R played the video again. The Ss kept silent and paid attention to the video. The Ss have not done finding the expressions, and asked the R to play it once again. After the third times playing the video, the Ss have done doing their task. The R and the Ss checked the correct answers by playing the video and giving pauses to every sentence. The R

asked in every sentence if there was an expression of inviting someone to do something. The Ss answered the question orally and said the expressions if there was any of it. The R moved to the next activity by giving incomplete dialogues to the students. "Now, all of you have already got the incomplete dialogues, right? What you have to do is listen to me carefully because I will read the complete dialogues and you have to fill in the blank parts by the sentences that you have heard. Do you get it?" asked the R. "Yes Miss. Kayak last meeting kan?" answered one of the Ss. "Yes. You are right. Are you ready?" asked the R. "Ready Miss" answered all the Ss. The R read the complete dialogue slowly to make sure the Ss did not miss any sentence. After the Ss finished completing their dialogues, the R and the Ss discussed the answers together. For checking if the students had the right grammar, the R showed the transcript of the dialogues and asked the Ss to check their own writing. The Ss finished correcting their writing. The R asked the Ss to repeat after her the correct pronunciation of some difficult words. The Ss were asked to practice the dialogue with the different partners from the last meeting. The R walked around the class to check the Ss' pronunciation and corrected it if the Ss pronounced it wrong. For the last activity, the R asked the Ss to work in pairs and gave them a situation card. The Ss had to make a dialogue then performed it in front of the class. The R walked around to check if the Ss needed her help or if they had any question. The Ss raised their hand and called out the R impatiently to help them. They kept calling when the R were busy helping the other. They were not shy and afraid to ask the right pronunciation if they were hesitant about it. When it came to the time for performing, the R told the Ss that she would give a reward for three first pairs who performed their dialogue in front of the class. "Okay. The first three pairs will get rewards from me. Who wants to perform? Raise your hand please" said the R. The Ss were raising their hands and they did not want to lose the chance to perform it first. They were very enthusisastic. The R then chose three pairs who raised their hand faster than the others. All the Ss had performed their dialogue. After giving feedback to the Ss' performances, the R reviewed the material in that day. "What have you learnt today?" asked the R. "Inviting someone to do something" answered the Ss. "Good", complimented the R. At last, she closed the class by greeting the Ss.

#### FIELD NOTES

No : FN. 12

**Date** : October 10<sup>th</sup> 2014

Time : 09.30 a.m.

**Activity** : Meeting 6 (Cycle 2)

Place : 8 C's class

Respondent: R: Researcher

ET : English Teacher
C : Collaborator
Ss : Students

The class was started at 09.30 a.m. R together with ET and C went to the class. The Ss were busy wearing their shoes because they had the sport class before. The R opened the lesson by greeting the Ss. "Good morning, everyone. How are you today?" greeted the R. "Good morning, Miss. I am fine, thank you. And you?" replied the Ss. "I am feeling well, thank you. Who is absent today?" said the R. "Yoan, Miss. Ijin. Grandfather nya meninggal, Miss." Answered the Ss. "I am sorry to hear that" said the R. The R reviewed last meeting material. "What have you learnt from the previous meeting? Do you still remember?" asked the R. "Inviting Miss" answered the Ss all at once. "Good" complimented the R. "What is is about? Can you give me the example?" asked the R again. "Would you like to go the beach with me?" answered one of the Ss. "Let's go to my house, Miss" answered the boy at the back. "Yes. Those were correct. Good" complimented the R. "What about the last two meetings? Do you remember it too?" asked the R again. "Apa yaa Miss. Oh I know Miss. I know. Giving instruction kan ya? Yang stand up, sit down itu kan Miss?" answered the student who sit at the front. "Excellent" complimented the R.

Next, the R gave a dialogue text to the Ss. "Okay. All of you have got the paper, right? Now, I want you to find the expressions of giving instruction and inviting someone by underlining the expressions that you have found. Give an information by writing that expression belongs to giving instruction or inviting someone. Do you get it?" asked the R. "Nooo Miss. Abis underlining diapain Miss?" asked one of the Ss. "Give an information. For example, turn the fan on. Is it giving instruction or inviting?" said the R. The Ss kept silent for a while, seemed like remembering something, then answered it together, "Giving instruction, Miss." "Yes, you are right. You write 'giving instruction' behind the 'turn the fan on' sentence" explained the R slowly. "Oooo ... yes Miss. I know. I know" shouted one of the Ss. "Okay. I will give you 15 minutes to do the task" told the R. The Ss were busy doing the task while the R walked around to help if they found any difficulty. After 15 minutes passed, the R and the Ss discussed the correct answers of the task orally. After that, the R pointed some Ss to read the dialogue. Next, the R asked the Ss to practice the dialogue, after she gave the right pronunciation of the difficult words. The R walked around the class to check the Ss' pronunciation. Finished walking around and checking every pair, the R then gave the final activity. She asked the Ss to work with the different partner, and gave the situation card. They had to make a dialogue then perform it in front of the class. The Ss directly did the task because they got used to make it. Twenty minutes passed, the Ss started to perform pair by pair. At last, the R gave the feedback for the Ss' performances. The R then reviewed the material that had been learnt. She also said goodbye to the Ss since it was the last meeting. She closed the lesson by greeted all the Ss. "Good bye, see you next time" greeted the R. "See you" greeted the Ss.

# B. Interview guidelines and transcripts

#### **INTERVIEW GUIDELINE**

These guidelines list the questions or issues to be explored during the interviews which were conducted in the reconnaissance process and during the implementation of the actions.

#### 1. IN THE RECONNAISSANCE PROCESS

a. Interviewee : English teacher

- b. Questions:
  - Dapatkah bapak menjelaskan bagaimana proses belajar mengajar di kelas yang bapak ampu?
  - 2) Bagaimana kemampuan komunikasi bahasa Inggris siswa kelas VIII terutama dalam hal *speaking*?
  - 3) Menurut bapak, kendala apa yg sangat signifikan dalam mengajar *speaking*?
  - 4) Apa yang bapak lakukan untuk mengatasai masalah atau kendala tersebut?
  - 5) Media apa yang biasa bapak gunakan untuk mengajar speaking?
  - 6) Aktivitas apa yang biasa dilakukan ketika siswa belajar *speaking*?
  - 7) Bagaimana pendapat bapak tentang penggunaan *audio-visual* untuk mengajar *speaking*?

#### a. Interviewee : students

- b. Questions :
  - 1) Apakah Anda suka pelajaran Bahasa Inggris?
  - 2) Menurut Anda, diantara *listening*, *speaking*, *reading* dan *writing*, manakah yang paling sulit?
  - 3) Bagian apakah yang sulit menurut Anda?

- 4) Apa yang Anda lakukan untuk mengatasi kesulitan tersebut?
- 5) Media apa yang biasa digunakan bapak guru ketika mengajar speaking?
- 6) Apakah Anda suka menonton video atau film?

### 2. DURING THE IMPLEMENTATION OF THE ACTION

# Cycle 1

- a. Interviewee : English teacher
- b. Questions
  - 1) Bagaimana penilaian bapak terhadap kemampuan berbicara siswa di *cycle* I?
  - 2) Apakah media yang dipakai efektif?
  - 3) Apa saja kekurangan di *cycle* I yang menurut pengamatan bapak perlu dikembangkan?
  - 4) Menurut bapak, kemajuan apa yang dicapai siswa dalam cycle ini?
  - 5) Apa saran bapak untuk cycle berikutnya?

#### a. Interviewee : students

- b. Questions
  - 1) Bagaimana pendapat Anda mengenai kegiatan di kelas bahasa Inggris selama ini?
  - 2) Apakah Anda menyukai belajar bahasa Inggris terutama *speaking* dengan menonton video? Mengapa?
  - 3) Apakah dengan menonton video membantu Anda dalam belajar speaking? Mengapa?
  - 4) Apa kesulitan selama belajar *speaking*?
  - 5) Bagaimana dengan materi yang diajarkan?

# Cycle 2

### a. Interviewee : English teacher

- b. Questions
  - 1) Bagaimana penilaian bapak terhadap kemampuan berbicara siswa di *cycle* 2 ini?
  - 2) Apa saja kekurangan yang ada di *cycle* ini?
  - 3) Apa saja kelebihan di *cycle* ini?
  - 4) Menurut bapak, kemajuan apa yang dicapai dalam cycle ini?
  - 5) Apa saran bapak untuk kegiatan semacam ini?

#### a. Interviewee : students

- b. Questions
  - 1) Bagaimana pendapat Anda mengenai kegiatan di kelas bahasa Inggris selama ini?
  - 2) Apakah Anda menyukai belajar bahasa Inggris terutama *speaking* dengan menonton video? Mengapa?
  - 3) Apakah dengan menonton video membantu Anda dalam belajar speaking? Mengapa?
  - 4) Kemajuan apa yang Anda rasakan selama pelaksanaan kegiatan belajar bahasa Inggris terutama *speaking* dengan menonton video?
  - 5) Kesan apa yang Anda dapat dari kegiatan ini?

#### INTERVIEW TRANSCRIPTS

Hari, tanggal: Senin, 25 Agustus 2014

Tempat : Ruang Kepala Sekolah SMP N 2 Sanden

KS : Kepala Sekolah G : Guru Bahasa Inggris

P : Peneliti

# P menemui KS di ruang KS yaitu di dekat ruang Tata Usaha SMP N 2 Sanden

#### **Interview 1**

P : "Permisi Bu. Maaf saya mengganggu tidak? Mau meminta waktu ibu sebentar."

KS: "Tidak mbak. Monggo monggo silakan masuk. Mbak darimana dan ada kepentingan apa ya?"

P : "Begini Bu. Saya Olga Azwita Tiarawati. Mahasiswa UNY jurusan Pendidikan Bahasa Inggris yang mau mengadakan penelitian untuk tugas akhir saya di SMP N 2 Sanden."

KS: "Oh ya mbak. Itu penelitiannya PTK atau hanya mau ambil data dengan kuesioner?"

P : "Rencananya PTK Bu."

KS : "Ya mbak. Surat ijin penelitiannya sudah ada?"

P : "Sudah Bu. Ini suratnya."

KS: "Diserahkan ke TU aja ya mbak, nanti. Sudah bertemu dengan guru pengampunya mbak? Kelas berapa yang mau dipakai?"

P : "Sudah Bu. Saya sudah bertemu Pak Shomadhun. Rencananya kelas VIII C Bu yang dipakai."

KS: "Ya, baguslah mbak kalau sudah bertemu Pak Shomadhun. Dipersiapkan segala sesuatunya mbak. Dan harap maklum, siswa disini ya seperti ini. Lancar ya mbak penelitiannya."

P : "Iya Bu. Terimakasih. Kalau begitu saya pamit dulu Bu. Mau bertemu dengan Pak Shomadhun."

KS : "Ya mbak. Silahkan."

#### P menemui G di hall SMP N 2 Sanden

### **Interview 2**

P : "Selamat pagi, pak."

G: "Ya, mbak. Selamat pagi. Sudah lama nunggu silabus ya mbak? Ini silabusnya sudah ada mbak. Silahkan kalau mau di copy. Bawa flashdisk kan mbak?"

P : "Iya pak. Lumayan lama. Dari tanggal 9 Agustus ya pak itu baru ada sekarang pak?"

- G: "Iya mbak. Ya beginilah. Kita bisanya Cuma menunggu yang dari atas. Ini kebetulan sudah ada. Coba nanti mbak baca-baca dulu lalu dipilih materinya kira-kira yang mana yang sesuai dengan penelitian mbak Olga."
- P : "Oh ya pak. Saya menyesuaikan silabus saja nanti. Kalau sudah pasti saya menghubungi bapak lagi."
- G: "Kalau saran saya karena ini nanti speaking, mbak bisa pilih yang ekspresi-ekspresi atau ungkapan mbak. Kan nanti lebih enak ngajarnya. Bisa dengan role play juga."
- P : "Iya pak. Rencana saya juga begitu karena ini sepertinya materi di silabus juga tentang ekspresi/ungkapan juga. Nanti saya siapkan RPP dan segala macamnya dulu pak. Kalau sudah siap saya menghubungi bapak lagi."
- G: "Ya mbak. Sms saja kalau mau ketemu saya."
- P : "Ya pak. Terimakasih. Saya pamit pulang dulu pak."

G: "Hati-hati di jalan mbak."

Hari, tanggal : Senin, 8 September 2014

Tempat : Ruang Guru

G : Guru Bahasa Inggris

P : Peneliti

#### P menemui G di ruang guru SMP N 2 Sanden

#### **Interview 3**

- P : "Permisi pak. Boleh mengganggu sebentar?"
- G: "Oh ya mbak. Sini-sini langsung masuk aja mbak. Silakan duduk."
- P : "Terimakasih pak."
- G: "Bagaimana mbak? Ada yang mau ditanyakan?"
- P : "Hehe .. Iya pak. Ini pak mau tanya. Bapak sudah mengajar sampai materi yang apa ya pak?"
- G: "Oh ya. Ini untuk kelas 8 terutama 8 C kebetulan chapter 1 sudah hampir selesai. Mungkin mbak Olga bisa mengambil yang chapter 2 mbak. Saya juga sudah mulai masuk chapter 2. Tapi gak papa mbak. Kalau mbak Olga mau ambil chapter 2."
- P : "Ya pak. Jadi saya menyiapkan yang materi ability sama willingness ya pak? Yang can sama will?"
- G: "Iya mbak. Begitu saja."
- P : "Baik pak kalu begitu. Kira-kira kapan saya bisa observasi pak?"
- G : "Besok Jum'at langsung observasi saja mbak. Saya mengajar jam ke 5-6."
- P: "Oh ya pak. Itu sekitar jam berapa ya pak?"
- G: "Ya jam 9.30 mbak."
- P : "Ya, pak. Baiklah kalau begitu. Saya pamit pulang dulu pak."
- G: "Ya mbak. Silahkan."

Hari, tanggal: Jum'at, 12 September 2014

Tempat : Ruang kelas 8 C

P : Peneliti
S1 : Nindi
S2 : Kustini
S3 : Farhan
S4 : Andrian
S5 : Agung
S6 : Fahrul

# Pada jam istirahat sekitar jam 09.00, P menemui mencoba berbicara dengan beberapa siswa.

#### **Interview 4**

P : "Hai Miss Olga	boleh ikut ngobrol	gak nih? Lagi	asik banget
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kayaknya."

S1 : "Hehe .. Boleh Miss. Sini Miss gabung sini."

P : "Miss Olga tanya-tanya gak papa kan?"

S2 : "Iya Miss. Gak papa kok. Tanya apaan e Miss?"
P : "Gini. Kalian suka pelajaran Bahasa Inggris gak sih?"

S1 & S2 : "Suka Miss. Suka banget. Hehe."

P : "Ah yang bener .. Bukan karena ada Miss Olga disini kan? Hehe.

Kalo suka beneran antara listening, reading, speaking, sama

writing paling sulit yang mana?"

S1 & S2 : "Writing sih Miss. Nulis-nulis gitu soalnya. Grammar nya kan

susah Miss. Kadang lupa rumusnya gitu."

P : "Ooo gitu. Jadi grammar nya ya yang bikin sulit? Nah kalo sulit

gitu terus kalian gimana ngatasinnya?"

S1 & S2 : "Belajar Miss. Paling gak ya 2 jam lah Miss seminggunya. Kalau

gak males juga Miss. Hehe."

P : "Banyak malasnya ya? Eh kalau pak Shomadhun ngajar suka

pakai media gak sih?"

S1 : "Kadang Miss. Seringnya pakai buku aja Miss."

S2 : "Iya Miss. Bukunya juga cuma fotocopy an Miss."

P : "Hmm .. gitu. Kan buku yang dari pemerintah belum ada. Eh

ngomong-ngomong kalian suka nonton video apa film gitu gak

sih?"

S1 & S2 : "Sukaaaaaa Miss. Suka bangeeeet."

P : "Oke deh. Makasih ya Nindi, Kustini."

S2 & S2 : "Ya, Miss. Sama-sama."

### **Interview 5**

P : "Lagi sibuk gak Farhan?"

- S3 : "Enggak Miss. Lagi capek aja ini. Habis olahraga. Lha gimana Miss?"
- P : "Gak gimana-gimana. Mau nanya-nanya aja sih Miss Olga. Boleh gak?
- S3 : "Boleh Miss. Dengan sennag hati."
- P : "Farhan suka pelajaran Bahasa Inggris gak sih? Jawabnya yang jujur ya."
- S3 : "Hehe .. Suka dong Miss. Bahasa Inggris tu asik kok."
- P : "Alhamdulillah kalau suka. Di pelajaran Bahasa Inggris kan ada beberapa skills kan ya Farhan. Kayak listening, reading, speaking sama writing. Nah menurut Farhan yang paling sulit yang mana?"
- S3 : "Kalau aku sih yang paling sulit ya speaking Miss. Kan tulisan sama ngucapinnya beda. Kadang takut salah Miss ngucapinnya. Kan malu."
- P : "Hehehe .. jadi pronunciationnya gitu ya maksudmu yang bikin susah?"
- S3 :"Iya Miss. Betul banget."
- P : "Nah kalau susah gitu terus kamu gimana belajarnya?"
- S3 : "Dengerin musik biasanya sambil baca liriknya. Kan bisa tahu tulisannya sekaligus cara bacanya itu Miss. Biar tau benernya gimana. Begituuu."
- P : "Waaa bagus deh itu. Suka musik apa Farhan emang?"
- S3 : "Rock Miss. Metal juga. Hehe."
- P : "Yang nyecream-nyecream gitu ya? Hahaha. Eh Farhan. Pak Shomadhun kalau ngajar pakai media apa?"
- S3 : "Jarang Miss kalau media. Media tu kayak gambar, gitu-gitu kan Miss?"
- P : "Iya. Kayak gitu. Mmm ... jarang ya. Nah Farhan suka nonton video apa film gitu gak?"
- S3 : "Suka dong Miss. Pastinyaa. Betah Miss kalu nonton video gitu di warnet."
- P : "Video musik ya? Bagus deh. Eh makasih ya Farhan sudah mau Miss tanya-tanya."
- S3 : "Iya Miss. Videonya bagus-bagus sih. Oke Miss. Sip deh."

#### **Interview 6**

- P : "Pagi Andrian. Miss Olga boleh minta waktunya bentar gak?"
- S4 : "Pagi Miss. Boleh Miss. Mau ngapain Miss?"
- P : "Mau tanya-tanya aja kok. Dikit aja deh. Gak banyak."
- S4 : "Oke Miss. Jangan susah-susah ya."
- P : "Iyaaa. Gak susah kok. Eh Andrian suka pelajaran bahasa Inggris gak?"
- S4 : "Suka dong Miss. Bahasa Inggris itu asik Miss."
- P : "Bagus deh kalau gitu. Nah di pelajaran bahasa Inggris itu kan ada banyak skills ya. Ada listening, reading, writing, sama speaking. Yang paling sulit yang mana buat Andrian?"
- S4 : "Speaking Miss. Yang ngomong-ngomong gitu yang speaking kan ya?"
- P : "Iya, yang berbicara speaking itu. Sulitnya dimana emang Andrian?"
- S4 : "Pengucapannya Miss. Apa bahasa Inggrisnya lupa aku. Takut salah Miss. Malu kalau salah gitu pas ngomong. Diketawain pasti sama tementemen."
- P : "Pronunciation maksudnya? Iya sih. Kalau bahasa Inggris kan tulisan sama cara bacanya gak sama. Kudu bener ngomongnya kalau enggak bisa beda arti atau malah gak ada artinya sama sekali itu."

S4 : "Iya Miss. Makanya paling susah itu speaking."

P : "Kalau sulit gitu Andrian terus gak mau belajar ya?"

S4 : "Tetep belajar kok Miss. Tapi tetep susah deh."

P : "Lah Andrian belajarnya gimana dong biar bisa speakingnya?"

S4 : "Dengerin musik Miss biasanya. Kalau di rumah sih Miss. Tapi kadang juga kalau pas lagi pengen Miss. Hehe."

P : "Sering gak pengennya yaa. Hayoooo. Eh kalau pak Shomadhun ngajar itu biasanya suka pake media apa Andrian?"

S4 : "Media apa Miss? Kadang-kadang doang pakenya. Kita aja cuma dapet copy an kok bukunya. Kan belum ada bukunya Miss."

P : "Oh gitu ya. Ngomong-ngomong Andrian suka nonton video gitu gak?"

S4 : "Suka dong Miss. Jelas kalau itu mah."

P : "Sip deh Andrian. Makasih yaaaa. Eh udahan dulu. Kamu juga belum pake sepatu kan? Buruan dipake deh. Keburu bel lho."

S4 : "Iya Miss. Sama-sama. Hehe. Yaa tak pake sepatu dulu Miss."

#### **Interview 7**

P : "Hai kalian. Lagi ngapain? Masih capek gak abis olahraga?

S5 : "Hai Miss. Lagi kipas-kipas Miss. Masih kepanasan ini. Udah gak

capek kok tapi."

S6 : "Agak capek dikit sih Miss. Tapi mendingan lah ketimbang tadi

Miss."

P : "Lagi gak sibuk kan berarti? Miss Olga tanya-tanya dikit gak pa

pa kan ya?"

S5 & S6 : "Gak sibuk Miss. Boleh kok. Boleh."

P : "Agung sama Fahrul pada suka pelajaran bahasa Inggris gak

dek?"

S5 & S6 : "Sukaaaaaa Miss."

P : "Susah apa gampang sih bahasa Inggris itu?"

S5 & S6 : "Susah-susah gampang Miss."

: "Susahnya dimana emang? Di listening, reading, writing apa

speaking?"

S5 : "Kalo aku sih jelas speaking Miss. Kebiasaan ngomong bahasa

Jawa sih soalnya. Hehe."

S6 : "Aku juga speaking Miss. Cara ngomongnya susah sih. Niruin aja

kadang masih salah-salah Miss."

P : "Pronunciation nya ya yang bikin susah? Kan di kamus ada cara

bacanya gimana."

S5 : "Iya. Pronunciationnya Miss. Lah kan itu hurufnya beda sama

huruf biasa Miss. Gak yakin juga kalo kita baca sendiri."

S6 : "Kadang lucu juga cara bacanya Miss. Jadi malah cuma ketawa-

ketawa gitu. Hehe."

P : "Terus yang kalian lakuin apa dong buat ngatasin kesulitan kayak

gitu?"

S5 & S6 : "Gak adaaaaaa. Ahahahahahaaaa. Males Miss. Banyak kegiatan

juga di sekolah."

P	: "Oh gitu. Males ya. Gak baik itu. Jangan males dong. Kalau susah
	ya belajar. Pasti bisa deh."

S5 & S6 : "Iya Miss. Belajar deh besok."

P : "Bener lho yaa. Awas kalau bohong. Eh by the way Pak

Shomadhun kalau ngajar di kelas pake media apa?"

S5 : "Jarang Miss pake media. Cuma dari buku kok Pak Shomadhun

ngajarnya."

S6 : "Iya. Jarang banget. Hampir-hampir gak pernah pake malah

Miss."

P : "Wah sayang banget ya kalau gitu. Nah kalian berdua pada suka

nonton video gak? Apa film mungkin?"

S5 : "Biasa aja sih Miss. Hehe."

S6 : "Suka Miss kalau aku."

P : "Bagus deh baguuuus. Eh udah bel itu. Miss Olga pergi dulu ya.

Makasih lho udah mau jawab pertanyaan Miss Olga."

S5 & S6 : "Iya Miss. Sama-sama."

# P menemui G di kelas 8 C setelah pelajaran Bahasa Inggris selesai sekitar pukul 10.50 WIB.

#### **Interview 8**

P : "Selamat siang, pak."

G : "Iya. Siang mbak. Gimana-gimana ada yang mau didiskusikan?"

P : "Iya pak. Mau diskusi masalah penelitian juga ini pak. Sama mau tanyatanya pak."

G: "Oh ya. Boleh mbak. Sudah interview siswa?"

P : "Oh iya pak. Sudah beberapa siswa yang saya interview. Kalau menurut bapak proses belajar mengajar di kelas yang bapak ampu bagaimana pak?"

G : "Untuk penerapannya ya karena sekarang memakai kurikulum 2013 ya guru cuma bisa mengikuti mbak. Untuk langkah-langkahnya juga. Kan memakai scientific method. Misal di tahap pertama itu ya guru memberi contoh untuk diamati. Kemudian membaca, yang difficult words nya. Tahap berikutnya menanya. Tahap menanya ini mbak yang masih membuat guru kesulitan. Biasanya guru memberikan contoh pronunciation kemudian siswa diharapkan menanyakan maknanya. Nah siswa tidak dibatasi juga mbak mau bertanya pada siapa. Apa kepada guru atau kepada temannya. Untuk tahap mengumpulkan data ya jawaban dari pertanyaanpertanyaan siswa itu tadi itu dikumpulkan dan dibahas bersama-sama. Tahap mencoba atau mengasosiasi ya hanya sesuai dengan kalimat atau pertanyaan yang diberikan guru saja. Siswa mencobanya sendiri-sendiri mbak. Tahap terakhir yang mengomunikasikan atau publikasi, guru memberi refleksi yang kemudian diterima siswa dan diterapkan pada kehidupan nyata. Misal dengan presentasi atau tugas-tugas."

P : "Lumayan susah ya pak tahap-tahapnya. Dari interview yang saya lakukan, siswa kebanyakan kesulitan di speaking pak. Ada yang writing juga. Tapi kebanyakan di speaking. Mereka takut salah pronunciationnya

- pak. Malu juga untuk ngomong bahasa Inggris. Kalau menurut bapak sendiri bagaimana pak?"
- G : "Ya kalau boleh jujur sih, di sekolah ini kemampuan siswa ya memang agak kurang mbak kalau dibandingkan dengan sekolah lain. Apalagi kemampuan speakingnya. Hanya rata-rata lah mbak. Malah agak lemah. Mereka tidak terbiasa ngomong bahasa Inggris. Takut salah ngomongnya. Malu mbak. Biasanya kalau ada yang salah ngomong terus ditertawakan teman-temannya. Penguasaan vocabulary nya juga masih kurang"
- P : "Mmm .. begitu ya pak. Kendala yang sangat signifikan dalam mengajar speaking sendiri apa pak?"
- G : "Kendalanya besar mbak. Banyak. Mulai dari anak-anaknya yang kurang termotivasi untuk belajar. Anak-anaknya juga banyak yang susah buat diatur. Mereka kan gak terlalu pintar seperti SMP 1 atau mana yang memang pada dasarnya anaknya sudah pinter. Jadi lebih mudah ngajarnya. Maklum lah mbak. Sekolah di pinggiran. Rata-rata mereka juga kurang mendapat fasilitas yang memadai di rumah. Padahal kalau mengandalkan belajar di sekolah saja kan jelas gak cukup mbak. Kendala media juga mbak. Untuk guru yang sudah tua seperti saya kan kurang bisa mencari apalagi membuat media-media yang menarik untuk siswa. Padahal untuk kurikulum yang baru ini guru dituntut untuk menggunakan teknologi juga."
- P : "Iya pak. Lumayan susah juga untuk memotivasi siswa. Untuk mengatasi kendala-kendala tersebut bagaimana pak? Misal dengan media tertentu begitu atau bagaimana pak?"
- G: "Ya diberi kepercayaan diri mbak. Dimotivasi. Diberi harapan. Misal memakai reward and punishment. Nanti yang mau maju dapet nilai lebih. Yang masih kurang atau yang tidak memperhatikan bisa diberi tugas tambahan. Kalau media sih biasanya Cuma pakai gambar, dialog teks. CD atau audio kadang-kadang mbak."
- P : "Kalau diiming-imingi nilai jadi lebih semangat ya pak siswanya? Nah kalau aktivitasnya sendiri pak untuk siswa ketika belajar speaking itu?"
- G: "Diberikan contoh mbak biasanya. Kemudian diberikan clue, siswa kemudian mencoba."
- P : "Mmm. Begitu ya pak. Nah saya kan rencananya mau memakai audiovisual aids ini pak untuk mengajar speakingnya. Menurut bapak bagaimana pak?"
- G : "Ya bagus itu mbak. Kalau ada ketersediaan media yang lengkap dan mudah dipakai. Ya balik ke itu tadi mbak. Guru tua seperti saya ya susah untuk menciptakan atau membuat media nya. Tidak punya waktu dan malas untuk mencarinya. Jadi saya rasa bagus kalau memang ada dan bisa diterapkan mbak. Audio-visual itu kan banyak sekali ya mbak. Ada apa saja?"
- P : "Ada film, video, televisi, sama CD pak."
- G: "Nah iya. Itu. Saya rasa dipilih salah satu saja mbak. Kalau melihat waktu untuk satu meetingnya kan cuma 80menit. Kalau pakai film terlalu lama mbak nanti. Kalau televisi juga repot di persiapannya. Kalau boleh

saya kasih saran, lebih baik menggunakan video saja. Yang lebih memungkinkan waktunya. Dan sesuai juga dengan kompetensi dasarnya mbak. Yang materi ungkapan kan lebih enak kalau pakai video."

P : "Oh iya pak. Saya rasa juga lebih mudah pakai video. Nanti saya tinggal menyesuaikan dengan materinya saja. Untuk persiapannya juga lebih mudah dan tidak memakan banyak waktu."

G: "Iya. Begitu saja mbak. Lebih mudah juga buat mbak Olga."

P : "Ya pak. Terimakasih pak. Saya ijin pamit dulu pak. Nanti bapak keburu mau Jumatan juga."

G : "Ya mbak. Sama-sama. Hati-hati di jalan mbak."

Hari, tanggal: Jum'at, 26 September 2014

Tempat : Ruang kelas 8 C G : Guru Bahasa Inggris

P : Peneliti
S1 : Nindi
S2 : Siti
S3 : Farhan
S4 : Indra
S5 : Yoan
S6 : Elrika

# Pada saat jam istirahat sekitar jam 09.00 WIB, P menemui siswa di depan ruang kelas 8 C.

#### **Interview 9**

**S**1

Interview 7	
P	: "Pagi dek. Lagi istirahat ya?"
S1 & S2	: "Pagi Miss Olga. Iya Miss. Abis jajan ini. Miss Olga mau?"
P	: "Aahahhaaa enggak deh. Makasih. Kalian dilanjut deh
	makannya. Miss Olga mau tanya-tanya boleh?"
S1 & S2	: "Boleh doong Miss. Tanya apa Miss?"
P	: "Selama diajar Miss Olga gimana? Materinya mudah dipahami
	gak?"
<b>S</b> 1	: "Susah-susah gampang sih Miss. Hehe."
S2	: "Lumayan Miss. Lumayan gampang dipahami."
P	: "Kalau begitu belajar pake video cukup membantu kalian gak?"
<b>S</b> 1	: "Membantu dong Miss. Pas pake video itu materinya jadi lebih
	mudah diingat. Mudah dipelajari juga. Kan ada gambarnya terus
	cara ngucapinnya juga. Jadi lebih gampang Miss."
S2	: "Iya. Membantu. Kita bahkan bisa lihat tulisannya sekaligus cara
	ngomongnya. Kalau tidak tahu artinya juga bisa dikira-kira dari liat
	video itu Miss."
P	: "Alhamdulillah deh kalau kalian terbantu. Miss Olga ngajarnya
	gimana? Enak gak?"

: "Enak Miss. Kadang agak cepet aja Miss Olga ngomongnya. Tapi kalau udah dijelasin pelan-pelan juga langsunug ngerti sih Miss."

S2 : "Enak banget. Miss Olga juga langsung hafal sama nama-nama kita. Jadi kita tu ngerasa bener-bener diperhatiin Miss. Kalau guruguru yang lain kan yang dihafalin cuma yang pinter-pinter aja. Jadi males deh."

P: "Hehe. Besok lagi Miss Olga pelanin deh Nin, ngomongnya. Terus Miss Olga udah cukup ngasih kesempatan kalian buat ngomong belum? Apa masih kurang?"

S1 : "Udah cukup Miss. Apalagi pas main-main game gitu kan kita bisa latihan ngomong sambil main. Jadi kita udah belajar tapi gak berasa belajarnya Miss. Terus di akhir kan kita pasti maju buat nunjukin hasil dialog kita Miss. Jadi banyak deh kita ngomongnya."

S2 : "Iya Miss. Kita jadi terbiasa ngomong bahasa Inggris. Pas niruin yang di video itu juga Miss. Kan menyenangkan bisa tau cara ngomongnya langsung sambil praktek."

P : "Mmm ... gitu ya. Oke deh. Makasih ya kalian. Dilanjut deh makannya."

S1 & S2 : "Iya Miss. Sama-sama."

#### **Interview 10**

P : "Hai Farhan. Lagi sibuk gak? Miss Olga mau tanya-tanya sedikit nih. Boleh?"

S3 : "Iya Miss. Gak sibuk kok ini. Tanya aja Miss. Silahkan. Hehe."

P : "Menurut Farhan Miss Olga nagjarnya gimana?"

S3 : "Asik Miss. Lebih mudah ngerti sama materinya juga. Kan Miss Olga banyak kasih contoh cara pengucapan yang bener juga."

P : "Alhamdulillah. Kalau materinya gimana Farhan?"

S3 : "Materinya mudah dipahami kok Miss. Jadi berasa enak aja belajarnya. Hehe."

P : "Kalau belajar bahasa Inggris pake video gitu membantu gak sih?"

S3 : "Lumayan membantu Miss. Kan setiap kalimat yang diucapkan dalam video sudah ada subtitle nya. Jadi kita tahu tulisannya trus sekaligus tahu cara ngucapinnya yang bener kayak gimana Miss."

P : "Miss Olga udah cukup kasih kesempatan buat ngomong belum buat kalian?"

S3 : "Udah Miss. Banyak banget malah. Mulai dari niruin cara ngucapin yang bener, pas main game, pas latihan dialog, terus pas maju ke depan dua-dua itu juga Miss."

P : "Bagus deh kalau begitu. Makasih ya Farhan. Miss Olga pergi dulu. Bye."

S3 : "Iya Miss. Sama-sama Miss."

# **Interview 11**

P : "Halo Indra, Yoan, Elrika. Miss Olga boleh ganggu sebentar?"

S4, S5, & S6 : "Halo Miss. Boleh Miss. Mau ngapain emang?" P : "Mau tanya-tanya aja sih. Sedikit aja kok."

$B_1, B_2, C$	
P	: "Eh menurut kalian Miss Olga gimana ngajarnya?"
S4	: "Enak Miss. Seruuu. Asik juga."
S5	: "Enak Miss. Ketimbang sama Pak Shomadhun. Enakan sama
	Miss Olga."
S6	: "Iya. Setuju sama Yoan. Sama Miss Olga gampang masuk
	materinya. Mudah dimengerti. Miss Olga asik. Kalo Pak
	Shomadhun serius banget, jadinya tegang deh. Hehe."
P	: "Ooooh gitu ya. Makanya kalian jangan rame kalo diajar Pak
	Shomadhun, biar asik juga. Nah terus materinya sendiri gimana
	menurut kalian?"
S4	: "Mudah dipahami Miss kalau yang ngajar Miss Olga."
S5	: "Iya ada yang gampang ada yang susah Miss kalau gak tau
	artinya."
S6	: "Iya Miss. Mudah dimengerti kok."
P	: "Alhamdulillah deh. Terus belajar bahasa Inggris pake video itu
	membantu kalian gak?
S4	: "Iya Miss membantu. Kan lebih mudah diingat, lebih jelas, dan
	mudah dimengerti juga Miss."
S5	: "Membantu Miss. Bisa lihat sekaligus denger cara ngomongnya
	yang benar Miss."
S6	: "Iya Miss. Membantu banget. Kata-kata yang di video udah jelas.
	Ditambah penjelasan dari Miss Olga juga. Jadi tambah jelas banget
	deh. Hehe."
P	: "Menurut kalian Miss Olga udah ngasih kalian kesempatan buat
	berbicara belum?"
S4, S5, & S6	: "Udah Miss. Kita malah ngomong terus kali Miss dari awal
	sampai akhir pelajaran. Pas niruin naratornya, pas latihan dialog,
	pas maju. Oh iya. Game juga itu Miss. Banyak banget deh."
P	: "Oh gitu. Oke deh. Makasih ya kalian. Miss Olga pergi dulu udah
	mau bel itu."
S4, S5, & S6	: "Iyaaa Miss. Sama-sama."

# P menemui G setelah bel pulang sekolah. Sekitar jam 11.00 WIB di ruang guru.

# **Interview 12**

P : "Selamat siang Pak."

S4, S5, & S6: "Boleeeeeeh."

G : "Iya siang mbak. Sini-sini silakan duduk dulu sini."

P : "Iya pak. Terimakasih. Mau interview sebentar ini pak tentang pelaksanaan cycle 1."

G: "Oh yaa mbak. Silahkan saja."

P : "Menurut bapak penggunaan video sudah membantu siswa pak?"

G: "Sudah cukup menarik mbak. Sudah efektif juga. Siswa jadi lebih tertarik, lebih antusias. Hanya masih butuh bimbingan aja supaya mereka lebih mudah memahami isi dari video tersebut."

- P : "Lalu bagaimana penilaian bapak terhadap kemampuan speaking siswa setelah cycle 1 ini pak?"
- G: "Saya lihat siswa semangatnya sudah mulai meningkat, lebih antusias dan percaya diri juga. Sudah cukup meningkat mbak kalau dibandingkan dengan pre-test nya. Tapi masih ada yang salah-salah pronunciationnya."
- P : "Oh iya pak. Berarti udah ada kemajuan ya pak di kemampuan speaking speaking siswanya. Ya pak. Saya lihat mereka bisa menikmati videonya. Kadang saking menikmatinya sampai lupa sama tugas yang harus dikerjakan. Untuk kekurangan di cycle ini apa ya pak?"
- G : "Lebih ke manajemen kelas saja mbak. Kadang pas mereka latian dialog itu mereka terlalu keras latihannya dan jadi berisik. Lebih banyak diberi bimbingan saja mbak. Karena yah begitulah anak-anak disini memang agak susah diatur. Mungkin lebih baik kalo dikasih reward sama punishment mbak. Jadi bagi yang maju nanti dapat hadiah biar mereka lebih bersemangat lagi nantinya. Untuk punishment bagi yang nakal atau rame sendiri, nilainya dikurangi atau bagaimana begitu mbak. Jadi mereka tidak berisik kemudian mengganggu siswa yang lain. Mungkin karena pengaruh teknologi, lingkungan, dan psikologisnya juga mbak. Jadi ya seperti itulah anak-anak sini. Harap maklum saja."
- P: "Iya pak. Saya juga agak kaget ternyata siswanya seperti itu pak. Tapi Insya Allah masih under control pak mereka. Belum terlalu parah. Yang terakhir ini pak. Apa saran bapak untuk cycle berikutnya?"
- G: "Ya itu tadi mungkin agak dikurangi terjemahan ke bahasa Indonesianya. Diganti dengan gesture aja. Kan ini speaking. Biar mereka bisa lebih memahami ketika guru berbicara menggunakan bahasa Inggris. Kemudian yang pemberian reward tadi. Kalau bisa direalisasikan akan lebih baik lagi. Membuat prediksi saja mbak apa yang akan terjadi di keas. Kan sekarang sudah tahu anak-anaknya seperti itu."
- P: "Oh ya pak. Akan saya perhatikan untuk cycle 2 besok. Kemudian menurut bapak apakah materi dan media sudah sesuai dengan tujuan peneliti untuk meningkatkan speaking siswa?"
- G: "Sudah mbak. Sesuai sekali. Siswa jadi lebih tertarik untuk mempelajari materinya. Jadi lebih antusias. Mereka juga lebih mengerti bagaimana pronunciation yang benar. Stress dan intonasi dari pengucapan suatu kata yang benar. Mereka bisa belajar sekaligus terhibur juga."
- P : "Ya pak. Saya rasa juga begitu. Kemudian untuk porsi mereka ketika berbicara di kelas. Apakah saya sudah cukup memberikan siswa kesempatan untuuk berbicara?"
- G: "Sudah cukup mbak. Mulai dari menirukan, pada saat bermain games, latihan dialog, hingga mereka membuat dialog sendiri kemudian mempresentasikan di depan kelas. Saya rasa itu sudah cukup bagus."
- P : "Ya pak. Kalu begitu terimakasih. Saya pamit pulang dulu pak. Mau mempersiapkan yang cycle 2."
- G : "Ya mbak. Sama-sama."

Hari, tanggal: Jum'at, 10 Oktober 2014

Tempat : Ruang kelas 8 C G : Guru Bahasa Inggris

P : Peneliti
S1 : Nindi
S2 : Eka
S3 : Farhan
S4 : Indra
S5 : Fahrul
S6 : Elrika

P melakukan wawancara dengan siswa-siswa kelas 8 C mengenai pembelajaran cycle 2 dan pelaksanaan program secara keseluruhan.

### **Interview 13**

P : "Pagi Nindi. Miss Olga boleh tanya-tanya gak nih?"

S1 : "Pagi Miss. Boleh dong. Tanya apa Miss? Jangan yang susah-susah ya Miss."

P : "Menurut kamu kegiatan di kelas bahasa Inggris sama Miss Olga kemarin gimana?"

S1 : "Berkesan banget Miss. Membantu dalam belajar bahasa Inggris."

P : "Alhamdulillah deh. Berarti Nindi suka dong belajar bahasa Inggris terutama speaking pake video?"

S1 : "Iya Miss. Suka. Asik sih Miss belajarnya nonton video gitu. Bisa tertawa sama teman-teman."

P : "Membantu gak Nin belajar speaking pake video gitu?"

S1 : "Membantu Miss. Kan jadi mudah diinget. Jadi belajarnya lebih gampang."

P : "Ada kemajuan gak habis belajar speaking pake video?"

S1 : "Ada dong Miss. Kata-kata bahasa Inggris yang belum terlalu lancar bisa jadi lebih lancar abis nonton video. Soalnya lebih tahu cara ngucapinnya. Jadi lebih pede Miss pas ngomong."

P : "Oh gitu. Berarti ada kemajuan ya speakingnya? Pertanyaan terakhir deh. Kesan apa yang Nindi dapet dari belajar speaking pake video?"

S1 : "Iya Miss. Jelas kalau itu. Kesannya ya makin lancar ngomong bahasa Inggris Miss."

P : "Oke deh kalo gitu. Makasih Nindi ya. Belajar yang rajin."

S1 : "Iya Miss. Sama-sama."

#### **Interview 14**

P : "Hai Eka. Miss Olga ganggu bentar boleh gak nih?"

S2 : "Hai Miss Olga. Boleh Miss. Ada apa?"

P : "Gak kok. Miss Olga mau tanya-tanya aja."

S2 : "Oke Miss. Gak mempengaruhi nilai kan Miss?"

P : "Enggak kok. Eh menurut Eka kelas bahasa Inggris yang sama Miss Olga selama ini gimana?"

S2 : "Seneng Miss. Miss Olga lucu sih. Hehe."

P : "Lucu po Miss Olga? Hehe. Eka suka gak sih belajar speaking pake video gitu?"

S2 : "Seneng Miss. Asik kalo nonton video gitu. Gak bosen."

P : "Kalo menurut Eka belajar pake video gitu membantu buat Eka belajar speakingnya?"

S2 : "Membantu Miss. Kan ada contoh yang bisa dilihat sama didengar. Jadi lebih jelas Miss."

P : "Ada kemajuan dong habis belajar speaking dengan nonton video gitu?"

S2 : "Ada Miss. Karena belajarnya lebih mudah dipahami. Jadi lebih seneng. Gak terlalu beban soalnya gak berasa sulit Miss."

P : "Terakhir deh. Kesan Eka habis belajar speaking sama Miss Olga apa?"

S2 : "Seneng Miss. Soalnya Miss Olga baik sih. Hehe."

P : "Aamiin. Aamiin. Makasih ya Eka. Bye."

S2 : "Bye Miss."

#### **Interview 15**

P : "Pagi Farhan."

S3 : "Pagi Miss. Mau tanya-tanya lagi ya?"

P : "Hehe. Iya Farhan. Kamu tahu aja sih. Mau kan tapi, Miss tanyatanya?"

s3 : "Mau Miss. Gampang-gampang juga kan pertanyaannya? Hehe."

P : "Gampang kok pasti. Hehe. Menurut Farhan gimana kegiatan di kelas bahasa Inggris selama ini sama Miss Olga?"

S3 : "Baik Miss. Menyenangkan juga kalo menurutku."

P : "Alhamdulillah. Farhan suka gak belajar bahasa Inggris pake video?"

S3 : "Suka Miss. Mudah dimengerti sih kalo pake video itu. Jelas cara pengucapannya."

P : "Bagus deh. Jadi video membantu Farhan buat belajar speaking?"

S3 : "Membantu Miss. Kan tiap kalimat yang diucapkan di videonya itu udah ada subtitle nya Miss. Bisa lebih ngerti kalau tulisan kayak gitu cara ngucapinnya gimana gitu. Kalau gak tau artinya juga bisa dikira-kira dari lihat gambar yang di video."

P : "Ada kemajuan dong Farhan speakingnya?"

si "Ada Miss. Jadi lebih tahu cara pengucapan yang benar kayak gimana."

P : "Mmmm .. gitu ya. Pertanyaan terakhir deh. Kesan yang Farhan dapat selama belajar speaking sama Miss Olga apa?"

: "Seneng Miss. Banyak pengetahuan baru yang aku dapet."

P : "Sip deh. Makasih ya Farhan."

S3 : "Iya Miss. Sama-sama."

#### **Interview 16**

P : "Hai Indra, Fahrul. Lagi apa? Miss Olga tanya-tanya boleh ya?"

S4 & S5 : "Boleeeh Miss."

: "Oke. Menurut kalian gimana pelajaran bahasa Inggris sama Miss

Olga selama ini?"

S4 : "Menyenangkan Miss."

S5 : "Enak Miss. Mudah dipahami. Miss Olga cantik juga sih. Hehe."

P : "Hehe. Makasih ya. Kalian suka gak belajar bahasa Inggris terutama speaking pake video?" : "Suka Miss. Lebih nyenengin sama gak bosan." **S**4 **S**5 : "Lebih suka pake video Miss." : "Jadi lebih membantu ya kalau pake video gitu?" S4 & S5 : "Membantu. Mudah diingat sama mudah dimengerti juga." : "Ada kemajuan apa selama belajar speaking pake video gini?" **S**4 : "Kemajuannya ya jadi lebih tahu cara ngucapin kata-kata pake bahasa Inggris Miss. Lebih gampang mengingatnya juga." S5 : "Lebih mudah sama enak memahami materi pelajaran Miss." : "Bagus deh kalau gitu. Pertanyaan terakhir ya. Kesan kalian selama pelajaran bahasa Inggrisnya sama Miss Olga apa?" **S**4 : "Lebih ngerti Miss. Gak ngebosenin juga selama pelajaran di kelas sama Miss Olga." S5 : "Kesannya belajar bahasa Inggris lebih menyenangkan Miss. Pas nonton video menyenangkan. Pokoknya semua yang diajarkan Miss Olga sangat membantu untuk lebih giat belajar. Miss Olga ngajarnya menarik sama mudah dimengerti." P : "Aamiin. Makasih ya. Kalian yang rajin belajarnya biar nilainya

#### **Interview 17**

S4 & S5

- P : "Hei Elrika. Miss Olga minta waktunya sebentar boleh? Mau tanya-tanya sedikit nih."
- S6 : "Iya Miss Olga. Sini deh Miss duduk sini."

: "Iya Miss. Sama-sama."

bagus semua."

- P : "Oke deh. Miss mulai ya tanya-tanyanya. Gimana nih pendapatnya Elrika mengenai pelajaran bahasa Inggris sama Miss Olga selama ini?"
- S6: "Bagus. Gampang masuk pelajarannya. Gampang dimengerti, seru. Miss Olga asik ngajarnya. Ketimbang sama Pak Shomadhun. Serius banget Miss. Jadinya tegang, takut. Hehe."
- P : "Jangan tegang deh, nanti susah ngertinya kalau kamu pas diajar malah tegang. Elrika suka gak belajar bahasa Inggris pake video?"
- S6 : "Suka Miss. Karena ya itu tadi. Materinya mudah dimengerti. Soalnya dari video kita udah lihat contoh yang benarnya kayak gitu. Jadi lebih pede aja sama lebih berani pas kita ngomong."
- P : "Mmm.. gitu ya. Kalau nonton video gitu membantu gak buat kamu belajar speaking?"
- S6 : "Membantulah pasti itu Miss. Kan kata-kata yang di video udah jelas. Ditambah penjelasan dari Miss Olga jadi tambah jelas. Jadi lebih mudah."
- P : "Ada kemajuan dong Elrika selama belajar bahasa Inggris terutama speaking pake video gitu?"
- S6 : "Kemajuannya ya aku lebih merasa nyaman sama lebih merasa bahasa Inggris itu ternyata mudah dimengerti, terutama dengan ada videonya itu tadi Miss."

P : "Pertanyaan terakhir ya. Kesan apa yang Elrika dapet selama pelajaran bahasa Inggris sama Miss Olga?"

S6 : "Seru Miss. Asik. Pengen diajar Miss Olga terus. Hehe."

P : "Sayangnya Miss Olga udah selesai ngajarnya. Eh makasih ya Elrika buat waktunya."

S6 : "Iya Miss. Sama-sama. Sering-sering main ke SMP lah Miss. Hehe."

P : "Kapan-kapan ya. Kamu belajar yang rajin."

S6 : "Iya Miss."

P kemudian ke ruang guru untuk melakukan wawancara dengan guru bahasa Inggris mengenai proses pembelajaran di kelas 8 C pada cycle kedua dan keseluruhan program.

#### **Interview 18**

P : "Permisi pak. Mau mengganggu lagi ini."

G : "Iya mbak. Santai saja."

P : "Saya mulai ya pak interviewnya. Bagaimana penilaian bapak terhadap kemampuan berbicara siswa di cycle 2 ini?

- G : "Cukup menarik. Siswa lebih aktif berbicara. Medianya menarik sehingga siswa lebih antusias. Kemampuan speaking siswa lebih meningkat mbak kalau dibandingkan sama cycle 1 apalagi pre test. Sudah signifikan juga peningkatannya. Dari beberapa ada yang membawa catatan di awal cycle 1 sampai mereka tidak membawa catatan kecil ketika maju ke depan. Pronunciationnya juga sudah baik dan benar mbak. Vocabulary mereka juga lebih bervariasi. Berani menggunakan ungkapan-ungkapan yang jarang mereka gunakan. Mereka juga lebih lancar berbicaranya ketika mempresentasikan dialog yang mereka buat sendiri."
- P : "Kalau kekurangan di cycle ini pak?"
- G: "Anak sebetulnya lebih aktif. Penggunaan metode sama medianya sudah cukup menarik mbak. Mungkin kalau dilakukan lebih lama lagi bisa lebih maksimal. Tapi karena keterbatasan waktu dan sudah ada peningkatan yang signifikan, ya saya rasa sudah cukuplah."
- P : "Iya pak. Kalau materi sama tasksnya sudah sesuai belum pak dengan tujuan penelitian ini?
- G: "Sudah sesuai mbak. Ada selingan gamenya juga jadi lebih menarik buat siswa. Sudah ada latian vocab, ada penjelasan grammar, terus sudah banyak latihan-latihan dialognya."
- P : "Kelebihan yang ada di cycle 2 ini pak? Apakah penggunaan media juga sudah efektif?"
- G: "Medianya sudah bagus. Anak juga sangat antusias untuk memahami sesuai dengan makna yang disampaikan. Mereka lebih berani untuk maju ke depan. Kalau di cycle 1 mereka masih malu-malu, di cyle 2 mereka terlihat lebih percaya diri bahkan rebutan untuk maju pertama. Mereka juga tidak takut untuk bertanya ketika tidak mengerti. Terlihat sekali usaha mereka untuk selalu berbicara bahasa Inggris di kelas."

- P : "Iya pak. Sangat terlihat sekali kalau siswa antusias ketika menonton video. Yang terakhir pak. Apa saran bapak untuk kegiatan semacam ini?"
- G: "Sudah baik ya. Mungkin bisa ditambah lagi practice untuk siswanya. Dan disesuaikan dengan tahap pada scientific method."
- P : "Baik pak. Untuk saat ini, informasi ini yang saya butuhkan. Ketika ke depannya nanti saya butuh hal yang lain, saya mohon bantuannya pak. Terimakasih untuk bantuan dan dukungannya selama program ini berlangsung pak."
- G: "Iya mbak. Sama-sama. Saya juga senang bisa membantu. Lancar ya mbak skripsinya. Semoga mendapatkan hasil yang terbaik."
- P : "Iya pak. Terimakasih. Saya pamit dulu pak."
- G : "Ya mbak. Hati-hati di jalan."

# C. Course grid

# USING AUDIO-VISUAL AIDS TO IMPROVE THE SPEAKING SKILLS OF GRADE 8 STUDENTS OF SMP N 2 SANDEN IN THE ACADEMIC YEAR OF 2014/2015

# **COURSE GRID**

School: SMP N 2 Sanden Class: 8 C

Subject: English

Core Competence	Basic Competence	Learning Materials	Learning Activity	Indicators	Assessment	Sources	Media
CYCLE 1				T	T	T	T _
1. Respect and appreciate the teachings of	1.1 Be grateful for the opportunity to learn English	a. Can you play the guitar? Yes, I can.	(Meeting 1) Pre-Teaching	1. Students are able to identify the expressions	Performance assessment	1. When English Rings the	Laptop Speaker
their religion.  2. Respect and appreciate the honest behavior, discipline, responsibility,	as an international language communication which is embodied in the spirit of	I'm sorry I can't answer the question.  My uncle can run very fast., etc.  b. I promise I	<ol> <li>Greet the students and checking the attendance.</li> <li>Asking/reminding a little bit about the last meeting material.</li> <li>Telling the students about the materials they are going to learn.</li> </ol>	of stating and asking if one can do something.  2. Students are able to identify the expressions	Tests	Bell.  2. <a href="http://wwww.u-1-">http://wwww.u-1-</a> language.c om/  3. <a href="http://www.englishclub.co">www.englishclub.co</a> m 4. <a href="http://www.englishclub.co">http://www.englishclub.co</a> m 4. <a href="http://www.englishclub.co">http://www.englishclub.co</a>	LCD projector Situation cards Printed materials
caring (tolerance, mutual	learning. 2.2 Demonstrate the honest behavior,	will come to your birthday party. Yes,	Whilst teaching	of stating and asking if one will do		w.cambrid ge.org/	White board Board-marker
cooperation), polite, confident, in interacting effectively with	discipline, confidence, and responsibility for implementing a transactional	sure, she will return the book soon. She will not take the train.,	Observing 1. The teacher plays a video about stating and asking if one can do something. 2. The students pay	something. 3. Students are able to apply the expressions of stating and			

Core	Basic	Learning	I coming Activity	Indicators	Aggaggmant	Courses	Madia
Competence	Competence	<b>Materials</b>	Learning Activity	indicators	Assessment	Sources	Media
the natural social environment within the reach of the association and its existence.  3. Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture and related to phenomena and incidence of eye looks.  4. Trying,	competence communication with teachers and friends.  3.2 Applying text structure and linguistic elements to carry out social functions of stating and asking about the ability and willingness to perform an action, according to the context of its use.  4.2 Develop oral and written texts to express and ask about the ability and willingness	O	attention to the video.  3. The teacher plays the video again, and asks the students to repeat after the narrator by pausing the video.  Questioning  1. By the teacher's guidance, the students formulate questions related to the social function, linguistic elements, about those expressions.  2. The teacher explains the expressions of asking and stating if one can do something.  Exploring  1. In pairs, the students find the expressions of stating and asking if one can do something from the video.  2. The students answer some questions related to the video orally.	asking if one can do something in a certain situation.  4. Students are able to apply the expressions of stating and asking if one will do something in a certain situation.	Assessment	Sources	Media
cultivating, and presenting, in the realm of concrete (using,	to perform an action, taking into account the social function,		3. The teacher asks the students to do an interview with their friends and find their				

Core	Basic	Learning	Learning Activity	Indicators	Assessment	Sources	Media
Competence	Competence	Materials	Learning Activity	mulcators	Assessment	Sources	Micuia
parse, compose,	the structure of		matching questions and				
modify, and	the text and		answers about the				
create) and the	linguistic		expressions of asking and				
realm of the	elements in		stating if one can do				
abstract	context.		something.				
(writing,	context.		Associating				
			1. The teacher asks the				
reading,			students to work in pairs.				
counting,			2. The teacher gives a				
drawing, and			paper containing				
arranging)			incomplete dialogue and the students have to				
according to			complete the dialogue				
what they have			using the right				
learned in			expressions.				
school and			3. The students practice the				
other sources in			dialogue.				
the same			Communicating				
			1. The teacher gives				
viewpoints /			situation cards to the				
theories.			students.				
			2. The students work in				
			pairs and make a				
			dialogue based on the				
			situation they got.				
			3. The students perform it				
			in front of the class.				
			Post-Teaching				
			1. The teacher gives the				
			students opportunity to				

Core Competence	Basic Competence	Learning Materials	Learning Activity	Indicators	Assessment	Sources	Media
			ask about what they have not understood yet.  2. The teacher concludes what they have learned in the teaching and learning process.				
			(Meeting 2)				
			Pre-Teaching				
			<ol> <li>Greet the students and checking the attendance.</li> <li>Asking/reminding a little bit about the last meeting material.</li> <li>Telling the students about the materials they are going to learn.</li> </ol>				
			Whilst Teaching				
			Observing  1. The teacher plays a video about stating and asking if one will do something.  2. The students pay attention to the video.  3. The teacher plays the				
			3. The teacher plays the video again, and asks the				

Core Competence	Basic Competence	Learning Materials	Learning Activity	Indicators	Assessment	Sources	Media
•	•		students to repeat after the				
			narrator by pausing the				
			video.				
			Questioning				
			1. By the teacher's guidance,				
			the students formulate				
			questions related to the				
			social function, linguistic elements, about those				
			expressions.				
			2. The teacher explains the				
			expressions of stating and				
			asking if one will do				
			something.				
			Exploring				
			1. The teacher gives a list of				
			activities and asks the				
			students to ask their				
			friends in chains by using				
			the expressions.				
			Associating				
			1. The teacher gives each				
			student a paper containing				
			the expressions of stating				
			and asking if one will do				
			something randomly.				
			2. The students have to find				
			their matching asking and				
			stating expressions by				
			asking their friends one by				

Core Competence	Basic Competence	Learning Materials	Learning Activity	Indicators	Assessment	Sources	Media
•			one.  Communicating  1. The teacher gives situation cards to the students.  2. The students work in pairs and make a dialogue based on the situation they got.  3. The students perform it in front of the class.				
			Post-Teaching 1. The teacher gives the students opportunity to ask about what they have not understood yet. 2. The teacher concludes what they have learned in the teaching and learning process.				
			(Meeting 3) Pre-Teaching				
			<ol> <li>Greet the students and checking the attendance.</li> <li>Asking/reminding a little bit about the last 2 meetings materials.</li> <li>The teacher asks some</li> </ol>				

Basic Competence	Learning Materials	<b>Learning Activity</b>	Indicators	Assessment	Sources	Media
_		questions related to the previous meeting.				
		Whilst Teaching				
		<ol> <li>The students get a conversation text about stating and asking if one can do something and if one will do something again.</li> <li>The teacher wraps up the materials and asks if there is something that the students do not understand.</li> <li>The teacher asks the students to work in pairs and find the expressions of stating and asking if one can and will do something from a text.</li> <li>The students practice the dialogue text.</li> <li>The teacher gives situation cards to the students.</li> </ol>				
		and make a dialogue based on the situation card they				
	Competence	Competence	questions related to the previous meeting.  Whilst Teaching  1. The students get a conversation text about stating and asking if one can do something and if one will do something again.  2. The teacher wraps up the materials and asks if there is something that the students do not understand.  3. The teacher asks the students to work in pairs and find the expressions of stating and asking if one can and will do something from a text.  4. The students practice the dialogue text.  5. The teacher gives situation cards to the students.  6. The students work in pairs and make a dialogue based	questions related to the previous meeting.  Whilst Teaching  1. The students get a conversation text about stating and asking if one can do something and if one will do something again.  2. The teacher wraps up the materials and asks if there is something that the students do not understand.  3. The teacher asks the students to work in pairs and find the expressions of stating and asking if one can and will do something from a text.  4. The students practice the dialogue text.  5. The teacher gives situation cards to the students.  6. The students work in pairs and make a dialogue based on the situation card they	questions related to the previous meeting.  Whilst Teaching  1. The students get a conversation text about stating and asking if one can do something and if one will do something again.  2. The teacher wraps up the materials and asks if there is something that the students do not understand.  3. The teacher asks the students to work in pairs and find the expressions of stating and asking if one can and will do something from a text.  4. The students practice the dialogue text.  5. The teacher gives situation cards to the students.  6. The students work in pairs and make a dialogue based on the situation card they	questions related to the previous meeting.  Whilst Teaching  1. The students get a conversation text about stating and asking if one can do something and if one will do something again.  2. The teacher wraps up the materials and asks if there is something that the students do not understand.  3. The teacher asks the students to work in pairs and find the expressions of stating and asking if one can and will do something from a text.  4. The students practice the dialogue text.  5. The teacher gives situation cards to the students.  6. The students work in pairs and make a dialogue based on the situation card they

Core Competence	Basic Competence		Learning Materials	The students practice and then perform it in front of the class.  8. The teacher gives feedback for the whole performances.  Post-Teaching  1. The teacher and students make a conclusion from what they have learned.	Indicators	Assessment		Sources	Media
CYCLE 2									
1. Respect and appreciate the teachings of their religion. 2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with	1.1 Be grateful for the opportunity to learn English as an international language communication which is embodied in the spirit of learning.  2.1 Demonstrate the well mannered behavior, care, and confidence	a. b. c.	Come in, please. Thank you. Put the book on the table, please. Yes, sure.  Let's go! Okay. Some with me! Sorry, I'm busy.  Don't be late again! Sure, I won't. Don't open it, ok? OK.  May I use	(Meeting 1)  Pre-Teaching  1. Greet the students and checking the attendance.  2. Asking/reminding a little bit about the last meeting material.  3. Telling the students about the materials they are going to learn.  Whilst teaching  Observing	Students are able to identify the expressions of giving instruction.  Students are able to identify the expressions of inviting someone to do something.  Students are able to apply the expressions of giving instruction in a certain	Performance assessment  Tests	2.	When English Rings the Bell. http://ww w.1- language.c om/ www.engli shclub.co m http://ww w.cambrid ge.org/	Laptop Speaker LCD projector Situation cards Printed materials White board Board-marker

Core	Basic	Learning	I saming Astivity	Indicators	Aggaggmant	Sources	Media
Competence	Competence	Materials	Learning Activity	indicators	Assessment	Sources	Media
the natural social	for implementing	your pen,	1. The teacher plays a video	situation.			
environment	an interpersonal	please? Sure,	about giving instruction	4. Students are			
within the reach	communication	here you are.	expressions.	able to apply			
of the association	with teachers and	May I wash	2. The students pay attention	the expressions			
and its existence.	friends.	my hands? Certainly.	to the video.  3. The teacher plays the	of inviting someone to do			
3. Understand and	3.3 Applying text	Certainly.	video again, and asks the	something in a			
apply knowledge	structure and		students to repeat after the	certain			
(factual,	linguistic		narrator by pausing the	situation.			
conceptual, and	elements to carry		video.				
procedural) based	out social		Questioning				
on his curiosity	functions of		1. By the teacher's guidance,				
about science,	giving		the students formulate				
technology, arts,	instruction,		questions related to the social function, linguistic				
culture and	inviting,		elements, about those				
related to	prohibiting, and		expressions.				
phenomena and	asking for		2. The teacher explains the				
incidence of eye	permission,		expressions of giving				
looks.	according to the		instruction.				
4. Try, cultivate,	context of its use.		Exploring				
and present, in	context of its use.		1. The students play a giving				
the realm of	4.3 Develop oral and		instruction game. <b>Associating</b>				
	•		1. The teacher asks the				
concrete (using,	written texts to		students to work in pairs.				
parse, compose,	express ask and		2. The teacher gives a paper				
modify, and	give response		containing incomplete				
create) and the	about the		dialogue and the students				
realm of the	expressions of		have to complete the				
abstract (writing,	giving		dialogue using the right				

Core Competence	Basic Competence	Learning Materials	Learning Activity	Indicators	Assessment	Sources	Media
reading, counting, drawing, and arranging) according to what they have learned in school and other sources in the same viewpoints / theories.	instruction, inviting, prohibiting, and asking for permission taking into account the social function, the structure of the text and the correct linguistic elements in context.		expressions.  3. The students practice the dialogue.  Communicating  1. The teacher gives situation cards to the students.  2. The students work in pairs and make a dialogue based on the situation they got.  3. The students perform it in front of the class.  Post-Teaching  1. The teacher gives the students opportunity to ask about what they have not understood yet.  2. The teacher concludes what they have learned in the teaching and learning process.  (Meeting 2)  Pre-Teaching  1. Greet the students and checking the attendance.  2. Asking/reminding a little bit about the last meeting material.				

Competence Competence Materials  3. Telling the students about the materials they are going to learn.  Assessment Source	
the materials they are	
going to learn.	
Whilst Teaching	
Observing	
1. The teacher plays a video	
about inviting someone to	
do something.	
2. The students pay attention	
to the video.	
3. The teacher plays the	
video again, and asks the	
students to repeat after the	
narrator by pausing the	
video.	
Questioning	
1. By the teacher's guidance,	
the students formulate	
questions related to the	
social function, linguistic	
elements, about those	
expressions.	
2. The teacher explains about	
the expressions of inviting	
someone to do something.	
Exploring 1. The teacher gives	
dialogues text about the	

Core Competence	Basic Competence	Learning Materials	Learning Activity	Indicators	Assessment	Sources	Media
			expressions of inviting				
			someone to do something.				
			2. The students pay attention				
			to the dialogue, and find				
			the expressions of inviting				
			someone to do something.				
			3. The students practice the				
			dialogue.				
			Associating				
			1. The teacher asks the				
			students to work in pairs.				
			2. The teacher gives a				
			paper containing				
			incomplete dialogue and				
			the students have to				
			complete the dialogue				
			using the right				
			expressions.				
			3. The students practice the				
			dialogue.				
			Communicating				
			1. The teacher gives cards				
			containing a situation to the students.				
			2. The students work in pairs and make a				
			pairs and make a dialogue based on the				
			situation they got.				
			3. The students perform it				
			in front of the class.				
			in front of the class.				

Core Competence	Basic Competence	Learning Materials	Learning Activity	Indicators	Assessment	Sources	Media
_	-		Post-Teaching 1. The teacher gives the				
			students opportunity to ask about what they have				
			not understood yet.  2. The teacher concludes				
			what they have learned in the teaching and learning process.				
			(Meeting 3)				
			Pre-Teaching				
			1. Greet the students and checking the attendance.				
			2. Asking/reminding a little bit about the last 2				
			meetings materials.  3. The teacher asks some				
			questions related to the previous meeting.				
			Whilst Teaching				
			1. The teacher gives a				
			dialogue text to the students containing the				
			expression of giving instruction and inviting				
			someone to do something.				

Core Competence	Basic Competence	Learning Materials	Learning Activity	Indicators	Assessment	Sources	Media
Competence	Competence	Iviaterials	<ol> <li>The students find the expressions of giving instruction and inviting someone to do something.</li> <li>The students practice the dialogue.</li> <li>The teacher wraps up the materials and asks if there is something that the students do not understand.</li> <li>The teacher gives situation cards to the students.</li> <li>The students work in pairs and make a dialogue based on the situation card they got.</li> <li>The students practice and then perform it in front of the class.</li> <li>The teacher gives feedback for the whole performances.</li> </ol> Post-Teaching <ol> <li>The teacher and students make a conclusion from what they have learned.</li> </ol>				

# D. Lesson plans

# **LESSON PLAN**

School : SMP N 2 Sanden

Subject : English Class/ Semester : VIII/One

Main Material : Oral and written text for stating and asking about (a) ability, (b)

willingness to do something.

**Time Allocation** : 1 Meeting (80 minutes)

## A. Core Competence

CC 1: Respect and appreciate the teachings of their religion.

CC 2: Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the natural social environment within the reach of the association and its existence.

CC 3: Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture and related to phenomena and incidence of eye looks.

CC 4: Trying, processing, and presenting, in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and arranging) according to what they have learned in school and other sources in the same viewpoints / theories.

## **B.** Basic Competence and Indicators

No.		Basic Competence		Indicators
1.	1.1	Be grateful to God for the chance to learn English as an international language of communication that is embodied in the spirit of learning.	1.1.1	Eager to carry out any activities in learning English. Serious to carry out any activities in learning English.
2.	2.2	Indicates the honest behavior, discipline, confidence, and responsibility for implementing a transactional communication with teachers and friends.	2.2.1 2.2.2 2.2.3 2.1.4 2.1.5	accordance with the specified time.  Argue or do activities without hesitation.

No.	Basic Competence	Indicators
		2.1.6 Dare to argue, ask or answer questions.
3.	3.2. Applying text structure and linguistic elements to carry ou social functions of stating and	expression of stating and
	asking about the ability and willingness to perform an action according to the context of use.	d 3.2.2 The students identify the
4.	4.2 Develop the oral and written tex to state and inquire about the ability and willingness to	Develop a spoken text to express and inquire about the
	perform an action, taking into account the social function, the structure of the text, and the	o 4.2.2. Develop a spoken text to express and inquire about
	correct linguistic elements and in context.	e
		4.2.4. Doing conversations involving the expressions of stating and asking about ability.

## C. Learning Objectives

The students are (able to):

- 1.1.1.1 Eager to carry out any activities in learning English;
- 1.1.2.1 Serious to carry out any activities in learning English;
- 2.2.1.1 Not being a plagiarist;
- 2.2.2.1 Express a feeling for what it is;
- 2.2.3.1 Work / collect duties in accordance with the specified time;
- 2.1.4.1 Argue or do activities without hesitation;
- 2.1.5.1 Dare to present in front of the class;
- 2.1.6.1 Dare to argue, ask or answer questions;
- 3.2.1.1 Identify the expression of stating and asking the ability;
- 3.2.2.1 Identify the expression of stating and asking the willingness;
- 4.2.1.1 Develop a spoken text to express and inquire about the ability;
- 4.2.2.1 Develop a spoken text to express and inquire about the willingness;
- 4.2.3.1 Do conversations involving the expressions of stating and asking about ability;
- 4.2.4.1 Do conversations involving the expressions of stating and asking about willingness.

#### **D.** Learning Materials

## 1. The social function of the expression:

- a. Stating and asking about ability.
- b. Stating and asking about willingness.

#### 2. Linguistic Elements

- a. The auxiliary verb: can, will.
- b. Vocabulary related to the activities and everyday actions at home, classroom, school, and community.
- c. The use of singular and plural with or without a, the, this, those, my, their, etc appropriately in a noun phrase.
- d. Pronunciation, word stress, and intonation.
- e. Spelling and punctuation.

# 3. The structure of the conversation text using the expression of stating and asking about the ability and willingness, namely:

- a. Stating and asking about ability
  - Can you play the guitar? Yes, I can.
  - I'm sorry I can't answer the question.
  - My uncle can run very fast.

The structure of the conversation:

A : Greeting B : Greeting

A : Asking how B's condition

B : Answering

A : Asking one's ability

B : Answering
A : Pre-closing
B : Closing
A : Farewell
B : Farewell

#### Example:

Behind a tree near the field at school

Ari : Hi, Beni. Beni : Hi Ari.

Ari : Whooaaaa the weather is nice.

Beni : Yes, you're right. It's sunny today.

Ari : In this nice weather, it is good for playing football. I like playing

football.

Beni : Absolutely. We can do anything we want today.

Ari : Can you play football, Beni?

Beni : Yes, Of course I can.

Ari : That's good. Would you like to play football together this afternoon?

Beni : It's a good idea. Okay.

Ari : Great. I'll pick you up at 4 p.m. See you.

Beni : Okay. See you.

## b. Stating and asking about willingness

- I promise I will come to your birthday party.

- Yes, sure, she will return the book soon.
- She will not take the train.

#### The structure of the conversation:

A : Greeting B : Greeting

A : Asking how B's condition

B : Answering

A : Asking one's willingness

B : Answering
A : Pre-closing
B : Closing
A : Farewell
B : Farewell

#### Example:

Early in the morning, at Tia's class.

Tia : Good morning, Nita
Nita : Good morning, Tia
Tia : How are you today?
Nita : I'm good. Thank you.

Tia : Tia, do you know that there is a farewell party tonight?Nita : Yes, I know. The committee is preparing the party now.Tia : Yeah. They seem very busy. Are you free tonight, Tia?

Nita: At what time?
Tia: Around 7 p.m.
Nita: Yeah. I'm free.

Tia : Well, will you come to the farewell party?

Nita : Yes, I will. Let's just go together.

Tia : Alright. Don't forget to wear your beautiful dress. Well, I have to go

now. The bell is ringing. Bye.

Nita: Bye.

#### E. Teaching and Learning Method

1. Scientific Approach

2. Communicative Approach

#### F. Media, Tools, and Learning Sources

- 1. Media
  - a. A short simple video conversation involving the expression of stating and asking about the ability. Available on <a href="www.youtube.com">www.youtube.com</a> (<a href="www.pumpkin.com">www.pumpkin.com</a> and <a href="www.lingoenglish.com">www.lingoenglish.com</a>)
  - b. Situation cards.
- 2. Tool/Material

Computer, an LCD projector, and a speaker.

3. Learning Sources

The Ministry of Education and Culture.2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VIII. Jakarta: The Ministry of Education and Culture.

## G. Teaching and Learning Activities

#### 1. First Meeting (stating and asking about ability)

#### a. Pre-Activities (10 minutes)

- The researcher prepares the students psychologically and physically to participate in the learning process by giving greetings, invites students to tidy up the classroom and their appearance, invites students to initiate activities with prayer, and checks the students' attendance.
- 2) The researcher asks a question about the English material that the students have learnt or have known previously.

- 3) The researcher conveys the learning objectives or the basic competence to be achieved.
- 4) The researcher conveys the range of the material and the description of the activities in accordance with the lesson plan.

#### b. Main Activities (60 minutes)

#### 1) Observing

- a) The students watch a short simple video conversation involving the expression of stating and asking about ability.
- b) The students write the unknown expressions associated with communicating in English that they have watched previously.
- c) The students imitate the narrator from the video.

#### 2) Questioning

- a) By the teacher's guidance, the students formulate questions related to the social function, linguistic elements, about those expressions
- b) By the teacher's guidance, the students formulate questions about how to stating and asking the ability.

#### 3) Exploring

- a) The students work in pairs to find the expressions of stating and asking the ability from the video transcript.
- b) The students answer the questions related to the video.

#### 4) Associating

a) The students do an interview with their friends by using the expressions of stating and asking the ability one by one until they find theyir matchining questions and answers about those expressions.

#### 5) Communicating

- a) The students work in pairs and take one situation card.
- b) The students have to make a dialogue based on the situation card they got and present it in front of the class.
- c) The teacher gives feedback for the students' performances.

#### c. Closing (10 Minutes)

- 1) The teacher and the students make a concluion of todays lesson.
- 2) The teacher asks some questions to the students to help them do a reflection on the teaching and learning process.
- 3) The teacher closes the lesson.

#### In an audition...

Director : First pumpkin. Come in. What can you do?

1st pumpkin : I can run. I can jump. I can swing.

Director : Can you fly?

1st pumpkin : No, I can't. I can't fly.

Director : Sorry. Next. What can you do?

2nd pumpkin: I can throw a ball. I can climb. I can catch.

Director : Can you catch an elephant?

2nd pumpkin: No, I can't. I can't catch an elephant.

Director : Next. What can you do?

3rd pumpkin : I can kick. I can hit. I can fight.

Director : Can you fight a monkey and a crocodile?

3rd pumpkin : No, I can't. I can't fight a monkey and a crocodile.

Director : Too bad. Next. What can you do?

4th pumpkin : I can smile. I can cry. I can walk.

Director : Can you swim?

4th pumpkin : No, I can't. I can't swim.

Director : Sorry, next pumpkin. What can you do?

5th pumpkin : I can sleep. I can drink, and I can eat.

Director : Can you eat a tree?

5th pumpkin : Yes, I can. I can eat a tree.

Director : Yeah! He's the one. Get him in here. Take him, we'll take him.

## www.pumpkin.com

## **KEY VOCABULARY**

VERB	<b>Pronunciation</b>	Meaning
Run	/ran/	berlari
Jump	/dʒʌmp/	melompat
Swing	/swɪŋ/	mengayun
Fly	/flaɪ/	terbang
Throw	/θroʊ/	melempar
Climb	/klaɪm/	mendaki/menaiki
Catch	/kætʃ/	menangkap
Kick	/k1k/	menendang
Hit	/hɪt/	memukul
Fight	/faɪt/	berkelahi
Smile	/smaɪl/	tersenyum
Cry	/kraɪ/	menangis
Walk	/wa:k/	berjalan
Swim	/swim/	berenang
Sleep	/sli:p/	tidur
Drink	/driŋk/	minum
Eat	/i:t/	makan

Answer these questions below orally.

- 1. What can the first pumpkin do? What can't he do?
- 2. What can the second pumpkin do? What can't he do?
- 3. What can the third pumpkin do? What can't he do?
- 4. What can the fourth pumpkin do? What can't she do?
- 5. What can the fifth pumpkin do?

## TASK 1

While watching the video, fill in the space what the pumpkin can and cannot do.

Pumpkin	Can	Cannot
Pumpkin 1		
Pumpkin 2		
Pumpkin 3		
Pumpkin 4		
Pumpkin 5		

TASK 2

Games. Find someone who can do something based on the card you got by using the expression, 'Can you ...?'

Find someone who can play	Find someone who can walk.
football.	
Find someone who can run.	Find someone who can sleep.
Find someone who can play.	Find someone who can read.
Find someone who can write.	Find someone who can talk.
Find someone who can listen.	Find someone who can jump.
Find someone who can drink.	Find someone who can eat.
Find someone who can watch T.V.	Find someone who can play TV
	games.
Find someone who can speak.	Find someone who can sing.

Find someone who can dance.	Find someone who can ride.
Find someone who can laugh.	Find someone who can cry.
Find someone who can swim.	Find someone who can study.
Find someone who can fight.	Find someone who can clean.
Find someone who can catch.	Find someone who can throw.
Find someone who can draw.	Find someone who can wait.
Find someone who can climb.	Find someone who can count.

play football	walk	
run	sleep	227
play	read	

write	talk	
listen	jump	
drink	eat	
watch T.V.	play T.V. games	
speak	sing	

ride dance laugh study fight clean throw catch









#### TASK 3

#### Instruction:

You get a situation card. Make a dialogue based on it. Do a conversation in pairs.

#### Situation 1

You ask your friend if she can attend your party or not.

(Kamu bertanya pada temanmu apakah dia bisa datang ke pestamu atau tidak).

Your friend tells you that she can come to your party.

(Temanmu memberitahumu bahwa ia bisa datang).

You ask your friend again if she can sing.

(Kamu bertanya pada temanmu lagi apakah dia bisa bernyanyi)

Your friend can't sing but she can dance.

(temanmu tidak bisa menyanyi tapi bisa menari).

You ask your friend to dance at your party.

(kamu bertanya pada temanmu dapatkah dia menari di pestamu)

Your friend can dance at your party.

(temanmu dapat menari di pestamu).

## Situation 2

You ask your friend if he can play football.

(kamu bertanya pada temanmu apakah dia bisa bermain sepakbola)

Your friend can play football.

(temanmu dapat bermain sepakbola).

You ask your friend if he can play football with you.

(kamu bertanya pada temanmu bisakah dia bermain sepakbola denganmu).

Your friend can play football with you and he asks you to pick him up.

(temanmu bisa bermain sepakbola denganmu besok dan dia bertanya padamu bisakah kamu menjemputnya).

You say sorry because you can't pick him up but Doni can pick him up.

(kamu meminta maaf karena tidak bisa menjemput temanmu tapi Doni bisa menjemputnya)

#### H. Assessment

### 1. Spiritual Attitude Competence

a. Assessment Techniques : Observation and self-assessment

b. Instrument Form : Observation sheet and self-assessment sheet

c. Lattice :

No.	Grain of	Indicators	Grain of the
	Value		Instrument
1.	Be Grateful	Eager to carry out any activities in learning	1
		English.	
		Be serious on doing every activity in	1
		learning English.	
		Total	2

## 2. Social Attitude Competence

a. Assessment Techniques : Observation and self-assessment

b. Instrument Form : Observation sheet and self-assessment sheet

c. Lattice

No.	Grain of	Indicators	Grain of the
	Value		Instrument
1.	Honest	Not being a plagiarism	1
		Express the feeling for what it is	1
2.	Discipline	Do and submit the tasks on time	1

3.	Confident	Argue or do activities without hesitation	1
4.	Responsible	Dare to argue, ask or answer questions	1
		Do and submit the task on time	1
		Total	6

## 3. Knowledge Competence

a. Assessment Techniques : Speaking skills test

b. Instrument form : Oral test (the ability on asking and answering

questions)

c. Lattice

No.	Indicators	Number of items
1.	Cards which contain questions and answers were given for the students randomly. The students conduct an interview with their friends to fiind the suitable partner based on the card they got.	1
	Total	1

## 4. Skills

a. Assessment Techniques : Performance

b. Instrument Form : Situation Cards (Speaking skills test), and scoring

rubric

c. Lattice :

1) Practice test

No.	Indicators	Number of
		items
1.	The situation cards were given for the students. There were two different situation cards. By using the card, the students should make a dialogue containing the expressions of stating and asking the ability with a smooth, coherent, and acceptable in pairs.	2

## 2) Scoring rubric

ASPECTS	SCORE						
ASPECTS	0	1	2	3	4	5	
PRONUNCIATION	No	Most	Many	Frequent	Comprehensible	Phonetically	
	attempt	utterances	errors	errors that	, generally	correct.	
		contain	that	confuse	correct.	Almost error-	

A CDE CEC				SCORE		
ASPECTS	0	1	2	3	4	5
		errors. Many utterances are incomprehen sible. Little communicati on.	interfere with compreh ensibility	listeners and require guessing at meaning.	Occasional error.	free. Awareness of accent. Genuine effort to sound like native speaker.
SYNTAX (GRAMMAR)	No attempt or repeats cue.	Most structures incorrect. Constant use of infinitive; no conjugation. Listener understands only because past experience.	Many errors (agreeme nt, verb forms). Errors impede communi cation.	Frequent errors. Selfcorrect s on some.	Two or fewer syntax errors. Minor errors that do not impede communication.	No grammatical errors. Speaker self-corrects without hesitation.
FLUENCY	No attempt. May repeat cue.	Constant searching for vocabulary, verb tense. Dies not complete utterances.	Frequent hesitations, searches for words. Overly translates questions before response. Repeat question word before response. Eventuall y responds.	Halting, hesitating. Visibly translating before responding . Can rephrase and respond.	Occasional hesitation, searching for words. Speaker can self-correct and respond to cues.	Smooth flow. Quick, continuous flow. Natural pauses.
VOCABULARY	No attempt. Totally irrelevan t answer.	Does not complete responses. Responses one or two words in length. Vocabulary repeated.	Inadequa te vocabula ry or incorrect use of lexical items.	Vocabular y is just adequate to respond. No attempt to vary expression s. Basic.	Good, appropriate vocabulary. Generally good response.	Very good; wide range. Uses appropriate and new words and expressions. Interesting response.

ASPECTS	SCORE						
ASPECTS	0	1	2	3	4	5	
			ication				
			difficult.				

## 3) Assessment guidelines

No	Name		Aspects being scored (1-5)				
		Pronunciation	Grammar	Fluency	Vocabulary	score	

Total mark : Total score x 5

Maximum score  $: 20 \times 5 = 100$ 

September 2014

English Teacher Researcher

 Shomadhun, S.Pd
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# **LESSON PLAN**

School : SMP N 2 Sanden

Subject : English Class/ Semester : VIII/One

Main Material : Oral and written text for stating and asking about (a) ability, (b)

willingness to do something.

**Time Allocation** : 1 Meeting (80 minutes)

## A. Core Competence

CC 1: Respect and appreciate the teachings of their religion.

CC 2: Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the natural social environment within the reach of the association and its existence.

CC 3: Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture and related to phenomena and incidence of eye looks.

CC 4: Trying, processing, and presenting, in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and arranging) according to what they have learned in school and other sources in the same viewpoints / theories.

#### **B.** Basic Competence and Indicators

No.		Basic Competence		Indicators
1.	1.1	Be grateful to God for the chance to	1.1.1	Eager to carry out any
		learn English as an international		activities in learning English.
		language of communication that is embodied in the spirit of learning.	1.1.2	Serious to carry out any activities in learning English.
2.	2.2	Indicates the honest behavior,	2.2.1	Not being a plagiarism.
		discipline, confidence, and	2.2.2	Expressing a feeling for what
		responsibility for implementing a		it is.
		transactional communication with teachers and friends.	2.2.3	Working / collecting duties in accordance with the specified time.
			2.1.4	Argue or do activities without hesitation.
			2.1.5	Dare to present in front of the
				class.

No.		Basic Competence		Indicators
			2.1.6	Dare to argue, ask or answer questions.
3.	3.2.	Applying text structure and linguistic elements to carry out social functions of stating and asking about the ability	3.2.1	The students identify the expression of stating and asking the ability.
		and willingness to perform an action, according to the context of use.	3.2.2	The students identify the expression of stating and asking the willingness.
4.	4.2	Develop the oral and written text to state and inquire about the ability and willingness to perform an action,	4.2.1.	Develop a spoken text to express and inquire about the capabilities.
		taking into account the social function, the structure of the text, and the correct linguistic elements and in	4.2.2.	•
		context.	4.2.3.	Doing conversations involving the expressions of stating and asking about ability.
			4.2.4.	•

## C. Learning Objectives

The students are (able to):

- 1.1.1.1 Eager to carry out any activities in learning English;
- 1.1.2.1 Serious to carry out any activities in learning English;
- 2.2.1.1 Not being a plagiarist;
- 2.2.2.1 Expressing a feeling for what it is;
- 2.2.3.1 Work / collect duties in accordance with the specified time;
- 2.1.4.1 Argue or do activities without hesitation;
- 2.1.5.1 Dare to present in front of the class;
- 2.1.6.1 Dare to argue, ask or answer questions;
- 3.2.1.1 Identify the expression of stating and asking the ability;
- 3.2.2.1 Identify the expression of stating and asking the willingness;
- 4.2.1.1 Develop a spoken text to express and inquire about the ability;
- 4.2.2.1 Develop a spoken text to express and inquire about the willingness;
- 4.2.3.1 Do conversations involving the expressions of stating and asking about ability;
- 4.2.4.1 Do conversations involving the expressions of stating and asking about willingness.

#### **D.** Learning Materials

## 1. The social function of the expression:

- a. Stating and asking about ability.
- b. Stating and asking about willingness.

## 2. Linguistic Elements

- a. The auxiliary verb: can, will.
- b. Vocabulary related to the activities and everyday actions at home, classroom, school, and community.
- c. The use of singular and plural with or without a, the, this, those, my, their, etc appropriately in a noun phrase.
- d. Pronunciation, word stress, and intonation.
- e. Spelling and punctuation.

# 3. The structure of the conversation text using the expression of stating and asking about the ability and willingness, namely:

- a. Stating and asking about ability
  - Can you play the guitar? Yes, I can.
  - I'm sorry I can't answer the question.
  - My uncle can run very fast.

The structure of the conversation:

A : Greeting B : Greeting

A : Asking how B's condition

B : Answering

A : Asking one's ability

B : Answering
A : Pre-closing
B : Closing
A : Farewell
B : Farewell

#### Example:

Behind a tree near the field at school

Ari : Hi, Beni. Beni : Hi Ari.

Ari : Whooaaaa the weather is nice.

Beni : Yes, you're right. It's sunny today.

Ari : In this nice weather, it is good for playing football. I like playing

football.

Beni : Absolutely. We can do anything we want today.

Ari : Can you play football, Beni?

Beni : Yes, Of course I can.

Ari : That's good. Would you like to play football together this afternoon?

Beni : It's a good idea. Okay.

Ari : Great. I'll pick you up at 4 p.m. See you.

Beni : Okay. See you.

## b. Stating and asking about willingness

- I promise I will come to your birthday party.

- Yes, sure, she will return the book soon.
- She will not take the train.

The structure of the conversation

A : Greeting B : Greeting

A : Asking how B's condition

B : Answering

A : Asking one's willingness

B : Answering
A : Pre-closing
B : Closing
A : Farewell
B : Farewell

## Example:

Early in the morning, at Tia's class.

Tia : Good morning, Nita Nita : Good morning, Tia Tia : How are you today?

Nita: I'm good. Thank you.

Tia : Tia, do you know that there is a farewell party tonight?Nita : Yes, I know. The committee is preparing the party now.Tia : Yeah. They seem very busy. Are you free tonight, Tia?

Nita: At what time? Tia: Around 7 p.m.

Nita: Yeah. I'm free.

Tia : Well, will you come to the farewell party?

Nita: Yes, I will. Let's just go together.

Tia : Alright. Don't forget to wear your beautiful dress. Well, I have to go

now. The bell is ringing. Bye.

Nita: Bye.

#### E. Teaching and Learning Method

1. Scientific Approach

2. Communicative Approach

## F. Media, Tools, and Learning Sources

- 1. Media
  - a. A short simple video conversation involving the expression of stating and asking about the willingness. Available on <a href="www.youtube.com">www.youtube.com</a> (<a href="www.pumpkin.com">www.pumpkin.com</a>)
     and <a href="www.lingoenglish.com">www.lingoenglish.com</a>)
  - b. Situation cards.
- 2. Tool/Material

Computer, an LCD projector, and a speaker.

3. Learning Sources

The Ministry of Education and Culture.2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VIII. Jakarta: The Ministry of Education and Culture.

## G. Teaching and Learning Activities

#### 1. Second Meeting (stating and asking about willingness)

- a. Pre-Activities (10 minutes)
  - The researcher prepares the students psychologically and physically to participate in the learning process by giving greetings, invites students to tidy up the classroom and their appearance, invites students to initiate activities with prayer, and checks the students' attendance.
  - 2) The researcher asks a question about the English material that the students have learnt or have known previously.

- 3) The researcher conveys the learning objectives or the basic competence to be achieved.
- 4) The researcher conveys the range of the material and the description of the activities in accordance with the lesson plan.

#### b. Main Activities (60 minutes)

#### 1) Observing

- a) The students watch a short simple video conversation involving the expressions of stating and asking about willingness.
- b) The students write the unknown expressions associated with communicating in English that they have watched previously.
- c) The students imitate the narrator from the video.

#### 2) Questioning

- a) By the teacher's guidance, the students formulate questions related to the social function, linguistic elements, about those expressions.
- b) By the teacher's guidance, the students formulate questions about how to stating and asking the willingness.

#### 3) Exploring

a) The students practice the expressions of stating and asking about the willingness by by playing a game. The students have to look at the table (will be displayed on the screen) and ask their friends about the activity from the table by using the expressions.

#### 4) Associating

- a) The students get a dialogue text about the expressions of stating and asking the willingness. The students have to find the expressions on the dialogue text by underlining the expressions.
- b) The students practice the dialogue.

#### 5) Communicating

- a) The students work in pairs and take one situation card.
- b) The students have to make a dialogue based on the situation card they got and present it in front of the class.
- c) The teacher gives feedback for the students' performances.

## c. Closing (10 Minutes)

- 1) The teacher and the students make a conclusion of today's lesson.
- 2) The teacher asks some questions to the students to help them do a reflection on the teaching and learning process.
- 3) The teacher closes the lesson.

## Task 1

## Instruction:

Ask your friends next to you to do something using the expression (WILL YOU .... ?) the next student has to answer based on the table below and then asks the other students by using the next activity.

No.	Activity	Will (✓), Won't (X)
1.	Help me to bring this book	✓
2.	Come to the party	✓
3.	Go to the canteen	X
4.	Close the window	✓
5.	Pass the salt	✓
6.	Come to the school	$\checkmark$
<b>7.</b>	Clean the floor	X
8.	Wash the clothes	✓
9.	Paint the house	$\mathbf{X}$
<b>10.</b>	Help my father to fix the table	✓
11.	Go to the market	X
<b>12.</b>	Buy some food	✓
13.	Help me to turn off the fan	✓
<b>14.</b>	Pass the pepper	✓
<b>15.</b>	Help me to bring the dictionary	✓
<b>16.</b>	Come to my house	X
<b>17.</b>	Read a novel	X
<b>18.</b>	Help me to turn on the T.V.	✓
19.	Clean the table	✓
20.	Come to the meeting	✓
21.	Sweep the floor	X
22.	Open the window	✓
23.	Clean the blackboard	✓
24.	Turn on the lamp	X

25.	Open the door	✓
26.	Turn off the lamp	$\checkmark$
27.	Close the door	X

#### Task 2

## **Planning a Party**

(two neighbors are talking)

Martha : I'm going to have a party this Saturday. Will you come to my party?

Jane : Of course. I will. Thank you for inviting me. Who's going to come

to the party?

Martha : Well, a number of people haven't told me yet. But, Peter and Mark

will help out with the cooking!

Jane : Hey, I will help you too!

Martha : Will you? That would be great!

Jane : I will bake the cake!

Martha : That sounds delicious! I know my cousins are going to be here. I'm

sure they will love it. Will you help me to prepare all the things?

**Jane** : Sure. I will help you.

Martha: Thank you in advance. I have to write the things I need. Will you

please pass the pen and the paper near you?

Jane : Here you are. Make sure you don't forget a thing.

Martha : Well, I hope I don't forget it. Oh! I remember. I have to buy the

invitation card. Jane, will you go to the store with me?

Jane : Let's go.

Adapted from: http://esl.about.com/od/beginningreadingskills/a/d\_party.htm

## Key Vocabulary

Bake /beɪk/ membakar kue

Cousin /'kʌz. ə n/ saudara sepupu

Advance /əd 'væn t s/ selanjutnya

Invitation / In.vi tel.  $\int d^2 n d^2 n$  undangan

Store /stɔ:r/ toko

# Underline the expressions of asking and stating if one will do something. Answer the questions below orally.

- 1. Who will have a party?
- 2. Who will help Martha with the cooking?
- 3. Will Jane bake the cake?
- 4. Who will love the cake?
- 5. Where will Martha and Jane go?

#### TASK 3

#### Instruction:

You get a situation card. Make a dialogue based on it. Do a conversation in pairs.

#### Situation 1

You ask your friend if she will come to Rani's birthday party or not.

(Kamu bertanya pada temanmu apakah dia akan datang ke pesta ulang tahun Rani atau tidak).

Your friend tells you that she will come to Rani's birthday party and she has not bought the present yet.

(Temanmu memberitahumu bahwa ia akan datang dan dia belum membeli hadiah).

You ask your friend if she will buy the present with you.

(Kamu bertanya pada temanmu akankah dia membeli hadiah bersamamu). Your friend will buy the present with you. She asks you if you will pick her up. (temanmu akan membeli hadiah bersamamu. Dia bertanya apakah kamu akan menjemputnya).

You will pick up your friend.

(kamu akan menjemput temanmu).

#### Situation 2

You ask your friend if he will do the homework tomorrow.

(kamu bertanya pada temanmu apakah dia akan mengerjakan PR besok) *Your friend will do the homework.* 

(temanmu akan mengerjakan PR).

You ask your friend if he will do the homework with you.

(kamu bertanya pada temanmu apakah dia akan mengerjakan PR denganmu).

Your friend will do the homework with you but he doesn't have the book yet. He asks you if you will accompany him to buy the book.

(temanmu akan mengerjakan PR denganmu tetapi dia belum mempunyai bukunya. Dia memintamu menemaninya membeli buku.

You say sorry because you can't accompany him to buy the book but you will lend your book for him.

(kamu meminta maaf karena tidak bisa menemani temanmu membeli buku tapi kamu akan meminjamkan bukumu padanya).

#### H. Assessment

1. Spiritual Attitude Competence

a. Assessment Techniques : Observation and self-assessment

b. Instrument Form : Observation sheet and self-assessment sheet

c. Lattice :

No.	Grain of	Indicators	Grain of the
	Value		Instrument
1.	Be Grateful	Eager to carry out any activities in learning English.	1
		Be serious on doing every activity in	1
		learning English.	
		Total	2

## 2. Social Attitude Competence

a. Assessment Techniques : Observation and self-assessment

b. Instrument Form : Observation sheet and self-assessment sheet

c. Lattice :

No.	Grain of Value	Indicators	Grain of the Instrument
1.	Honest	Not being a plagiarism	1
		Express the feeling for what it is	1
2.	Discipline	Do and submit the tasks on time	1
3.	Confident	Argue or do activities without hesitation	1
4.	Responsible	Dare to argue, ask or answer questions	1
		Do and submit the task on time	1
		Total	6

## 3. Knowledge Competence

a. Assessment Techniques : Speaking skills test

b. Instrument form : Oral test (the ability on asking and answering

questions)

c. Lattice :

No.	Indicators	Number of items
1.	There is a table containing some activities, the students can use the expressions of stating and asking willingness correctly.	1
	Total	1

## 4. Skills

a. Assessment Techniques : Performance

b. Instrument Form : Situation Cards (Speaking skills test), and scoring

rubric

c. Lattice :

1) Practice test

No.	Indicators	Number of items
1.	The situation cards were given for the students. There	2
	were two different situations card. By using the card,	
	the students should make a dialogue containing the	

expressions of stating and asking the willingness with a smooth, coherent, and acceptable in pairs.

2) Scoring rubric

	SCORE						
ASPECTS	0	1	2	3	4 5		
PRONUNCIATION	No attempt	Most utterances contain errors. Many utterances are incomprehen sible. Little communicati on.	Many errors that interfere with compreh ensibility	Frequent errors that confuse listeners and require guessing at meaning.	Comprehensible , generally correct. Occasional error.	Phonetically correct. Almost error-free. Awareness of accent. Genuine effort to sound like native speaker.	
SYNTAX (GRAMMAR)	No attempt or repeats cue.	Most structures incorrect. Constant use of infinitive; no conjugation. Listener understands only because past experience.	Many errors (agreeme nt, verb forms). Errors impede communi cation.	Frequent errors. Selfcorrect s on some.	Two or fewer syntax errors. Minor errors that do not impede communication.	No grammatical errors. Speaker self- corrects without hesitation.	
FLUENCY	No attempt. May repeat cue.	Constant searching for vocabulary, verb tense. Dies not complete utterances.	Frequent hesitations, searches for words. Overly translates questions before response. Repeat question word before response. Eventually responds.	Halting, hesitating. Visibly translating before responding . Can rephrase and respond.	Occasional hesitation, searching for words. Speaker can self-correct and respond to cues.	Smooth flow. Quick, continuous flow. Natural pauses.	
VOCABULARY	No	Does not	Inadequa	Vocabular	Good,	Very good;	

ASPECTS				SCORE		
ASPECTS	0	1	2	3	4	5
	attempt. Totally irrelevan t answer.	complete responses. Responses one or two words in length. Vocabulary repeated.	te vocabula ry or incorrect use of lexical items. Commun ication difficult.	y is just adequate to respond. No attempt to vary expression s. Basic.	appropriate vocabulary. Generally good response.	wide range. Uses appropriate and new words and expressions. Interesting response.

## 3) Assessment guidelines

No	Name		Total			
		Pronunciation Grammar F		Fluency Vocabulary		score

Total mark : Total score x 5

 $: 20 \times 5 = 100$ Maximum score

September 2014

**English Teacher** Researcher

Olga Azwita Tiarawati Shomadhun, S.Pd

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# **LESSON PLAN**

School : SMP N 2 Sanden

Subject : English Class/ Semester : VIII/One

Main Material : Oral and written text for stating and asking about (a) ability, (b)

willingness to do something.

**Time Allocation** : 1 Meeting (80 minutes)

## A. Core Competence

CC 1: Respect and appreciate the teachings of their religion.

CC 2 : Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the natural social environment within the reach of the association and its existence.

CC 3: Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture and related to phenomena and incidence of eye looks.

CC 4: Trying, processing, and presenting, in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and arranging) according to what they have learned in school and other sources in the same viewpoints / theories.

## **B.** Basic Competence and Indicators

No.	Basic Competence		Indicators		
1.	1.1 Be grateful to God chance to learn English international language communication that is en in the spirit of learning.	as an e of 1	1.1.1	Eager to carry out any activities in learning English. Serious to carry out any activities in learning English.	
2.	2.2 Indicates the honest be discipline, confidence responsibility for impler a transactional commun with teachers and friends.	and 2 menting nication 2	2.2.1 2.2.2 2.2.3 2.1.4 2.1.5	Not being a plagiarism.  Expressing a feeling for what it is.  Working / collecting duties in accordance with the specified time.  Argue or do activities without hesitation.  Dare to present in front of the class.	

No.		Basic Competence		Indicators
			2.1.6	Dare to argue, ask or answer
				questions.
3.	3.2.	Applying text structure and	3.2.1	The students identify the
		linguistic elements to carry out		expression of stating and asking
		social functions of stating and		the ability.
		asking about the ability and	3.2.2	The students identify the
		willingness to perform an action,		expression of stating and asking
		according to the context of use.		the willingness.
4.	4.2	Develop the oral and written text	4.2.1.	Develop a spoken text to
		to state and inquire about the		express and inquire about the
		ability and willingness to		capabilities.
		perform an action, taking into	4.2.2.	Develop a spoken text to
		account the social function, the		express and inquire about
		structure of the text, and the		willingness.
		correct linguistic elements and	4.2.3.	Doing conversations involving
		in context.		the expressions of stating and
				asking about ability.
			4.2.4.	Doing conversations involving
				the expressions of stating and
				asking about ability.

# C. Learning Objectives

The students are (able to):

- 1.1.1.1 Eager to carry out any activities in learning English;
- 1.1.2.1 Serious to carry out any activities in learning English;
- 2.2.1.1 Not being a plagiarist;
- 2.2.2.1 Expressing a feeling for what it is;
- 2.2.3.1 Work / collect duties in accordance with the specified time;
- 2.1.4.1 Argue or do activities without hesitation;
- 2.1.5.1 Dare to present in front of the class;
- 2.1.6.1 Dare to argue, ask or answer questions;
- 3.2.1.1 Identify the expression of stating and asking the ability;
- 3.2.2.1 Identify the expression of stating and asking the willingness;
- 4.2.1.1 Develop a spoken text to express and inquire about the ability;
- 4.2.2.1 Develop a spoken text to express and inquire about the willingness;
- 4.2.3.1 Do conversations involving the expressions of stating and asking about ability;
- 4.2.4.1 Do conversations involving the expressions of stating and asking about willingness.

## **D.** Learning Materials

# 1. The social function of the expression:

- a. Stating and asking about ability.
- b. Stating and asking about willingness.

# 2. Linguistic Elements

- a. The auxiliary verb: can, will.
- b. Vocabulary related to the activities and everyday actions at home, classroom, school, and community.
- c. The use of singular and plural with or without a, the, this, those, my, their, etc appropriately in a noun phrase.
- d. Pronunciation, word stress, and intonation.
- e. Spelling and punctuation.

# 3. The structure of the conversation text using the expression of stating and asking about the ability and willingness, namely:

- a. Stating and asking about ability
  - Can you play the guitar? Yes, I can.
  - I'm sorry I can't answer the question.
  - My uncle can run very fast.

The structure of the conversation:

A : Greeting B : Greeting

A : Asking how B's condition

B : Answering

A : Asking one's ability

B : Answering
A : Pre-closing
B : Closing
A : Farewell
B : Farewell

#### Example:

Behind a tree near the field at school

Ari : Hi, Beni. Beni : Hi Ari.

Ari : Whooaaaa the weather is nice.

Beni : Yes, you're right. It's sunny today.

Ari : In this nice weather, it is good for playing football. I like playing

football.

Beni : Absolutely. We can do anything we want today.

Ari : Can you play football, Beni?

Beni : Yes, Of course I can.

Ari : That's good. Would you like to play football together this afternoon?

Beni : It's a good idea. Okay.

Ari : Great. I'll pick you up at 4 p.m. See you.

Beni : Okay. See you.

# b. Stating and asking about willingness

- I promise I will come to your birthday party.

- Yes, sure, she will return the book soon.
- She will not take the train.

#### The structure of the conversation

A : Greeting B : Greeting

A : Asking how B's condition

B : Answering

A : Asking one's willingness

B : Answering
A : Pre-closing
B : Closing
A : Farewell
B : Farewell

#### Example:

Early in the morning, at Tia's class.

Tia : Good morning, Nita
Nita : Good morning, Tia
Tia : How are you today?
Nita : I'm good. Thank you.

Tia : Tia, do you know that there is a farewell party tonight?Nita : Yes, I know. The committee is preparing the party now.Tia : Yeah. They seem very busy. Are you free tonight, Tia?

Nita: At what time?
Tia: Around 7 p.m.
Nita: Yeah. I'm free.

Tia : Well, will you come to the farewell party?

Nita: Yes, I will. Let's just go together.

Tia : Alright. Don't forget to wear your beautiful dress. Well, I have to go

now. The bell is ringing. Bye.

Nita: Bye.

## E. Teaching and Learning Method

1. Scientific Approach

2. Communicative Approach

#### F. Media, Tools, and Learning Sources

- 1. Media
  - a. A short simple video conversation involving the expression of stating and asking about the ability and willingness. Available on <a href="https://www.youtube.com">www.youtube.com</a>
     ( www.pumpkin.com and www.lingoenglish.com)
  - b. Situation cards.
- 2. Tool/Material

Computer, an LCD projector, and a speaker.

3. Learning Sources

The Ministry of Education and Culture.2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VIII. Jakarta: The Ministry of Education and Culture.

### **G.** Teaching and Learning Activities

#### 1. Third Meeting (stating and asking about ability and willingness)

#### a. Pre-Activities (10 minutes)

- 1) The researcher prepares the students psychologically and physically to participate in the learning process by giving greetings, invites students to tidy up the classroom and their appearance, invites students to initiate activities with prayer, and checks the students' attendance.
- 2) The researcher asks a question about the English material that the students have learnt or have known previously.

- 3) The researcher conveys the learning objectives or the basic competence to be achieved.
- 4) The researcher conveys the range of the material and the description of the activities in accordance with the lesson plan.

# b. Main Activities (60 minutes)

#### 1) Observing

- a) The students get a dialogue text involving the expressions of stating and asking about ability and willingness.
- b) The students write the unknown exposures associated with communicating in English that they have watched previously.

## 2) Questioning

- a) By the teacher's guidance, the students formulate questions related to the social function, linguistic elements, about those expressions.
- b) By the teacher's guidance, the students formulate questions about the difference how to stating and asking the ability and willingness.

#### 3) Exploring

a) The students find the expressions of stating and asking about the ability and willingness from the text.

#### 4) Associating

a) The students practice the dialogue text with their partner.

#### 5) Communicating

- a) The students work in pairs and take one situation card.
- b) The students have to make a dialogue based on the situation card they got and present it in front of the class.
- c) The teacher gives feedback for the students' performances.

# c. Closing (10 Minutes)

- 1) The teacher and the students make a conclusion of today's lesson.
- 2) The teacher asks some questions to the students to help them do a reflection on the teaching and learning process.

3) The teacher closes the lesson.

#### TASK 1

Find the expressions of stating and asking if one can do something and if one will do something by underlining the expressions. Act out the dialogue with your partner.

At school ...

Adi : Hi, Raline. Are you busy?

Raline: No, I'm not. Why?

Adi : Well, I want to have your time. Toni, Vino, and I want to make a band for

the graduation party. We need a singer. Can you sing?

Raline: Yes, of course I can. You know that I like singing very much.

Adi : That's great. Will you join us, Raline?

Raline: I will Adi. With my pleasure. When will we do the rehearsal?

Adi : We will do it tomorrow. Can you come to Vino's house at 4 p.m.?

Raline: Yes, I can. Can I invite Ayu to come? She will help us to prepare the rehearsal.

Adi : Will she? That would be good if she can.

Raline: Yeah, certainly. Okay Adi, see you tomorrow.

Adi : See you.

Key vocabulary:

Graduation / græd3.u'e1. \( \rho \) n/ wisuda

Singer /'sɪŋ. ə-/ penyanyi

Rehearsal /rɪˈˈhɜː s ə l/ latihan

Pleasure /'ple3. ə/ senang

Certainly /'s3: .t o n.li/ pasti

#### TASK 2

#### Instruction:

You get a situation card. Make a dialogue based on it. Do a conversation in pairs.

Situation 1

Student 1 : You tell your friend that you like playing basketball. You ask your

friend if she can play basketball.

(kamu berkata pada temanmu bahwa kamu suka bermain basket.

Kamu bertanya pada temanmu bisakah dia bermain basket)

Student2 : You can't play basketball but you can play volleyball.

(kamu tidak bisa bermain basket tetapi kamu bisa bermain voli)

Student1 : You say that it is good. You feel thirsty and ask your friend if she

will go to the canteen.

(kamu berkata kalau itu adalah hal yang bagus. Kamu merasa haus

dan bertanya apakah temanmu akan pergi ke kantin)

Student2 : You will go to the canteen. You tell your friend to go together.

(kamu akan pergi ke kantin. Kamu berkata pada temanmu untuk

pergi bersama)

Student1 : You ask your friend if she will help you bring the books to the

library before you go to the canteen.

(kamu bertanya pada temanmu apakah dia akan membantumu

membawa buku ke perpustakaan sebelum pergi ke kantin)

Student2 : You will help her. You ask your friend if she can run faster

because the bell is ringing.

(kamu akan membantunya. Kamu bertanya pada temanmu apakah

dia dapat berlari lebih kencang karena bel telah berbunyi)

Student1 : You can run faster.

(kamu bisa berlari lebih kencang)

Situation 2

Student 1 : You tell your friend that you like singing. You ask your friend if she can

sino

(kamu berkata pada temanmu bahwa kamu suka menyanyi. Kamu bertanya

pada temanmu bisakah dia menyanyi)

Student2 : You can't sing but you can dance.

(kamu tidak bisa menyanyi tetapi kamu bisa bermain menari)

Student1 : You say that it is good. You feel hungry and ask your friend if she will go

Situation 3

Student 1 : You tell your friend that you like playing tennis. You ask your friend if

she can play tennis.

(kamu berkata pada temanmu bahwa kamu suka bermain tenis. Kamu bertanya pada temanmu bisakah dia bermain tenis)

Student2 : You can't play tennis but you can play badminton.

(kamu tidak bisa bermain tenis tetapi kamu bisa bermain badminton)

Student1 : You say that it is good. You want to buy a ruler and ask your friend if

she will go to the cooperative store.

(kamu berkata kalau itu adalah hal yang bagus. Kamu ingin membeli

Situation 4 Student 1

: You tell your friend that you like swimming. You ask your friend if she can swim.

(kamu berkata pada temanmu bahwa kamu suka berenang. Kamu bertanya pada temanmu bisakah dia berenang)

Student2 : You can't swim but you can dance.

(kamu tidak bisa berenang tetapi kamu bisa menari)

Student1 : You say that it is good. You want to buy an eraser and ask your friend if she will go to the cooperative store.

# H. Assessment

# 1. Spiritual Attitude Competence

a. Assessment Techniques : Observation and self-assessment

b. Instrument Form : Observation sheet and self-assessment sheet

c. Lattice :

No.	Grain of Value	Indicators	Grain of the Instrument
1.	Be Grateful	Eager to carry out any activities in learning English.	1
		Be serious on doing every activity in learning English.	1
		Total	2

# 2. Social Attitude Competence

a. Assessment Techniques : Observation and self-assessment

b. Instrument Form : Observation sheet and self-assessment sheet

c. Lattice

No.	Grain of Value	Indicators	Grain of the Instrument
1.	Honest	Not being a plagiarism	1
		Express the feeling for what it is	1
2.	Discipline	Do and submit the tasks on time	1
3.	Confident	Argue or do activities without hesitation	1
4.	Responsible	Dare to argue, ask or answer questions	1
		Do and submit the task on time	1
		Total	6

# 3. Knowledge Competence

a. Assessment Techniques : Speaking skills test

b. Instrument form : Oral test (the ability on asking and answering

questions)

c. Lattice

No.	Indicators	Number of items
1.	Presented a particular conversation text, the students can find the expressions of stating and asking ability and willingness correctly.	1
	Total	1

# 4. Skills

a. Assessment Techniques : Performance

b. Instrument Form : Situation Cards (Speaking skills test), and scoring

rubric

c. Lattice :

1) Practice test

No.	Indicators	Number of items
1.	The situation cards were given for the students. There were	4
	four different situations card. By using the card, the students	

should make a dialogue containing the expressions of stating and asking the ability and willingness with a smooth, coherent, and acceptable in pairs.

2) Scoring rubric

2) Scoring rubric						
ASPECTS			1	SCORE		
	0	1	2	3	4	5
PRONUNCIATION	No attempt	Most utterances contain errors. Many utterances are incomprehen sible. Little communicati on.	Many errors that interfere with compreh ensibility	Frequent errors that confuse listeners and require guessing at meaning.	Comprehensible , generally correct. Occasional error.	Phonetically correct. Almost error-free. Awareness of accent. Genuine effort to sound like native speaker.
SYNTAX (GRAMMAR)	No attempt or repeats cue.	Most structures incorrect. Constant use of infinitive; no conjugation. Listener understands only because past experience.	Many errors (agreeme nt, verb forms). Errors impede communi cation.	Frequent errors. Selfcorrect s on some.	Two or fewer syntax errors. Minor errors that do not impede communication.	No grammatical errors. Speaker self- corrects without hesitation.
FLUENCY	No attempt. May repeat cue.	Constant searching for vocabulary, verb tense. Dies not complete utterances.	Frequent hesitations, searches for words. Overly translates questions before response. Repeat question word before response. Eventuall y responds.	Halting, hesitating. Visibly translating before responding . Can rephrase and respond.	Occasional hesitation, searching for words. Speaker can self-correct and respond to cues.	Smooth flow. Quick, continuous flow. Natural pauses.

ASPECTS				SCORE		
ASPECTS	0	1	2	3	4	5
VOCABULARY	No attempt. Totally irrelevan t answer.	Does not complete responses. Responses one or two words in length. Vocabulary repeated.	Inadequa te vocabula ry or incorrect use of lexical items. Commun ication difficult.	Vocabular y is just adequate to respond. No attempt to vary expression s. Basic.	Good, appropriate vocabulary. Generally good response.	Very good; wide range. Uses appropriate and new words and expressions. Interesting response.

# 3) Assessment guidelines

No	Name	Aspects being scored (1-5)				Total
		Pronunciation	Grammar	Fluency	Vocabulary	score

Total mark : Total score x 5

Maximum score :  $20 \times 5 = 100$ 

September 2014

English Teacher Researcher

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# **LESSON PLAN**

School : SMP N 2 Sanden

Subject : English Class/ Semester : VIII/One

Main Material : Oral and written text for (a) giving instruction, (b) inviting, (c)

prohibiting, (d) asking for permission, and its response.

**Time Allocation** : 1 Meeting (80 minutes)

# A. Core Competence

CC 1: Respect and appreciate the teachings of their religion.

CC 2 : Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the natural social environment within the reach of the association and its existence.

CC 3: Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture and related to phenomena and incidence of eye looks.

CC 4: Trying, processing, and presenting, in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and arranging) according to what they have learned in school and other sources in the same viewpoints / theories.

#### **B.** Basic Competence and Indicators

No.		Basic Competence		Indicators
1.	1.1	Be grateful to God for the chance to learn English as an	1.1.1	Be eager to carry out any activities in learning English.
		international language of communication that is embodied in the spirit of learning.	1.1.2	Be serious to carry out any activities in learning English.
2.	2.1	Indicates the well mannered attitude, caring, and confidence, in implementing an interpersonal communication with teachers and	2.1.1	Using the expressions of giving instruction, inviting, prohibiting, and asking for permission with its response with confidence.
		friends.	2.1.2	Using the formal and well mannered expressions to the teacher.
			2.1.3	Answering or explaining the friends' questions if they do not understand the context or

No.	Basic Competence	Indicators
		materials of the expressions of giving instruction, inviting, prohibiting, and asking for permission.  2.1.4 Responding the expressions of giving instruction, inviting, prohibiting, and asking for permission.
3.	3.3 Applying text structure and linguistic elements to carry out social functions of giving instruction, inviting, prohibiting, and asking for permission, according to the context of use.	3.3.1 The students identify the expressions of giving instruction, inviting, prohibiting and asking for permission and its response.  3.3.2 The students find the expressions of giving instruction, inviting, prohibiting and asking permission and its response.
4.	4.2 Develop the oral and written text to state, inquire, and respond about the expressions of giving instruction, inviting, prohibiting, and asking for permission by taking into account the social function, the structure of the text, and the correct linguistic elements and in context.	<ul> <li>4.3.1. Develop a spoken text for giving instruction, inviting, prohibiting, and asking for permission and its response.</li> <li>4.3.2. Doing conversations involving the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response.</li> </ul>

#### C. Learning Objectives

The students are (able to):

- 1.1.1.1 Eager to carry out any activities in learning English;
- 1.1.2.1 Serious to carry out any activities in learning English;
- 2.1.1.1 Use the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response with confidence;
- 2.1.2.1 Use the formal and well mannered expressions with the teacher;
- 2.1.3.1 Answer or explain her/his friends' questions that they do not understand with the context or materials of the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response;
- 2.1.4.1 Respond the expressions of giving instruction, inviting, prohibiting, and asking for permission by using English;
- 3.3.1.1 Identify the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response;
- 3.3.2.1 Find the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response;
- 4.3.1.1 Develop a spoken text of the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response

4.3.2.1 Do conversations involving the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response.

# D. Learning Materials

# 1. The social function of the expression:

- a. Giving instruction.
- b. Inviting
- c. Prohibiting
- d. Asking for permission

### 2. Linguistic Elements

- a. The vocabulary: please, okay, certainly, sure, sorry, let's.
- b. Grammar: positive imperative sentences, negative imperative sentences and modal verb may.
- c. The use of singular and plural with or without a, the, this, those, my, their, etc appropriately in a noun phrase.
- d. Pronunciation, word stress, and intonation.
- e. Spelling and punctuation.

# 3. The structure of the conversation text using the expressions of giving instruction, inviting, and its response, namely:

- a. Giving instruction
  - Come in, please!
  - Thank you.
  - Put the book on the table, please.
  - Yes, sure.

The structure of the conversation:

A : Greeting B : Greeting

A : Asking how B's condition

B : Answering

A : Giving instruction

B : Answering A : Pre-closing B : Closing A : Farewell B : Farewell

# Example:

At Doni's home

Galih : Hi, Doni. Doni : Hi, Galih.

Galih: How are you today? You look so pale.

Doni : Yeaah, I'm not feeling well. I think I catch a cold.

Galih : Go see the doctor! You better to go soon.

Doni : I would like to, but no one can accompany me.

Galih: I'm free now. I can accompany you.

Doni : Thank you. How nice you are. Bbbrrrr. I'm trembling. Lend me your

jacket, please.

Galih : Here you are. You should be prepared now. I have to go home and get

my motorcycle.

Doni : Okay. I'll see you soon.

Galih : See you.

# b. Inviting

- Let's go!

- Okay.

- Come with me.

- Sorry, I'm busy.

The structure of the conversation:

A : Greeting B : Greeting

A : Asking how B's condition

B : Answering A : Inviting someone

B : Answering
A : Pre-closing
B : Closing
A : Farewell
B : Farewell

#### Example:

At the school's gate.

Dyah : Afternoon, Dita. Dita : Afternoon, Dyah. Dyah : How's life?

Dita : Great. I'm feeling well. How about you?

Dyah: Huuffhhh.. not that great. I'm still confused about how to do the

difficult task from Miss Daisy.

Dita : Yeah. It's so difficult. I haven't finished it. You're a dilligent student. I think you have finished it, right?

Dyah : Not yet. I made an appointment with Johan to do the task together. Just come to my house if you want to.

Dita : Okay. Of course I'll come. Can I invite Reni to join us?

Dyah : Yes, you can. Well, I think I've to go now, Dita. My mom is picking

me up. Bye.

Dita : Okay. Bye.

### E. Teaching and Learning Method

1. Scientific Approach

2. Communicative Approach

#### F. Media, Tools, and Learning Sources

- 1. Media
  - a. A short simple video conversation involving the expression of stating and asking about giving instruction. Available on <a href="https://www.youtube.com">www.youtube.com</a> (<a href="https://www.pumpkin.com">www.pumpkin.com</a>)
  - b. Situation cards.
- 2. Tool/Material

Computer, an LCD projector, and a speaker.

3. Learning Sources

The Ministry of Education and Culture.2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VIII. Jakarta: The Ministry of Education and Culture.

#### **G.** Teaching and Learning Activities

#### 1. First Meeting (giving instruction)

#### a. Pre-Activities (10 minutes)

1) The researcher prepares the students psychologically and physically to participate in the learning process by giving greetings, invites students to tidy up the classroom and their appearance, invites students to initiate activities with prayer, and checks the students' attendance.

- 2) The researcher asks a question about the English material that the students have learnt or have known previously.
- 3) The researcher conveys the learning objectives or the basic competence to be achieved.
- 4) The researcher conveys the range of the material and the description of the activities in accordance with the lesson plan.

#### b. Main Activities (60 minutes)

#### 1) Observing

- a) The students watch a short simple video conversation involving the expressions of giving instruction.
- b) The students write the unknown expressions associated with communicating in English that they have watched previously.
- c) The students imitate the narrator from the video.

#### 2) Questioning

- a) By the teacher's guidance, the students formulate questions related to the social function, linguistic elements, about those expressions
- b) By the teacher's guidance, the students formulate questions about how to give instructions.

#### 3) Exploring

- a) The students watch the video again, and find the expressions of giving instruction and its response from the video.
- b) The students play a giving instruction game. Every student has to make one imperative sentence that could be done inside the class room. They cannot make the same sentence. The student has to point out their friends to do the activity.

#### 4) Associating

- a) The students work in pairs and try to complete an incomplete dialogue.
- b) The students practice the dialogue.

# 5) Communicating

a) The students work in pairs and take one situation card.

- b) The students have to make a dialogue based on the situation card they got and present it in front of the class.
- c) The teacher gives feedback for the students' performances.

# c. Closing (10 Minutes)

- 1) The teacher and the students make a conclusion of today's lesson.
- 2) The teacher asks some questions to the students to help them do a reflection on the teaching and learning process.
- 3) The teacher closes the lesson.

# Transcript video 1

Teacher: T, Student 1: S1, Student 2: S2, Student 3

**S**3

Students : Ss

T: Hello students, I am the teacher.

Ss: Hello teacher. We are students.

T: What is your name?

S1: Aaaa

T: Please stand up.

S1: My name is Paul.

T : Good Paul. Please sit down. What is your name?

S2: My name is Penelope.

 $\Gamma$ : What is your name?

S3: My name is Penelope.

-Ss are laughing-

T : Please be quite.

S3: My name is George.

T: Hello George. Now students please take out your books. Good. No, George. It is not a book. It is a pencil box. Put your pencil box away and take out your book.

S2 : Open your book, George.

T: Now, look at your book and listen to me. It is a pen.

Ss: It is a pen.

T: It is a pencil.Ss: It is a pencil.T: It is a ruler.Ss: It is a ruler.

- T : Very good. Now, close your books and put your books away. Take out your homework. Please come here, and give me your homework.
- S3: Teacher, I don't have my homework.
- T : Okay, George. Please write your homework again.
- S3: Teacher, I don't have a pencil. Please give me a pencil.
- Γ : Okay. Paul and Penelope you may listen to music or play on the computer.
   Please speak English Paul.
- S3: Teacher. May I go to the bathroom?
- T: Yes, Paul. Go!

TASK 1
While watching the video, write the expressions of giving instruction and its response that you can find from the video.

Giving Instruction	Response
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

#### TASK 2

Work in pairs. Listen to your teacher and fill in the blank parts with the expressions that you have heard. Practice the dialogue with your partner.

a) Dialog 1:		
Mother	: Hey, Citra.	, please.
Citra	: No worries, Mom. I'm coming.	What should I do for you, Mom?
Mother	:	, will you? It went blank.

Citra	: Yes, Mom. I will
Mother	: Here is my phone
Citra	: Okay, Mom.
-	rom: <a href="http://ithinkeducation.blogspot.com/2013/03/expressions-of-giving-ns-part.html">http://ithinkeducation.blogspot.com/2013/03/expressions-of-giving-ns-part.html</a>
b) Dialog	2
Toni : F	Hello, this is Yamaha Printer call centre.
Rani : H	Iello, I need a help. My printer got jammed.
	and
	OK
Toni : I	Does it print again?
Rani : Y	es, it does. Thank you.
-	rom: http://ithinkeducation.blogspot.com/2013/03/expressions-of-giving-ns-part.html
c) Dialog	3
Kevin	: Would you mind helping me for a minute.Justin?
Justin	: I'd be glad to, Kevin. What do you want me to do?
Kevin	: while I
Justin	: Yes, it's straight, but it's upside down.
Adopted f	rom: http://aniarwatv.blogspot.com/2012/11/giving-instruction.html

#### TASK 3

#### Instruction:

You get a situation card. Make a dialogue based on it. Do a conversation in pairs.

You are at your friend's house. You feel cold and you command your friend to turn off the fan. Your friend commands you to close the door. Make a dialogue by using the expressions of giving instructions (command and request) with your friend. At least take 3 turns for each of you.

You are at your friend's house. You feel hot and you command your friend to turn on the fan. Your friend commands you to open the window. Make a dialogue by using the expressions of giving instructions (command and request) with your friend. At least take 3 turns for each of you.

You are at school. You do not bring your pen and you command/request your friend to lend you a pen. Your friend commands you to take the black one. Make a dialogue by using the expressions of giving instructions (command and request) with your friend. At least take 3 turns for each of you.

You are at school. You do not bring your book and you command your friend to lend you her/his book. Your friend commands you to take the book at her/his bag. Make a dialogue by using the expressions of giving instructions (command and request) with your friend. At least take 3 turns for each of you.

# H. Assessment

1. Spiritual Attitude Competence

a. Assessment Techniques : Observation and self-assessment

b. Instrument Form : Observation sheet and self-assessment sheet

c. Lattice

No.	Grain of	Indicators	Grain of the
	Value		Instrument
1.	Be Grateful	Eager to carry out any activities in learning	1
		English.	
		Be serious on doing every activity in	1
		learning English.	
		Total	2

2. Social Attitude Competence

a. Assessment Techniques : Observation and self-assessment

b. Instrument Form : Observation sheet and self-assessment sheet

c. Lattice

NI-	I	T 12 4	C
No.	Grain of Value	Indicators	Grain of the
			Instrument
1.	Well-mannered	Using the expressions of giving	1
		instruction, inviting, prohibiting, and	
		asking for permission in a formal way	
		and well mannered with the teacher.	
2.	Caring	Answering and explaining her/his	1
		friends' questions who do not	
		understand with the materials of giving	
		instruction, inviting, prohibiting, and	
		asking for permission	
3.	Confident	Using the expressions of giving	1
		instruction, inviting, prohibiting, and	
		asking for permission with confidence.	
		Responding the expressions of giving	1
		instruction, inviting, prohibiting, and	
		asking for permission with friends and	
		teacher by using English.	
		Total	4

# 3. Knowledge Competence

a. Assessment Techniques : Speaking skills test

b. Instrument form : Oral test (the ability on asking and answering

questions)

# c. Lattice

No.	Indicators	Number of items
1.	The students have to fill incomplete dialogues by using the right expressions and practice the dialogue with their partner.	1
	Total	1

# 4. Skills

a. Assessment Techniques : Performance

b. Instrument Form : Situation Cards (Speaking skills test), and scoring

rubric

c. Lattice :

1) Practice test

No.	Indicators	Number of items
1.	The situation cards were given for the students. There were four different situation cards. By using the card, the students should make a dialogue containing the expressions of giving instruction with confidence in a smooth, coherent, and acceptable way in pairs.	4

2) Scoring rubric

2) Scoring ruotic								
ASPECTS		SCORE						
ASPECTS	0	1	2	3	4	5		
PRONUNCIATION	No	Most	Many	Frequent	Comprehensible	Phonetically		
	attempt	utterances	errors	errors that	, generally	correct.		
		contain	that	confuse	correct.	Almost error-		
		errors.	interfere	listeners	Occasional	free.		
		Many	with	and require	error.	Awareness of		
		utterances	compreh	guessing at		accent.		
		are	ensibility	meaning.		Genuine		
		incomprehen				effort to		
		sible.				sound like		
		Little				native		
		communicati				speaker.		
		on.						
SYNTAX	No	Most	Many	Frequent	Two or fewer	No		
(GRAMMAR)	attempt	structures	errors	errors.	syntax errors.	grammatical		
	or	incorrect.	(agreeme	Selfcorrect	Minor errors	errors.		
	repeats	Constant use	nt, verb	s on some.	that do not	Speaker self-		
	cue.	of infinitive;	forms).		impede	corrects		

ASPECTS	SCORE						
ASPECTS	0	1	2	3	4	5	
		no conjugation. Listener understands only because past experience.	Errors impede communi cation.		communication.	without hesitation.	
FLUENCY	No attempt. May repeat cue.	Constant searching for vocabulary, verb tense. Dies not complete utterances.	Frequent hesitatio ns, searches for words. Overly translates questions before response. Repeat question word before response. Eventuall y responds.	Halting, hesitating. Visibly translating before responding . Can rephrase and respond.	Occasional hesitation, searching for words. Speaker can self-correct and respond to cues.	Smooth flow. Quick, continuous flow. Natural pauses.	
VOCABULARY	No attempt. Totally irrelevan t answer.	Does not complete responses. Responses one or two words in length. Vocabulary repeated.	Inadequa te vocabula ry or incorrect use of lexical items. Commun ication difficult.	Vocabular y is just adequate to respond. No attempt to vary expression s. Basic.	Good, appropriate vocabulary. Generally good response.	Very good; wide range. Uses appropriate and new words and expressions. Interesting response.	

# 3) Assessment guidelines

No	Name		Aspects being scored (1-5)				
		Pronunciation	Grammar	Fluency	Vocabulary	score	

Total mark : Total score x 5

Maximum score :  $20 \times 5 = 100$ 

September 2014

English Teacher Researcher

 Shomadhun, S.Pd
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# **LESSON PLAN**

School : SMP N 2 Sanden

Subject : English Class/ Semester : VIII/One

Main Material : Oral and written text for (a) giving instruction, (b) inviting, (c)

prohibiting, (d) asking for permission, and its response.

**Time Allocation** : 1 Meeting (80 minutes)

# A. Core Competence

CC 1: Respect and appreciate the teachings of their religion.

CC 2 : Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the natural social environment within the reach of the association and its existence.

CC 3: Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture and related to phenomena and incidence of eye looks.

CC 4: Trying, processing, and presenting, in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and arranging) according to what they have learned in school and other sources in the same viewpoints / theories.

#### **B.** Basic Competence and Indicators

No.		Basic Competence		Indicators
1.	1.1	Be grateful to God for the chance to learn English as an	1.1.1	Be eager to carry out any activities in learning English.
		international language of communication that is embodied in the spirit of learning.	1.1.2	Be serious to carry out any activities in learning English.
2.	2.1	Indicates the well mannered attitude, caring, and confidence, in implementing an interpersonal communication with teachers and friends.	2.1.1	Using the expressions of giving instruction, inviting, prohibiting, and asking for permission with its response with confidence.
			2.1.2	Using the formal and well mannered expressions to the teacher.
			2.1.3	Answering or explaining the friends' questions if they do not

No.	Basic Competence	Indicators
		understand the context or materials of the expressions of giving instruction, inviting, prohibiting, and asking for permission.  2.1.4 Responding the expressions of giving instruction, inviting, prohibiting, and asking for
3.	3.3 Applying text structure and linguistic elements to carry out social functions of giving instruction, inviting, prohibiting, and asking for permission,	permission.  3.3.1 The students identify the expressions of giving instruction, inviting, prohibiting and asking for permission and its response.
	according to the context of use.	3.3.2 The students find the expressions of giving instruction, inviting, prohibiting and asking permission and its response.
4.	4.2 Develop the oral and written text to state, inquire, and respond about the expressions of giving instruction, inviting, prohibiting,	4.3.1. Develop a spoken text for giving instruction, inviting, prohibiting, and asking for permission and its response.
	and asking for permission by taking into account the social function, the structure of the text, and the correct linguistic elements and in context.	4.3.2. Doing conversations involving the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response.

# C. Learning Objectives

The students are (able to):

- 1.1.1.1 Eager to carry out any activities in learning English;
- 1.1.2.1 Serious to carry out any activities in learning English;
- 2.1.1.1 Use the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response with confidence;
- 2.1.2.1 Use the formal and well mannered expressions with the teacher;
- 2.1.3.1 Answer or explain her/his friends' questions that they do not understand with the context or materials of the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response;
- 2.1.4.1 Respond the expressions of giving instruction, inviting, prohibiting, and asking for permission by using English;
- 3.3.1.1 Identify the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response;
- 3.3.2.1 Find the expressions of giving instruction, inviting, prohibiting, and asking for

permission and its response;

- 4.3.1.1 Develop a spoken text of the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response
- 4.3.2.1 Do conversations involving the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response.

# D. Learning Materials

## 1. The social function of the expression:

- a. Giving instruction.
- b. Inviting
- c. Prohibiting
- d. Asking for permission

# 2. Linguistic Elements

- a. The vocabulary: please, okay, certainly, sure, sorry, let's.
- b. Grammar: positive imperative sentences, negative imperative sentences and modal verb may.
- c. The use of singular and plural with or without a, the, this, those, my, their, etc appropriately in a noun phrase.
- d. Pronunciation, word stress, and intonation.
- e. Spelling and punctuation.

# 3. The structure of the conversation text using the expressions of giving instruction, inviting, and its response:

- a. Giving instruction
  - Come in, please!
  - Thank you.
  - Put the book on the table, please.
  - Yes, sure.

The structure of the conversation:

A : Greeting B : Greeting

A : Asking how B's condition

B : Answering

A : Giving instruction

B : Answering
A : Pre-closing
B : Closing
A : Farewell
B : Farewell

## Example:

At Doni's home

Galih : Hi, Doni. Doni : Hi, Galih.

Galih: How are you today? You look so pale.

Doni : Yeaah, I'm not feeling well. I think I catch a cold.

Galih : Go see the doctor! You better to go soon.

Doni : I would like to, but no one can accompany me.

Galih: I'm free now. I can accompany you.

Doni : Thank you. How nice you are. Bbbrrrr. I'm trembling. Lend me your

jacket, please.

Galih : Here you are. You should be prepared now. I have to go home and get

my motorcycle.

Doni : Okay. I'll see you soon.

Galih : See you.

# b. Inviting

- Let's go!
- Okay.
- Come with me.
- Sorry, I'm busy.

The structure of the conversation:

A : Greeting B : Greeting

A : Asking how B's condition

B : Answering

A : Inviting someone

B : Answering
A : Pre-closing
B : Closing
A : Farewell
B : Farewell

# Example:

At the school's gate.

Dyah : Afternoon, Dita.
Dita : Afternoon, Dyah.
Dyah : How's life?

Dita : Great. I'm feeling well. How about you?

Dyah : Huuffhhh.. not that great. I'm still confused about how to do the difficult task from Miss Daisy.

Dita : Yeah. It's so difficult. I haven't finished it. You're a dilligent student. I think you have finished it, right?

Dyah : Not yet. I made an appointment with Johan to do the task together. Just come to my house if you want to.

Dita : Okay. Of course I'll come. Can I invite Reni to join us?

Dyah : Yes, you can. Well, I think I've to go now, Dita. My mom is picking me up. Bye.

Dita : Okay. Bye.

# E. Teaching and Learning Method

- 1. Scientific Approach
- 2. Communicative Approach

#### F. Media, Tools, and Learning Sources

- 1. Media
  - a. A short simple video conversation involving the expression of stating and asking about inviting someone to do something. Available on <a href="www.youtube.com">www.youtube.com</a>
     ( www.pumpkin.com )
  - b. Situation cards.
- 2. Tool/Material

Computer, an LCD projector, and a speaker.

3. Learning Sources

The Ministry of Education and Culture.2014. Bahasa Inggris *When English Rings the Bell* SMP/MTs Kelas VIII. Jakarta: The Ministry of Education and Culture.

# G. Teaching and Learning Activities

- 1. Second Meeting (inviting)
  - a. Pre-Activities (10 minutes)
    - The researcher prepares the students psychologically and physically to participate in the learning process by giving greetings, invites students to tidy up the classroom and their appearance, invites students to initiate activities with prayer, and checks the students' attendance.

- 2) The researcher asks a question about the English material that the students have learnt or have known previously.
- 3) The researcher conveys the learning objectives or the basic competence to be achieved.
- 4) The researcher conveys the range of the material and the description of the activities in accordance with the lesson plan.

#### b. Main Activities (60 minutes)

#### 1) Observing

- a) The students watch a short simple video conversation involving the expressions of inviting someone.
- b) The students write the unknown expressions associated with communicating in English that they have watched previously.
- c) The students imitate the narrator from the video.

#### 2) Questioning

- a) By the teacher's guidance, the students formulate questions related to the social function, linguistic elements, about those expressions
- b) By the teacher's guidance, the students formulate questions about how to give instructions.

#### 3) Exploring

- a) The students have to find the expressions of inviting someone and its response from the dialogue text.
- b) The students practice the dialogue with their partner.

#### 4) Associating

- a) The students work in pairs and complete an incomplete dialogue.
- b) The students practice the dialogue.

#### 5) Communicating

- a) The students work in pairs and take one situation card.
- b) The students have to make a dialogue based on the situation card they got and present it in front of the class.
- c) The teacher gives feedback for the students' performances.

#### c. Closing (10 Minutes)

- 1) The teacher and the students make a conclusion of today's lesson.
- 2) The teacher asks some questions to the students to help them do a reflection on the teaching and learning process.
- 3) The teacher closes the lesson.

#### Video transcript

# Inviting a friend

Merry : Hi Susanne! How are you? Susanne : I am fine. What about you?

Merry : I am great! Peter and I are celebrating our wedding anniversary next

week.

Susanne : Oh great! Congratulations in advance!

Merry : Thank you very much, Susanne. So, can you come over for a small

party? It'snext week on Tuesday.

Susanne : Sure I can! Thank you for inviting me Merry.

#### **Inviting Relatives**

Peter : Hello Aunt Merci. How is it going?

Aunt Merci: Oh Peter! It's all going fine. How are you?

Peter : I am fine too, Auntie. Merry and I have our wedding anniversary

nextweek.

Aunt Merci: Oh yes! I almost forgot about that!

Peter : So, would you please come to our place next Tuesday?

Aunt Merci: Yes, I'll be there Peter! Did you call up your uncle about it? He is at

the office now.

Peter : I haven't called him yet.

Aunt Merci: Don't worry, I'll tell him about it.

Peter: Thank you, see you both on Tuesday!

#### **Inviting a Co-worker**

Peter : Hello Mr. Smith.

Mr. Smith: Hi Peter! How's work?

Peter : It's fine. Look, I just wanted to invite you to my wedding

anniversary. It's on Tuesday.

Mr. Smith: Oh! That's great! For how many years have you been married?
Peter: It's been 10 years now. We'll throw a small party. Can you join us?
Mr. Smith: I would love to Peter, but I might be flying to Colorado on Sunday.

Peter : Well, we'll miss you if you can't make it, but I understand.

Mr. Smith: I can make it if the trip gets delayed, Peter.

Peter : I hope you can!

# **Inviting friends**

Peter : Hey Brad, it's party time!

Brad : Man, I have been partying all week! What is this one about?

Peter : Dude, it's my anniversary next week.

Brad : Wow! That's gonna be great! When's the party?

Peter : It's on Tuesday evening. I've been married for a decade. I've invited

all my good friends and relaives.

Brad : I'll be there mate, and I will bring Samantha too.
Peter : Of course! We want both of you there with us!

Brad : Alright! See you then.

TASK 1
While watching the video, write the expressions of inviting someone and its response that you can find from the video.

Inviting someone	Response
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

# Find the expressions of inviting someone to do something by underlining the expressions. Practice the dialoue with your partner.

Dave : I have tickets to the soccer match on Friday night. Would you like to go?

Susan: Thanks. I'd love to. What time does it start?

Dave : At 8:00.

Susan: That sounds great. So, do you want to have dinner at 6:00?

Dave: Uh, I'd like to, but I have to work late.

Susan: Oh, that's OK. Let's just meet at the stadium before the match, around 7:30.

Dave : OK. Let's meet at the gate.

Susan: That sounds fine. See you there.

Lynn : Say, Miguel, what are you doing tonight? Do you want to go bowling?

Miguel: I'd love to, but I can't. I'm going to a soccer match with my brother.

Lynn : Oh, well maybe some other time.

Miguel: Are you doing anything tomorrow? We could go then.

Lynn: Tomorrow sounds fine. I'm going to work until five.

Miguel: So let's go around six.

Ahmad : We are planning to go to Bandung. Would you like to join us?

Brenda : Thank you. I'd like to very much.

Ahmad : My brother Eddy will be 22 on this Saturday and we are going to

celebrate his birthday at one of the famous restaurants there. I'd like

you to come to our house at 6 in the evening.

Brenda : I'd love to, but I'm afraid I can't. You know I must take my mother

to her doctor Saturday night.

http://maramarasaja.blogspot.com/2013/03/inviting-someone-to-do-something.html

### TASK 3

Listen to the teacher and fill in the blank parts with the expressions that you have heard. Practice the dialogue with your friend.

	have two			watch	the	football	match.
	1			1 1	0		
Thida : Thai	nks	W	hat time	e is the pla	ay?		
Sokea: It's a	at 4:30 on Satur	day evening	g at the	National	Olympi	e Stadium.	
Thida : That	t sounds great.	So					?
Sokea:		I'd lik	te to.				
	Κ			Olympic S	Stadium	around 4:30	) and we
will	enjoy the matc	h and the di	nner.				
Sokea:		·					
Adapted fron	n: http://nicemo	vie99.blogsp	ot.com,	/p/inviting	-someon	e.html	
Damien	: There is		in A	lan's H	ouse o	n Saturday	night.
Catty	: Wow!		Th	ere must l	be a lot	of people the	ere.
Damien	: Absolutely	yes			·		
Catty my sister.	: Yeah, but				I	have to acc	company
Damien	: Oh, it's OK	. Maybe nex	kt time	will be go	od.		

### http://maramarasaja.blogspot.com/2013/03/inviting-someone-to-do-something.html

Armand	: I have two tickets tomorrow.	for the charity show of The Surabaya Times for?
Jolie	: At what time?	
Armand	: Seven o'clock.	
Jolie	: eight. Thanks a lot fo	, but we have a meeting at Sheraton Hotel till rasking me.

http://maramarasaja.blogspot.com/2013/03/inviting-someone-to-do-something.html

### TASK 4

### Instruction:

You get a situation card. Make a dialogue based on it. Do a conversation in pairs.

You invite your friend to go to the cinema with you, but your friend can't go with you because his/her mother is sick. Make your dialogue as interesting as you can.

You invite your friend to have a dinner at your house because you celebrate your birthday and your friend accepts it. Make your dialogue as interesting as you can.

Your friend invites you to go to the beach. You can't go because you have to accompany your sister to buy a pair of shoes. Make your dialogue as interesting as you can.

### H. Assessment

1. Spiritual Attitude Competence

a. Assessment Techniques : Observation and self-assessment

b. Instrument Form : Observation sheet and self-assessment sheet

c. Lattice :

No.	Grain of	Indicators	Grain of the
	Value		Instrument
1.	Be Grateful	Eager to carry out any activities in learning	1
		English.	
		Be serious on doing every activity in	1
		learning English.	
		Total	2

### 2. Social Attitude Competence

a. Assessment Techniques : Observation and self-assessment

b. Instrument Form : Observation sheet and self-assessment sheet

c. Lattice :

No.	Grain of Value	Indicators	Grain of the
			Instrument
1.	Well-mannered	Using the expressions of giving	1
		instruction, inviting, prohibiting, and	
		asking for permission in a formal way	
		and well mannered with the teacher.	
2.	Caring	Answering and explaining her/his	1
		friends' questions who do not	
		understand with the materials of giving	
		instruction, inviting, prohibiting, and	
		asking for permission	
3.	Confident	Using the expressions of giving	1
		instruction, inviting, prohibiting, and	
		asking for permission with confidence.	
		Responding the expressions of giving	1
		instruction, inviting, prohibiting, and	
		asking for permission with friends and	
		teacher by using English.	
		Total	4

### 3. Knowledge Competence

a. Assessment Techniques : Speaking skills test

b. Instrument form : Oral test (the ability on asking and answering

questions)

c. Lattice :

No.	Indicators	Number of items
1.	The students have to fill in the incomplete dialogues by using the right expressions and practice the dialogue with their partner.	3
	Total	3

### 4. Skills

a. Assessment Techniques : Performance

b. Instrument Form : Situation Cards (Speaking skills test), and scoring

rubric

c. Lattice :

1) Practice test

No.	Indicators	Number of
		items
1.	The situation cards were given for the students. There	3
	were three different situation cards. By using the card,	
	the students should make a dialogue containing the	
	expressions of inviting someone with confidence in	
	a smooth, coherent, and acceptable way in pairs.	

2) Scoring rubric

ASPECTS	8	SCORE							
ASPECTS	0	1	2	3	4	5			
PRONUNCIATION	No	Most	Many	Frequent	Comprehensible	Phonetically			
	attempt	utterances	errors	errors that	, generally	correct.			
		contain	that	confuse	correct.	Almost error-			
		errors.	interfere	listeners	Occasional	free.			
		Many	with	and require	error.	Awareness of			
		utterances	compreh	guessing at		accent.			
		are	ensibility	meaning.		Genuine			
		incomprehen				effort to			
		sible.				sound like			
		Little				native			
		communicati				speaker.			
		on.							

ASPECTS	SCORE					
ASPECTS	0	1	2	3	4	5
SYNTAX (GRAMMAR)	No attempt or repeats cue.	Most structures incorrect. Constant use of infinitive; no conjugation. Listener understands only because past experience.	Many errors (agreeme nt, verb forms). Errors impede communi cation.	Frequent errors. Selfcorrect s on some.	Two or fewer syntax errors. Minor errors that do not impede communication.	No grammatical errors. Speaker self-corrects without hesitation.
FLUENCY	No attempt. May repeat cue.	Constant searching for vocabulary, verb tense. Dies not complete utterances.	Frequent hesitatio ns, searches for words. Overly translates questions before response. Repeat question word before response. Eventuall y responds.	Halting, hesitating. Visibly translating before responding . Can rephrase and respond.	Occasional hesitation, searching for words. Speaker can self-correct and respond to cues.	Smooth flow. Quick, continuous flow. Natural pauses.
VOCABULARY	No attempt. Totally irrelevan t answer.	Does not complete responses. Responses one or two words in length. Vocabulary repeated.	Inadequa te vocabula ry or incorrect use of lexical items. Commun ication difficult.	Vocabular y is just adequate to respond. No attempt to vary expression s. Basic.	Good, appropriate vocabulary. Generally good response.	Very good; wide range. Uses appropriate and new words and expressions. Interesting response.

### 3) Assessment guidelines

No	Name	Aspects being scored (1-5)	Total	

	Pronunciation	Grammar	Fluency	Vocabulary	score

Total mark : Total score x 5

Maximum score  $: 20 \times 5 = 100$ 

October 2014

English Teacher Researcher

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### **LESSON PLAN**

School : SMP N 2 Sanden

Subject : English Class/ Semester : VIII/One

Main Material : Oral and written text for (a) giving instruction, (b) inviting, (c)

prohibiting, (d) asking for permission, and its response.

**Time Allocation** : 1 Meeting (80 minutes)

### A. Core Competence

CC 1: Respect and appreciate the teachings of their religion.

CC 2 : Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the natural social environment within the reach of the association and its existence.

CC 3: Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture and related to phenomena and incidence of eye looks.

CC 4: Trying, processing, and presenting, in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and arranging) according to what they have learned in school and other sources in the same viewpoints / theories.

### **B.** Basic Competence and Indicators

No.		Basic Competence		Indicators
1.	1.1	Be grateful to God for the chance to learn English as an international language of communication that is	1.1.1	Be eager to carry out any activities in learning English. Be serious to carry out any activities in learning English.
		embodied in the spirit of learning.		activities in learning English.
2.	2.1	Indicates the well mannered attitude, caring, and confidence, in implementing an interpersonal	2.1.1	Using the expressions of giving instruction, inviting, prohibiting, and asking for permission with its response with confidence.
		communication with teachers and friends.	2.1.2	Using the formal and well mannered expressions to the teacher.
			2.1.3	Answering or explaining the friends' questions if they do not understand the context or

No.	Basic Competence	Indicators
		materials of the expressions of giving instruction, inviting, prohibiting, and asking for permission.  2.1.4 Responding the expressions of giving instruction, inviting, prohibiting, and asking for permission.
3.	3.3 Applying text structure and linguistic elements to carry out social functions of giving instruction, inviting, prohibiting, and asking for permission, according to the context of use.	3.3.1 The students identify the expressions of giving instruction, inviting, prohibiting and asking for permission and its response.  3.3.2 The students find the expressions of giving instruction, inviting, prohibiting and asking permission and its response.
4.	4.2 Develop the oral and written text to state, inquire, and respond about the expressions of giving instruction, inviting, prohibiting, and asking for permission by taking into account the social function, the structure of the text, and the correct linguistic elements and in context.	<ul> <li>4.3.1. Develop a spoken text for giving instruction, inviting, prohibiting, and asking for permission and its response.</li> <li>4.3.2. Doing conversations involving the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response.</li> </ul>

### C. Learning Objectives

The students are (able to):

- 1.1.1.1 Eager to carry out any activities in learning English;
- 1.1.2.1 Serious to carry out any activities in learning English;
- 2.1.1.1 Use the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response with confidence;
- 2.1.2.1 Use the formal and well mannered expressions with the teacher;
- 2.1.3.1 Answer or explain her/his friends' questions that they do not understand with the context or materials of the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response;
- 2.1.4.1 Respond the expressions of giving instruction, inviting, prohibiting, and asking for permission by using English;
- 3.3.1.1 Identify the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response;
- 3.3.2.1 Find the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response;
- 4.3.1.1 Develop a spoken text of the expressions of giving instruction, inviting,

prohibiting, and asking for permission and its response

4.3.2.1 Do conversations involving the expressions of giving instruction, inviting, prohibiting, and asking for permission and its response.

### D. Learning Materials

### 1. The social function of the expression:

- a. Giving instruction.
- b. Inviting
- c. Prohibiting
- d. Asking for permission

### 2. Linguistic Elements

- a. The vocabulary: please, okay, certainly, sure, sorry, let's.
- b. Grammar: positive imperative sentences, negative imperative sentences and modal verb may.
- c. The use of singular and plural with or without a, the, this, those, my, their, etc appropriately in a noun phrase.
- d. Pronunciation, word stress, and intonation.
- e. Spelling and punctuation.

# 3. The structure of the conversation text using the expressions of giving instruction, inviting, and its response:

- a. Giving instruction
  - Come in, please!
  - Thank you.
  - Put the book on the table, please.
  - Yes, sure.

The structure of the conversation:

A : Greeting B : Greeting

A : Asking how B's condition

B : Answering

A : Giving instruction

B : Answering A : Pre-closing

B : Closing A : Farewell B : Farewell

### Example:

At Doni's home

Galih : Hi, Doni. Doni : Hi, Galih.

Galih: How are you today? You look so pale.

Doni : Yeaah, I'm not feeling well. I think I catch a cold.

Galih : Go see the doctor! You better to go soon.

Doni : I would like to, but no one can accompany me.

Galih: I'm free now. I can accompany you.

Doni : Thank you. How nice you are. Bbbrrrr. I'm trembling. Lend me your

jacket, please.

Galih : Here you are. You should be prepared now. I have to go home and get

my motorcycle.

Doni : Okay. I'll see you soon.

Galih : See you.

### b. Inviting

- Let's go!

- Okay.

- Come with me.

- Sorry, I'm busy.

The structure of the conversation:

A : Greeting B : Greeting

A : Asking how B's condition

B : Answering

A : Inviting someone

B : Answering
A : Pre-closing
B : Closing
A : Farewell
B : Farewell

### Example:

At the school's gate.

Dyah : Afternoon, Dita.

Dita : Afternoon, Dyah. Dyah : How's life?

Dita : Great. I'm feeling well. How about you?

Dyah : Huuffhhh.. not that great. I'm still confused about how to do the difficult task from Miss Daisy.

Dita : Yeah. It's so difficult. I haven't finished it. You're a dilligent student. I think you have finished it, right?

: Not yet. I made an appointment with Johan to do the task together. Just Dyah come to my house if you want to.

Dita : Okay. Of course I'll come. Can I invite Reni to join us?

Dyah : Yes, you can. Well, I think I've to go now, Dita. My mom is picking

me up. Bye. : Okay. Bye.

### **Teaching and Learning Method**

1. Scientific Approach

Dita

Communicative Approach

### Media, Tools, and Learning Sources

- 1. Media
  - a. A short simple video conversation involving the expression of stating and asking about giving instruction and inviting someone to do something. Available on www.youtube.com ( www.pumpkin.com )
  - b. Situation cards.
- 2. Tool/Material

Computer, an LCD projector, and a speaker.

3. Learning Sources

The Ministry of Education and Culture. 2014. Bahasa Inggris When English Rings the Bell SMP/MTs Kelas VIII. Jakarta: The Ministry of Education and Culture.

### G. Teaching and Learning Activities

- Third Meeting (Giving instruction and Inviting)
  - **Pre-Activities (10 minutes)** 
    - The researcher prepares the students psychologically and physically to participate in the learning process by giving greetings, invites students to

- tidy up the classroom and their appearance, invites students to initiate activities with prayer, and checks the students' attendance.
- 2) The researcher asks a question about the English material that the students have learnt or have known previously.
- 3) The researcher conveys the learning objectives or the basic competence to be achieved.
- 4) The researcher conveys the range of the material and the description of the activities in accordance with the lesson plan.

### b. Main Activities (60 minutes)

### 1) Observing

a) The students observe a dialogue text containing the expressions of giving instruction and inviting.

### 2) Questioning

- a) By the teacher's guidance, the students formulate questions related to the social function, linguistic elements, about those expressions
- b) By the teacher's guidance, the students formulate questions about how to give instructions.

### 3) Exploring

a) The students have to find the expressions of giving instruction and inviting someone and its response from the dialogue text.

### 4) Associating

a) The students practice the dialogue of giving instruction and inviting.

### 5) Communicating

- a) The students work in pairs and take one situation card.
- b) The students have to make a dialogue based on the situation card they got and present it in front of the class.
- c) The teacher gives feedback for the students' performances.

### c. Closing (10 Minutes)

1) The teacher and the students make a conclusion of today's lesson.

- 2) The teacher asks some questions to the students to help them do a reflection on the teaching and learning process.
- 3) The teacher closes the lesson.

### TASK 1

Find the expressions of giving instructions and inviting someone to do something by underlining the expressions. Act the dialogue out with your partner.

### Dialogue 1

At Digo's house.

Digo : There is a party in Alan's House on Saturday night. Would you come

with me?

Sissy : Wow! That sounds interesting. There must be a lot of people there.

Digo : Absolutely yes. Come on go with me.

Sissy : Yeah, but I'm sorry, I can't come with you. I have to accompany my

sister to buy a laptop.

Digo : Oh, it's OK. Maybe next time will be good.

Sissy : I hope so. Digo, turn on the television. It's time to watch the news.

We have to make a report about the hot news nowadays.

Digo : Ok. Thanks for reminding me about that task. Give me my book and

pen, Sissy. I don't want to miss a thing.

Sissy : Here you are.

### Dialogue 2

### At Dave's house

Dave : Hey, Martin. There's a jazz concert at the Blue Club on Friday.

Would you like to go with me?

Martin : Yeah, that sounds good! What time is the concert?

Dave : It's at 9 o'clock.

Martin : Great! Let's go.

Dave : Pick me up at 8. We have to buy the ticket first.

Martin : Alright. By the way, do you feel hot here?

Dave : Yeah. Just turn on the fan. The button is near the door.

http://bahasainggrisonlines.blogspot.com/2013/03/inviting-someone-to-do-something.html

### TASK 2

### Instruction:

You get a situation card. Make a dialogue based on it. Do a conversation in pairs.

You are at your friend's house. Your friend commands you to close the window because it is raining. You feel so cold. Your friend invites you to go to the kitchen and make a hot chocolate. You agree to go and make it with your friend. Make your dialogue as interesting as you can.

You invite your friend to come to Pizza Hut tonight at 8 pm because you celebrate your birthday and your friend accepts it. You command your friend to give the invitation to the other friends. Your friend agrees to do it. Make your dialogue as interesting as you can.

Your friend commands you to give the recipe to make meatballs for the cooking competition at school. Your friend invites you to go to the market to buy the ingredients. You can't go because you have to pick up your brother at his school. Make your dialogue as interesting as you can.

Your friend commands you to give the recipe to make satai for the cooking competition at school. Your friend invites you to go to the market to buy the ingredients. You can't go because you have to visit your grandfather at the hospital. Make your dialogue as interesting as you can.

### H. Assessment

### 1. Spiritual Attitude Competence

a. Assessment Techniques : Observation and self-assessment

b. Instrument Form : Observation sheet and self-assessment sheet

c. Lattice :

No.	Grain of	Indicators	Grain of the
	Value		Instrument
1.	Be Grateful	Eager to carry out any activities in learning English.	1
		Be serious on doing every activity in learning English.	1
		Total	2

### 2. Social Attitude Competence

a. Assessment Techniques : Observation and self-assessment

b. Instrument Form : Observation sheet and self-assessment sheet

c. Lattice :

No.	Grain of Value	Indicators	Grain of the Instrument
1.	Well-mannered	Using the expressions of giving instruction, inviting, prohibiting, and asking for permission in a formal way and well mannered with the teacher.	1
2.	Caring	Answering and explaining her/his friends' questions who do not understand with the materials of giving instruction, inviting, prohibiting, and asking for permission	1
3.	Confident	Using the expressions of giving instruction, inviting, prohibiting, and asking for permission with confidence.	1
		Responding the expressions of giving instruction, inviting, prohibiting, and asking for permission with friends and	1

No.	Grain of Value	Indicators	Grain of the Instrument
		teacher by using English.	
		Total	4

### 3. Knowledge Competence

a. Assessment Techniques : Speaking skills test

b. Instrument form : Oral test (the ability on asking and answering

questions)

c. Lattice :

No.	Indicators	Number of items
1.	The students can find the expressions of giving instruction and inviting someone from the dialogue text and practice the dialogue.	1
	Total	1

### 4. Skills

a. Assessment Techniques : Performance

b. Instrument Form : Situation Cards (Speaking skills test), and scoring

rubric

c. Lattice :

1) Practice test

No.	Indicators	Number of items
1.	The situation cards were given for the students. There were four different situation cards. By using the card, the students should make a dialogue containing the expressions of giving instruction and inviting someone with confidence in a smooth, coherent, and acceptable way in pairs.	4

### 2) Scoring rubric

ASPECTS	SCORE					
ASPECTS	0	1	2	3	4	5
PRONUNCIATION	No	Most	Many	Frequent	Comprehensible	Phonetically
	attempt	utterances	errors	errors that	, generally	correct.
		contain	that	confuse	correct.	Almost error-
		errors.	interfere	listeners	Occasional	free.
		Many	with	and require	error.	Awareness of

A GDE CITI				SCORE		
ASPECTS	0	1	2	3	4	5
		utterances are incomprehen sible. Little communicati on.	compreh ensibility	guessing at meaning.		accent. Genuine effort to sound like native speaker.
SYNTAX (GRAMMAR)	No attempt or repeats cue.	Most structures incorrect. Constant use of infinitive; no conjugation. Listener understands only because past experience.	Many errors (agreeme nt, verb forms). Errors impede communi cation.	Frequent errors. Selfcorrect s on some.	Two or fewer syntax errors. Minor errors that do not impede communication.	No grammatical errors. Speaker self-corrects without hesitation.
FLUENCY	No attempt. May repeat cue.	Constant searching for vocabulary, verb tense. Dies not complete utterances.	Frequent hesitations, searches for words. Overly translates questions before response. Repeat question word before response. Eventuall y responds.	Halting, hesitating. Visibly translating before responding . Can rephrase and respond.	Occasional hesitation, searching for words. Speaker can self-correct and respond to cues.	Smooth flow. Quick, continuous flow. Natural pauses.
VOCABULARY	No attempt. Totally irrelevan t answer.	Does not complete responses. Responses one or two words in length. Vocabulary repeated.	Inadequa te vocabula ry or incorrect use of lexical items. Commun ication difficult.	Vocabular y is just adequate to respond. No attempt to vary expression s. Basic.	Good, appropriate vocabulary. Generally good response.	Very good; wide range. Uses appropriate and new words and expressions. Interesting response.

### 3) Assessment guidelines

No	Name		Aspects being scored (1-5)			Total
		Pronunciation	Grammar	Fluency	Vocabulary	score

Total mark : Total score x 5

Maximum score  $: 20 \times 5 = 100$ 

October 2014

English Teacher Researcher

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# E. Handouts

### **CAN**

**Can** is a modal verb.**Can** is used to express ability or to say that something is possible.**Can** is the same for all subjects. We don't add an 'S' in the third person (like other verbs)

The verb that comes after **Can** is in the infinitive without **to**:

- I **can** *speak* Spanish. (= it is possible for me to speak Spanish = I have the ability to speak Spanish)
- He can swim well.
- We can see my neighbour in the garden.
- They can play the guitar.

### **Negative**

To form the negative we add "not" after can to form one word: cannot.

We can also contract the negative to form **can't.** (can't = cannot)

- I **cannot** *play* the piano. We **can't** *go* to the cinema tonight.
- She **cannot** *speak* French very well. He **can't** *drive* a car.

### Questions

To from the question we change the position of the subject and the auxiliary verb.

The main verb is still in the infinitive without *to*.

- Where **can** I *buy* an ice-cream?
- Can I go to the party, please?
- Can you *speak* Japanese?
- What **can** we *do* on Saturday?

Remember that you can use short answers:

- Can I sit here please? Yes, you can.
- Can you speak Chinese? No, I can't.

### http://www.grammar.cl/Basic/Can\_Cannot.htm

### **Structure of Can**

subject + can + main verb

The main verb is always the bare infinitive (infinitive without "to").

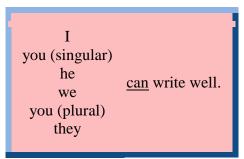
	subject	auxiliary verb	main verb	
+	I	can	play	tennis.
-	Не	cannot	play	tennis.
		can't		
?	Can	you	play	tennis?

https://www.englishclub.com/grammar/verbs-modals\_can\_1.htm

	CAN	
Question	A	nswer
Can you play the guitar?	Yes, I can.	No, I cannot.
Can you play the angklung?	Yes, I can.	No, I can't.
Can you do it now?	I'm not sure but I'	ll try
Can you come to the party?	Yes, I can.	
Can you help me?	Certainly.	

### **Modal Auxiliaries**

Other helping verbs, called **modal auxiliaries** or **modals**, such as *can*, *could*, *may*, *might*, *must*, *ought to*, *shall*, *should*, *will*, and *would*, do not change form for different subjects. For instance, try substituting any of these modal auxiliaries for *can* with any of the subjects listed below.



### The modal auxiliary can is used

 to express ability (in the sense of being able to do something or knowing how to do something):
 He can speak English but he can't write it very well. *Will* can be used to express willingness:

- I will help you to bring the books.
- Will you please pass the eraser? Yes, sure. Yes, I will.

http://grammar.ccc.commnet.edu/grammar/auxiliary.htm

### Willingness:

to talk about what people want to do or are willing to do:

We'll see you tomorrow.

Perhaps dad will lend me the bicyle.

### **Ability:**

We use *can* to talk about someone's skill or general abilities:

She can speak several languages.

He can swim like a fish.

They can't dance very well.

### https://learnenglish.britishcouncil.org

WILL					
Question	Ansv	Answer			
Doni, will you help me to bring this book?	Sure.	No, I will not.			
Siti, will you come to my party?	Of course. I will.	No, I won't.			
Lina, will you go to the canteen with me?	Let's go.				
Beni, will you close the window, please?	I'll do it.				
Will you please pass the salt?	Here you are.				

### GIVING INSTRUCTION (COMMAND AND REQUEST)

· Command : is a sentence that orders someone to do something. It ends with a

period(.) or an exclamation mark(!)

· Request : is a sentence that asks someone to do something. It ends with a

period (.) or a question mark(?).

COMMAND	REQUEST
Come here!	Could you help me please?
Open page 21.	Would you answer the phone?
Write your name on the paper.	Open the window please.
Do not go there.	Please buy some egg at the market.
Go to the bed room now.	Would you come to my party?
Close the window!	Could you write the letter for me?
Open the door.	Bring me the glasses, please.
Be dilligent.	Could you please turn on the light?
Do your homework.	Would you like to join the group?
Sit down!	Could you bring my umbrella, please?

http://hedwigsite.blogspot.com/2012/04/command-and-request.html

The tense used in giving instruction is "SIMPLE PRESENT"

1.Use verb as commanding word in the form of infinitive without "to" Examples:

- Ø Sit down.
- Ø Sweep the floor.
- Ø Clean the whiteboard.
- 2. Use Be + Adjective or noun or adverb

### Examples:

- · Be careful!
- · Be quite!
- · Be on time!
- 3. To make the instruction be more polite, we can use "please" that put in front of sentences or back (request).
- ~ Please, wake up. / Wake up, please.
- ~ Please, be quite. / Be quite, please.
- ~ Please, do your homework. / Do your homework, please.

http://andreassmada.blogspot.com/2012/02/giving-instruction-memberi-perintah.html

### **INVITING SOMEONE**

# Useful Phrases For Inviting Someone To Do Something Could you ...? How/ What about ...? I'd like you to ... Like to ...? Perhaps you'd care to ... We should be very pleased/ delighted if you could ... Why don't you ...? Would you ...? Would you like to ...?

# Useful Phrases For Accepting an Invitation Alright. OK. Thank you. I'd like to very much. That sounds a nice idea. That would be nice. That would give us the greatest pleasure. That's really most kind of you. We'd very much like to ... What a splendid idea! Thank you. Ves, please.

## **Useful Phrases For Declining an Invitation** I regret that I shall not be able to accept ... I wish I would, but ... I'm afraid I've already promised to ...

I'm terribly sorry. I don't think I can.

No, thank you.

Sorry, I can't.

Thank you for inviting me, but ...

Thank you very much, but ...

Unfortunately, ... However, thank you.

### Formal invitations:

- · Would you like to go to the mall Saturday Do you want to go to the zoo? night?
- Will you see a movie with me?
- · I was wondering if we can see a concert tonight.
- I would like to invite you for dinner tonight.

### Informal invitations:

- How about going to the mall together?
- Let's have dinner on Sunday.
- Let's play tennis together.

http://maramarasaja.blogspot.com/2013/03/inviting-someone-to-do-something.html

# F. Questionnaire

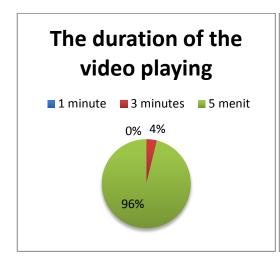
### **QUESTIONNAIRE**

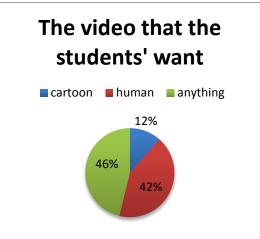
Questionnaire ini digunakan untuk pengambilan data dari penelitian yang berjudul "Using Audio-Visual Aids to Improve the Speaking Skills of Grade 8 Students of SMP N 2 Sanden in the Academic Year of 2014/2015". Audio-visual aids adalah media atau alat bantu yang dapat dilihat dan didengar untuk menunjang kegiatan belajar mengajar di sekolah. Karena keterbatasan waktu yang dimiliki peneliti, jenis audio-visual aids yang akan digunakan pada penelitian ini adalah video. Untuk itu, mohon jawab pertanyaan di bawah ini dengan keadaan yang sebenarnya. Questionnaire ini tidak mempengaruhi nilai Anda.

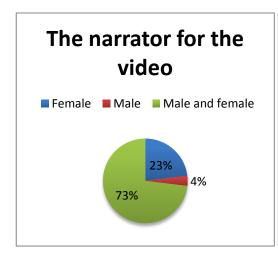
Kelas	:						
	lah pertanya awaban And	an-pertanyaan di bawah ini dengan cara memberi tanda (✔) a!					
1.	Berapa seb	aiknya durasi untuk pemutaran audio-visual aids, dalam hal ini					
	video, (diputar saat pelajaran berlangsung)?						
	( )	1 menit					
	( )	3 menit					
	( )	5 menit					
2.	Audio-visu	al aids (dalam hal ini video) seperti apa yang Anda inginkan?					
	( )	kartun					
	( )	manusia					
	( )	apa saja					
3.	Narator ya	ng Anda inginkan dalam video tersebut adalah					
	( )	Perempuan					
	( )	Perempuan Laki-laki					
	( )	Laki-laki dan perempuan					
4.	Dalam ben	tuk apakah sebaiknya isi dari audio-visual aids (dalam hal ini					
	video) tersebut?						
	( )	dialog					
	( )	monolog					
	( )	apa saja					

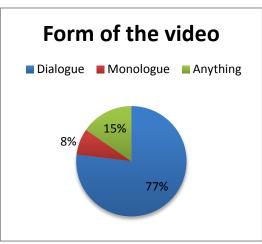
### **RESULT OF NEEDS ANALYSIS**

Class: VIII C (26 students)









**6.** Observation checklists

# Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Audio-Visual Aids

### Instruction:

- 1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
- 2. The observer checks (✓) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not do it. Give your description on description column if it is needed.

No : 1 Cycle : 1 Meeting : 1

Day, Date : Friday, September 19<sup>th</sup> 2014

No.	TEACHING AND LEARNING	YES	NO	DESCRIPTION	NOTE			
	ACTIVITIES							
A.	Researcher's Activities							
	1. Opening activities							
	a. The teacher opens the class	✓						
	by greeting and checking							
	students' attendance.							
	b. The teacher prepares the	<b>✓</b>						
	class condition.							
	c. The teacher gives the	<b>✓</b>						
	students apperception to							
	attract their attention and							
	motivation							
	d. The teacher states the	✓						
	learning objective.							
	2. Main Activities							
	a. The teacher plays a video of a	✓						
	dialogue about stating and							
	asking if one can do							
	something.							
	b. The students pay attention to	✓						
	the video.							
	c. The students repeat the	<b>√</b>						

No.	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
	expressions from the video.				
	d. The students try to find verbs or difficult words from the video.	<b>√</b>		They did not find any difficult words from the video.	
	e. The students try to find out the meanings of the verbs or difficult words that are found before.		✓		
	f. The teacher shows dialogue texts about stating asnd asking if one can do something.	✓			
	g. The students express the expressions they found from the dialogue.	<b>√</b>			
	h. The teacher asks questions related to the dialogue and the students answer them orally.	✓			
	i. The teacher explains how to use the expressions.	✓			
	j. The students do an interview with their friends using the expressions of stating and asking if one can do something.	<b>√</b>			
	k. The students work in pairs and have to complete a dialogue and then practice the dialogue.	<b>√</b>			
	1. The students make a dialogue based on the situation cards they got.	<b>&gt;</b>			
	m. The students perform it in front of the class.	<b>√</b>		The students made some noise when their friends performed in front of the class.	
	3. Closing activities				

No.	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
	a. The teacher and the students summarize the lesson.	S 🗸			
	b. The teacher gives ar opportunity for the students to ask about what they do no understand.	3			
	c. The teacher and the students do a reflection.	S 🗸			
	d. The teacher gives the students homework.		✓		
	e. The teacher closes the lesson.	✓			
В.	Students' Activities				
	1. The students pay attention to the teacher's explanation.	· ·			
	2. The students are active in the class.				
	3. The students concentrate to the teacher's explanation.	) 🗸			
	4. The students understand the expressoins of stating and asking if one can do something.	1			
	5. The students are confidence to speak.	· •			
	6. The students are able to answer simple question orally.				
	7. The students are able to pronounce some words correctly.	<b>√</b>			
	8. The students ask the researcher or their friends in they find difficulties.				
	9. The students practice their tasks.	r 🗸			

Observer

Novidewi Ayusari

# Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Audio-Visual Aids

### Instruction:

- 1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
- 2. The observer checks (✓) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not do it. Give your description on description column if it is needed.

No : 2 Cycle : 1 Meeting : 2

Day, Date : Monday, September 22<sup>th</sup> 2014

No	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE		
Α.	Researcher's Activities			•	•		
	1. Opening activities						
	a. The teacher opens the class by greeting and checking students' attendance.	<b>√</b>					
	b. The teacher prepares the class condition.	<b>√</b>					
	c. The teacher gives the students apperception to attract their attention and motivation	<b>✓</b>					
	d. The teacher states the learning objective.	<b>√</b>					
	2. Main Activities						
	a. The teacher plays a video of a dialogue about stating and asking if one will do something.	✓					
	b. The students pay attention to the video.	✓					
	c. The students repeat the expressions from the video.	✓					

	ents try to find verbs	<b>√</b>		
the mean	lents try to find out nings of the verbs or words that are found	<b>√</b>		
	cher explains how to xpressions.	<b>✓</b>		
to play the expre	her asks the students a chain games using essions of stating and if one will do ng.	<b>✓</b>		
h. The teac text abo if one wi	her shows a dialogue ut stating and asking ll do something.	<b>√</b>		
the exp. from the	ents find and express ressions they found dialogue.	<b>√</b>		
related	cher asks questions to the dialogue and dents answer them	<b>√</b>		
games using t	he expressions of nd asking if one will	<b>√</b>		
and ha	dents work in pairs we to complete a and then practice the .	<b>√</b>		
	ents make a dialogue n the situation cards	<b>√</b>		
front of t	dents perform it in he class.	<b>✓</b>	There were some students who have not performed yet because the bel was ringing.	
3. Closing ac	tivities			

	a.	The teacher and the students summarize the lesson.	✓		
	b.		✓		
		opportunity for the students			
		to ask about what they do not			
	-	understand The teacher gives the	<b>√</b>		
	c.	students homework.			
		The teacher closes the lesson.	✓		
В.		nts' Activities			
		The students pay attention to the teacher's explanation.	<b>√</b>	There were some students who like talking with their friends.	
	2.	The students are active in the class.	<b>√</b>		
	3.	The students concentrate to the teacher's explanation.	<b>✓</b>		
	4.	The students understand the expressoins of stating and asking if one will do something.	<b>√</b>		
	5.	The students are confidence to speak.	<b>√</b>		
	6.	The students are able to answer simple question orally.	<b>√</b>		
	7.	The students are able to pronounce some words correctly.	<b>✓</b>		
	8.	The students ask the researcher or their friends if they find difficulties.	<b>√</b>		
	9.	The students practice their	<b>√</b>		

Observer

Novidewi Ayusari

# Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Audio-Visual Aids

#### Instruction:

- 1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
- 2. The observer checks (✓) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not do it. Give your description on description column if it is needed.

No : 3 Cycle : 1 Meeting : 3

Day, Date : Friday, September 26<sup>th</sup> 2014

No		CHING AND LEARNING VITIES	YES	NO	DESCRIPTION	NOTE		
A.		rcher's Activities						
11.	1. Opening activities							
		The teacher opens the class by greeting and checking students' attendance.	<b>√</b>					
	b.	The teacher prepares the class condition.	<b>√</b>					
	c.	The teacher gives the students apperception to attract their attention and motivation	<b>√</b>					
	d.	The teacher states the learning objective.	✓					
	2. N	Tain Activities						
	<ul> <li>a. The teacher shows a dialogue about stating and asking if one can and will do something.</li> <li>b. The teacher wraps up the materials and asks if there is something that the students did not understand</li> </ul>							
	c.	The students work in pairs and find the expressions of asking and stating	<b>√</b>					

No	TEACHING AND LEARNING		NO	DESCRIPTION	NOTE
	ACTIVITIES				
	if one can and will do something	g			
	from a text.				
	d. The students practice the dialogue.	✓			
	e. The students work in pairs and make a dialogue based on the situation card they got.				
	f. The students practice it then perforn	1 1			
	it in front of the class.	1			
	a. The teacher and the student	s 🗸			
	summarize the lesson.				
	b. The teacher gives an opportunity fo				
	the students to ask about what they	y			
	do not understand				
	c. The teacher closes the lesson.	✓			
В.	<b>Students' Activities</b>				
	1. The students pay attention to the	e 🗸			
	teacher's explanation.				
	2. The students are active in the class.	✓			
	3. The students concentrate to the	e 🗸			
	teacher's explanation.				
	4. The students understand the	e 🗸			
	expressoins of stating and asking i	f			
	one can and will do something.				
	5. The students are confidence to speak	. ✓			
	6. The students are able to answe	r 🗸			
	simple question orally.				
	7. The students are able to pronounce	✓			
	some words correctly.				
	8. The students ask the researcher o their friends if they find difficulties.	r			
1	inclination in the juma difficulties.		<del>                                     </del>	+	-

Observer

Novidewi Ayusari

# Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Audio-Visual Aids

#### Instruction:

- 1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
- 2. The observer checks (✓) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not do it. Give your description on description column if it is needed.

No : 4 Cycle : 2 Meeting : 1

Day, Date : Monday, September 29<sup>th</sup> 2014

No.	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
Α.	Researcher's Activities				
120	1. Opening activities				
	a. The teacher opens the class	✓			
	by greeting and checking students' attendance.				
	b. The teacher prepares the class condition.	✓			
	c. The teacher gives the students apperception to attract their attention and motivation	✓			
	d. The teacher states the learning objective.	<b>√</b>			
	2. Main Activities				
	a. The teacher plays videos of giving instructions.	✓			
	b. The students pay attention to the video.	<b>→</b>			
	c. The students repeat the expressions from the video.	✓			
	d. The students try to find verbs	✓			

6. The students are able to answer simple question orally.	<b>✓</b>
7. The students are able to pronounce some words correctly.	
8. The students ask the researcher or their friends if they find difficulties.	
9. The students practice their tasks.	<b>✓</b>

Observer

Novidewi Ayusari

# Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Audio-Visual Aids

#### Instruction:

- 1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
- 2. The observer checks (✓) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not do it. Give your description on description column if it is needed.

No : 5 Cycle : 2 Meeting : 2

Day, Date : Friday, October 3<sup>rd</sup> 2014

No.	TEACHING AND LEARNING	YES	NO	DESCRIPTION	NOTE			
	ACTIVITIES							
<b>A.</b>	Researcher's Activities							
	1. Opening activities							
	a. The teacher opens the class	<b>✓</b>						
	by greeting and checking							
	students' attendance.							
	b. The teacher prepares the	✓						
	class condition.							
	c. The teacher gives the	✓						
	students apperception to							
	attract their attention and							
	motivation							
	d. The teacher states the	✓						
	learning objective.							
	2. Main Activities							
	a. The teacher plays a video of	✓						
	inviting someone to do							
	something.							
	b. The students pay attention to	✓						
	the video.							
	c. The students repeat the	✓						
	expressions from the video.							

No.	TEAC	CHING AND LEARNING	YES	NO	DESCRIPTION	NOTE
	ACTI	VITIES				
	d.	The students try to find verbs	$\checkmark$			
		or difficult words from the				
		video.				
	e.	The students try to find out	$\checkmark$			
		the meanings of the verbs or				
		difficult words that are found				
		before.				
	f.	The students find the	✓			
		expressions of inviting				
		someone to do something				
		from the video.				
	g.	_	<b>√</b>			
		and have to complete				
		dialogues by listening to the				
		teacher and then practice the				
		dialogue.				
	h.	The students make a dialogue	✓			
		based on the situation cards				
		they got.				
	i.	The students perform it in	✓			
	2 6	front of the class.				
		Closing activities	<b>√</b>			
	a.		V			
	1	summarize the lesson.	<b>√</b>			
	b.	$\mathcal{E}$	•			
		opportunity for the students				
		to ask about what they do not				
		understand.				
	c.	The teacher and the students	<b>√</b>			
	۱.	do a reflection.	1			
	d.	The teacher gives the students homework.	•			
		The teacher closes the lesson.	<b>√</b>			
В.	e.	nts' Activities	•			
ъ.	Stude 1.		<b>√</b>			
	1.	the teacher's explanation.				
	2.		<b>√</b>			
	۷٠.	class.				
	3.		<b>√</b>			
	] 3.	the teacher's explanation.	•			
<u> </u>		the teacher's explanation.		1		

No.	TEAC	CHING AND LEARNING	YES	NO	DESCRIPTION	NOTE
	ACTI	VITIES				
	4.	The students understand the	$\checkmark$			
		expressoins of giving				
		instructions.				
	5.	The students are confidence	✓			
		to speak.				
	6.	The students are able to	<b>✓</b>			
		answer simple question				
		orally.				
	7.	The students are able to	✓			
		pronounce some words				
		correctly.				
	8.	The students ask the	✓			
		researcher or their friends if				
		they find difficulties.				
	9.	The students practice their	✓			
		tasks.				

Observer

Novidewi Ayusari

# Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Audio-Visual Aids

#### Instruction:

- 1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
- 2. The observer checks (✓) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not do it. Give your description on description column if it is needed.

No : 6 Cycle : 2 Meeting : 3

Day, Date : Friday, October 10<sup>th</sup> 2014

No.	TEACHING AND LEARNING	YES	NO	DESCRIPTION	NOTE				
	ACTIVITIES								
<b>4.</b>	Researcher's Activities								
	1. Opening activities								
	a. The teacher opens the class	<b>✓</b>							
	by greeting and checking students' attendance.								
	b. The teacher prepares the class condition.	<b>√</b>							
	c. The teacher gives the students apperception to attract their attention and motivation	✓							
	d. The teacher states the learning objective.	✓							
	2. Main Activities								
	a. The students pay attention to the dialogue text.	✓							
	b. The students try to find verbs or difficult words from the dialogue text.	✓							
	c. The students try to find out the meaning of the verbs or	✓							

No.	TEACHING AND LEARNING	YES	NO	DESCRIPTION	NOTE
	ACTIVITIES				
	difficult words that are found				
	before and how to pronounce				
	them.				
	d. The students find the	✓			
	expressions of giving				
	instructions and inviting				
	someone to do something				
	from the dialogue text.				
	e. The students work in pairs	✓			
	and practice the dialogue.				
	f. The students work in pairs	✓			
	and make a dialogue based on				
	the situation cards they got.				
	g. The students perform it in	✓			
	front of the class.				
	3. Closing activities				
	a. The teacher and the students	✓			
	summarize the lesson.				
	b. The teacher gives an	✓			
	opportunity for the students				
	to ask about what they do not understand.				
		<b>√</b>			
	c. The teacher and the students do a reflection.				
	d. The teacher closes the lesson.	<b>√</b>			
В.	Students' Activities	_	1		
В.		<b>√</b>			
	1. The students pay attention to	•			
	the teacher's explanation.  2. The students are active in the	<b>√</b>	1		
	class.	•			
	3. The students concentrate to	<b>✓</b>			
	the teacher's explanation.	,			
	4. The students understand the	<b>/</b>			
	expressions of giving				
	instructions and inviting				
	someone to do something.				
	5. The students are confidence	<b>✓</b>			
	to speak.				
	6. The students are able to	<b>✓</b>			
	answer simple question				
L	ans wer simple question	1	1	1	1

No.	TEACHING AND LEARNING	YES	NO	DESCRIPTION	NOTE
	ACTIVITIES				
	orally.				
	7. The students are able to pronounce some words correctly.	<b>✓</b>			
	8. The students ask the researcher or their friends if they find difficulties.	<b>✓</b>			
	9. The students practice their tasks.	✓			

Observer

Novidewi Ayusari

# H. Scoring rubric

# Scoring Rubric (adopted from New York State LOTE Assessment)

ASPECTS				SCORE		
ASPECTS	0	1	2	3	4	5
PRONUNCIATION	No attempt	Most utterances contain errors. Many utterances are incomprehen sible. Little communicati on.	Many errors that interfere with compreh ensibility	Frequent errors that confuse listeners and require guessing at meaning.	Comprehensible , generally correct. Occasional error.	Phonetically correct. Almost error-free. Awareness of accent. Genuine effort to sound like native speaker.
SYNTAX (GRAMMAR)	No attempt or repeats cue.	Most structures incorrect. Constant use of infinitive; no conjugation. Listener understands only because past experience.	Many errors (agreeme nt, verb forms). Errors impede communi cation.	Frequent errors. Selfcorrect s on some.	Two or fewer syntax errors. Minor errors that do not impede communication.	No grammatical errors. Speaker self-corrects without hesitation.
FLUENCY	No attempt. May repeat cue.	Constant searching for vocabulary, verb tense. Dies not complete utterances.	Frequent hesitations, searches for words. Overly translates questions before response. Repeat question word before response. Eventuall y responds.	Halting, hesitating. Visibly translating before responding . Can rephrase and respond.	Occasional hesitation, searching for words. Speaker can self-correct and respond to cues.	Smooth flow. Quick, continuous flow. Natural pauses.
VOCABULARY	No attempt. Totally irrelevan t answer.	Does not complete responses. Responses one or two words in length. Vocabulary	Inadequa te vocabula ry or incorrect use of lexical items.	Vocabular y is just adequate to respond. No attempt to vary expression s.	Good, appropriate vocabulary. Generally good response.	Very good; wide range. Uses appropriate and new words and expressions. Interesting

ASPECTS	SCORE							
ASPECTS	0	1	2	3	4	5		
		repeated.	Commun ication difficult.	Basic.		response.		

I. The students' score

TOTAL

No	No. NAME		PRE TE	EST	PROGRESS TEST			POST TEST		
NO.			R2	M	R1	R2	M	R1	R2	M
1.	AGUNG SUSILO	50	50	50	65	65	65	75	70	72,5
2.	AGVIAN PUTRA PERDANA	55	55	55	70	65	67,5	75	70	72,5
3.	ALFIANA WULANDARI	45	55	50	70	75	72,5	75	80	77,5
4.	ALVIATUN NUR SWARINDA	40	45	42,5	65	70	67,5	70	75	72,5
5.	ANDRIAN BUDIARTO	60	60	60	65	65	65	70	70	70
6.	ANINDYA HERNIATI	40	40	40	75	70	72,5	80	75	77,5
7.	ARIF SUGIYANTO	50	50	50	70	70	70	75	75	75
8.	AWANG FIKRI OKTAVIANTRI	50	50	50	70	65	67,5	75	75	75
9.	EKA NOVITA SARI	45	50	47,5	70	65	67,5	75	75	75
10.	ELRIKA KANDHI PARANITA D. S.	45	50	47,5	75	75	75	80	80	80
11.	FAHRUR ROZI MIFTAHUL AKBAR	50	50	50	75	75	75	80	80	80
12.	FAJAR AFANTA	50	45	47,5	65	65	65	70	70	70
13.	IKVAN ANDIKA PUTRA	60	55	57,5	70	65	67,5	75	75	75
14.	INDRA DWI PANGESTU	50	50	50	70	65	67,5	75	70	72,5
15.	KUSTINI	55	55	55	70	65	67,5	70	70	70
16.	LUKY SAFITRI	65	65	65	80	80	80	90	90	90
17.	MUHAMMAD ARIF BUDIMAN	50	50	50	70	65	67,5	75	70	72,5
18.	MUHAMMAD FARHAN AZIZ S.	60	60	60	80	80	80	90	90	90
19.	NINDY NATHASYA PUTRI	50	55	52,5	65	65	65	70	75	72,5
20.	NURROHMAH FADHILAH	40	40	40	75	70	72,5	80	75	77,5
21.	SHALLINDA RAHMATIKA	65	65	65	80	80	80	90	90	90
22.	SITI MAYSAROH	40	45	42,5	75	70	72,5	75	80	77,5
23.	SLAMET ADISETYA MAHANANI	55	55	55	70	65	67,5	70	70	70
24.	SRI WIDYA ASTUTI	50	55	52,5	65	65	65	70	75	72,5
25.	SUMAR JIHANTO	55	55	55	75	75	75	80	85	82,5
26.	YOAN BAGUS PRADITA	45	45	45	65	65	65	70	70	70

R1 = Rater 1

R2 = Rater 2

M = Mean

# PRE TEST SCORES (RATER 1)

No.	Name		Total			
NO.	Name	Pronunciation	Grammar	Fluency	Vocabulary	Total
1.	AGUNG SUSILO	2	2	3	3	50
2.	AGVIAN PUTRA PERDANA	3	3	3	2	55
3.	ALFIANA WULANDARI	2	2	2	3	45
4.	ALVIATUN NUR SWARINDA	2	2	2	2	40
5.	ANDRIAN BUDIARTO	3	3	3	3	60
6.	ANINDYA HERNIATI	2	2	2	2	40
7.	ARIF SUGIYANTO	2	2	3	3	50
8.	AWANG FIKRI OKTAVIANTRI	3	2	2	3	50
9.	EKA NOVITA SARI	2	2	3	2	45
10.	ELRIKA KANDHI PARANITA DILLA S.	2	2	2	3	45
11.	FAHRUR ROZI MIFTAHUL AKBAR	2	3	2	3	50
12.	FAJAR AFANTA	2	2	3	3	50
13.	IKVAN ANDIKA PUTRA	3	3	3	3	60
14.	INDRA DWI PANGESTU	2	3	2	3	50
15.	KUSTINI	2	3	3	3	55
16.	LUKY SAFITRI	2	3	4	4	65
17.	MUHAMMAD ARIF BUDIMAN	3	2	2	3	50
18.	MUHAMMAD FARHAN AZIZ S.	3	3	3	3	60
19.	NINDY NATHASYA PUTRI	2	2	3	3	50
20.	NURROHMAH FADHILAH	2	2	2	2	40
21.	SHALLINDA RAHMATIKA	2	3	4	4	65
22.	SITI MAYSAROH	2	2	2	2	40
23.	SLAMET ADISETYA MAHANANI	2	3	3	3	55
24.	SRI WIDYA ASTUTI	2	2	3	3	50
25.	SUMAR JIHANTO	2	3	3	3	55
26.	YOAN BAGUS PRADITA	2	2	3	2	45

# PRE TEST SCORES (RATER 2)

Ma	Name		Total			
No.	Name	Pronunciation	Grammar	Fluency	Vocabulary	Total
1.	AGUNG SUSILO	2	2	3	3	50
2.	AGVIAN PUTRA PERDANA	2	3	3	3	55
3.	ALFIANA WULANDARI	3	2	3	3	55
4.	ALVIATUN NUR SWARINDA	2	3	2	2	45
5.	ANDRIAN BUDIARTO	3	3	3	3	60
6.	ANINDYA HERNIATI	2	2	2	2	40
7.	ARIF SUGIYANTO	2	2	3	3	50
8.	AWANG FIKRI OKTAVIANTRI	3	2	2	3	50
9.	EKA NOVITA SARI	2	3	3	2	50
10.	ELRIKA KANDHI PARANITA DILLA S.	3	2	2	3	50
11.	FAHRUR ROZI MIFTAHUL AKBAR	2	2	3	3	50
12.	FAJAR AFANTA	2	2	2	3	45
13.	IKVAN ANDIKA PUTRA	2	3	3	3	55
14.	INDRA DWI PANGESTU	2	2	3	3	50
15.	KUSTINI	2	3	3	3	55
16.	LUKY SAFITRI	2	3	4	4	65
17.	MUHAMMAD ARIF BUDIMAN	3	2	2	3	50
18.	MUHAMMAD FARHAN AZIZ S.	3	3	3	3	60
19.	NINDY NATHASYA PUTRI	2	3	3	3	55
20.	NURROHMAH FADHILAH	2	2	2	2	40
21.	SHALLINDA RAHMATIKA	2	3	4	4	65
22.	SITI MAYSAROH	2	3	2	2	45
23.	SLAMET ADISETYA MAHANANI	2	3	3	3	55
24.	SRI WIDYA ASTUTI	2	3	3	3	55
25.	SUMAR JIHANTO	2	3	3	3	55
26.	YOAN BAGUS PRADITA	2	2	2	3	45

## PROGRESS TEST SCORES (RATER 1)

No.	Name		Total			
NO.	Name	Pronunciation	Grammar	Fluency	Vocabulary	Total
1.	AGUNG SUSILO	3	2	4	4	65
2.	AGVIAN PUTRA PERDANA	3	4	3	4	70
3.	ALFIANA WULANDARI	3	4	3	4	70
4.	ALVIATUN NUR SWARINDA	3	3	3	4	65
5.	ANDRIAN BUDIARTO	3	2	4	4	65
6.	ANINDYA HERNIATI	3	4	4	4	75
7.	ARIF SUGIYANTO	3	4	3	4	70
8.	AWANG FIKRI OKTAVIANTRI	3	4	3	4	70
9.	EKA NOVITA SARI	3	3	4	4	70
10.	ELRIKA KANDHI PARANITA DILLA S.	3	4	4	4	75
11.	FAHRUR ROZI MIFTAHUL AKBAR	3	4	4	4	75
12.	FAJAR AFANTA	3	3	3	4	65
13.	IKVAN ANDIKA PUTRA	3	4	3	4	70
14.	INDRA DWI PANGESTU	3	4	3	4	70
15.	KUSTINI	3	4	3	4	70
16.	LUKY SAFITRI	4	4	4	4	80
17.	MUHAMMAD ARIF BUDIMAN	3	4	3	4	70
18.	MUHAMMAD FARHAN AZIZ S.	4	4	4	4	80
19.	NINDY NATHASYA PUTRI	3	3	3	4	65
20.	NURROHMAH FADHILAH	3	4	4	4	75
21.	SHALLINDA RAHMATIKA	4	4	4	4	80
22.	SITI MAYSAROH	3	4	4	4	75
23.	SLAMET ADISETYA MAHANANI	3	4	4	3	70
24.	SRI WIDYA ASTUTI	3	3	3	4	65
25.	SUMAR JIHANTO	3	4	4	4	75
26.	YOAN BAGUS PRADITA	3	3	3	4	65

## PROGRESS TEST SCORES (RATER 2)

No.	Name		Total			
NO.	Name	Pronunciation	Grammar	Fluency	Vocabulary	Total
1.	AGUNG SUSILO	3	2	4	4	65
2.	AGVIAN PUTRA PERDANA	3	3	3	4	65
3.	ALFIANA WULANDARI	3	4	4	4	75
4.	ALVIATUN NUR SWARINDA	3	4	3	4	70
5.	ANDRIAN BUDIARTO	3	2	4	4	65
6.	ANINDYA HERNIATI	3	3	4	4	70
7.	ARIF SUGIYANTO	3	3	4	4	70
8.	AWANG FIKRI OKTAVIANTRI	3	3	3	4	65
9.	EKA NOVITA SARI	3	3	3	4	65
10.	ELRIKA KANDHI PARANITA DILLA S.	3	4	4	4	75
11.	FAHRUR ROZI MIFTAHUL AKBAR	3	4	4	4	75
12.	FAJAR AFANTA	3	3	3	4	65
13.	IKVAN ANDIKA PUTRA	3	3	3	4	65
14.	INDRA DWI PANGESTU	3	3	3	4	65
15.	KUSTINI	3	3	3	4	65
16.	LUKY SAFITRI	4	4	4	4	80
17.	MUHAMMAD ARIF BUDIMAN	3	3	3	4	65
18.	MUHAMMAD FARHAN AZIZ S.	4	4	4	4	80
19.	NINDY NATHASYA PUTRI	3	4	3	3	65
20.	NURROHMAH FADHILAH	3	3	4	4	70
21.	SHALLINDA RAHMATIKA	4	4	4	4	80
22.	SITI MAYSAROH	3	4	3	4	70
23.	SLAMET ADISETYA MAHANANI	3	3	3	4	65
24.	SRI WIDYA ASTUTI	3	4	3	3	65
25.	SUMAR JIHANTO	4	3	4	4	75
26.	YOAN BAGUS PRADITA	3	4	3	3	65

# POST TEST SCORES (RATER 1)

No.	Name		Total			
NO.	Name	Pronunciation	Grammar	Fluency	Vocabulary	Total
1.	AGUNG SUSILO	3	3	4	5	75
2.	AGVIAN PUTRA PERDANA	3	4	4	4	75
3.	ALFIANA WULANDARI	3	4	3	5	75
4.	ALVIATUN NUR SWARINDA	3	3	3	5	70
5.	ANDRIAN BUDIARTO	3	3	4	4	70
6.	ANINDYA HERNIATI	3	4	4	5	80
7.	ARIF SUGIYANTO	3	4	4	4	75
8.	AWANG FIKRI OKTAVIANTRI	3	4	3	5	75
9.	EKA NOVITA SARI	3	3	4	5	75
10.	ELRIKA KANDHI PARANITA DILLA S.	3	4	4	5	80
11.	FAHRUR ROZI MIFTAHUL AKBAR	3	4	4	5	80
12.	FAJAR AFANTA	3	3	4	4	70
13.	IKVAN ANDIKA PUTRA	3	4	4	4	75
14.	INDRA DWI PANGESTU	3	4	4	4	75
15.	KUSTINI	3	4	3	4	70
16.	LUKY SAFITRI	4	4	5	5	90
17.	MUHAMMAD ARIF BUDIMAN	3	4	4	4	75
18.	MUHAMMAD FARHAN AZIZ S.	4	4	5	5	90
19.	NINDY NATHASYA PUTRI	3	3	3	5	70
20.	NURROHMAH FADHILAH	3	4	4	5	80
21.	SHALLINDA RAHMATIKA	4	4	5	5	90
22.	SITI MAYSAROH	3	4	4	4	75
23.	SLAMET ADISETYA MAHANANI	3	4	4	3	70
24.	SRI WIDYA ASTUTI	3	3	3	5	70
25.	SUMAR JIHANTO	3	4	4	5	80
26.	YOAN BAGUS PRADITA	3	3	3	5	70

# POST TEST SCORES (RATER 2)

No.	Name		Total			
NO.	Name	Pronunciation	Grammar	Fluency	Vocabulary	Total
1.	AGUNG SUSILO	3	3	4	4	70
2.	AGVIAN PUTRA PERDANA	3	3	4	4	70
3.	ALFIANA WULANDARI	3	4	4	5	80
4.	ALVIATUN NUR SWARINDA	3	4	3	5	75
5.	ANDRIAN BUDIARTO	3	3	4	4	70
6.	ANINDYA HERNIATI	3	3	4	5	75
7.	ARIF SUGIYANTO	3	3	4	5	75
8.	AWANG FIKRI OKTAVIANTRI	3	3	4	5	75
9.	EKA NOVITA SARI	3	3	4	5	75
10.	ELRIKA KANDHI PARANITA DILLA S.	3	4	4	5	80
11.	FAHRUR ROZI MIFTAHUL AKBAR	3	4	4	5	80
12.	FAJAR AFANTA	3	3	4	4	70
13.	IKVAN ANDIKA PUTRA	3	3	4	5	75
14.	INDRA DWI PANGESTU	3	3	4	4	70
15.	KUSTINI	3	3	4	4	70
16.	LUKY SAFITRI	4	4	5	5	90
17.	MUHAMMAD ARIF BUDIMAN	3	3	4	4	70
18.	MUHAMMAD FARHAN AZIZ S.	4	4	5	5	90
19.	NINDY NATHASYA PUTRI	3	4	4	4	75
20.	NURROHMAH FADHILAH	3	3	4	5	75
21.	SHALLINDA RAHMATIKA	4	4	5	5	90
22.	SITI MAYSAROH	3	4	4	5	80
23.	SLAMET ADISETYA MAHANANI	3	3	4	4	70
24.	SRI WIDYA ASTUTI	3	4	4	4	75
25.	SUMAR JIHANTO	4	3	5	5	85
26.	YOAN BAGUS PRADITA	3	4	3	4	70

# J. Transcripts of the students' performances

#### **TRANSCRIPTS**

#### **Transcript 1**

El : "There is a party at my house [hos]. I need a performer for

(pause) the party. Can you sing at my party?"

Al : "I can't sing but I can dance.

El : "You can .. Can you dance [dents] for my party?"

Al : "I can dance for your party. You can help me to choose the

costume [kostu:m]?

El : "Okay, I can help you to choose the costume [kostu:m]?"

Al : "Thank you."

El : "(pause) You're welcome."

Al : "Bye-bye." El : "Bye."

#### **Transcript 2**

Al : "Hi, El, what's up?"

El : "Hi. It's raining and I feel so cold. Can you close the window,

please?"

Al : "Okay. I can close the window. Would you like to go to the

kitchen with me and make a hot chocolate?"

El : "Yes, of course. I will go to the kitchen and make a hot chocolate

with you.

Al : "Okay. Let's go."

El : "Let's go."

#### **Transcript 3**

In : "Can you come to the party?"

Fa : "I can come [k p m] to the party but I don't know where the Siti

house is. Can you pick me up [pp]?"

In : "I can pick you up"

Fa : "Thank you"

#### **Transcript 4**

Fa : "Fahrur can you close the window because it's raining. I feel so

cold"

Fa : "Yes, I can. Let's go to the kitchen and make a hot chocolate"

Fa : "Oh, it's okay. Let's go"

#### **Transcript 5**

Lu : "There is a party at Siti's house. Can you come to the birthday

[betday] party with me?"

Sha : "Yes, I can come [kom] to the party .. the birthday [bitday] party

with you. But i don't know [kn ov ] where Siti's house is. You can

pick me up?"

Lu : "Yes, I can pick you up"

Sha : "Thanks"

#### **Transcript 6**

Sha : "Give me the recipe to make meatball please. Would you go to

the market to buy the ingredients with me?"

Lu : "I'm sorry I cannot come with you. I have (pause) I have to pick

my brother up at his school"

Sha : "Oh it's okay. No problem"

#### **Transcript 7**

Aw : "Hi, Arif. I can play the guitar [guitar]. Can you play the guitar?"

Ar : "Yes, I can play the guitar. How if I have to learn about how to

play a guitar?"

Aw : "Can you .. can you come to my house?"

Ar : "Yes, I can .. Yes, I can come [kom] to your house"

#### **Transcript 8**

Slam : "Arif close the window because it's raining"

Ar : "Okay. Do you feel cold?"

Slam : "Yes, I am cold"

Ar : "Come on go to the kitchen and make a hot chocolate"

Slam : "Okay, let's go"

K. Attendance list

## ATTENDANCE LIST

No	Name	Date							
NO	name	19/9	22/9	26/9	29/9	3/10	10/10		
1.	AGUNG SUSILO	✓	<b>√</b>	<b>✓</b>	✓	✓	✓		
2.	AGVIAN PUTRA PERDANA	✓	✓	✓	✓	✓	✓		
3.	ALFIANA WULANDARI	✓	✓	✓	✓	✓	✓		
4.	ALVIATUN NUR SWARINDA	✓	✓	✓	✓	✓	✓		
5.	ANDRIAN BUDIARTO	✓	✓	✓	✓	✓	✓		
6.	ANINDYA HERNIATI	✓	✓	✓	✓	✓	✓		
7.	ARIF SUGIYANTO	✓	✓	✓	✓	✓	✓		
8.	AWANG FIKRI OKTAVIANTRI	✓	✓	✓	✓	✓	✓		
9.	EKA NOVITA SARI	✓	✓	✓	✓	✓	✓		
10.	ELRIKA KANDHI PARANITA DILLA S.	✓	✓	✓	✓	✓	✓		
11.	FAHRUR ROZI MIFTAHUL AKBAR	✓	✓	✓	✓	✓	✓		
12.	FAJAR AFANTA	✓	✓	✓	✓	✓	✓		
13.	IKVAN ANDIKA PUTRA	✓	✓	✓	✓	✓	✓		
14.	INDRA DWI PANGESTU	✓	✓	✓	✓	✓	✓		
15.	KUSTINI	✓	✓	✓	✓	✓	✓		
16.	LUKY SAFITRI	✓	✓	✓	✓	✓	✓		
17.	MUHAMMAD ARIF BUDIMAN	✓	✓	✓	✓	✓	✓		
18.	MUHAMMAD FARHAN AZIZ S.	✓	✓	✓	✓	✓	✓		
19.	NINDY NATHASYA PUTRI	✓	✓	✓	✓	✓	✓		
20.	NURROHMAH FADHILAH	✓	✓	✓	✓	✓	✓		
21.	SHALLINDA RAHMATIKA	✓	✓	✓	✓	✓	✓		
22.	SITI MAYSAROH	✓	✓	✓	✓	✓	✓		
23.	SLAMET ADISETYA MAHANANI	✓	✓	✓	✓	✓	✓		
24.	SRI WIDYA ASTUTI	✓	✓	A	✓	✓	✓		
25.	SUMAR JIHANTO	✓	✓	✓	✓	✓	✓		
26.	YOAN BAGUS PRADITA	✓	✓	✓	✓	✓	I		

A = Alpa

 $I \hspace{1cm} = Ijin$ 

# L. Photographs

#### **PHOTOGRAPHS**



The students pay attention to the researcher's explanation.



The students are motivated to be the first to perform their dialogue.



The students are enthusiastic on the video watching activity.



The students are very active on playing 'Can you..?' game to practice the expressions.



The students practice their dialogue.



The students practice their dialogue.



The students pay attention on the video watching activity.



The students are bravely asking the researcher about how to do the task.



One of the students sweeps the floor on the giving instruction game.



The students play 'Will you..?' game to practice the expressions enthusiastically.



The students actively discuss the task with their friends.



The students act out a dialogue.

# **M.** Permit letters



## PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting) YOGYAKARTA 55213

#### SURAT KETERANGAN / IJIN

070/REG/V/120/8/2014

Membaca Surat

KASUBBAG PENDIDIKAN FBS

Nomor

: 950A/UN.34.12/DT/VIII/2014

Tanggal

: 14 AGUSTUS 2014

Perihal

: IJIN PENELITIAN/RISET

Mengingat: 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegitan Penelitian dan Pengembangan di

- 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementrian Dalam Negeri dan Pemerintah Daerah;
- 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
- 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama

: OLGA AZWITA TIARAWATI

NIP/NIM: 10202211026

Alamat

FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI

YOGYAKARTA

Judul

: USING AUDIO-VISUAL AID TO IMPROVE THE SPEAKING SKILLS OF GRADE 8

STUDENTS OF SMP N 2 SANDEN IN ACADEMIC YEAR OF 2014/2015

Lokasi

DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY

Waktu

:14 AGUSTUS 2014 s/d 14 NOVEMBER 2014

#### Dengan Ketentuan

- 1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
- 2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
- 3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
- 4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
- 5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 14 AGUSTUS 2014

A.r. Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Ub.

Kepala Biro Administrasi Pembangunan

Hendar Suslowati NIP. 19580120 198503 2 003

#### Tembusan:

- 1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
- 2. BUPATI BANTUL C.Q BAPPEDA BANTUL
- 3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
- 4. KASUBBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA
- 5. YANG BERSANGKUTAN



#### PEMERINTAH KABUPATEN BANTUL BADAN PERENCANAAN PEMBANGUNAN DAERAH (BAPPEDA)

Jln.Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796 Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

## SURAT KETERANGAN/IZIN

Nomor: 070/Reg / 2830/S1 / 2014

Menunjuk Surat

Dari

Sekretariat Daerah DIY

Nomor: 070/Reg/V/120/8/2014

Tanggal:

14 Agustus 2014

Perihal: Ijin Penelitian

Mengingat

Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Oganisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantu sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Oganisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;

Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah

Istimewa Yogyakarta;

Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada

Nama

**OLGA AZWITA TIARAWATI** 

P. T / Alamat

Fak Bahasa Dan Seni, Pendidikan Bahasa Inggris UNY,

Karangmalang Yogyakarta

NIP/NIM/No. KTP

Tema/Judul Kegiatan

10202211026

USING AUDIO-VISUAL AID TO IMPROVE THE SPEAKING SKILL

OF GRADE 8 STUDENTS OF SMP N 2 SANDEN IN ACADEMIC YEAR

OF 2014/2015

Lokasi Waktu

SMP N 2 SANDEN

15 Agustus 2014 s.d 14 November 2014

# Dengan ketentuan sebagai berikut :

- 1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk
- 2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
- 3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
- 4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk softcopy (CD) dan hardcopy kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
- 5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
- 6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
- 7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan

LL

Dikeluarkan di : Bantul

Pada tanggal : 15 Agustus 2014

A.n. Kepala, Cepala Bidang Data enelitian dan Pengembangan, u.b. Kasabbid. DSP

Ir. Edi Purwanto, M.Eng NP 196407101997031004

# Tembusan disampaikan kepada Yth.

- Bupati Bantul (sebagai laporan)
- Ka. Kantor Kesatuan Bangsa dan Politik Kab. Bantul 2
- Ka. Dinas Pendidikan Dasar Kab. Bantul
- Ka. UPT Pendidikan Kecamatan Sanden 4
- Ka SMP N 2 SANDEN 5
- Dekan Fak Bahasa Dan Seni, Pendidikan Bahasa Inggris UNY 6 Yang Bersangkutan



## KABUPATEN BANTUL DINAS PENDIDIKAN DASAR SMP NEGERI 2 SANDEN

Alamat: Srigading, Sanden, Bantul Telp. (0274) 6460299 Kode Pos. 55763

#### SURAT KETERANGAN

Nomor: 193 / 421

#### Yang bertanda tangan di bawah ini:

Nama

: WINDARTI,S.Pd

NIP

: 19670403 199412 2002

Jabatan

: Kepala SMP Negeri 2 Sanden Bantul

#### Dengan ini menerangkan bahwa:

Nama

: OLGA AZWITA TIARAWATI

NIM

: 10202241026

Program Studi

: Fak Bahasa Dan Seni, Pendidikan Bahasa Inggris UNY,

Karangmalang Yogyakarta.

Telah melaksanakan kegiatan USING AUDIO-VISUAL AID TO IMPROVE THE SPEAKING SKILL OF GRADE 8 STUDENTS OF SMP N 2 SANDEN IN ACADEMIC YEAR OF 2014/2015 untuk kelengkapan penyusunan skripsi di SMP 2 Sanden Bantul.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Bantul, 20 Oktober 2014

pala Sekolah

WINDARTI, S.P.

NIP: 19630403 199412 2002