

**IMPROVING SPEAKING SKILLS OF THE SEVENTH GRADE
STUDENTS OF SMP N 1 MLATI, SLEMAN, THROUGH THE USE OF
VIDEO CLIPS IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS

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



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2014

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A THESIS



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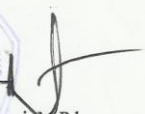
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata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

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

Yogyakarta, 30 September 2014

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DEDICATION

I dedicate this thesis to my beloved parents, T. Pudjiono, BA and Retno Sumarti, my husband to be, Muhammad ‘Abdul Mughnis Syakur, S.Sos and all of my friends.

MOTTOS

“Success indeed is the believers.”

(QS. Al-Mu’minun: 1)

*“Success is not final, failure is not fatal: it is the courage to continue
that counts.”*

-Winston Churchill-

“It is better to fail in originality than to succeed in imitation.”

-Herman Melville-

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

Yogyakarta, September 2014

The writer

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ABSTRACT

The aim of this research was to improve the speaking skills of grade VII D students at SMP N 1 Mlati, Sleman, in the academic year of 2013/2014 through video clips.

This research was classified into action research which was conducted in two cycles with three meetings in the first cycle and three meetings in the second. The main subjects of this research were 32 students of class VII at SMP N 1 Mlati, Sleman. The research procedure was reconnaissance, planning, action, and reflection. The data obtained were qualitative and quantitative. The qualitative data were gained from the observations and the interviews with both the English teacher and the students. The data were transformed into field notes and interview transcripts. Meanwhile, the quantitative data were gained from the speaking tests that were conducted before the action implementation and at the end of every cycle. There were several validity principles applied in this research; they were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Furthermore, to test the trustworthiness these three triangulation principles were implemented: time triangulation, investigator triangulation, and theoretical triangulation. The actions implemented in this research were implementing the use of video clips, giving more explanation related to grammatical rules, pronouncing word correctly, and providing activities that enabled the students to enrich their vocabulary, preparing worksheets for the students, and making use of the LCD projector optimally.

The results of the research show that the implementation of the video clips in the English teaching and learning process improved the students' speaking skills. They could perform more confidently, more bravely, and less hesitantly during the speaking process. Moreover, their motivation and enthusiasm in English learning also improved. Furthermore, after comparing the scores of post-test 1 and post-test 2, there was an increase from 72.03 to 86.87. The research findings were also supported by the means of the students' speaking scores that improved from 83.28 in the pre-test to 86.87 in Cycle 2 test.

CHAPTER 1 INTRODUCTION

A. Background of the Study

Teaching English in Junior High School is aimed to develop the four skills; listening, speaking, reading, and writing. Based on the standard competence of teaching speaking, it is mentioned that students are expected to be able to express the meaning of transactional and interpersonal conversations to interact with other people or their surroundings through oral functional text or simple short monologue.

In the teaching and learning process, developing the students' speaking skills seems to be the most difficult thing. There were a few necessary steps to be taken to teach speaking in the classroom, one of the steps in developing students' speaking skill is building the communication between the teachers and the students. The teachers should be able to conduct a comfortable situation and always make a different style in teaching English, so that the students will be interested and enjoy the class activity.

The techniques to make the comfortable situation were very useful since they had some problems. They lacked of vocabulary. Moreover, they did not know how to say the words correctly. In addition, most of them were shy to express their ideas to speak in English.

In fact, the teacher was good enough in teaching English, but it was very difficult for the students to keep silent and to pay attention to the teacher.

They did not pay attention to the teacher and seemed reluctant in learning. From the observations done when the researcher did the KKN-PPL, she found that the materials were taken from the LKS. It made the students not interested to pay attention, got bored easily, and kept talking with their friends. There was a good communication between the teacher and the students, but there were no media used in the class, so the students easily got bored. They also did not have the opportunities to speak because the activity was only doing the task from the LKS.

In addition, when the teacher asked a question to the students, they just kept silent and were afraid of making mistakes. The media provided can also influence the development of the students' speaking skills. They should be more interactive and attractive to get more attention from the students. SMP N 1 Mlati actually has already had adequate facilities such as, sound speakers and LCD projectors but the teacher rarely used them in the class.

One of the media that can be used to improve students' speaking skills is video clips. Video clips can attract the students' attention through the sounds and moving pictures, so that they will be motivated to learn English. There are some advantages of using video clips as media in the teaching and learning process. First, they would help the teacher to transfer the knowledge and materials easier, so that the students can understand the materials easily. Second, it is more interesting and communicative. Finally, video clips would make the students learn the use of English in a real context while developing

their listening, speaking, and pronunciation skills through the exposures to the native speakers' talk.

To solve these existing problems, it is necessary to conduct the research in order to improve the students' speaking skills by using video clips. Moreover, the researcher, the English teacher, and the students have to work collaboratively to identify and to make the problems solved. When the problem is solved, the students are expected to be able to improve their speaking skill.

B. Identification of the Problem

In the observation, some information about how to improve the students' speaking skills in the class had been obtained. The students' speaking problems were related to the enthusiasm, pronunciation, vocabulary, grammar, and self-confidence.

First, the students were not motivated to study English. They were not interested, did not pay attention, and kept talking with their friends in the class. There were just few students who were not brave enough to practice their speaking. They just kept silent, did nothing in the class and tended to be passive.

Second, the pronunciation always became a problem for the students who still learn English. Sometimes they did mispronunciation. They pronounced the consonant very clearly, for example; when they pronounced the word "luxury" which was supposed to be pronounced /l^ʌk^ʃri/ but they said

it /lukʃuri/ clearly. They tended to speak like that because they were influenced by the Indonesian language. They thought that what they said was similar to the spelling of the word. Moreover, they were also confused to pronounce the words that are changed into the past tense which the words always ended by –ed or –d such as, borrowed, returned, changed, etc.

Third, the problem was related to the vocabulary. The students lacked of vocabulary. Most of them did not bring their dictionary and seemed reluctant to use the dictionary. They always asked the teacher about the word that they did not understand.

The fourth problem was related to the grammar. Most of the students felt confused when they wanted to speak out. It is because in the elementary school, they did not learn about grammar intensively. Furthermore, they were shy to speak or just kept silent because they were afraid of making mistakes and did not know how to speak fluently with the correct grammar. It was also still difficult for them to recognize the tenses. When they wanted to speak, they have to think what the formulation of the tense is and what the verb is. Therefore, it needed more time to wait for their expression in a speaking practice.

The last problem was related to the students' self-confidence. They were still afraid to speak out because they always focused on their LKS. It made the students lacked opportunities to express what they want. If they got more opportunities in mastering the English well, they certainly could get the self-confidence and speak out bravely whether in the class or to other people.

C. Limitation of the Problem

The discussion of the study needs to be limited. This study was conducted to solve the problems by focusing on how video clips as learning media are used in speaking class. A video clip is one of the media that can be used to improve the students' speaking skill of the seventh grade of SMP N 1 Mlati, Sleman, in the academic year of 2013/2014

Actually, it is so difficult to solve all of the problems. Therefore, the scope of the study is limited to whether the video clips can improve the speaking skill of the seventh grade students of SMP N 1 Mlati, Sleman, in the academic year of 2013/2014.

D. Formulation of the Problem

From the background, identification, and limitation of the problem stated before, the problem of the research was formulated into: how video clips can be used to improve the speaking skills of the seventh grade students of SMP N 1 Mlati, Sleman, in the academic year of 2013/2014.

E. Objective of the Research

Related to the formulation of the problem, the objective of this research is to improve the speaking skills of the seventh grade students of SMP N 1 Mlati, Sleman, in the academic year of 2013/2014 through the use of video clips.

E. Significances of the Study

This research is expected to give contributions to the parties related to the English teaching and learning process such as:

1. For the English teachers, they can improve the quality of English teaching and learning process at SMP N 1 Mlati, Sleman, Yogyakarta.
2. For English Department of Yogyakarta State University, it can be used as a research reference for other researchers who have similar topics and purposes.
3. For the material writers, the result of this study can be used as a useful input in developing textbook that could help students (Junior High School) learn English more effectively.
4. For course writers, this study can be used as a reference to be a module for use as a teaching guide for teachers and for students to develop their speaking skills.
5. The last, for other researchers, this study can be used as a reference to those who want to conduct research in students' perception and the use of video clips.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Descriptions

In this section, the discussion focuses more on the reviews of literature, related studies and conceptual framework. In this part, the frame of thought leads to the discussion on what to do in the research study. At the end of this chapter, conceptual framework explains the discussion in general.

1. Theory of Speaking

a. The Nature of Speaking

Speaking is one of the skills in learning English that has to be mastered by the students. Therefore, a teacher should know the definition of speaking first and delivered it to the students. Many experts define speaking in different ways. Brown and Yule (1989:14), state in their book, "Speaking is to express the need-request, information, service, etc."

Most people spend their everyday life with communication to other. Therefore, communication involves at least two people where both the sender and the receiver need to communicate to exchange their opinion, ideas, and feelings.

Meanwhile, Jones (1989:14) states, "Speaking is a form of communication." It means that the speaker must consider with the person who they were talking as the listeners. Every communication surely has a message across because speaking is not only producing a sound. Therefore, the

speaking process is the important activity that should be paid attention well to get the goals and the speakers also should use the appropriate way to say.

Speaking for the students of junior high schools is a difficult thing. Most of them have a doubt when they want to say something. According to Albert Valdman (1966:194), speaking is, “The ability to speak a foreign language is without doubt the most highly prized language skills, and rightly.”

Meanwhile, according to Johnson and Morrow (1981:70), speaking which is popular with the term ‘oral communication’, is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of high level.

It is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across. To support those definitions of speaking, there are the micro skills of oral communication from Brown (2001:271):

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English, stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices—pauses, fillers, self-corrections, back tracking—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 constituent – in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicature, pragmatics conventions, and other sociolinguistics features in face – to – face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16. 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.

The micro skills above help the teacher to focus on clearly conceptualized objectives of teaching. Much of our language-teaching energy is devoted to instruction in mastering English conversation. However, numerous other forms of spoken language are also important to be incorporated into a language course, especially in teaching listening comprehension.

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption - the stream of speech will go on whether or not the hearer comprehends.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for

which the purpose is to convey proportional or factual information (transactional).

Harmer (1991) added that when two people communicate, each of them normally has something that they need to know from the other. The interlocutor supplies information or knowledge that the speaker does not have. Thus, in natural communication, people communicate because there is an information gap between them, and they genuinely need information from other people. In the context of EFL/ESL learning, the ability to convey messages in natural communication is of paramount importance.

b. Types of Speaking Performances

Brown (2004:271) describes six categories of speaking skill area.

Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, the students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students

doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading the instructions, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that

they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

c. Teaching Speaking

Teaching is a process of giving guidance to the students to reach the goals. Teaching is also known as “Instruction”, it means that the process to make someone do learning. Teaching is an interactive activity between the teacher and students involving class room talk.

Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably and competently. In addition, he states that the benchmark of successful acquisition of language is always demonstrated of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in a conversation. Brown (2001:275-276) states that there are seven principles for designing speaking techniques.

- a. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based on interaction, meaning, and fluency.

- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies.

Teaching is an exciting job and needs professional skills to be a teacher to face so many problems in teaching learning processes. Today, so many references help teachers to get some solutions of problems in the teaching learning process. The teacher should do much of his/her work before starting the classroom. According to Brown,

“Teaching is a superior job, is the demanding job. Among the demanding tasks are modifying the approaches. Syllabus, technique, and exercises to adopt and maximize the learning of a class as well as of most of its individual members.”

It can be stated from the definition above that teaching is not always about knowledge and presenting the information to students. Teaching also needs strategies to achieve which the goals are the students’ and teachers’ expectation.

d. Classroom Speaking Activities

Teaching speaking should be taught through attractive and communicative activities. There are many types of classroom speaking activities.

Harmer (2001:348-352) states six classroom speaking activities. They are acting from scripts, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts activities that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as a theatre director who draws attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication games

Games are designed to provoke communication among students. The games are made based on the principle of the information gap so that one student has to talk to his/her partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal interactions, whole-group staged events to informal small-group interactions.

The first is the buzz groups that can be used for a whole range of discussion. For example, the students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

The second is giving instant comment which can trains the students to respond fluently and immediately. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their mind.

The last was formal debate. The students are asked to prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d. Prepared talks

The students are asked to make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if it is possible, the students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both the questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, who helps them in the design process.

f. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or train the students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. The teachers can choose an activity that is related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. The teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, the teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

e. Teaching Speaking in Junior High Schools

Teaching speaking is a very important part of second language learning. Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that become hard-to-break habits. Conservative, the shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong. However, if the purpose of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in classroom. Break the silence and get students communicating with whatever English they can use, correct or not and selectively address errors that block communication.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency in junior high school.

Oral skill have hardly been neglected in EFL/ESL course (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skill has long been the focus of methodological debate. Teachers and textbooks make use of apply a variety

of approaches, ranged from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies (Richards, 1990).

In the teaching of speaking, the teacher mostly emphasizes his teaching product of speaking. It means that the teacher occasionally practice the teaching of speaking, started by only explaining the topic the student are going to speak about while the students listen to the explanation. No model is provided to the students as the example. The students are asked to write and read short dialogue or composition in certain time allocated without practicing to speak in oral or to produce what they have learned before.

2. Using Video

2.1. Definition of Video Clips

Richards and Renandya_(2002:364) state that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher is there to choose the appropriate sequences, prepare the students for the viewing experience, focus to the students' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities.

They also add that a video potential in language learning is only achieved when it is used as an integral part of course. When the teachers

decide to use video as supplementary materials, they must believe that it is closely related with the goals of the course. One way to do this is to bring in the video to introduce or to expand on a theme or topic that is already the part of the curriculum.

One of the ways to provide input for the learners is through watching video (e.g., Cahyono, 1997; Rachmajanti, 1994). In her article on video input in teaching speaking, Rachmajanti (1994) states that video is beneficial to present both linguistic and non-linguistic aspects. The materials presented in the video include short films of the documentary and narrative types. She also prepared a number of lesson plans in order to help teachers use video in their EFL speaking classrooms. Similarly, Cahyono (1997:134) states that a video, if it is used competently, can be a motivating means to learn English. He also outlined what the teachers can do before the students watch the video, when they are watching and after watching. Thus, both Rachmajanti and Cahyono agree that video is a resourceful tool for teaching EFL speaking.

Cole and Corrie (2000) in Gromik (2008) offer evidence that showing videos in the classroom allows the instructors to expose the students to authentic cultural information. In this case, the teachers are expected to keep the video clip as the authentic media that can make the students enjoy the lesson especially in English and certainly in the appropriate way.

There are a number of videos that have been made specifically for the ELT classroom which are accompanied by activity books and teacher's guides or accompany course books. *We're Kids in Britain* (Ellis 1997) presents

cultural aspects of life in Britain from a child's perspective. The accompanying activity book invites children to compare these with their own cultural experience. There are also a number of authentic sources of suitable videos: animated stories, TV children's programs, documentary (*BBC World of Wildlife*), nursery rhymes, and self-made videos.

2.2. The Advantages and Disadvantages of Using Video Clips

Harmer (2001:284) states there are many advantages in using videos in the teaching and learning process:

- a) Seeing language-in-use, the students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.
- b) Cross-cultural awareness, which allows the students to look at situations for beyond their classroom. Videos also give the students a chance to see such things as what kinds of food people eat in other countries and what they wear.
- c) The power of creation, when students use video cameras themselves, they are given the potential to create something memorable and enjoyable.
- d) Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled combined with communicative tasks.

From the explanations above, it is clear that videos have many advantages. Videos can support the teaching learning process. The students can learn language not only by listening to how native speakers pronounce

some words but also by observing their facial expressions. They can also learn about culture from other countries what other people in other countries wear, eat, and many more.

In addition, by watching videos, the learners can become more inquisitive and intellectually stimulated (Denning, 1992). Videos are also useful for group work, for tasks from which learners can apply appropriately what they have learned with higher cognition skills (Denning, 1992). Generally, video clips are useful media to help expose learners to the target language, from which many aspects of the language, including conversational strategies, could be acquired efficiently.

Apart from the benefits, by using video clips in ESL/EFL classes, the teachers may face some difficulties. According to Cakir (2006), the main disadvantages are cost, inconvenience, maintenance, and in some cases, fear of technology. Moreover, the video sound and images, or quality of the copies, may not be ideal. The teachers should be well trained in using and exploiting videos and video clips, otherwise, their usage may become purposeless for students.

2.3. Technique of Using Video Clips

Using the video clips to teach English in the classroom needs some appropriate techniques. This term makes the students could understand of what the meaning of the video clips well. The familiar three techniques of using video are: pre-viewing/plan, while-viewing/do, post viewing from Ellis (2003:205).

- Pre viewing
 1. Contextualizing the video sequence
 2. Motivating pupils to view
 3. Focusing the pupils' attention on the topic or specific language items
 4. Activating prior knowledge about a topic
 5. Making predictions about content and language
 6. Eliciting or pre-teaching key language
 7. Explaining the reason for viewing and purpose of task
- While viewing
 1. Global viewing or viewing for general understanding
 2. Viewing for detail. The following typical activities are taken from Ellis (1997):
 - Watch and complete the picture (to practice vocabulary for food)
 - Watch and number (put things in sequence to practice vocabulary for playground games)
 - Watch and tick (choose from a selection of items to practice vocabulary for means of transport)
 - Watch and draw (draw items on a picture to practice prepositions of location)
 - Watch and write (write numbers for children's ages)
 - Watch and sort (sort items into different stockings to practice vocabulary for Christmas presents)
 3. Viewing for Pleasure
- Post Viewing

The activities to provide opportunities for language presented and practiced through the video sequence to be consolidated, extended and personalized or to provide opportunities to research further information.

2.4. Video Types

According to Harmer (2001:284), there are three basic types of video. They are off air programmes, real world and language learning videos.

- Off air programmes: programmes recorded from a television channel should be engaging for our students, and of a sensible length. We have to consider their comprehensibility too. Apart from overall language level, some off-air video is also extremely difficult for the students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The best programmes and excerpts are ones which we can use for a range of activities including prediction, cross cultural awareness, teaching language, or as spurs for the students' own creativity.
- Real-world video: there is no reason why we and our students should not use separately published videotape material such as feature films, exercise 'manuals', wildlife documentaries or comedy provided since there are no copyright restrictions for doing this.
- Language learning videos: the main advantage of specially made videos is that they have been designed with the students at a particular level in mind. They are thus likely to be comprehensible, designed to appeal students' topic interests and multi-use since they can not only be used for language study, but also for a number of other activities as well.

The danger of language learning videos, however, is that they fail the quality test either because the production is poor, the situations and the language are inauthentic, or the content is too unsophisticated. Our choice,

therefore, has to be limited to those sequences which our students will accept and enjoy.

2.5. Video Teaching Techniques

Harmer (2001:286) points out some video teaching techniques, especially dealing with viewing techniques. There are five viewing techniques:

First, fast forward technique is a technique used when the teacher presses the “play” button and then fast forwards the video, so that the sequence passes silently on the students have to guess what extract was all about and what the characters are saying.

Second, silent viewing (for language) is the teacher plays the tape at normal speed, but without the sound. Students have to guess what the characters are saying. When they have done this, the teacher plays the tape with sound so that they can check to see if they guessed correctly.

Third, silent viewing (for music) is the same technique can be used with music. The teachers show a sequence without sound and ask the students to say what kind of music they will put behind it and why. When the sequence is then shown again, with sound, students can judge whether they chose the same mood as the director/composer.

Fourth, freeze frame is at any stage during a video sequence we can ‘freeze’ the picture, stopping the participants dead in their tracks. This is

extremely useful for asking the students what they think will happen next or what the character will say next.

Fifth, partial viewing is one way of provoking the students' curiosity to allow them only a partial view of the pictures on the screen. We can use pieces of card to cover most of the screen, by leaving the edges on view; we can put little squares of paper all over the screen and remove them one-by-one so that what is happening is only gradually revealed. A variation of partial viewing occurs when the teacher uses a large 'divider', placed at right angles to the screen so that half the class can only see one half of the screen, whilst the rest of the class can see the other half. They then have to say what they think the people on the other side saw.

By watching the video, the students also expected to be able to retell the information that they get from the video by spoken/orally. Therefore, we can know the students who did not pay attention.

B. Related Studies

There are some previous studies done by the researchers showing that the use of video clips in English teaching and learning process can improve students' speaking skills. Ikawati (2012) who conducted action research in SMK 1 Wonosari proposes the findings of her research as follow:

1. The use of videos could improve the students' learning motivation and involvement during the lesson.

2. Accompanied by some speaking activities, the use of videos could improve the students' speaking skills in terms of fluency, grammatical and pronunciation accuracy, vocabulary mastery, and task responsibility.
3. It could be used as models for the students in using particular expressions in certain situations. Videos provided different situations that enable the students to experience the real-world context.

The next relevant studies were written by Christine Canning and Wilson from the Center of Excellence for Research and Training, Higher Colleges of Technology. Canning (2000) explains that video provided visual stimuli such as the environment and situation that could lead students to generate prediction, speculation, and a chance to activate the background schemata when viewing a visual scene is re-enacted. Language found in video could help non-native speakers to understand stress patterns.

Furthermore, a journal written by Dr. Samir M. Rammal (2005) from Birzeit University supports the theory that the use of videos can be very beneficial for the teaching and learning process. He suggests that videos can be a very useful source asset for the language teaching and learning process because they combine both fun and pedagogic instructions that reflect real interaction by employing video-taped materials. The teachers can always create an indefinite number of language teaching activities.

C. Conceptual Framework

It has been mentioned before that speaking is considered as the most difficult skill to be mastered by the students. In speaking, the students have to apply their knowledge of the language when they converse with others. However, it becomes a complicated process to the students because they had limited vocabularies and grammar knowledge. Teaching and learning process cannot be separated from the use of media because media are considered as teacher's language. Media are tools that facilitate the tasks of language learning. One of the techniques that can be used in the teaching and learning process is using video clips.

According to Harmer (2001), video can help students to see general meanings and moods that are conveyed through expressions, gestures, and other visual clues, and also uniquely bridge the cross culture understanding. It is clearly stated that video can support the teaching and learning process. Besides, video could combine the audio and visual elements that other media cannot do. Therefore, the students could learn a language by listening how native speakers pronounced some words and also by observing their facial expressions and gestures. These advantages could be maximally used in speaking teaching and learning to improve the students' speaking skills.

Considering the need of improving the students' speaking skills, the researcher found out that the use of using the video clips in the teaching and learning process could produce many improvements both on the quality and ability of the students' speaking skills especially to improve their vocabulary,

pronunciation, and grammar. Therefore, she intended to conduct action research in SMP N 1 Mlati, Sleman. She worked collaboratively with the English teacher and the seventh grade students of SMP N 1 Mlati. The collaborative work was aimed to improve the speaking skills of the seventh grade students at SMP N 1 Mlati, Sleman.

The figure 1 in the next page is presented the schema of conceptual framework as the followings.

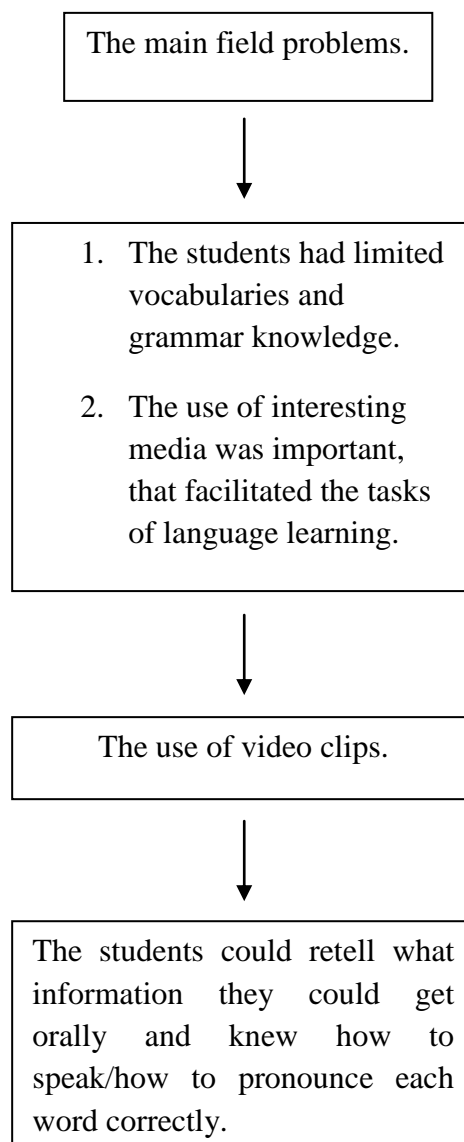


Figure 1. The Diagram of Conceptual Framework

CHAPTER III RESEARCH METHOD

This chapter describes the research method including the type of research, the setting of research, the subjects of research, the research instruments, the techniques of collecting data, the data analysis technique, the research procedure, and the validity and reliability of the data.

A. Type of the Research

This study is an action research, a research that becomes increasingly significant in contemporary professional teaching practice. This research focused on the effort to improve the students English speaking skills in class VII D of SMP N 1 Mlati, Sleman through video clips. This research study was implemented in the form of collaborative action research. The research was conducted collaboratively with the English teacher and the students. There have been numerous definitions of action research proposed by some experts.

B. Setting of the Research

The research was conducted at grade VII D of SMP N 1 Mlati, Sleman, 9th April until 21st May 2014 in the academic year of 2013/2014. The school is located on Tirtoadi, Sleman. The number of the students in each class is 32.

The building has 30 rooms which consists of 12 classrooms for the seventh grade up to ninth grade, a teachers' office, a headmaster office, an administration and financial staff office, a library, a language laboratory,

a computer laboratory, a science laboratory and counselling office, a music studio, a health care room, a pantry, a school shop, and seven toilets. The school also has some other facilities such as, a school hall, a mosque, a canteen, students' parking areas, teachers and guests' parking areas, and a main square which has double functions as ceremony hall and basketball field.

The school did not implement the moving-class principle. The students waited for the teacher in their class, and if the teacher had not come yet in their class, they always made noises. The other lessons such as TIK, Art Skill, and science are held in special rooms, the students study in the laboratory. Meanwhile for English lesson, the students learn in the regular room.

The school was selected as the setting of the research because it is based on the researcher experience when she did KKN-PPL, she found that most of the students were very lack in speaking. Therefore, she decided to conduct a research to improve the students' speaking skills in order to achieve the goal of English teaching and learning in Junior High School.

C. The Subjects of the Research

The subjects of this research were the students of class VII D SMP N 1 Mlati, Sleman. There were thirty two students in the classroom, consisting of sixteen male students and sixteen female students. The students were twelve up to thirteen years old. The students lived in Yogyakarta, Sleman Regencies. They went to school by bicycles. Their parents had occupations as civil

servants, military/police officer, private agencies employees, and farmers. Class VII D was chosen because according teacher, most of the students of VII D were shy to practice speaking. Based on the interview with English teacher, the researcher found that the students of VII D came from different kinds of elementary schools so that their prior knowledge of English was distinct. Some of the students possessed relatively adequate knowledge on English, whereas some others possessed a little knowledge of English.

D. Data Collection

1. Types of the Data Collected

The data collected were qualitative in nature but also supported by quantitative data. The qualitative data were obtained through interviews and observations. Meanwhile, the quantitative data were gained through the speaking tests.

2. Data Collection Techniques

The qualitative data were gained through observations and interviews. The data were in the form of field notes, interview transcripts, and photographs. Meanwhile, the quantitative data were collected from various kinds of speaking tests. Furthermore, those techniques are explained as follows:

a. Observation

This observation was to discover valuable information related to the teaching and learning process. The information here was related to the

students' involvement during the lesson, the students' understanding of the given materials, the techniques and method used by the teacher, and also the media used in teaching and learning process.

b. Interview

The researcher had a personal contact with the participants so it provided an opportunity for her to make a close relationship with the participants. She interviewed the participants (the students and the teacher) before, during, and after the action.

c. Speaking tests

Speaking tests were administered to see the students' improvement in their speaking. There were a pre-test to know students' speaking ability before the implementation of the actions, and post-test to find their speaking skill development. The results of the tests then were assessed by the researcher and the collaborator. The results of those tests became one of the indicators to decide the next plan and to draw the conclusion of the research.

d. Documentation

Documentation of the qualitative data was gained through taking photographs, audiotape, and videotape recording to monitor and to evaluate the action. Meanwhile, the quantitative data were gained in the form of pre-test and post-test for each cycle.

3. Instruments Used

In conducting the research, the researcher used some research instruments. The instruments for collecting the data will be in forms of observation checklist, field notes, interview guidelines, photographs, students' speaking, and scoring rubric. Each research instrument supported each other.

First of all, an observation checklist was needed to record the observation data during the observation process by giving a tick mark (✓) on the aspects that are being observed. It was useful to gain information about the condition of the teaching and learning process. Secondly, field notes were used to gain some important information that are sometimes accidentally existed in the data collection process.

The third one were interview guidelines. Interview guidelines were useful to guide the researcher in asking important questions related to the information needed for the research. The interview guidelines helped the researcher to conduct the interviews in a sequenced order. Next, important moments during the research were needed to be captured. The photographs were useful as supporting evidences for the research. Fifth, to see the students' improvement, their speakings were useful to decide whether the effort was successful or not. The last instrument was a scoring rubric. A scoring rubric was needed to assess the students' speaking. This rubric consists of the speaking aspects or criteria, the scale of the score and also the descriptions of each criterion. The researcher used an analytic scoring rubric proposed by

Dick, Gall, and Borg (2003:571) which consists of four criteria; fluency, pronunciation, accuracy, and vocabulary.

4. Data Analysis Techniques

The qualitative data gained were supported by the quantitative data. The qualitative data were analyzed by using some stages, such as: (1) assembling the data, (2) coding the data, (3) comparing the data, (4) building interpretation, and (5) reporting the outcomes.

First, the researcher assembled all of the data gained through interview, observation, and students' speaking. The data were re-read and transcript to obtain general information of the collected data. The next stage was coding the data by arranging the data in more specific patterns and categorizing them into several aspects in order to reduce the large amount of the data into more manageable categories. Then, the data were compared to identify the relationship and connection between different sources of data. In the next stage, the researcher analyzed and interpreted the meaning of the data. Finally, she reported the findings with the supporting data. In this last stage, she concluded whether the actions implemented were successful or not.

Besides, the students' speaking score which was gained from the pre-test, during the actions and the post test was scored on six aspects based on the analytical scoring rubric from *Dick, Gall, and Borg*. The researcher and the collaborator scored the students' speaking. After getting the scores, the researcher inputted them into Ms. Excel program to find out the mean scores

of each aspect of speaking. Moreover, the mean scores of each aspect of speaking were compared to know whether there were improvements toward the students' speaking skills or not.

E. Validity and Reliability of the Data

To get the validity of the data, Anderson et al (1994) in Burns (1999) proposes five criteria of validity. They are as the following:

1. Democratic validity : it is related to the participants' personal opinion, ideas, and comments about the implication. To get democratic validity, the researcher conducted an interview to examine the teacher's and students' opinion, ideas, and suggestions.
2. Outcome validity : it refers to the action that leads to solve the problems. In this research, this principle can be fulfilled by the improvement of the students' speaking skills as the main purpose through the use of video clips.
3. Process validity : is related to the criteria to make the action research believable. This criterion was applied to validate the data by observing at the teaching and learning process during the research.
4. Catalytic validity : is required that the participants were moved to take action on the basis of their understanding of the subject

of the study. It referred to the change in the students' and teacher's perspective and attitudes towards the speaking skills after the implementation.

5. Dialogic validity : is dealt with the process of peer review. This research involved the teacher as the collaborator. The researcher and the collaborator examined the failure and success of the action.

Meanwhile, to avoid the subjectivity in analyzing the data and to enhance the trustworthiness of the data, triangulation is used. Triangulation is aimed at gathering multiple perspectives on the situation being studied. Burns (2010:97) mentions that there are three different ways of triangulation. However, this research focused on two kinds of triangulation: time triangulation and investigator triangulation. First, the researcher used time triangulation in which the data were collected at different points in time. During the research, the interviews were done at the beginning, in the middle and in the end of the course.

Second, the investigator triangulation was used when the data were collected by more than one observer. There was more than one observer in the same thing to avoid personal bias and to provide checks on the reliability of the observation. Here, the teacher acts out as the observer during the implementation.

Furthermore, the reliability of the data was obtained by giving the genuine data such as the students' performance scores, field notes, and interview transcripts.

In addition, to support the validity and reliability of the quantitative data, the researcher used face validity and inter-rater reliability. The test was valid because the actual ability of the students could be demonstrated and also because the fluency in speaking was higher. According to face validity, the test was valid because it met several criteria, such as: being well-structured, being clear and not difficult for students, having clear instructions, and referring to the curriculum. In terms of reliability, the test was reliable because it had clear instructions. The test was reliable in terms of inter-rater reliability, because, the students were tested by two examiners. In the aspect of scoring, the tests currently had a clear scoring, because they were able to show the students specific capabilities.

F. Research Procedure

The researcher followed some steps in the cycle of an action research as suggested by Kemmis and McTaggart (1988).

1. Reconnaissance : in this first step, what the researcher did was finding the school facts and analyzing them. The researcher interviewed the classroom teacher and the headmaster to identify the existing problems in the field.

2. Planning : in this step, the researcher also prepared the instruments such as the course grids, lesson plans, dialogue scenario, technique and the instruments to observe and evaluate the teaching and learning process.

3. Action : in this stage, the researcher carried out the actions in the class that had been planned before. The actions were implemented in some cycles depends on the needs of the research. All emerging and detected activities in the classroom during the implementation of the action were recorded, documented, and analyzed.

4. Reflection : in this stage, the researcher made an evaluation. At the end of action, she made a reflection about the problems occurring during the action implementation.

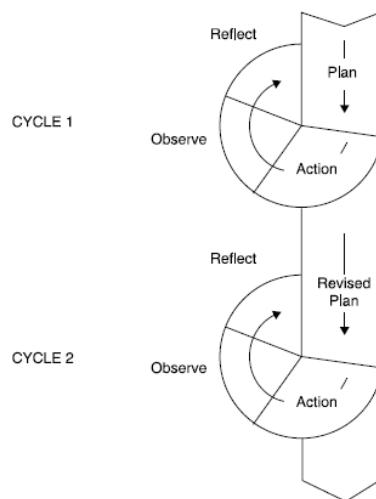


Figure 2. Cyclical AR model based on Kemmis and McTaggart (1988)

CHAPTER IV FINDINGS AND DISCUSSIONS

This chapter reveals the findings and discussions which refer to the efforts to improve students' speaking skills through the use of video clips. These are presented in three headings: reconnaissance, the implementation of the actions and discussions, and the result of pretest and post test of students' speaking performances.

A. Reconnaissance

1. Identification of the Field Problems

In the reconnaissance stage, some steps were done to identify the field problems of the research. The first step was to conduct a preliminary observation of English teaching and learning process, especially in speaking skills of class VII D SMP N 1 Mlati, Sleman. The other one was to hold interviews with the English teacher and the students of class VII D as the research participants.

Before going further on identifying the problems of the field, it was important to have a look at the facts on the teaching and learning process of speaking in class VII D based on the preliminary observation held on 5th April, 2014. The following field note became the initial data which were needed to be taken into account before implementing some actions in class VII D of SMP N 1 Mlati, Sleman to improve the students' speaking skills.

The researcher took a field note when she did the observation. It was aimed to know about the condition of teaching and learning process in class VII D during the lesson. The field note can be seen in the following and the complete form can be seen in the appendices.

Field Note 4: The Teaching and Learning Process of Speaking

When the lesson started, the ET checked the students' work. Then, the speaking practice started through repeating the words from the ET. There were no media in the teaching and learning process, it was clear that the students' easily got bored. It was better if the ET gave the examples of pronunciation by the native speakers, so that the students have better exposure. Although, in the class there were media provided such as LCD projector and active speakers, but the ET did not use it. When the ET gave the worksheet for speaking practice, the students were divided into eight groups. Before the students did the speaking practice, the ET repeated the difficult words to the students, so that they could practice pronouncing the words. **Unfortunately, most of the students did not pay attention.**

This brief field note has given a brief description of the detail of the teaching and learning process in class VII D, as well as the problems and the obstacles experienced by the English teacher and the students.

After taking the field note, the researcher conducted interviews with several students of class VII D and the English teacher to achieve clearer and more convincing information about the situation and condition of the class, as well as their obstacles and reluctances in learning the English lesson that day, especially related to the speaking skill.

- **Interview with English Teacher:**

- R : “Bagaimana kemampuan komunikasi bahasa Inggris siswa kelas VII terutama dalam hal speaking?” (*“How is the English communication skill of students of class VII, especially in terms of speaking?”*)
- ET : “Masih rendah. Anak-anak masih harus dipancing dengan lagu itu kadang bisa menambah vocab mereka, grammar juga.” (*“Their communication skill is still low. Sometimes, the teacher needs to encourage them with a song that sometimes can improve their vocabulary and grammar, as well.”*)
- R : “Kendala apa yang Ibu hadapi pada saat mengajar speaking?” (*“What obstacles do you face when teaching speaking?”*)
- ET : “Hambatan yang saya hadapi pada saat mengajar speaking itu ya..media mbak biasanya.” (*“The obstacle that I faced when teaching speaking process is related to the use of media.”*)

- **Interview Transcript with the Student 1 (Angel) and Student 2 (Dana):**

- R : “Apakah bahasa Inggris itu sulit menurut adik?” (*“Is the English lesson is difficult for you?”*)
- St.1 : “Ya..lumayan sulit sih Miss..” (*“Umm..it is rather difficult, Miss”*)
- St.2 : “Iya sih lumayan sulit.” (*“Yes, I think.”*)
- R : “Memang kesulitan apa yang adik hadapi ketika belajar bahasa Inggris khususnya untuk berbicara?” (*“What is the difficulty that you have in learning speaking?”*)
- St.1 : “Kalau speaking tuh biasanya saya susah di vocabulary itu Miss, kadang gak ngerti apa artinya, jadi susah mau ngomong..” (*“In speaking usually I had a the difficulty about the vocabulary, sometimes I did not know the meaning of the words in English, Miss. Therefore, it makes me difficult to speak.”*)

St.2 : “Kalau aku di vocabulary, pronunciation, sama grammar Miss.” (*“I have the difficulties in vocabulary, pronunciation, and grammar, Miss.”*)

(Interview Transcript 1)

From the field note and the interview transcripts above, the researcher figured out the problems and obstacles experienced by the students and the English teacher in the teaching and learning activity in that class.

The problems that the researcher found during the English teaching and learning activity in the observation and interviews in class VIID can be seen in the following table.

Table 1. The Field Problems in VII D Class of SMPN 1 Mlati

No.	Problems	Code
1.	The students had different basic knowledge of English.	S
2.	The students were afraid of speaking in front of the class.	S
3.	The students easily got bored in the teaching and learning process.	S
4.	The students did not pay attention to the teacher.	S
5.	The students often did not give response to the teacher's questions in English.	S
6.	The students used incorrect pronunciation and intonation.	S
7.	The students had low vocabulary mastery.	S
8.	Not all students participated actively in the classroom activities.	S
9.	Students had less opportunity to practice speaking in the class.	S
10.	The students made a lot of noise during the teaching and learning process.	S
11.	The students were not familiar with classroom English.	S
12.	The teacher did not apply various teaching technique and activities.	Tec

13	The students sometimes did not understand the teacher's instructions.	S
14	The media were not interesting to stimulate students to learn speaking.	Med
15	The materials were not varied.	M

Notes:

S = Students

Med = Media

Tec = Techniques

Pre-test was also conducted to measure the students' initial speaking skills before implementing the action. The researcher and the collaborator became the raters to score the pre-test, progress test and the post test which conducted in the beginning, in the middle and in the end of the research. 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 2. The Result of Speaking Score in Pre-test in Each Aspect

Rater	Pronun- ciation	Grammar	Vocabulary	Speed	Hesitation	Strategic Competence
1	1.65	1.65	1.75	1.46	1.59	1.62
2	1.75	1.75	2.34	1.65	1.65	1.65
Mean score	1.70	1.70	2.04	1.55	1.62	1.63

2. Selecting the Field Problems to be Solved

From the field problems, it could be seen that the problems occurring during the English teaching and learning process related to the students, English teacher, materials, and teaching media. By considering the limitation of the time, fund, and energy, the researcher could not cover all the field

problems to be solved. Therefore, the English teacher and the researcher selected the problems based on the urgency and feasibility. There were some feasible problems related to students' English speaking skill in the teaching and learning process based on the result of the discussion. They can be seen in the following table.

Table 3. The Feasible Problems

No.	The Feasible Problems	Code
1.	The students were afraid of speaking in front of the class.	S
2.	The students pronounced words incorrectly.	S
3.	The students had low vocabulary mastery.	S
4.	Not all students participated actively in the classroom activities.	S
5.	The techniques and activities were not varied.	Tec
6.	The students were not familiar with classroom English.	S
7.	The media were not interesting to stimulate students to learn speaking.	Med
8.	The students easily got bored.	S

Notes:

S = Students

Med = Media

Tec = Techniques

Table 4. Field Problems to Solve and the Possible Causes

No.	Field Problems	Code	Possible Causes
1.	The students were afraid of speaking in front of the class.	S	The teacher did not really encourage the students to speak in English. The opportunities to speak were not sufficiently given.
2.	The students pronounced words incorrectly.	S	The teacher was the only model for the students to learn English.

3.	The students had low vocabulary mastery.	S	The knowledge given to the students was not complete and the opportunities to use the language were rarely given.
4.	Not all students participated actively in the classroom activities.	S	The materials and the activity were monotonous.
5.	The techniques, the materials, and the activities were not varied.	Tec	The interesting teaching media were insufficiently used during the teaching and learning process.
6.	The students were not familiar with classroom English.	S	The teacher rarely used the classroom English.
7.	The media were not interesting to stimulate students to learn speaking.	Med	The media that the teacher used to teach the students were monotonous.
8.	The students easily got bored.	S	The way of the teacher used when taught them were not interested and at the end of the lesson, she did not give game or other activities.

3. Determining Actions to Solve the Feasible Problems

Based on the feasible problems to solve and the possible causes mentioned above, the English teacher and the researcher had a discussion to design some actions to overcome the problems. First, video clips would be used as the media to give the students a speaking model of the target language and to present the materials. In addition, in this research, the teaching technique was PPP (Presentation, Practice, and Production) technique.

Second, in line with the use of video clips, some communicative activities such as games and role play were applied to make the teaching learning more enjoyable and to give the students sufficient opportunity to practice speaking.

In addition, the English teacher and the researcher decided to use classroom English during the teaching learning process so that the students could carry out conversation using English in the real context and could apply the information they got from the video clips. The video clips were played after she explained a little bit about the materials, actually the video clips were related with the topic.

Meanwhile, the relation between the solvable problems and the actions that would be implemented can be seen as follows.

Table 5. The Relation of the Problems, Actions, and Expected Situations in Cycle 1

No.	Problems	Actions	Expected Situations
1.	<ul style="list-style-type: none"> - The media were not interesting to stimulate students to learn. - The materials were not varied. - The students easily got bored in the teaching and learning process. 	Using videos as media to give an appropriate speaking model for the students.	<ul style="list-style-type: none"> - The students knew what to say in certain situations. - The students were interested in learning English. - The students got an appropriate speaking

			model.
2.	<ul style="list-style-type: none"> - The techniques and activities were not varied. - Not all of the students participated actively in the classroom activities. - The students pronounced words incorrectly. - The students were afraid of speaking in front of the class. 	- Using interesting techniques and activities.	<ul style="list-style-type: none"> - The students actively participated in the classroom activities. - The students were able to speak appropriately. - The students pronounced words incorrectly. - The students were afraid of speaking in front of the class. The classroom atmosphere was good for students to learn. - The students were confident enough to speak in front of the class.
3.	<ul style="list-style-type: none"> - The students were not familiar with classroom English. - The students had low vocabulary mastery. 	Applying classroom English.	The students used to hear English instruction and questions.

4.	<ul style="list-style-type: none"> - The students had low vocabulary mastery. - The students easily got bored in the teaching and learning process. 	Giving handout containing various and interesting materials.	<ul style="list-style-type: none"> - The students had more exposures. - The students knew more vocabulary. - The students were interested in learning English.
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B. Implementations of the Actions

1. Report of Cycle 1

a. Planning

After determining the field problems to be solved and designing the actions, the researcher designed a course grid that could be seen on the Appendices. As stated above, the actions in this research focused on improving the students' English speaking skills through video clips as media to give an appropriate speaking model to the students. The actions designed were expected to create the following situations.

- 1). Students could actively participate in the classroom activities.
- 2). Students could be more confident in speaking English.
- 3). Students could improve their vocabulary mastery.
- 4). Students could communicate fluently and accurately in English.

The English teacher and the researcher agreed to have three meetings for the first cycle. Based on the result of the discussion with the English teacher, the topics were about asking and giving services, asking and giving things, asking and giving facts, asking and giving opinion, expressing like and dislike, giving clarification, descriptive, and procedure. The video clips were selected from www.youtube.com. The video clips duration was on 1 until 5 minutes only. The video clips were combined with interesting activities like game and role play. The game was done in several meetings although it could not be done well because of the limited time. The game and the role play were based on the learning objectives.

When the video clips were applied in the teaching and learning process, the students watched the video clips to comprehend and to get as much information as possible based on what they had seen. In the first playing, the video clips were played in normal speed and normal sound. In this cycle, the video clips were used as the media to give an appropriate speaking model of the language function. Thus, the students knew how to express certain expressions in a certain situation. The students watched the video clips and tried to identify the language functions presented in video clips.

The scenario of the teaching and learning process in cycle 1 can be seen in the following table.

Table 6. The Teaching and Learning Process in Cycle 1

Teaching and Learning Scenario	
Teacher's Activities	Student's Activities
Opening <ol style="list-style-type: none"> 1. Teacher greets the students 2. Teacher asks whether the students are ready for the lesson or not. 3. Teacher and students have a prayer together. 4. The teacher checking the students' attendance 	<ol style="list-style-type: none"> 1. Students greet the teacher 2. Students answer the teacher's questions 3. Students have a prayer with the teacher 4. The students answer who is missing in that day
Main Activities -Presentation: <ol style="list-style-type: none"> 1. The teacher shows the students a picture about the people who are doing the transaction. 2. The teacher asks the students related to the picture given. 3. The teacher identifies all of the grammatical features of the text with the students. 4. The teacher shows the video clips that related to the topics. 5. The teacher asks the students to identify what are the expressions that used in the video in asking and giving services, asking and giving things, also asking and giving facts. -Practice: <ol style="list-style-type: none"> 1. The teacher discuss about the other expressions of asking and giving services, asking and giving things, also asking and giving facts and identify whether there are some difficult words in each 	<ol style="list-style-type: none"> 1. The students see the picture 2. The students answer the teacher's questions 3. The students identify all of the grammatical features of the text with the teacher. 4. The students watch video clips that related to the topics. 5. Students are asked to identify what are the expressions that used in the video in asking and giving services, asking and giving things, also asking and giving facts together with the teacher. <ol style="list-style-type: none"> 1. The students discuss together with the teacher about the other expressions of asking and giving services, asking and giving things, also asking and giving facts and identify

<p>expression.</p> <ol style="list-style-type: none"> 2. The teacher gives situation cards about asking and giving services, asking and giving things, also asking and giving facts to the students. 3. The teacher checks the students' expressions one by one whether they have said the expressions with the appropriate stress and intonation or not. 4. The teacher asks the students to review how to say in asking and giving services, asking and giving things, also asking and giving facts expression and identify the grammatical features in the each expression. <p>-Production:</p> <ol style="list-style-type: none"> 1. The teacher asks the students to make a dialogue including asking and giving services, asking and giving things, also asking and giving facts expression. 2. The teacher asks the students to perform it in front of the class. 	<p>whether there are some difficult words in each expression.</p> <ol style="list-style-type: none"> 2. The students get the situation cards and start discuss together with their group. 3. Some students are checked one by one whether they have said the expressions with the appropriate stress and intonation or not. 4. Students are asked to review how to say in asking and giving services, asking and giving things, also asking and giving facts expression and identify the grammatical features in the each expressions. <ol style="list-style-type: none"> 1. The students are making a dialogue including asking and giving services, asking and giving things, also asking and giving facts expression. 2. The students are performing it in front of the class.
<p>Closing</p> <ol style="list-style-type: none"> 1. The teacher summarizes and does reflection about the lesson together with the students. 2. The teacher gives feedback/evaluation about the today activities. 3. The teacher gives a little 	<ol style="list-style-type: none"> 1. Students and the teacher summarizes and do reflection about the lesson. 2. Students are given feedback/evaluation about the today activities by the teacher. 3. Students are given a little explanation about what they

explanation about what they are going to do in the next meeting.	are going to do in the next session by the teacher.
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The teaching and learning process in Cycle 1 and Cycle 2 were summarized in course grid form and lesson plans. This is the example form of course grid.

COURSE GRID OF IMPROVING SPEAKING SKILLS THROUGH VIDEO CLIPS

School : SMP N 1 MLATI Cycle 1
 Grade/Semester : VII/ 2
 Standard Competence : **9. Berbicara.** Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

No.	Basic Competence	Indicators	Learning Materials	Teaching and Learning Activities	Source/Media/Aids	Time	Video Clips

The complete form of course grid can be seen in the Appendices.

b. Action and Observation

The actions in the first cycle were carried out in three meetings on 9th, 19th, and 23rd April 2014. The actions focused on implementing video clips as the teaching media to improve students' speaking skill. The researcher collected the data during the research through observations, interviews, and scoring the students' performances in each meeting. She worked together with the English teacher in conducting the actions. She implemented the actions

and the English teacher observed the teaching and learning process at the back of the class. Below are the detailed descriptions of the first, second, and third meeting in this first cycle.

1). Meeting 1

The research was conducted on 9th April, 2014. The time allocation was 80 minutes. The activities were greeting, checking the attendance, and introducing the topic of the lesson that was daily life including asking and giving services, asking and giving things, also asking and giving facts. The objective of the lesson was informed by the researcher to the whole class.

The researcher showed a picture that related to the topic and let the students to guess what the picture meaning is. She also gave a short explanation about the topic such as the use of those expressions, how to pronounce, and told them about the vocabulary that usually used in those expressions. After that, she showed the text and let the students to identify the expressions used to express asking and giving services, asking and giving things, also asking and giving facts. She did not use the video clips because this was the first meeting (pretest). She just gave the example how to pronounce the expressions and let the students repeat after her. She also asked the students whether they are already understood or not about the lesson.

In the end of the lesson, the students got the situation cards. They had to perform a dialogue based on the situation cards. They might work in group. Unfortunately, they still wrote the dialogue and then speak up in front of the

class by read it. They could not speak directly and spontaneously based on the situation cards given.

After all of the students had performed in front of the class, the researcher told the students about the next meeting activities. Then, she summarized the lesson and ended the class.

These were the interview transcripts with the English teacher and from the student after pre-test.

- P : “Gimana Bu tadi untuk hari pertama penelitian saya?” (*“What do you think about the pre-test, Mam?”*)
- GBI : “Ya .. Walaupun belum memakai video karena masih pre-test, tetapi dari power point yang dibuat Anda saja sudah bisa membuat anak-anak memperhatikan pelajaran.” (*“Although in the pre-test you did not use the video clips, from the power point that you have made, the students could pay attention to the lesson.”*)

Furthermore, the researcher found that the student had some problems during the pre-test.

- P : “Gimana Fanda tadi pelajarannya? Suka gak?” (*“What do you think about the lesson today, Fanda? Do you like it?”*)
- S10 : “Suka kok Miss.” (*Yes, I like it.*)
- P : “Masih ada kesulitan gak?” (*“Are there any difficulties?”*)
- S10 : “Masih dikit, pas suruh bikin dialog gitu.” (*“Yes, actually in making the dialogue.”*)
- P : “Lho kenapa?” (*“Why?”*)
- S10 : “Masih bingung nyusun katanya, bingung nerjemahin ke bahasa Inggrisnya gimana.” (*“I am still confused to arrange the words and to translate the words from Bahasa Indonesia into English.”*)

Interview Transcript 5

2). Meeting 2

The research was conducted on 19th April, 2014. The time allocation was 80 minutes. The topics were asking and giving opinions, expressing like and dislike, also asking and giving clarifications. The objective of the lesson was informed by her to the whole class.

The researcher showed a picture that related to the topic and let the students to guess what the picture meaning is. She also gave a short explanation about the topic such as the use of those expressions, how to pronounce, and told them about the vocabulary that usually used in those expressions. After that, she showed the text and let the students to identify the expressions used to express asking and giving opinions, expressing like and dislike, also asking and giving clarifications. She started to use the video clips to attract the students' attention. After that, the students and the researcher identified together about the expressions used to ask/give opinions, express like and dislike, also ask/give clarification in the video.

The video was played twice. It aimed at helping the students to comprehend the content of the video and knew how to ask/give opinions, express like and dislike, also ask/give clarifications in a certain situation in practicing speaking. The students repeated what the speakers said in the video to learn the pronunciation. In the end of the lesson, the researcher gave the situation cards which was contained the topic of the lesson that day. The students asked to make a simple dialogue based on the situation cards given. Most of the students still made the scenario of dialogue in their paper, not

directly spoken. She tried to give an effort for them to speak directly, but they seemed still afraid of making mistakes.

After all, the students performed their dialogue in group in front of the class. Due to most of the boy students made some noises in the class, the researcher made the students who made some noises in the outside class so that did not disturb the students who performed. After all of the students had performed in front of the class, the researcher told the students about the next meeting activities. Then, the researcher summarized the lesson and ended the class.

The effect of using the video clips in the second meeting was supported by the interview transcript below.

Interview with the student

P : “Tadi gimana pelajarannya susah gak?” (*“What do you think about the lesson? Is it difficult?”*)

S3 : “Enggak kok, lumayan lho Miss sekarang aku *mudheng* pelajaran bahasa Inggris. Apalagi ada videonya, wah enak..suasananya jadi beda, jadi ngerti juga gimana orang sana ngomongnya.” (*“No, it is better than before. I more understood about the lesson. Moreover, video clips make the atmosphere of the class different and enjoyable. I also know how the native speakers talk.”*)

P : “Alhamdulillah, jadi seneng nih pake video di pelajaran?” (*“Alhamdulillah, so, do you like to use the video clips in the lesson?”*)

S3 : “Iya dong..” (*“Yes, I like it.”*)

Interview Transcript 6

3). Meeting 3

The research was conducted on 23rd April, 2014. The time allocation was 80 minutes. The topics were describing people. The researcher informed the objective of the lesson to the whole class.

The researcher showed some pictures that related to the topic and let the students to guess what the picture meaning is. She gave the pictures of actress and actor who they are very famous in the students' age to attract the students' attention. She also gave a short explanation about the topic such as the use of those expressions, how to pronounce, and told them about the vocabulary that usually used in those expressions. After that, she showed the text and let the students to identify the expressions used to describing people.

The researcher played the video clip about describing people. She played twice and sometimes three times. After that, the students and she identified together about the expressions used in describing people in the video. The students also repeated the speakers said to learn the pronunciation.

After that, the researcher asked the students to make a simple monologue about describing people. She asked the students to make a monologue about their idol. In this meeting, she made this as post test of cycle 1. In fact, just part of the students bravely to speak directly to tell their idol, while the other students still busy making the monologue in their paper. The students who had performed in front of the class are rather difficult, they seem still ashamed. She had to ask them or called them randomly and the students who were mentioned by her had to perform whether they were ready or not. She should do it because some of the students actually the boys were difficult to precept. This situation made the time so limited, therefore she did not give the game after the lesson. Then, she ended the class by saying goodbye.

From this third meeting, the researcher found that the students' speaking skills was increased. This was the interview transcript from the one of the students.

P	: “Menurut Dewi, gimana pelajaran bahasa Inggris akhir-akhir ini yang diajar sama Miss Danis?” (<i>“What do you think about the lesson lately, Dewi?”</i>)
S4	: “Emm..beda Miss dari yang diajarin sama Mam Dewi. Kalau sama Miss Danis enak, ada videonya. Videonya juga ada yang lucu kemarin, jadi suasananya enak, kita juga lebih terpacu buat ngikutin pelajaran sampai selesai Miss.” (<i>“It is different from Mam Dewi given. If it is with you, there is a video that is interesting to watch. The atmosphere of the class is also more enjoyable, so that we as the students tend to pay more attention to the lesson until the end.”</i>)
P	: “Alhamdulillah kalau gitu. Terus terusss, kamu udah berani ngomong bahasa Inggris belum nih?” (<i>“Alhamdulillah if it is like that, so, have you been brave to speak English?”</i>)
S4	: “Aaaa..belum terlalu sih Miss, soalnya kalau lihat di video itu kan ngomongnya ada yang cepet banget. Tapi gakpapa kan kemarin itu Miss Danis muter videonya gak cuma sekali, jadi tau ngucapin yang bener gimana.” (<i>“Actually, not yet, because when I watch the video, the native speakers are so fast in their speaking. But, it is okay because you played the video not just once yesterday. Therefore, I know how to pronounce the words correctly.”</i>)

Interview Transcript 7

c. Reflection

The implementation of the actions in cycle 1 was not performed without any obstruction. Therefore, the researcher and the collaborator had a discussion to make some reflections after the implementation of the actions. It was conducted to meet the democratic validity and the dialogic validity as mentioned in the previous chapter.

The collaborators and the researcher analyzed the data from the observations and interview transcripts to evaluate the actions. All individuals

were equally free to give their voices, feelings, and expectations related to the implemented actions.

In this first cycle, the use of video clips accompanied with games and role play made some improvements. The first improvements laid on students' participation. The students became more active in participating in the classroom activities.

These reflections were used to plan the actions implemented in cycle

II. The results of the reflections could be seen below.

a. Using Video Clips as Teaching Media

To give appropriate models of speaking in English, the researcher used video clips as the main teaching and learning media. It was given as the input texts so that the students could get as much information as possible about the language use. By watching the video clips, they could learn how to pronounce some words correctly and the language that is actually used in real context. The following extract shows students' opinion about the use of video clips.

- P : "Gimana nih menurut kamu belajar pake video klip cukup membantu gak? (***Do you think that video clips help you in learning speaking?***)"
- S15 : "Iya, Miss. Lumayan membantu, kita jadi lebih tertarik buat merhatiin pelajaran sampai selesai. Terus kita juga tahu gimana cara ngomongnya, Miss. (***Yes. It is quite helpful. We are more interested because we are curious about the story in the video. The video also can be used as a model, so we know how to pronounce the words.***)"

Interview Transcript 8

Meanwhile, other media such as pictures were also provided to support the teaching and learning process of speaking. These supportive media were presented to guide them when they practiced speaking. There might be some possible problems in the process. First, because the classroom was quite large, there were some students in the back of the class who did not hear the audio clearly. Second, the video needs to be repeated quite many times because the students need to answer the questions, so they asked for repetitions.

b. Applying Communicative Speaking Activities

Generally, the speaking activities such as role play and games could improve students' involvement and speaking ability because they had more opportunities to speak in English. Through practicing, they learned how to use language in real life although some of them still were shy and reluctant to speak. Although some of them also still mispronounces certain words and still used wrong intonation and stress patterns; they felt quite happy and interests in participating in the activities. The discussions and pair works increased the interaction between the students.

However, there were some problems occurring during the implementation of communicative speaking activities. The problem was that the researcher could not really control the class, some of the students tended to move and keep talking with their friends. The researcher found a difficulty in controlling and observing the students. These problems had influenced the time management. The time allocation became inappropriate.

c. Using Classroom English during the Teaching and Learning Process

The classroom English was regularly used to make the students familiar with the English words. It was applied in the opening, main and closing activity. The use of classroom English could effectively improve students' speaking skills. It provided students an opportunity to speak in English during the teaching and learning process. For example, the researcher started the class by greeting "good morning, everyone", asking their conditions "how are you today?" and checking the students' attendance "who is absent today?"

In some cases, the classroom English was not optimally employed in some parts of the activity such as giving quite complicated instructions. It was because the students found difficulties in understanding what the researcher said.

The handouts given during the implementation effectively helped the students in understanding the materials. The materials had been written in the handouts.

After reflecting on the implemented actions and scoring the students' speaking performance, the researcher and the collaborator concluded the findings of cycle I. There were some successful actions during the implementations in this cycle. They were:

(1) Successful actions

- (a) The goals of using video as teaching media to provide appropriate models of English for students and to present the real context of communication were successfully achieved.
- (b) Students could understand the materials easily through video watching activity.
- (c) Students got more opportunities to practice the target language in real situation through the use of classroom English and communicative speaking activities.
- (d) Students' motivation and interest in learning English increased since the classroom activities were more varied and interesting.
- (e) Some students could pronounce words and use intonation correctly.
- (f) Students could speak confidently when they were performing.

(2) Unsuccessful actions

- (a) The students found difficulties in understanding some parts of the video.
- (b) The preparation was quite time-consuming.
- (c) Some students still mispronounced words.
- (d) Some students still found difficulties in expressing their ideas in the form of spoken language.
- (e) Some students were still reluctant in speaking English.
- (f) Some students over-used the guiding questions.

(g) Some students still had low grammatical accuracy.

Regarding to the fact that the first cycle still had some weaknesses beside the successful aspect it had, the researcher decided to take the second cycle in order to make better improvement of the students' speaking skills.

2. Report of Cycle 2

a. Planning

The reflection demanded the researcher to do better efforts in improving the students' speaking skill. Based on the result of the first cycle, it could be seen that there were several problem needed to be solved. She decided to take the second cycle to solve the problems.

In this cycle, the researcher decided to teach procedure. The students tried to speak about the procedure, in specific that was how to make something or how to do something. She gave a little bit explanation about the lesson by the power point and then she explaining about the students' mistakes in the previous meeting as a feedback for them. She also tried to manage the class well, so that the students could more pay attention to the lesson and could follow the instruction by the researcher optimally.

Based on the interview and discussions with the English teacher, it was decided that the implementation in Cycle II still focused on the same problems found in Cycle I that is improving the students' speaking skills through the use of video clips. However, the researcher implemented some new and improved actions with the hope that the teaching and learning

process of speaking could be more enjoyable. Those actions were designing a clear activity for the while watching, changing the pair works into group discussions, replacing the guiding questions into series of pictures and decreasing the amount of Indonesian translations during the teaching and learning process. The descriptions of some improved actions were presented as follows.

1) Designing a Clear Activity for the while Watching

The researcher would continue the use of video clips as the main teaching and learning media to give appropriate models of speaking in English and to improve the students' speaking skills. The video was employed as the input texts so that the students could get as much information as possible about the language use through the native speakers' talk. Most of the video clips as recorded materials were taken from www.youtube.com.

According to the reflection in cycle I, the activity for the while watching video was not really organized, so the researcher needed to replay the video many times. So, in this cycle, the researcher would give clear explanation about the activity the students needed to do in the while watching stage. The students had to answer some questions related to the conversation of the video and took a note of some difficult words. The researcher would also inform them that the video would only be played three times, so they needed to pay attention.

2) Using Simpler Classroom English during the Teaching and Learning Process

The classroom English was used regularly in order to make the students familiar with English words and expressions. The researcher would use some general functions of English in daily classroom activities to greet the students in the beginning of the lesson, to explain the materials, to give instructions and feedback, to summarize the lesson and to end the class.

The difference from Cycle I was that the Indonesian translations were minimally used in Cycle II since the students had been familiar with the English words or expressions such as greeting. In explaining the materials and giving instructions, the researcher would choose simpler words, paraphrasing or find the synonyms.

The supplementary actions such as giving feedback and handouts of the materials were still employed in this cycle.

b. Action and Observation

The researcher implemented the action in three meetings. The detail descriptions of each meeting are presented as follows.

1). Meeting 1

The fourth meeting was held on April 30th, 2014. The topic was *Technology*. The researcher told the objectives of the lesson to the students. She also asked the students' difficulties in speaking about procedure. They

admitted that they still had low vocabulary mastery and low understanding of grammar. Then, she explained about the generic structure of procedure text first. Actually these materials had been discussed in the previous meeting, not in the research but in the teaching and learning process with their teacher but in the different skill, but since the students still made some mistakes in terms of vocabulary, pronunciation, and the sequence to speak it, the researcher decided to give more explanation.

In this meeting, all of the students brought the text about procedure from the internet (homework) that the researcher had been told before in the previous meeting. In the class, she and the collaborator checked one by one the students' text. After that, she discussed it together with the students, if there were some difficulties, the students could ask to her. They felt free to ask to her. After all discussion had been cleared, she started to play the video clip about procedure, it was about how to make facebook and twitter account.

All of the students seemed interested in those videos, considering all of the students wanted to make those accounts because they were interested in social media. They very paid attention in those videos, even they said to the researcher if they wanted to practice it at their home. She also gave the explanation about those account at a glance, some of the students could understand it. After that, she gave the handouts of the procedure text; the content was about a review how to make those accounts. She asked the students to rearrange the jumbled steps based on the videos that they have watched. Next, after all of the students completed the task, she asked to the

students to retell what are the steps to make a facebook and twitter account. Actually, the students could choose one account to retell it in front of the class.

Some students preferred to make a facebook account. From some students who retold how to make a facebook account, they said that it was simple and easier than twitter account. Moreover, almost all of the students had made it and practiced at their home before the researcher asked it. There were some students who fluently retold it in front of the class, especially in retold the steps too.

After all of the students performed in front of the class, the researcher provided a game named "*Whispering Game*". The rules of the game were, the students were divided into four groups. And then, she provided the steps of how to make an *Instagram* account first in the paper and then cut it into small size which was appropriate with the written steps on those papers. So, one small paper is one step. After that, she asked to the students to find the right step based on her and the collaborator whispered to one of the student's team. The first student who heard the sentence from the whisperer directly whispered it with other students which are a team. Then, the last students found the cutting papers that contained sentences based on he/she heard. The cutting papers placed randomly by her before. When the last students found it, he/she directly stuck it in the blank papers that had been provided by the researcher. One who sticks it, the fastest is the winner.

After the game ended, the researcher asked to the students to go back to their seats. The students wanted to play game again but the time was limited. She and the students made the summary of the lesson together. And then she ended the class by saying a prayer together.

These were the supporting data based on the interview with the student toward the use of video clips.

- | | |
|----|--|
| P | : “Gimana tadi Dana tentang video klipnya? Gampang dimengerti apa nggak?” (<i>“What do you think about the video clips, Dana? Is it easy to understand?”</i>) |
| S2 | : “Bagus Miss, aku jadi lebih <i>mudheng</i> cara bikin facebook sama twitter gitu. Langkah-langkahnya udah ada, jelas juga kok.” (<i>“So good, Miss. I understand more about the way of making facebook and twitter account. The steps have been provided and they are clear.”</i>) |
| P | : “Alhamdulillah kalo gitu, jadi suka gak belajar bahasa Inggris pake video klip?” (<i>“Alhamdulillah, so do you like learning English through video clips?”</i>) |
| S2 | : “Suka banget lah, daripada suruh ngerjain LKS terus, bosen. Kalo di video seneng bisa liat ceritanya tentang apa, terus juga aku jadi lebih tau ngomongnya orang sana asli kayak gimana Miss, hehe.” (<i>“I really like it. It is better than doing the task in the LKS. It makes me so bored. Compared to the use of video clips, there are interesting stories; moreover I can understand more about how the native speakers talk.”</i>) |

Interview Transcript 9

2). Meeting 2

The fifth meeting was conducted on May 15th, 2014. The topic was *Social*. In specific, the researcher provided the materials about describing people and provided some texts and video clips about missing persons. She told the objectives of the lesson to the students. She also asked the students’

difficulties in speaking about describing people. Most of the students had understood about the vocabulary of those texts that provided by the researcher, so that when the video clip was played, almost all of the students could understand what the content of the video clip was about.

After that, when all of the students learned about describing people, the researcher switched to introduce them to know how to describe pets/animals. She provided the text first with the picture of animal. The story of the text was about missing pet. The students seem to be confused and to keep opening their dictionaries when they found the difficult/strange words. She and the collaborator also helped them when they asked to us.

Therefore, the researcher asked to the students to make a simple announcement about missing people/missing pet. They could choose the one topic that it was easier to do. The students did the task only in 10 minutes and individually. In fact, the students could finish their task less than 10 minutes. She started to assess their work, before it, she asked the collaborator to divide the number of the students going outside the class because it could destroy the concentration of the other students who performing their work.

Finally, after all students have been performing their work about announcement (describing people and pet), the researcher gave the feedback directly. Some students had understood well and had good pronunciation also the grammar. She did not provide the game in this meeting because the limitation of the time. Due to by the students who had difficult to perform their works in front of the class and the majority were the male students. The

last, to end the class, she summarized what they learned together, and reminded the students to bring simple food/drink recipes because the next meeting was about the recipes. After that, she said a prayer together with the students and said goodbye.

- P : "Videonya tadi gimana?" (***"What do you think about the video clip?"***)
- S7 : "Videonya tadi cepet banget Miss orangnya ngomongnya." (***"The video clip was so fast, actually the native speakers' talk."***)
- P : "Emm.. cepet banget ya? Tapi tadi pas tak puter 3 kali mudheng kan?" (***"Umm.. too fast huh? But, when I played three times, do you understand the content of the video clip?"***)
- S7 : "Iya Miss mudheng kok, justru karena ada video itu jadi ngebantu maksud dari isi video tadi." (***"Yes, Miss. I can understand what the content is. Exactly, through video clips, it quite helpful to explain what the content is."***)

Interview Transcript 12

- P : "Terus videonya tadi gimana? Mudheng gak tadi isinya apa?" (***"And then, how the video clip about? Do you understand?"***)
- S8 : "Mudheng kok Miss, tadi kan tentang anak hilang terus ada kayak pengumuman gitu di tv terus di sebutin ciri-ciri fisiknya." (***"Yes, I understand it, Miss. In the video clip explained about the missing person and then there was like an announcement in television that the physical characteristics were mentioned."***)
- P : "Pinteerr.. suka gak jadinya pelajaran pake video klip?" (***"Good. So, do you like if the lesson through video clip?"***)
- S8 : "Suka dong Miss, jadi kebantu memahami materi, terus ada contoh nyatanya kalau orang asli sana tuh ngomongnya gimana, gitu Miss." (***"Yes, I like it, Miss. It was quite helpful in understanding the material, and then there was the real example about the native speakers talk."***)

Interview Transcript 13

3). Meeting 3

The last meeting was held on May 21st, 2014. The activity in this meeting was about the procedure about how to make some foods or drinks. The students had been reminded by the researcher to bring the recipes from the internet or made by themselves. She and the collaborator checked the recipes' of the students one by one. Fortunately, all of the students brought the different recipes from other students. After that, she asked to the students whether they had the difficulties or not either in the pronunciation or in understanding the recipe.

Some of the students could understand their own recipes, because their recipe was so simple and easy. Sometimes, some students mispronounce in reading their recipe. The researcher discussed it together with the students, how to pronounce it well. The next activity was performing their recipe in front of the class after all of the students were ready with their recipe. Some of them already remembered about their recipe because they had read it in their home.

The researcher and the collaborator were already to record and assess the students work. The assessment was did in the classroom and as usual, some of the students going outside the class. For this moment, the students who would be performed their work in the outside the class, and vice versa. One by one of the students performed and showed the improvement of their pronunciation. One of the students showed his idea beyond his text. It was showed that he had much improvement in English lesson if compared with the

previous meeting. Likewise the other students, in this last meeting, they showed to her that they could speak English fluently. Only a few students who spoke with hesitation and still were shy also mispronounce.

After all of students had performed about their recipes, the researcher asked to the students to back to their seat and she wanted all of them made the message and impressions about the researcher all this time. Last activity, she and the collaborator gave the souvenirs to the students as the farewell taken. Overall, when she wanted to leave the class, she summarized the entire lesson that the students learned, after all of them understood the lesson during the research, she said goodbye because this was the last meeting. Then, she ended the class.

In the last meeting, the improvement of the students' speaking skills through using the video clips were could be seen based on the interview transcript with the students below.

- | | |
|-----|--|
| P | : “Hai Radika .. gimana tadi masih malu gak buat ngomong bahasa Inggris?” (<i>“Hi Radika, how about your speaking today? Are you still shy to speak English?”</i>) |
| S11 | : “Dikit Miss, hehe.” (<i>“A little bit, Miss.”</i>) |
| P | : “Tapi tadi gampang apa susah?” (<i>“But, the lesson is easy or difficult?”</i>) |
| S11 | : “Gampang kok Miss, kan sebelumnya udah pernah diajarin, tadi juga kan dibimbing sama Miss Danis.” (<i>“It is easy, Miss. You have taught me before and you guided too.”</i>) |

Interview Transcript 16

c. Reflection

After implementing the action in cycle II, the researcher and the collaborator did a final reflection to evaluate the implemented actions. These reflections were used to fulfill the democratic and the dialogic validity mentioned in the previous chapter.

1) Using Video as the Teaching Media

The videos were effective to improve students' speaking ability. They could get appropriate models of English through video watching activity. They could learn how to use the language in real context. Their pronunciation, grammar accuracy, fluency, vocabulary and comprehension increased. The facts were proven in the following interview transcript.

P	: “Oke, menurut kamu selama ini pembelajaran melalui video klip gimana?” (<i>“Okay, what do you think about the lesson through video clip lately?”</i>)
S13	: “Bagus Miss, aku jadi gak bosen pas pelajaran. Aku juga lebih ngerti tentang pengucapan bahasa Inggris yang benar. Seru aja gitu Miss.” (<i>“So far so good, Miss. The lesson was not boring. I also more understand about the pronunciation correctly and more interesting, Miss.”</i>)

P	: “Oke. Terus masih ada kesulitan gak belajar bahasa Inggrisnya terutama di speaking?” (<i>“Okay, so, are there any difficulties in speaking?”</i>)
S13	: “Kalau dibandingin sama sebelumnya ya agak berkurang kesulitanku Miss, soalnya dari video klip kan tau cara pengucapannya yang bener kayak gimana. Jadi ya aku PD aja mau ngomong bahasa Inggris. Lha kalau sebelumnya kan malu mau ngomong bahasa Inggris, takut salah terus diketawain kan malu Miss. Hehe.” (<i>“If compared to the previous, I feel that my difficulties are decreased because from using the video clips I know the pronunciation correctly. I also feel more confident when speaking. In the past I was shy to speak English; I was afraid of making mistakes and then am ridiculed by other friends made me so embarrassed.”</i>)

Interview Transcript 17

2) Applying Some Communicative Speaking Activities

Communicative speaking activities were successfully used to improved students’ confidence and ability to speak in English. Their opportunities to speak up and to apply the information they got in video watching activity increased.

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

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. The use of simple words, synonyms, nonverbal codes and demonstration successfully helped the students to get the meanings of what the teacher said. They were already familiar with the English words or terms in certain circumstances so that they

could understand the expressions easily without listening to Indonesian translation.

In cycle II, the researcher and the English teacher implemented some improved actions with the hope that the teaching and learning process of speaking could be more enjoyable. In summary, the change results of the actions during the teaching and learning process in cycle I and cycle II can be seen in the table below:

Table 7. The Change Results of Actions

No.	Cycle 1	Cycle 2
1.	The videos used as teaching media provided appropriate models through the speakers' talk and could draw the students' attention. However, the activity during the while watching video was a little bit confusing for the students as the researcher did not give clear instructions about the tasks.	The video was already appropriate. The activity during the while watching video was already clearer as the researcher gave instructions very understandable.
2.	Communicative speaking activities were given to provide the students with adequate opportunities to speak in English. However, the researcher found difficulties in controlling and observing the students because the students moved around the class to do their own activities during the discussions.	The researcher conducted the role play which involved of some students. She also conducted games at the end of the lesson. Those communicative activities very effectively to manage the classroom.
3.	The use of classroom English was combined with Indonesian translations in order to make the students get the meaning easily.	Instead of using Bahasa Indonesia, paraphrasing, demonstrating, using simple words and nonverbal codes such as body language were used to make the students get the meanings.

After reflecting on the implemented actions and scoring the students' speaking performance, the researcher and the collaborator concluded the finding of cycle II. There were some improvements during the implementation in this cycle. They were:

- (a) The goals of using videos as teaching media to provide appropriate models of English for students and to present the real context of communication were successfully achieved.
- (b) The students found the video clips interesting and easier to comprehend.
- (c) There were no technical problems during the preparation of the video watching activity so that it was not time-consuming.
- (d) The students could understand the materials easily through video watching activity.
- (e) The students got more sufficient opportunities to practice the target language in a real situation through the use of classroom English and communicative speaking activities.
- (f) Students' motivation and interest in learning English increased since the classroom activities were more varied and interesting.
- (g) Most of the students could pronounce the words correctly.
- (i) Students' grammatical accuracy and comprehension improved.
- (j) Students' vocabulary mastery increased.
- (k) The students could speak confidently when they were performing.

Besides, in the interview transcript could be seen that the students wanted new media to improve their speaking skills considering the monotonous media who given by their teacher. The improvement also could be seen through the mean score of the second post-test that conducted at the end of the action. The facts were proven in the following interview transcript.

- | | |
|-----|--|
| P | : “Gimana menurut kamu tadi pelajarannya? Masih ada kesulitan gak?” (<i>“What do you think about the lesson? Are there any difficulties?”</i>) |
| S14 | : “Emm, enggak kok. Cuma biasalah, masih sering lupa cara ngomongnya hehe.” (<i>“Umm..nothing. Just, as usual, I often forget how to speak, hehe.”</i>) |
| P | : “Tapi suka gak pake video klip?” (<i>“But, do you like if the lesson using the video clips?”</i>) |
| S14 | : “Jelas suka lah, menarik Miss, bikin seru aja di kelas, gak ngebosenin.” (<i>“Exactly I like it, so interesting. It made the class different than before and not boring.”</i>) |
| P | : “Oke, terus sekarang udah lancar ya ngomong bahasa Inggrisnya?” (<i>“Okay, and now, have you spoken English fluently?”</i>) |
| S14 | : “InsyaAllah Miss.” (<i>“InsyaAllah, Miss.”</i>) |

Interview Transcript 18

However, these achievements did not mean that the actions done by the researcher were already complete. The use of video clips was only one of many ways in improving students’ speaking skills. The success of the action did not mean that applied the video clips were a simple thing to do. The activity required much time to play the video once until twice or sometimes three times to get the understanding of the students. It also required more effort to explain to the students about video clips since most of the students got such this technique rarely.

Moreover, by considering the improvement above, the researcher concluded that video clips could improve students' speaking skills especially on the pronunciation. Although, sometimes they seemed confuse by the native speakers who spoke quickly, but they were not reluctant to ask, they also seemed to have more courage to speak and asked about anything they did not understand. Therefore, she decided to stop the cycle.

C. Discussion

This research was conducted on April 9th – May 21st, 2014. In general, the program had achieved the goal that was expected by the researcher that is to improve students' speaking skill. The success of the research could be seen from the students' score in speaking and also the description of students' attitude toward speaking class. The discussions of each indicator are presented as follows.

In the first cycle, the researcher conducted the teaching and learning by presenting three topics in three meetings. She did lecturing, discussion, and sometimes playing games to help the students understand the materials. In general, the observation result showed that there were some improvements achieved after implementing the action. First, the students started to show positive attitudes toward speaking. Some of them became more active in taking part in the teaching learning process. Some of them also did the task by themselves unlike most of their friends who cheated or imitated someone else's work. They just asked about the vocabularies to the researcher.

The improvement of students' speaking skills also could be seen from the students' ability in improving the content of their speaking. Below are the examples of the students' work transcript.

My Idol (from Shafa)

My Idol is a Nabila Ayu Ratna Azzalia. (hesitation) She has long hair. She has nice (hesitation) body. She has nice (hesitation) smile and beautiful.

My Idol (from Peni)

Her name is Yuki Kato. She has a pointed nose. She has oval face. Yuki Kato is beautiful girl. He..her ey..her..(hesitation) her eyes brown. She hair is black. She is actress. She straight hair. She like brown skin.

From the examples of the students' speaking above, it could be seen that they still had a lot of mistakes in terms of grammar which is colored yellow and the pronunciation which is in underline words. Even though, the researcher had explained to them about the correct pronunciation and the grammar. Some of the students said that actually they knew how to pronounce the words because before they performed, the researcher had given the examples to pronounce it. Unfortunately, some of them lack of confident when they knew that their spoken recorded by the camera, so that any students were hesitate when spoken in English actually when performing their work. Meanwhile, the other students seemed more confident than the students who first performed.

The next indicator showed the improvement was the students' speaking score in the first pre-test. The comparison students' speaking scores

in each aspect could be seen in table 2. Meanwhile, the table 8 below presented of the result of speaking score in post-test 1 in each aspect.

Table 8. The Result of Speaking Score in Post-test 1 in Each Aspect

Rater	Pronun- ciation	Grammar	Vocabulary	Speed	Hesitation	Strategic Competence
1	2.34	2.34	2.46	2.43	2.34	2.46
2	2.43	2.43	2.50	2.50	2.50	2.50
Mean score	2.38	2.38	2.48	2.46	2.42	2.48

After the scores were gained, then the mean score of pre-test and post-test 1 were compared. The information related to the students' mean values in six aspects is presented in the following table.

Table 9. The Comparison of Students' Mean Score in Six Aspects of Speaking in the Pre-test and Post test 1

Test	Pronun- ciation	Grammar	Vocabulary	Speed	Hesitation	Strategic Competence
Pre- test 1	1.70	1.70	2.04	1.55	1.62	1.63
Post- test 1	2.38	2.38	2.48	2.46	2.42	2.48
Gained Score	0.68	0.68	0.44	0.91	0.80	0.85

Table 9 presented the mean values in six aspects of speaking involved the pronunciation, grammar, vocabulary, speed, hesitation, and strategic competence in the pre-test and post-test 1. From the table above, it could be inferred that the students' speaking skills in all aspects were improved.

The first aspect is pronunciation. The mean score in the pre-test is 1.70 while in the post-test 1 is 2.38. Thus, the gained score in pronunciation aspect is 0.68. Meanwhile, in grammar aspect, the mean score in pre-test is 1.70 while in the post-test 1 is 2.38. So, the gained score is 0.68. The next aspect is vocabulary. The mean score of pre-test is 2.04 while in the post-test 1 is 2.48. Therefore, the gained score is 0.44. In speed aspect, the mean score in pre-test is 1.55 meanwhile the mean value in post-test 1 is 2.46. Thus, the gained score is 0.91. In the hesitation aspect, in the pre-test, the mean value is 1.62 while in the post-test 1 is 2.42. Therefore, the gained score is 0.80. The last aspect is strategic competence. In the pre-test, the mean value is 1.63 while in the post-test 1 is 2.48. Therefore, the gained score is 0.85. The students' improvement in the six above is visualized in the following chart.

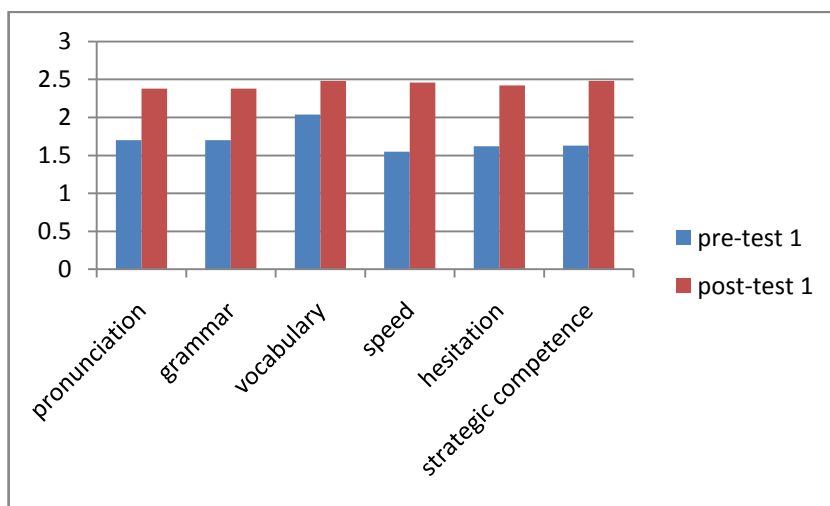


Figure 3: The Students' Mean Score in Pre-test 1 and Post-test 1.

Besides some improvements after the implementation of video clips in cycle 1, the researcher also found that there were some problems in the first cycle. First, there were some students who were shy to speak. They seemed afraid in making mistakes. Second, the students still found difficulties in finding the vocabulary to construct the sentence. Third, the researcher did not give enough time in explaining about grammatical aspects because the lack of time. Fourth, some students found difficulties in understanding the video clips given by the researcher because the video played too fast sometimes, and the native speakers were not really clearly in their spoke. Besides that, it was the first time for them dealing with such activity. Fifth, the researcher did not manage the class well enough so that sometimes some students were busy with themselves and finally they did not join and understand the lesson well.

Based on the fact that the first cycle still had some weaknesses beside the successful aspect it had, the researcher decided to take the second cycle in order to make better improvement of the students' speaking skills.

The reflection demanded the researcher to do better efforts in improving the students' speaking skills. Based on the result of the first cycle, it could be seen that there were several problem needed to be solved. The researcher decided to take the second cycle to solve the problems.

In this cycle, the researcher decided to teach procedure by using technology topic. She gave enough explanation about grammatical aspects to the students and tried to understanding the procedure of "charging my hand phone" together in the power point that she had provided. The researcher also

tried to manage the class in an appropriate way so that the students could join the class optimally.

Considered of the target she wanted to achieve, which is improving students' speaking skills, the researcher found that the result of the actions was satisfied. Overall, it could be said that video clips worked well in improving students' speaking skills. It could be seen from some aspects. First, from the students' attitude towards learning, the students showed positive attitude toward speaking activity. Some students who had not been active and serious in doing the task at the first cycle, they started to be active and serious in doing the task. Students were no longer shy to be actively took part in the teaching learning process.

The second aspect was indicated to the successful of the action toward the students' ability in understanding the video clips. It could be seen from the speaking results of some students below.

Students' Speaking Result in Procedure (Monologue)

Angel	: "Hello everyone! I want to tell you how to make a lemon juice. The Ingredients are two lemons peeled off, ice <u>cubes</u> , and sugar. The steps are first, put lemons and ice <u>cubes</u> into a blender. Second, turn on the blender. Wait until the lemons and ice <u>cubes</u> dissolved. Third, put 2 spoonful of sugar into the blender and turn on the blender 15 seconds. Fourth, pour into a glass. Thank you."
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Students' Speaking Result in Procedure (Monologue)

- Dana : "Good morning friends, I want to tell you how to make fruit salad. The ingredients are one apple, one pear, ½ melons, five grapes, four strawberries, three tablespoons of mayonnaise, ... (*boleh ditambahin gak Miss katakatanya?*)"
- R : "*Boleh dong.*" (Yes, of course.)
- Dana : "...if you like it, you can add one small bottle of yogurt. The steps are first wash the fruits, peel and seed the fruit if needed. Then, slice and cut them in cubes. Arrange them in a bowl, and then pour mayonnaise and yoghurt over it. Next, mix them until blended. The last, refrigerate them until cold. Serve cold. Thank you."

From the examples of students' speaking above, compared with the students work in the first cycle, it could be seen that the students' mistakes decreased. The students were able to speak using simple present tense, temporal conjunction, and action verbs although they still mispronounced. Through the interview, the students also stated that they had better understanding the lesson through video clips. Then, these were the examples of students' interview presented below in transcripts.

- R : "Gimana tadi Dana tentang video klipnya? Gampang dimengerti apa nggak?" (*How about the video clips that you have seen? Is it easy to understand?*)
- Dana : "Bagus Miss, aku jadi lebih *mudheng* cara bikin facebook sama twitter gitu. Langkah-langkahnya udah ada, jelas juga kok." (*So good Miss, I can more understand how to make facebook and twitter account, it is so clear for me.*)
- R : "Alhamdulillah kalo gitu, jadi suka gak belajar bahasa Inggris pake video klip?" (*Alhamdulillah. So, do you like learning English through video clips?*)

Dana : “Suka banget lah, daripada suruh ngerjain LKS terus, bosen. Kalo di video seneng bisa liat ceritanya tentang apa, terus juga aku jadi lebih tau ngomongnya orang sana asli kayak gimana Miss, hehe.” (*I’m really like it. I prefer through video clips than doing the LKS tasks, it is so bored. If through video, I can see of the story about and more know about the pronunciation of the native speakers, hehe.*)

Interview Transcript 9

R : “Gimana Heppy tadi susah gak ngomongnya?” (*How about you Heppy, is it difficult to speak?*)

Heppy : “Gak kok Miss, lumayan gampang, kan udah belajar dari rumah terus kan kemarin di setelin video, jadi tau gimana ngomongnya. Aku juga di rumah buka youtube terus tau gimana ngomong bahasa Inggrisnya yang bener sama urutan-urutannya bikin makanan tadi. Trus di kelas tinggal dipraktekin aja walaupun agak grogi sih, hehe.” (*No Miss, I think it is easier than before, I had studied in my home, and moreover yesterday you were played the video, so I know how to speak it. I also check the youtube in my home, so that I know how to speak in English fluently especially in the steps how to make the food too. Therefore, in the class, I just practice it although I’m little bit nervous, hehe.*)

R : “Wow, bagus banget tuh belajarnya ya? Mantep deh.. Oke deh, makasih ya Heppy, semangat terus ya belajarnya, yang penting PD dulu aja ya. Hehe.” (*Wow, great! Okay, thank you Heppy, keep fighting for your study, be confident is important, hehe.*)

Heppy : “Siap Miss, hehe.” (*Okay Miss.*)

Interview Transcript 10

From the interview transcripts of students’ speaking above, we knew that students’ mistakes decreased in the second cycle. They also stated that their understanding about the lesson through video clips also better in the second cycle.

The improvement could also be seen through the mean score of the second post-test conducted at the end of the action. The comparison of the core of post-test 1 and post test-2 is presented in the following table.

Table 10. The Result of Speaking Score in Post-test 1 in Each Aspect

Rater	Pronun- ciation	Grammar	Vocabulary	Speed	Hesitation	Strategic Competence
1	2.43	2.50	2.78	2.78	2.50	2.78
2	2.37	2.93	3.00	3.00	2.78	3.03
Mean Score	2.4	2.71	2.89	2.89	2.64	2.90

After the scores were gained, then the mean score of post test 1 and post-test 2 were compared. The information related to the students' mean values in six aspects is presented in the following table.

Table 11. The Comparison of Students' Mean Score in Six Aspects of Speaking in the Post test 1 and Post-test 2

Test	Pronun- ciation	Grammar	Vocabulary	Speed	Hesitation	Strategic Competence
Post- test 1	2.4	2.71	2.89	2.89	2.64	2.90
Post- test 2	2.56	2.96	3.00	2.96	2.90	2.96
Gained Score	0.16	0.25	0.11	0.07	0.26	0.06

Table 11 presented the mean values in six aspects of speaking involved the pronunciation, grammar, vocabulary, speed, hesitation, and strategic competence in post-test 1 and post-test 2. From the table above, it could be inferred that the students' speaking skills in all aspects were improved.

The first aspect is pronunciation. The mean score in the post-test 1 is 2.40 while in the post-test 2 is 2.56. Thus, the gained score in pronunciation is

0.16. Meanwhile, in grammar aspect, the mean in the post-test 1 is 2.71 while in the post-test 2 is 2.96. So, the gained score is 0.25. The next aspect is vocabulary. In the post-test 1 is 2.89 while in the post-test 2 the mean value is 3.00. Therefore, the gained score is 0.11. In speed aspect, the mean score in post-test 1 is 2.89 while in post-test 2 is 2.96. Thus, the gained score is 0.07. The next aspect is hesitation. In the post-test 1 the mean value is 2.64 while in the post-test 2 the mean value is 2.90. Therefore, the gained score is 0.26. The last aspect is strategic competence. In the post-test 1 the mean value is 2.90 while in the post test 2 the mean value is 2.96. As a result, the gained score is 0.06. The students' improvement in the six above is visualized in the following chart.

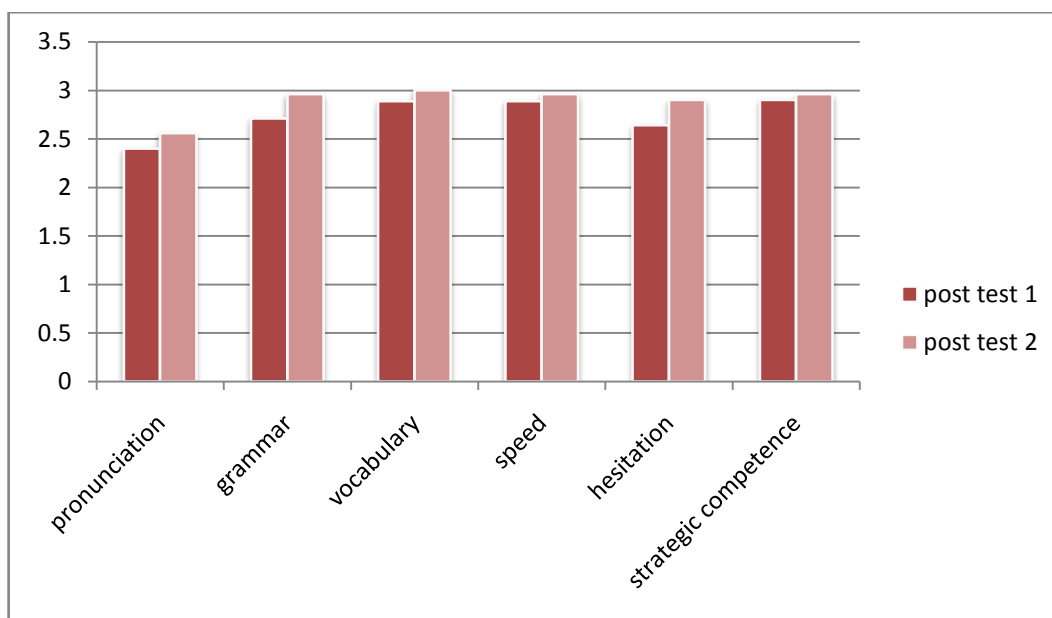


Figure 4: The Students' Mean Score in Post-test 1 and Post-test 2.

In addition, the following chart below showed the improvement of the students' speaking skills during the research included the cycle I and cycle II.

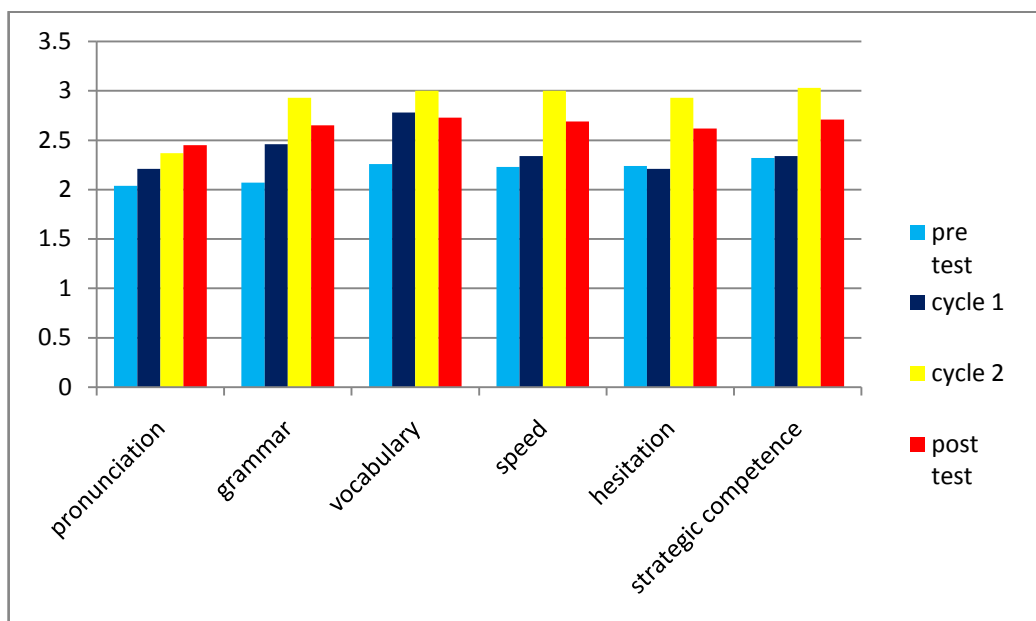


Figure 5: The Students' Mean Score during the Research in Six Aspects

However, by considering the improvement above, the researcher concluded that video clips could improve students' speaking skills. Besides, the students showed more positive attitudes towards video clips. Although they seemed confused of using the video clips in the class but they were not reluctant to ask, the students seemed to have more courage to speak and ask about anything they did not understand. Therefore, the researcher decided to stop the cycle.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

This chapter presents the conclusion, implications, and suggestion of the research. The further explanation of each part will be described as follows.

A. Conclusions

Based on the discussion in the previous chapter, it can be concluded as presented below.

The first conclusion was that the video clips can be used to improve the students' speaking skills. The improvement could be seen through some points. The first point was the students' ability in improving the pronunciation of their speaking result.. The second point was the students' improvement can be clearly seen from the mean score of the pre-test, post-test 1 and post-test 2. In the pre-test, the students mean score was 48.75, in the post-test 1 the mean value was 72.03, while in the post-test 2 the mean value was 86.87.

In general, video clips given from the teacher helped the students to improve their speaking especially in pronunciation, grammar, the expressions, vocabulary, and still many things. By applying video clips, it will help them avoided the same mistakes in the future because the students were interested with it and would remembered the content of video clips. The teacher also should give the directly feedback if there were any students who have mistakes. By getting feedback, the students would feel that their teacher paid attention to their work and it would encourage them in practice speaking.

Since speaking was a skill gained by practicing, it made sense to say that the more they practice, the better they would speak.

The second conclusion was that the implementation of video clips improved the quality of teaching speaking and the students' motivation in learning speaking. It could be seen from the students' positive attitude toward speaking. It was indicated from their activeness in the class. Compared with their activeness in cycle 1, they seem more active in cycle 2. They also enthusiastically spoke what the researcher asked to speak. They were not afraid anymore in making mistakes because they knew that their teacher would give feedback to them and they would be given a chance to correct their mistakes.

B. Implications

In teaching speaking, it was important to implement an appropriate teaching approach. The use of video clips in teaching speaking was an effective way to improve the students' speaking skills. One of the positive points of giving video clips was when the students watched the video clips; they could know how the native speakers said with the correct pronunciation and grammar.

Based on the conclusion, there was an improvement of the students' speaking skills after the video clips were implemented. The researcher could imply that video clips can be used as a way to improve the speaking skills.

C. Suggestions

After conducting the research, the researcher proposes suggestions for English teacher, students, and other researchers as presented below.

1. For English teachers

Teaching speaking is not an easy work since lots of students think that speaking is the most difficult skill to be learned. As a sequent, teachers will face many obstacles during the teaching learning process. Therefore, they should be able to choose the appropriate technique that can change both the students' attitude toward speaking and students' speaking skills. One of the ways is by giving video clips.

2. For students

To improve the students' speaking skills, the students have to practice as much as possible since speaking is a skill gained by practicing. The students can also improve their speaking skill by watching television programs that shows the English movie or listening of western music. By doing all of them, they will get more examples of good speaking.

3. For the material writers

The result of this study can be used as a useful input in developing textbook that could help students (Junior High School) learn English more effectively.

4. For course writers

This study can be used as a reference to be a module as a teaching guide for teachers and for students to develop their speaking skills especially for Junior High Schools.

5. For other researchers

This research discusses the implementation of video clips as a mean to improve students' speaking skills in Junior High School. It is expected that the result of the study can be used as an additional reference for other researchers, especially researchers dealing with the teaching of speaking.

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APPENDICES

- A. Field Notes**
- B. Interview Transcripts**
- C. Course Grid**
- D. Lesson Plans**
- E. Observation Sheets**
- F. Pre-test & Post-test**
- G. Speaking Rubric**
- H. Students' Attendance**
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A. FIELD NOTES

FIELD NOTES

No.	: FN.01
Hari, tanggal	: Selasa, 24 Februari 2014
Waktu	: 10.00 WIB
Tempat	: Kantor Guru, Perpustakaan
Kegiatan	: Ijin kepada GBI
Responden	: P = Peneliti
	GBI = Guru Bahasa Inggris
	KS = Kepala Sekolah

P datang ke sekolah tepat pukul 10.00 WIB, di mana sebelumnya P menghubungi GBI lebih dahulu via sms. Kedatangan P ke sekolah dimaksudkan untuk membicarakan tentang rencana P untuk mengadakan penelitian di SMP N 1 Mlati. GBI menyambut P dengan sangat ramah, dan mempersilahkan P duduk. Namun, karena situasi di kantor kurang kondusif untuk membicarakan hal tersebut, maka GBI menyarankan pindah tempat diskusi di ruang perpustakaan. Sesampainya di perpustakaan, GBI menanyakan judul skripsi P. P menjawabnya dan GBI langsung menanggapi. GBI terlihat sangat tertarik dengan judul skripsi P, kemudian GBI mulai menanyakan kira-kira kapan akan dilaksanakan penelitiannya. P menjawabnya kalau bisa secepatnya, tetapi berhubung sekolah sedang padat acara, jadi GBI menyarankan untuk mulai penelitian di bulan April, sedangkan untuk observasi, interview guru dan siswa dapat dilaksanakan ketika GBI sudah membicarakan maksud penelitian oleh P kepada KS. Setelah P cukup mendapat informasi tentang waktu observasi dan penelitian, maka P pun mengakhiri pembicaraan dengan GBI. P pamit pulang kepada GBI dan P menyalami GBI dan berterima kasih karena sudah menerima P dengan sangat baik. GBI dan P keluar perpustakaan dan P pulang.

No.	: FN.02		
Hari, tanggal	: Rabu, 25 Februari 2014		
Waktu	: 08.45 WIB		
Tempat	: Kantor Guru, Perpustakaan		
Kegiatan	: Ijin interview		
Responden	: P = Peneliti	St.1	= Student 1, Dana
	GBI = Guru Bahasa Inggris	St.2	= Student 2, Angel

P datang ke sekolah pukul 08.45 WIB. P langsung menuju kantor guru. P datang ke sekolah lagi karena malam sebelumnya GBI mengirim SMS kepada P untuk mengizinkan wawancara kepada siswa VIID. Walaupun surat ijin observasi belum ada, tetapi GBI mengizinkan kalau untuk wawancara saja. Selebihnya nanti menunggu surat ijin observasi jadi, tepatnya penelitian di mulai di bulan April. Tak lama kemudian GBI memanggil dua siswa VIID bernama Dana (St.1) dan Angel (St.2), mereka yang paling menonjol di kelas menurut GBI. P segera menegur mereka yang masih malu, walaupun mereka pernah kenal dengan P saat P menjalani KKN PPL di sekolah tersebut. P menyalami mereka dan menanyakan kabar mereka. Mereka menjawab kabar baik dengan kepala tertunduk malu. Lalu GBI menyarankan untuk melaksanakan wawancara di perpustakaan lagi. P dan dua siswa tadi segera memasuki perpustakaan yang telah disiapkan oleh GBI. P menyalami penjaga perpustakaan dan langsung menempati tempat wawancara. Sebelum memulai wawancara, P agak mendekati dan mengobrol santai agar mereka lebih rileks. Setelah suasana rileks, P mulai untuk wawancara St.1 kemudian di lanjutkan dengan St.2. Mereka menjawab pertanyaan demi pertanyaan dengan sangat ringkas dan jelas, sangat membantu P

tentunya. Sekitar 10 menit berlalu, wawancara pun selesai. St.1 dan St.2 bergegas keluar perpustakaan. Kebetulan GBI datang ke perpustakaan ketika P beranjak keluar perpustakaan juga. GBI menanyakan tentang hasil wawancara tadi, P menjawab kalau mereka sangat baik dalam menjawab pertanyaan P. Lalu P berniat untuk melakukan wawancara juga dengan GBI. GBI pun menyanggupi dengan baik. Wawancara dilakukan selama 7 menit saja. Hal yang ditanyakan kurang lebih sama dengan apa yang tadi ditanyakan dengan dua siswa tadi, hanya ada beberapa pertanyaan yang diganti untuk disesuaikan dengan GBI. Hasil wawancara tersebut digunakan sebagai acuan awal dalam menentukan tindakan untuk mengatasi permasalahan yang terdapat dalam proses pembelajaran speaking pada mata pelajaran bahasa Inggris di sekolah tersebut. Setelah semua pertanyaan yang menyangkut judul skripsi P sudah terjawab, maka P berniat untuk izin pulang. GBI mempersilahkan P dan keluar ruang perpustakaan bersama-sama. Tak lupa P juga menyalami penjaga perpustakaan. Setelah itu P pulang dan GBI kembali mengajar.

No. : FN.03
 Hari, tanggal : Rabu, 2 April 2014
 Waktu : 08.00 WIB
 Tempat : Kantor Guru
 Kegiatan : Ijin observasi
 Responden : P = Peneliti KS = Kepala Sekolah
 GBI = Guru Bahasa Inggris WKS = Wakil Kepala Sekolah

Setelah surat izin observasi jadi dan acara sekolah sudah tidak terlampau padat mengingat sekolah tersebut baru saja mengadakan ulang tahun sekolah, sehingga permohonan izin observasi baru bisa di laksanakan di bulan April. P

datang tepat pukul 08.00 WIB dan langsung menuju kantor guru untuk menemui GBI terlebih dahulu. GBI yang sudah menunggu P segera menyalami P dengan sapaan yang sangat ramah. GBI mempersilahkan duduk dan P duduk di samping kursi GBI. P mengutarakan kedatangannya untuk menyerahkan surat ijin observasi kepada KS. Namun, sebelum P menyerahkan surat ijin observasi tersebut kepada KS, P memastikan lagi kira-kira kapan P bisa memulai penelitian. GBI langsung melihat jadwal mengajarnya yang tertempel di mejanya. Setelah itu GBI menyarankan untuk memulai penelitian pada tanggal 9 April dan tanggal 5 April bisa untuk observasi kelas terlebih dahulu di kelas VIID. GBI memang memilihkan kelas VIID karena kelas tersebut siswanya lebih pintar bahasa Inggrisnya dibanding dengan kelas lainnya. Jadi semisal P menjelaskan materi di kelas tersebut, kemungkinan mereka untuk lebih tanggap pada pelajaran lebih besar, dan kelas VIID siswanya juga lebih sopan dan pendiam dibanding kelas lainnya. Jadi GBI benar-benar memikirkan hasil penelitian untuk P nantinya. P sangat berterima kasih karena telah dipilihkan kelas tersebut. Setelah itu P ijin kepada GBI untuk menemui KS, GBI lalu mengantarkan P ke ruang KS. Namun, ternyata KS sedang tidak berada di tempat. GBI lalu menyarankan untuk menyerahkan surat ijin observasi tersebut kepada WKS saja. P pun mendatangi WKS yang sedang mengamati majalah dinding di dekat perpustakaan. P menyapa WKS dan menyalami, WKS pun menyambut dengan baik dan ramah. P langsung mengutarakan niatnya untuk menyerahkan surat tersebut, WKS menerimanya dan menanyakan penelitian P berhubungan dengan apa dan apa tujuannya. P menjawab bahwa penelitian tersebut berhubungan dengan berbicara bahasa Inggris yang menggunakan media video klip, dan bertujuan untuk meningkatkan kemampuan berbicara siswa dalam bahasa Inggris. WKS memahaminya dan menanyakan kapan mulai

penelitiannya. P menjelaskan bahwa observasi kelas pada tanggal 5 April dan penelitian bisa dilaksanakan mulai tanggal 9 April 2014. WKS terlihat sangat tertarik dalam penelitian P dan akan segera menyampaikan surat izin observasi tersebut kepada KS. P menyampaikan terima kasih kepada WKS dan izin untuk pulang karena urusan P di sekolah tersebut sudah selesai. Sebelum pulang, P juga pamit kepada GBI dan guru-guru lainnya.

No. : FN.04
 Hari, tanggal : Sabtu, 5 April 2014
 Waktu : 10.00 WIB
 Tempat : Kantor Guru, Kelas VIID
 Kegiatan : Observasi Kelas
 Responden : P = Peneliti
 GBI = Guru Bahasa Inggris

P datang ke sekolah pukul 10.00 WIB. P datang untuk melaksanakan observasi kelas VIID. P mendatangi kantor guru untuk menemui GBI, namun ternyata GBI sudah berada di lantai 2 karena sedang mengajar kelas VIIA. P segera naik ke lantai 2 dan menunggu di balkon depan kelas VIIA. Setelah 1 jam menunggu, akhirnya GBI keluar kelas dan menyapa P. P langsung menyalami GBI dan kembali duduk di balkon depan kelas VIIA. GBI menyarankan untuk tetap di lantai 2 saja sembari menyiapkan bahan ajar untuk kelas VIID. P pun ikut membantunya. 30 menit kemudian bel tanda ganti pelajaran berbunyi, waktunya kelas VIID untuk pelajaran bahasa Inggris. GBI dan P segera memasuki kelas VIID dan memang benar, para siswa kelas VIID sudah berada di tempat masing-masing dan rapi. P masuk kelas dan langsung menuju ke belakang kelas menduduki bangku kosong. Para siswa agak sedikit bingung dengan kedatangan P di kelas tersebut. Lalu GBI menjelaskan tentang maksud

kedatangan P yaitu untuk melaksanakan penelitian. Para siswa bersorak senang ketika mengetahui hal tersebut. Setelah suasana kelas sudah tenang, GBI melanjutkan pelajaran yang kemarin dan P mengamati keadaan kelas beserta kegiatan GBI dengan para siswa.

Ketika pelajaran baru dimulai, GBI mengecek pekerjaan siswa. Kemudian latihan speaking pun dimulai dengan cara GBI memberi contoh pengucapannya kepada siswa kemudian para siswa menirukan bersama sama. Tidak ada media apapun dalam pengajaran *speaking* di kelas tersebut. Sangat jelas terlihat bahwa para siswa bosan dengan pelajaran tersebut. Akan lebih baik kalau GBI memberi contoh pengucapannya oleh penutur asli/*native speaker*, sehingga siswa juga lebih benar dalam pengucapannya. Padahal di kelas sudah tersedia fasilitas yang memadai seperti LCD proyektor dan speaker aktif. Ketika guru memberikan selebaran kertas (*worksheet*) untuk praktik *speaking*, para siswa dibagi 8 kelompok. Sebelum para siswa melakukan praktik speaking, GBI mengulangi pengucapan kata-kata sulit supaya siswa lebih benar dalam pengucapannya. **Namun, terlihat bahwa sebagian siswa tidak memperhatikannya.** GBI menyuruh beberapa siswa untuk praktik maju ke depan tetapi beberapa siswa tersebut belum mengetahui *vocabulary* yang diajarkan oleh GBI. Lalu GBI menyuruh siswa untuk mempraktikkan seluruh perintah dalam *worksheet*, tapi sebagian siswa masih terlihat bingung dan sebagian siswa membuat keramaian dalam kelas. Tak lama kemudian, GBI memberikan *worksheet* lagi padahal *worksheet* yang sebelumnya saja belum dipahami betul oleh seluruh siswa. *Worksheet* tersebut berisi tugas untuk *rearrange the sentence* (berkelompok). Dalam *productionnya* (terakhir) banyak siswa belum paham maksud dari soal tersebut maupun *vocabularynya*. juga kepada guru lainnya.

Kemudian bel tanda pelajaran berakhir sudah berbunyi, para siswa sudah terlihat berkemas-kemas ingin pulang. GBI pun segera mengakhiri pelajaran dengan berdoa. Setelah semua siswa keluar kelas, GBI dan P juga menyusul keluar kelas menuju kantor guru. Sesampai di kantor guru, GBI menanyakan bagaimana tentang cara mengajar beliau tadi, P mengutarakan yang sesuai P catat tadi. GBI sangat menerima kritik dan saran dari P. Setelah beberapa menit berbincang-bincang dengan GBI, P pamit pulang. GBI menyalami P dan P pamit pulang.

No. : FN.05
 Hari, tanggal : Rabu, 9 April 2014
 Waktu : 10.20 WIB
 Tempat : Kelas VIID
 Kegiatan : Pre-test
 Responden : P = Peneliti
 GBI = Guru Bahasa Inggris

P datang ke sekolah pukul 10.25 WIB. Setelah memarkir motor, P segera menuju lantai 2 untuk menunggu pergantian jam pelajaran untuk kelas VIID dan tidak ke kantor guru karena GBI sedang mengajar di kelas VIIB. P duduk di balkon depan kelas VIID sembari membuka file-file yang disiapkan sebelumnya untuk materi pelajaran nanti. Di cycle 1 ini, P menentukan ada 3 pertemuan yang salah satu pertamanya adalah untuk *pre-test*. Metode yang digunakan adalah PPP dan media utama yang akan digunakan dalam proses pembelajaran *speaking* adalah video klip. Hal tersebut dimaksudkan untuk meningkatkan kemampuan berbicara siswa dalam bahasa Inggris.

Setelah bel tanda pergantian pelajaran telah berbunyi, GBI mendatangi P yang sedang siap-siap akan masuk kelas VIID. GBI menanyakan kepada P apakah sudah siap untuk melaksanakan pre-test hari itu. Mereka masuk kelas dan

GBI menyilahkan P untuk segera membuka kelas. P menyalami siswa kelas VIID dan mengutarakan maksud P waktu itu yaitu untuk mengadakan *pre-test*. P memberikan sedikit penjelasan tentang *asking and giving services* kepada siswa. Setelah P merasa cukup memberikan penjelasan kepada siswa, P memberikan *situation cards* yang berisi sesuai topik. Siswa diharuskan untuk berbicara sesuai *situation cards* yang mereka dapat, setiap siswa berbicara dengan cara berpasangan (*work in pairs*). *Situation cards* berisi 3 topik yaitu, *asking and giving services*, *asking and giving things*, dan *asking and giving facts*.

Kegiatan ini sangat membutuhkan waktu lama mengingat siswa masih belum nyaman untuk berbicara di depan kelas dalam bahasa Inggris walaupun dengan cara berpasangan. Begitu pun dengan pengambilan nilai siswa, sangat membutuhkan waktu lama juga karena banyak siswa tidak nyaman dengan hasil kerjanya dan minta di ulang. Setelah selesai semuanya, P segera mengakhiri pelajaran. P pun menanyakan kepada GBI tentang *pre-test* yang telah dilaksanakan oleh P. GBI menanggapi dengan cukup bagus dan untuk ke depannya P diharapkan lebih menyiapkan media. Nampaknya GBI belum paham kalau P waktu itu melaksanakan *pre-test*, karena GBI menanyakan mengapa P tidak memakai video. P lalu menjelaskan kepada GBI tentang *pre-test*. Setelah GBI dan P membicarakan tentang kegiatan tadi. P pamit pulang dan bersalaman dengan guru-guru lain juga yang berada di dalam kantor guru.

No. : FN.06
 Hari, tanggal : Sabtu, 19 April 2014
 Waktu : 10.20 WIB
 Tempat : Kelas VIID
 Kegiatan : Penelitian
 Responden : P = Peneliti
 GBI = Guru Bahasa Inggris

P datang ke sekolah pukul 10.20 seperti biasanya. P segera menuju lantai 2 tepatnya di kelas VIID mengingat pelajaran bahasa Inggris di kelas VIID jam terakhir lagi. GBI juga sudah di lantai 2 karena sedang mengajar kelas VIIA. P membuka dan mengecek file-file dan video klip yang nantinya untuk media ajar untuk kelas VIID. Selang beberapa menit, bel tanda pergantian pelajaran bunyi. Para siswa berhamburan keluar karena istirahat sebelum jam pelajaran terakhir. P dan GBI tetap di lantai 2 untuk membicarakan kegiatan yang nantinya akan dilaksanakan di kelas VIID. Tak lupa juga P mengenalkan teman P yang bertugas untuk merekam hasil kerja siswa nanti kepada GBI.

Teman P menyalami GBI dan berbasa basi sedikit supaya lebih mengenal satu sama lain. Kemudian waktu sudah menunjukkan pukul 11.35 yang artinya sudah waktunya P, GBI, beserta teman P memasuki kelas untuk memulai pelajaran. Para siswa pun segera masuk kelas walaupun masih ada beberapa siswa laki-laki yang masih berada di luar kelas. P menyuruh ketua kelas untuk memanggil temannya yang masih berada di luar kelas untuk segera masuk kelas karena pelajaran akan segera dimulai. Setelah 1 menit kemudian, siswa sudah masuk kelas semua dan P segera memulai pelajaran. P mengucapkan selamat pagi kepada murid dan menanyakan apakah mereka masih bersemangat untuk mengikuti pelajaran bahasa Inggris lagi.

P juga menanyakan apakah mereka masih ingat apa saja yang telah mereka pelajari di pertemuan sebelumnya. Murid-murid menjawab masih sangat bersemangat untuk mengikuti pelajaran bahasa Inggris, dan mereka masih ingat tentang apa yang mereka pelajari di pertemuan sebelumnya. Setelah itu P memulai pertemuan kedua dengan topik meminta dan memberi opini, mengekspresikan suka dan tidak suka, serta meminta dan memberi kalrifikasi.

P mengawali pelajaran dengan memberikan penjelasan yang dibantu dengan power point, kemudian P melakukan tanya jawab dengan murid apakah masih ada yang bingung apa tidak. Kemudian P segera memutar video klip mengingat waktu yang sangat terbatas. P memutar 3 video klip. Sebenarnya topik ini sudah pernah diajarkan oleh GBI tetapi bukan untuk speaking, maka P memutuskan untuk mengajarkan kembali topik tersebut dengan lebih fokus ke speaking para siswa. Siswa lebih tanggap dan lebih paham rupanya setelah melihat video klip yang P putarkan. Hampir semua siswa antusias dan memperhatikan video yang P berikan.

Setelah P memutar video klip tersebut, P memberikan situation cards lagi kepada siswa. Situation cards tersebut berisi tentang tema yang nantinya akan dibuat dialog oleh para siswa. Siswa tersebut dibagi menjadi 3-4 anak dalam 1 kelompok. Setelah 10 menit, nampaknya sebagian siswa sudah ada yang sudah selesai dan siap maju ke depan kelas untuk mendapatkan nilai. 1 kelompok sudah berhasil mempresentasikan hasil kerjanya dan kelompok lainnya menyusul sampai kelompok terakhir. Jam pulang sudah mendekati dan P segera mengakhiri pelajaran dengan meringkas lagi pelajaran yang tadi telah disampaikan oleh P, para siswa dapat mengulang kembali apa saja yang tadi telah dipelajari bersama. Kemudian P menyuruh ketua kelas untuk memimpin doa sebelum pulang. Setelah itu mereka pulang dengan tertib.

GBI langsung memberikan *feedback* kepada P tentang apa yang telah dilaksanakan P hari itu. GBI sangat senang melihat para siswanya yang begitu antusias ketika diberi pelajaran oleh P begitu pun medianya. GBI pun juga meminta soft file media ajar P karena bisa dipakai untuk pelajaran ke depannya. P dan teman P beserta GBI menuju ruang kantor guru untuk mentransfer soft file tersebut kepada GBI. Setelah semuanya selesai, P dan teman P pamit pulang dan menyalami GBI beserta guru lainnya yang berada di ruang kantor guru tersebut.

No. : FN.07
 Hari, tanggal : Rabu, 23 April 2014
 Waktu : 10.20 WIB
 Tempat : Kelas VIID
 Kegiatan : Post-tets 1
 Responden : P = Peneliti
 GBI = Guru Bahasa Inggris

Seperti biasa, P datang ke sekolah pukul 10.20 karena masih mengajar di jam pelajaran terakhir. P segera menuju lantai 2 bersama dengan teman P yang bertugas untuk merekam hasil kerja para siswa nanti. Ketika P dan teman P menuju lantai 2, di depan tangga P dan teman P bertemu dengan guru lain. P dan teman P menyalami guru tersebut, begitupun dengan beliau yang ramah menyambut kami. Setelah itu P dan teman P duduk di koridor kelas VII sambil menunggu jam masuk. P juga mengecek file-file dan video klip yang nanti akan dipakai P untuk media ajar. Di pertemuan ke-3 ini, P mengajarkan tentang deskripsi atau lebih ke mendeskripsikan orang. Setelah itu ketika bel pergantian jam berbunyi, P memasuki kelas terlebih dahulu dengan teman P kemudian disusul oleh GBI.

GBI duduk di belakang kelas sebagai kolaborator bersama dengan teman P yang merekam dari belakang kelas juga. P mengawali pelajaran dengan menyapa para siswa dan mengecek kehadiran para siswa. Setelah itu, P

menanyakan kembali tentang pelajaran kemarin apakah para siswa masih ingat apa tidak. Hampir para siswa menjawab kalau masih ingat pelajaran kemarin yang telah diberikan oleh P. Selang beberapa menit, P kemudian memberikan gambar yang berkaitan dengan topik pelajaran hari itu melalui *power point*. P memberikan gambar dua artis yang familiar di kalangan para siswa. Mereka sangat senang dan tertarik dengan gambar artis yang P berikan. Kemudian P menanyakan ciri-ciri fisik dari gambar artis tersebut. Sebagian menyebutkan dengan bahasa Inggris dan sebagian lagi menyebutkan dengan bahasa Indonesia.

Di *slide* selanjutnya, P menjelaskan tentang beberapa kosakata baru yang mungkin para siswa belum mengetahuinya, tentu saja yang berkaitan dengan ciri-ciri fisik seseorang. Setelah semua siswa terlihat sudah paham dengan beberapa kosakata baru yang berkaitan dengan deskripsi seseorang, P melanjutkan dengan memberikan contoh teks deskripsi yang berjudul “*MY MOM*”. Para siswa dan P mengidentifikasi bersama ciri-ciri fisik apa saja yang terdapat dalam teks tersebut. Sesudah itu P memberikan video klip tentang dialog mendeskripsikan seseorang. Kemudian para siswa melanjutkan kegiatan dengan membuat monolog tentang deskripsi artis favorit mereka.

P memberikan waktu 10 menit saja untuk membuat monolog tersebut dan untuk mendapatkan nilai, P memanggil satu per satu dari para siswa untuk maju ke depan kelas. Setelah semuanya maju dan mendapat nilai, P segera mengakhiri pelajaran dengan meringkas kembali semua pelajaran yang telah disampaikan, kemudian P menyuruh para siswa untuk tetap belajar untuk pelajaran di hari selanjutnya. 5 menit berlalu dan P mengakhiri pelajaran dengan doa dan tidak sempat untuk mengadakan *game* karena waktu yang selalu terbatas.

Para siswa pulang dengan tertib begitu juga dengan GBI, P, dan teman P. P menanyakan *feedback* dengan GBI sembari jalan turun ke bawah menuju ruang kantor guru. GBI memberikan *feedback* yang sangat baik dan memberikan saran kepada P untuk lebih meng-*handle* kelas. P menerima *feedback* dan saran dari GBI dengan baik. Pukul 13.10 P pamit pulang beserta teman P, P dan teman P menyalami GBI dan guru lainnya yang berada di ruang kantor guru.

No. : FN.08
 Hari, tanggal : Rabu, 30 April 2014
 Waktu : 11.00 WIB
 Tempat : Kelas VIID
 Kegiatan : Penelitian
 Responden : P = Peneliti
 GBI = Guru Bahasa Inggris

P datang ke sekolah dengan teman P pukul 11.00 WIB. P memarkir motor kemudian segera menuju lantai 2 seperti biasanya untuk menunggu jam ganti pelajaran di koridor kelas VII. Teman P menyiapkan handycam dan P mengecek file-file dan video yang nantinya akan dipakai untuk media ajar oleh P. Seperti biasa, GBI sedang mengajar kelas VIIB kalau hari Rabu. Selang 20 menit kemudian GBI keluar kelas VIIB dan menyalami P dan teman P. GBI menanyakan apakah sudah siap untuk mengajar begitu juga dengan medianya apakah sudah siap apa belum. P menjawabnya kalau P sudah menyiapkan semuanya dan siap untuk meng-*handle* kelas VIID. Sesudah itu bel berbunyi tanda pergantian jam pelajaran terakhir yaitu bahasa Inggris untuk kelas VIID.

GBI, P, dan teman P memasuki kelas bersama dan disambut ramah oleh para siswa. GBI dan teman P segera duduk di belakang kelas dan P mengawali pelajaran dengan menyapa, memberi salam kepada siswa dan mengecek kehadiran siswa.

Topik untuk pelajaran kali ini adalah teknologi (prosedur). P memberikan tayangan *power point* tentang bagaimana cara men-charge *handphone*. Para siswa dan P mengidentifikasi bersama tentang langkah-langkah men-charge *hand phone* dan memahami tentang *generic structure* dari teks prosedur. Setelah itu, P memutar video tentang bagaimana cara membuat akun *facebook* dan *twitter*. Para siswa sangat tertarik dan antusias menonton video tersebut, mengingat akun *facebook* dan *twitter* adalah akun yang sangat digemari para siswa pada saat ini. Mereka bersama P memahami dan mengidentifikasi tentang langkah-langkah dalam membuat akun tersebut dan mengucapkan kembali kosakata yang terdapat dalam video tersebut yang telah diucapkan oleh *native speaker*. Setelah beberapa kali P memutar video tersebut, kemudian P memberikan *worksheet* dan menyuruh para siswa untuk menyusun kembali teks rumpang tentang bagaimana untuk masuk ke akun facebook yang telah disiapkan oleh P sebelumnya. Kemudian P memberikan game yang masih berkaitan dengan media sosial, yaitu P sebelumnya sudah menyiapkan potongan-potongan kertas kecil yang berisi tentang langkah-langkah bagaimana membuat akun *facebook* dan satunya lagi adalah bagaimana membuat akun *instagram*. Kemudian siswa dibagi menjadi 8 kelompok yang berisikan 4 anak. P mengacak potongan-potongan kertas kecil tadi dan P melakukan *whisper game* dimana P dan GBI membisikkan kata pertama kepada siswa pertama kemudian dilanjutkan ke siswa berikutnya. Siswa terakhir harus menemukan potongan kertas yang berisikan bisikan dari P dan GBI kemudian ditempel di selembar kertas kosong. Begitu seterusnya sampai langkah terakhir.

Setelah ada grup yang selesai dahulu, P menyuruh para siswa dari grup tersebut untuk berbicara di depan kelas menunjukkan hasil urutannya apa sudah benar apa belum. Di sini P mengecek apakah pemahaman siswa tersebut sudah benar apa belum, begitu juga dengan *pronunciation* dan aspek-aspek penilaian speaking lainnya. Setelah semua siswa sudah dinilai. P segera megakhiri pelajaran karena waktunya melebihi waktu yang telah disediakan. P segera merangkum kegiatan dan apa saja yang telah dipelajari oleh para siswa, kemudian P menyuruh ketua kelas untuk memimpin doa bersama sebelum pulang. Sesudah itu P beserta GBI dan teman P keluar kelas dan menuju ke ruang kantor guru dan P menanyakan bagaimana tentang pengajaran yang telah dilaksanakan oleh P. GBI menjawabnya kalau P sudah melaksanakan pengajaran dengan baik dan kreatif, namun kendalanya hanya kurang waktu. Sehingga tadi kelas VIID agak sedikit terlambat pulang. Setelah semuanya sudah tersampaikan, P dan teman P pamit pulang dan menyalami GBI beserta guru-guru lainnya yang berada di ruang kantor guru.

No. : FN.09
 Hari, tanggal : Kamis, 15 Mei 2014
 Waktu : 08.00 WIB
 Tempat : Kelas VIID
 Kegiatan : Penelitian
 Responden : P = Peneliti
 GBI = Guru Bahasa Inggris

P dan teman P datang ke sekolah tepat pukul 08.00 WIB. Di hari Kamis itu, jam pelajaran bahasa Inggris untuk kelas VIID adalah jam ke-3 dan ke-4 yaitu pukul 08.20 WIB. P dan teman P menuju ruang kantor guru dan ternyata GBI sudah menunggu kami. P dan teman P menyalami GBI dan guru lainnya yang berada di ruang kantor guru. Sambil menunggu jam pelajaran tiba, GBI meminta soft file media ajar yang telah dipakai kemarin untuk bahan ajar beliau

ke depannya. P juga mengecek file-file dan membuka buka video yang nantinya akan diberikan kepada para siswa. Setelah 20 menit berlalu, bel tanda jam pergantian pelajaran dimulai. GBI, P dan teman P segera menuju lantai 2 untuk mengajar kelas VIID.

P memasuki kelas begitu juga dengan GBI dan teman P yang bergegas duduk di kursi belakang dalam kelas. P menyapa para siswa dan memberi salam kepada para siswa. P berusaha kembali untuk membuat suasana kelas menjadi santai karena jeda waktu dari pertemuan sebelumnya yang cukup lama. Setelah itu P mengecek kehadiran siswa dan dilanjutkan dengan mengisi pelajaran yang bertemakan social. P mengajarkan tentang deskripsi seseorang lagi, namun kali ini tentang teks monolog berita kehilangan. Bisa untuk kehilangan seseorang ataupun kehilangan hewan peliharaan. P menayangkan penjelasan tersebut dalam *power point* dan menunjukkan contoh teks tentang kehilangan seorang anak dan kehilangan seekor kucing. P dan para siswa mengidentifikasi bersama tentang kosakata yang ada dalam teks tersebut begitu juga dengan ciri-ciri fisik seseorang maupun hewan tersebut. P menjelaskan hanya sebentar saja kemudian dilanjutkan dengan memutar video tentang hilangnya seorang anak. Karena video tersebut sangat cepat, maka P memutar sekitar 2-3 kali agar para siswa juga paham isi dari berita kehilangan tersebut. P dan para siswa mengidentifikasi bersama tentang isi dari video tersebut dan mengulangi kata-kata sulit atau kata baru.

Setelah itu, P memberikan tugas kepada para siswa untuk membuat monolog tentang kehilangan anggota keluarga atau hewan peliharaannya. Sebagian siswa memilih untuk membuat monolog yang berisi tentang kehilangan hewan peliharaannya. 10 menit saja mereka sudah banyak yang selesai dan maju ke depan kelas untuk berbicara tentang monolog mereka, sebagian siswa masih

banyak yang kadang melihat buku. Tapi untuk *pronunciation* dan percaya diri mereka dibanding dengan pertemuan pertama kali, mereka sangat menunjukkan perubahan yang cukup baik. Setelah semuanya sudah maju ke depan kelas, P segera mengakhiri pelajaran dengan merangkum pelajaran yang tadi telah dipelajari dan membahas untuk pertemuan terakhir besok. P menyuruh para siswa untuk membawa resep sederhana tentang bagaimana membuat sesuatu baik itu makanan atau benda, mengingat materi selanjutnya adalah tentang prosedur lagi.

Para siswa memberi salam kepada P dan P beserta GBI dan teman P keluar kelas. P menanyakan tentang bagaimana pengajaran yang telah dilaksanakan tadi dan GBI memberikan feedback sembari jalan sampai di ruang kantor guru. GBI menyampaikan rasa cukup puas terhadap hasil para siswa selama ini, karena para siswa sudah mulai bagus *pronunciation*nya dan percaya diri. P juga berterima kasih atas pujian tersebut, dan P juga meminta tolong kepada GBI untuk mengingatkan para siswa agar tidak lupa membawa resep untuk pertemuan selanjutnya. Setelah semuanya telah tersampaikan, P dan teman P pamit pulang. P dan teman P menyalami GBI dan guru lainnya yang ada di ruang kantor guru.

No.	: FN.10
Hari, tanggal	: Rabu, 21 Mei 2014
Waktu	: 11.00 WIB
Tempat	: Kelas VIID
Kegiatan	: Post-test 2
Responden	: P = Peneliti
	GBI = Guru Bahasa Inggris
	WKS = Wakil Kepala Sekolah

P datang ke sekolah pukul 11.00 WIB bersama dengan teman P. P dan teman P ketika menuju lantai 2 bertemu dengan WKS dan bertegur sapa sebentar dan sedikit membahas tentang penelitian yang dilaksanakan oleh P. sesudah itu, P dan teman P menuju lantai 2 untuk menunggu jam pelajaran bahasa Inggris sembari menunggu GBI juga yang sedang mengajar di kelas VIIB. Hari ini adalah hari terakhir P melaksanakan penelitian. P mengecek file-file dan video-video yang nantinya akan digunakan oleh P sebagai media ajar. P juga mengecek kenang-kenangan untuk para siswa sebagai tanda perpisahan dengan mereka.

Materi hari ini adalah tentang *procedure* yang menjelaskan tentang cara membuat sesuatu baik itu makanan/minuman/benda yang para siswa anggap mudah dan pastinya sudah dipelajari di rumah. Setengah jam berlalu, bel berbunyi tanda pergantian jam pelajaran. P dan teman P masuk ke kelas disertai GBI yang menyusul dan langsung menuju belakang kelas.

P menyapa para siswa dan sedikit basa basi agar para siswa lebih *fresh* mengikuti pelajaran. P kemudian mengabsen para siswa dan mengecek pemahaman para siswa apakah masih ingat tentang pelajaran terakhir kemarin. Para siswa pun menjawab masih ingat dan membawa tugas yang diperintahkan oleh P sebelumnya. Para siswa membawa resep membuat makanan dan minuman dalam bahasa Inggris dari internet yang sudah di pahami di rumah dan di hafalkan di rumah. Namun, nyatanya kebanyakan siswa membawa resep

minuman yang cukup sederhana. Tapi masih ada saja yang belum hafal resep tersebut walaupun sudah di baca di rumah. P kemudian menanyakan ada kesulitan apa tidak dalam resep masing-masing siswa. Para siswa masih ada yang kesulitan di pengucapan. Lalu P memberi contoh pengucapannya sampai mereka benar-benar bisa.

Untuk mempersingkat waktu, maka P menyuruh para siswa untuk maju ke depan kelas bagi yang merasa sudah siap. Ternyata banyak yang berebut untuk maju ke depan kelas untuk dinilai. Sebagian besar siswa menunjukkan kemajuan dan sebagian kecil menunjukkan sama saja. Ada satu siswa laki-laki yang sangat percaya diri dan berani menambah kata-kata baru yang tidak ada sama sekali dalam teks resep punyanya dan dia langsung mengucapkannya dengan lancar. Setelah semua siswa sudah selesai dinilai, waktu yang tersisa digunakan P untuk menyuruh para siswa menulis pesan dan kesan tentang P, baik itu untuk media pengajaran maupun personal P.

Tak lupa P membagikan kenang-kenangan kepada para siswa. Mereka pun menjadi bertambah semangat. Setelah semua selesai menulis pesan dan kesan, pas sekali dengan bunyi bel tanda pelajaran telah usai. P menyuruh ketua kelas untuk memimpin doa pulang. Setelah itu, para siswa menyalami P, GBI, dan teman P sembari berjalan menuju keluar kelas.

GBI langsung memberikan *feedback* kepada P tentang apa yang telah dilaksanakan P hari itu. GBI sangat senang melihat para siswanya yang begitu antusias ketika diberi pelajaran oleh P begitu pun medianya. GBI pun juga meminta soft file media ajar P karena bisa dipakai untuk pelajaran ke depannya. P dan teman P beserta GBI menuju ruang kantor guru untuk mentransfer soft file tersebut kepada GBI. Setelah semuanya selesai, P dan teman P pamit pulang dan menyalami GBI beserta guru lainnya yang berada di ruang kantor guru tersebut.

P menyalami GBI tanda terima kasih yang teramat dalam karena telah membantu P dalam penelitian selama ini. GBI juga berterima kasih kepada P karena dengan medianya, para siswa terbantu dan menunjukkan kemajuan dalam kemampuan berbicara bahasa Inggris. Setelah berbincang-bincang dengan GBI, P kemudian pamit kepada kepala sekolah, wakil kepala sekolah, para guru termasuk GBI, dan semua staff/karyawan SMP N 1 Mlati yang telah banyak membantu P selama ini.

**B. INTERVIEW
GUIDELINES &
INTERVIEW TRANSCRIPTS**

INTERVIEW GUIDELINES

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

1. In the reconnaissance process

Interviewee	Questions
1. English teacher	2. Bagaimana proses belajar mengajar di kelas? 3. Bagaimana kemampuan komunikasi bahasa Inggris siswa kelas VII terutama dalam hal speaking? 4. Kendala apa dalam mengajar speaking? 5. Yang ibu lakukan untuk mengatasi hal tersebut? 6. Media apa yang biasa digunakan untuk mengajar speaking? 7. Aktivitas apa yang biasa dilakukan ketika siswa belajar speaking?

2. Students	<ol style="list-style-type: none"> 1. Menurut adik, bahasa Inggris sulit apa tidak? 2. Kesulitan apa yang adik hadapi dalam belajar speaking? 3. Apa yang adik lakukan untuk mengatasi kesulitan tersebut? 4. Apakah Ibu guru yang selalu menjadi contoh ketika mengucapkan kata/melakukan percakapan? 5. Media apa yang digunakan Ibu guru ketika speaking? 6. Menurut kalian, media lain yang seharusnya digunakan agar kalian lebih tertarik dan terlibat dalam proses belajar speaking? 7. Aktivitas apa yang biasa dilakukan ketika belajar speaking?
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2. During the implementation of the action

Cycle 1	
Interviewee	Questions

1. English teacher	<ol style="list-style-type: none"> 1. Bagaimana penilaian Ibu terhadap Cycle 1? 2. Apakah media yang dipakai efektif apa tidak? 3. Menurut Ibu, kekurangan yang terdapat di Cycle 1 apa saja? 4. Menurut Ibu, apakah para siswa sudah menunjukkan kemajuan? 5. Mungkin ada saran atau kritik terhadap Cycle 1 dan untuk Cycle selanjutnya Bu?
2. Students	<ol style="list-style-type: none"> 1. Bagaimana menurut adik, apakah pelajaran bahasa Inggris yang Miss ajarkan itu monoton? 2. Lalu, apakah masih ada kesulitan yang adik hadapi? 3. Adik suka apa tidak kalau pelajaran bahasa Inggrisnya itu menonton video? 4. Bagaimana dengan materi yang diajarkan Miss? Menarik apa tidak?

Cycle 2	
Interviewee	Questions
1. English teacher	1. Bagaimana penilaian Ibu

	<p>terhadap Cycle 2?</p> <ol style="list-style-type: none"> 2. Apakah media yang dipakai efektif apa tidak? 3. Menurut Ibu, kekurangan yang terdapat di Cycle 2 apa saja? 4. Menurut Ibu, apakah para siswa sudah menunjukkan kemajuan? 5. Mungkin ada saran atau kritik terhadap Cycle 2 Bu, sehingga dapat dijadikan pertimbangan untuk ke depan?
2. Students	<ol style="list-style-type: none"> 1. Bagaimana menurut adik, apakah pelajaran bahasa Inggris yang Miss ajarkan itu monoton? 2. Lalu, apakah adik sudah merasakan kemajuan dalam belajar bahasa Inggris khususnya speaking? 3. Adik suka apa tidak kalau pelajaran bahasa Inggrisnya itu menonton video? 4. Mungkin ada saran atau kritik tentang pelajaran ini yang Miss ajarkan?

INTERVIEW TRANSCRIPTS

Hari, tanggal : Selasa, 25 Februari 2014

Tempat : Ruang Perpustakaan

Responden : GBI = Guru Bahasa Inggris

P = Peneliti

P menemui GBI di kantor guru lalu menuju ruang perpustakaan yang berada di lantai pertama SMP N 1 Mlati.

Interview 1

P : “Selamat pagi Bu, maaf mengganggu sebentar ya Bu.”

GBI : “Oya gapapa mbak, santai aja, kebetulan lagi gak ngajar kok. Gimana gimana?”

P : “Ini mau wawancara sebentar mengenai kegiatan belajar mengajar bahasa Inggris di sekolah Bu.”

GBI : “O..buat penelitian ya mbak?”

P : “Iya Bu. Boleh kan Bu? Hehe.”

GBI : “Ya boleh dong mbak, saya juga sebetulnya *ngarep arep* kok mbaknya gak dateng ke sekolah lagi. Soalnya murid-murid itu pada nanyain. Seneng katanya di ajari Miss Danis pas PPL itu.”

P : “Owallah iya kah Bu? Hehe, Alhamdulillah kalo gitu, seneng juga Bu dengernya.”

GBI : “Kira kira besok penelitiannya tentang apa mbak?”

P : “Tentang speaking Bu, ngajarnya pakai video clips. Soalnya pas kemarin ngajar PPL itu kan pakai video clips terus kok anak-anak pada seneng.”

- GBI : “Iya emang mbak, lha abis perpisahan KKN PPL itu anak-anak nagih minta puterin video lagi. Lha saya bingung lha wong saya gak punya video lengkap, punyanya video klip lagu-lagu. Hehe.”
- P : “O gitu Bu. Ya sudah ini bisa dimulai Bu wawancaranya ya?”
- GBI : “O iya iya mbak..bisa dimulai.”
- P : “Ya Bu ini ada beberapa pertanyaan singkat, yang pertama, bagaimana proses belajar mengajar di kelas yang Ibu ajarkan?”
- GBI : “Yang saya ajarkan ya..sesuai dengan materi yang ada, sesuai dengan silabus, sesuai dengan RPP.”
- P : “Bagaimana kemampuan komunikasi bahasa Inggris siswa kelas VII terutama dalam hal speaking?”
- GBI : “Masih rendah. Anak-anak masih harus dipancing dengan lagu itu kadang bisa menambah vocab mereka, grammar juga.”
- P : “Kendala apa yang Ibu hadapi pada saat mengajar speaking?”
- GBI : “Hambatan yang saya hadapi pada saat mengajar speaking itu ya..media mbak biasanya.”
- P : “Lalu yang Ibu lakukan untuk mengatasi kendala tersebut?”
- GBI : “Ya..saya mencoba terus untuk bisa memakai media elektronik yang sudah disediakan di kelas. Kadang malah minta bantuan siswa untuk memasang LCD ke laptop saya dan itu memotong waktu pelajaran sedikit.”
- P : “Media apa yang biasanya digunakan Ibu untuk mengajar speaking?”
- GBI : “Biasanya sih saya menggunakan flashcard.”
- P : “Untuk video belum pernah Bu?”
- GBI : “Belum. Kalau untuk skill lain sudah pernah, tapi untuk speaking saya belum pernah pakai video untuk medianya.”
- P : “Jadi, aktivitas apa yang biasa dilakukan ketika siswa belajar speaking?”
- GBI : “Biasanya saya menyuruh siswa untuk role play sih mbak.”

P : ““Baiklah kalau begitu Bu, sepertinya cukup ini saja yang saya tanyakan. Terima kasih banyak ya Bu.”

GBI : “Iya sama-sama Mbak..”

Setelah itu P menemui 2 siswa yang sedang istirahat di depan kelas.

S1 (Angel)

S2 (Dana)

Ss (Murid-murid)

Interview 2

P : “Haloo semuanyaaa..”

Ss : “Ehh..Miss Daniiss!! Sini Miss, sini.. Miss mau ngajar lagi ya di sini?”

P : “Iyaa.. tapi besok masih lama kok. Ini Miss mau tanya-tanya bentar ya? Boleh gak?”

Ss : “Wahh, tanya apa nih Miss? Jangan aku, itu Angel sama Dana aja Miss..”

P : “Ya ampun gak susah kali, yaudah mana Angel sama Dana?”

S1 : “Aku Angel Miss.”

S2 : “Aku Dana Miss.”

P : “Yaudah barengan ya Miss tanya-tanyanya?”

S1 : “Oke Miss..”

P : “Iya, cuma dikit kok. Bisa dimulai ya? Emm..Apakah bahasa Inggris itu sulit menurut Angel sama Dana?”

S1 : “Ya..lumayan sulit sih Miss..”

S2 : “Iya sih lumayan sulit.”

P : “Memang kesulitan apa yang Angel dan Dana hadapi ketika belajar bahasa Inggris khususnya untuk berbicara?”

- S1 : “Kalau speaking tuh biasanya saya susah di vocabulary itu Miss, kadang gak ngerti apa artinya, jadi susah mau ngomong..”
- S2 : “Kalau aku di vocabulary, pronunciation, sama grammar Miss.”
- P : “Terus, apa yang kalian lakukan untuk mengatasi kesulitan tersebut?”
- S1 : “Biasanya saya ya baca buku sendiri di rumah. Kalau gak tau artinya ya buka kamus atau tanya kakak saya, Miss.”
- S2 : “Kalau aku suka baca baca aja vocab list yang dikasih sama Mam Dewi.”
- P : “Wow.. pinternya kalian ini. Lalu, apakah Mam Dewi yang selalu menjadi contoh ketika mengucapkan kata/melakukan percakapan dalam bahasa Inggris?”
- S1 : “Iya, Mam Dewi selalu memberikan kita contoh bagaimana cara mengucapkan kata dalam bahasa Inggris.”
- S2 : “Iya, Mam Dewi juga.”
- P : “Okay. Lalu media apa yang digunakan Mam Dewi ketika speaking?”
- S1 : “Biasanya sih Mam Dewi pakai gambar sama bermain peran Miss.”
- S2 : “Tapi pakai gambar aja baru sekarang kok.”
- P : “O..gitu. Lalu menurut kamu media apa yang seharusnya digunakan agar kamu lebih tertarik dan terlibat dalam proses belajar speaking?”
- S1 : “Menurut aku sih pakai video aja Miss, kayak kelas 8 kan gak sama Mam Dewi terus kalau pelajaran bahasa Inggris tuh pakai video gitu Miss.”
- S2 : “Iya, sama, pakai video juga.”
- P : “Ya,. Besok sama Miss kita lihat video ya? Besok kan Miss ngajar kalian.”
- S1&S2: “Bener ya Miss? Asiikk.. Oke deh Miss.”
- P : “Ya sudah, terimakasih ya Angel dan Dana atas waktunya. See you.”
- S1&S2: “Sama-sama, Miss Danis. See you too, Miss Danis.”

Hari : Rabu, 9 April 2014
 Tempat : Ruang Guru
 Responden : GBI = Guru Bahasa Inggris

Interview 3

- P : “Selamat pagi Bu.”
- GBI : “Eh, mbak Danis..iya selamat pagi. Kok *gasik* banget mbak pagi-pagi udah di sekolah? Kan penelitiannya masih siang nanti lho.”
- P : “Iya ini Bu, gakpapa, daripada telat kan malah gak enak Bu, ini juga mau tanya-tanya sedikit Bu sama Ibu.”
- GBI : “Oyaa. Ya mari silahkan mbak, kemarin itu sudah jadi interview anak-anak to mbak?”
- P : “Iya, sudah kok Bu, kemarin itu sehabis interview Ibu lalu saya interview 2 anak, si Angel sama Dana.”
- GBI : “Oh..mereka. Maaf ya mbak ya, mbaknya penelitiannya jadi tertunda lama. Abisnya sekolah juga lagi banyak kegiatan mbak.”
- P : “Oh iya Bu, gakpapa. Malahan saya lebih bisa memantapkan materi yang akan digunakan untuk penelitian.”
- GBI : “Terus gimana kemarin mbak interviewnya? Menurut mbak, anak-anak gimana?”
- P : “Ya sebelumnya maaf Bu saya Cuma bisa meng-interview 2 anak saja karena anak-anak sudah banyak yang capek dan asik sendiri pas istirahat. Kalau menurut saya sih mereka sebenarnya mempunyai keinginan untuk berbicara bahasa Inggris Bu. Mereka merasa kesulitan karena mereka malu untuk berbicara, tidak tahu kata apa yang akan dipakai untuk berbicara, dan kurangnya media yang memotivasi dan

menarik mereka agar lebih terpacu untuk belajar berbicara bahasa Inggris.”

GBI : “O..begitu mbak. Ya disinilah tantangan kita sebagai guru yang harus menjadi model pembelajaran untuk murid kita.”

P : “Iya, dan dapat disimpulkan bahwa mereka senang ketika akan diajari bahasa Inggris dengan media video klip Bu. Ya berdasarkan hasil interview kemarin, anak-anak bilang kalau yang memberi contoh pengucapan itu gurunya. Nah, dengan media video klip yang akan saya berikan nantinya, mereka jadi tahu Bu bagaimana pengucapan penutur asli yang benar bagaimana.”

GBI : “O, iya ya mbak. Bagus itu, saya dukung mbak. Sebetulnya saya juga sempat kepikiran untuk memakai media seperti itu, tapi kan saya juga sudah tua, jadi gatau bagaimana cara mendapatkan video klip kayak gitu. Maklum mbak, saya gaptek. Hehe. Ya sudah, seringnya paling saya pakai media flash card mbak.”

P : “Alhamdulillah kalau Ibu dukung. Hehe. Ya besok Ibu juga bisa Bu minta soft file video klip dari saya, kan bisa digunakan lagi untuk anak-anak angkatan berikutnya.”

GBI : “Wah, bener itu. Iya mbak iya, besok saya minta soft filenya ya mbak.”

P : “Iya Bu, siap. Hehe. Itu sepertinya udah bel Bu, Ibu ngajar apa tidak? Saya tak ke perpustakaan dulu ya Bu. Hehe.”

GBI : “Iya mbak saya ngajar ini. Maaf ya tak tinggal dulu, mbaknya baca-baca dulu di perpustakaan. Apa sarapan dulu mbak di kantin.”

P : “Waduh, iya Bu nanti gampang. Hehe.”

Interview 4

P : “Gimana Bu tadi untuk hari pertama penelitian saya?”

- GBI : “Ya sepertinya memang anak-anak suka diajari Miss Danis ya?”
- P : “Lah.. gimana Bu maksudnya? Hehe.”
- GBI : “Ya .. Walaupun belum memakai video karena masih pre-test, tetapi dari power point yang dibuat Anda saja sudah bisa membuat anak-anak memperhatikan pelajaran. Semoga saja sampai ke depannya juga anak-anak tetap memperhatikan pelajaran ya.”
- P : “O gitu Bu, iya amin semoga anak-anak tetap konsentrasi terhadap pelajaran. Saya pikir juga anak-anak kelas VIID beda kok sama kelas VIIC, masih nakalan VIIC Bu. Hehe.”
- GBI : “Wah lha iya jelas mbak, VIIC tuh susah di atur, makanya mbaknya tak pilihin VIID aja biar penelitiannya bisa lancar. Secara mbak sendiri kan sudah pernah ngajar kelas VIIC kan?”
- P : “Hehe..iya Bu. Kalau ngajar di kelas VIIC banyak waktu yang terbuang untuk mengatur anak-anaknya sendiri supaya memperhatikan pelajaran.”
- GBI : “Lha menurut mbak bagaimana tadi? Kan koreksi diri sendiri juga penting. Hehe.”
- P : “Ya kalau saya sih belum terlalu puas Bu untuk hari pertama ini. Karena belum tahu reaksi anak-anak kalau diajari bahasa Inggris menggunakan video klip dari saya. Tapi untuk sejauh ini Alhamdulillah lancar ya Bu, anak-anaknya juga pintar-pintar kalau dibanding kelas VIIC yang dulu saya ajar. Hehe.”
- GBI : “Iya memang mbak, VIID dibanding kelas lainnya memang paling menonjol untuk bahasa Inggrisnya. Cuma ya itu, saya jarang ngajar speaking.”
- P : “ Oh, gitu Bu. Ya sudah Bu saya mau pamit pulang dulu.”
- GBI : “Oh iya mbak, makasih ya mbak ya sudah di bantu.”
- P : “Iya sama-sama Bu. Permissi dulu ya Bu, assalamualaikum.”
- GBI : “Waalaikumsalam, hati-hati mbak.”
- P : “Iya Bu..”

Interview 5

Hari, tanggal : Rabu, 9 April 2014

Tempat : Koridor kelas VII D

Responden :

S10 : Fanda

P : “Gimana Fanda tadi pelajarannya? Suka gak?”

S10 : “Suka kok Miss.”

P : “Masih ada kesulitan gak?”

S10 : “Masih dikit, pas suruh bikin dialog gitu.”

P : “Lho kenapa?”

S10 : “Masih bingung nyusun katanya, bingung nerjemahin ke bahasa Inggrisnya gimana.”

P : “O gitu..terus tentang media pembelajaran gimana? Kamu suka pake media apa? Kan besok mau pake video klip.”

S10 : “Presentasi kayak tadi juga suka Miss. Besok kalau mau pakai video kayaknya juga asik Miss. Hehe.”

P : “Oke, makasih ya Fanda waktunya.”

S10 : “Iya Miss, sama-sama.”

Hari, tanggal : Rabu, 23 April 2014

Tempat : Koridor kelas VIID

Responden :

S3 : Chandra

S4 : Dewi

S15 : Arga

Interview 6

- P : “Hei hei..lagi pada ngapain nih??”
- S3 : “Lagi gak ngapa-ngapain Miss, lagi istirahat aja.”
- P : “Miss ganggu bentar yah? Boleh gak? Mau nanya dikit kok, hehe.”
- S3 : “Ya deh..”
- P : “Tadi gimana pelajarannya susah gak?”
- S3 : “Enggak kok, lumayan lho Miss sekarang aku *mudheng* pelajaran bahasa Inggris. Apalagi ada videonya, wah enak..suasananya jadi beda, jadi ngerti juga gimana orang sana ngomongnya.”
- P : “Alhamdulillah, jadi seneng nih pake video di pelajaran?”
- S3 : “Iya dong..”
- P : “Terus sekarang berarti udah berani belum kalau ngomong pake bahasa Inggris?”
- S3 : “Yes, I can do it Miss.”
- P : “Lha itu bisa. Gampang kan? Hehe.”
- S3 : “Ya kalau ini bisa-bisa aja Miss. Hehe.”
- P : “Huu..dasar kamu. Yaudah tetep terus belajar ya? Kalau kamu sugesti diri kamu sendiri kalau bahasa Inggris itu gampang, kamu pasti bisa kok. Oke? Give me five!”
- S3 : “Emm..oke deh Miss.”
- P : “Yaudah makasih ya Chandra, bukunya juga tetep di baca lho ya.”
- S3 : “Iya Miss Danis..”
-

Interview 7

- P : “Hai Dewi. What are you doing now?”
- S4 : “Eh..Miss Danis..hehe, lagi gambar-gambar aja ini kok.”
- P : “Miss ganggu bentar boleh yah?”
- S4 : “Oh ya Miss, silahkan. Mau tanya-tanya mesti ya? Hehe.”

- P : “Iyaa..kok tau sih? Berarti langsung aja nih ya to the point.”
- S4 : “Oke Miss..”
- P : “Siipp.. oke, menurut Dewi, gimana pelajaran bahasa Inggris akhir-akhir ini yang diajar sama Miss Danis?”
- S4 : “Emm..beda Miss dari yang diajarin sama Mam Dewi. Kalau sama Miss Danis enak, ada videonya. Videonya juga ada yang lucu kemarin, jadi suasananya enak, kita juga lebih terpacu buat ngikutin pelajaran sampai selesai Miss.”
- P : “Alhamdulillah kalau gitu. Terus terusss, kamu udah berani ngomong bahasa Inggris belum nih?”
- S4 : “Aaaa..belum terlalu sih Miss, soalnya kalau lihat di video itu kan ngomongnya ada yang cepet banget. Tapi gakpapa kan kemarin itu Miss Danis muter videonya gak cuma sekali, jadi tau ngucapin yang bener gimana.”
- P : “Oke oke kalau gitu. Banyakin latihan aja di rumah ya? Atau les gitu.. buku-bukunya juga jangan lupa di baca ya? Kan di situ juga banyak contoh ekspresi-ekspresi. Kamu punya kamus kan? Nah di kamus kan juga ada contoh pengucapannya.”
- S4 : “Iya sih Miss, cumin kalau di kamus males buka kamusnya. Kalau liat video kan enak.”
- P : “Lhoo.. ya gak boleh gitu dong. Semuanya tetep harus dipelajari, kan biar pinter. Oke? Semangat!”
- S4 : “Oke..Miss Danis, siap!”
- P : “Yaudah kalo gitu makasih ya Dewi, udah Miss gangguin nih hehe.”
- S4 : “Iya Miss gakpapa kali.”
- P : “Oke..bye Dewi, lanjutin istirahatnya.”
- S4 : “Ya Miss..”

Interview 8

- P : “Gimana nih menurut kamu belajar pake video klip cukup membantu gak? (“Do you think that video clips help you in learning speaking?”)
- S15 : “Iya, Miss. Lumayan membantu, kita jadi lebih tertarik buat merhatiin pelajaran sampai selesai. Terus kita juga tahu gimana cara ngomongnya, Miss. (“Yes. It was quite helpful. We were more interested because we were curious about the story in the video. The video also could be used as a model, so we know how to pronounce the words.”)

Hari, tanggal : Rabu, 30 April 2014
 Tempat : Ruang kelas VIID
 Responden, S2 : Dana
 S5 : Heppy
 GBI : Guru Bahasa Inggris

Interview 9

- P : “Gimana tadi Dana tentang video klipnya? Gampang dimengerti apa nggak?”
- S2 : “Bagus Miss, aku jadi lebih *mudheng* cara bikin facebook sama twitter gitu. Langkah-langkahnya udah ada, jelas juga kok.”
- P : “Alhamdulillah kalo gitu, jadi suka gak belajar bahasa Inggris pake video klip?”
- S2 : “Suka banget lah, daripada suruh ngerjain LKS terus, bosen. Kalo di video seneng bisa liat ceritanya tentang apa, terus juga aku jadi lebih tau ngomongnya orang sana asli kayak gimana Miss, hehe.”

- P : “Oke deh Dana, makasih ya kalo udah suka tentang media yang Miss kasih. Yaudah segini dulu aja Miss nanyanya, selamat istirahat ya Dana.”
- S2 : “Iya Miss Danis, sama-sama.”
-

Interview 10

- P : “Gimana Heppy tadi susah gak ngomongnya?”
- S5 : “Gak kok Miss, lumayan gampang, kan udah belajar dari rumah terus kan kemarin di setelin video, jadi tau gimana ngomongnya. Aku juga di rumah buka youtube terus tau gimana ngomong bahasa Inggrisnya yang bener sama urutan-urutannya bikin makanan tadi. Trus di kelas tinggal dipraktekin aja walaupun agak grogi sih, hehe.”
- P : “Wow, bagus banget tuh belajarnya ya? Mantep deh.. Oke deh, makasih ya Heppy, semangat terus ya belajarnya, yang penting PD dulu aja ya. Hehe.”
- S5 : “Siap Miss, hehe.”
-

Interview 11

- P : “Bagaimana Bu tadi perkembangan anak-anak?”
- GBI : “Ya semakin ke sini ya semakin baik mbak. Cuma kok anak-anak tuh masih pada mbawa buku ya. Masih susah kalau mereka langsung ngomong gitu ya?”
- P : “Iya Bu, saya juga tadi kan sudah nyoba ke mereka gak usah bawa buku, eh mereka malah pada ngambek malah gak mau maju. Ya gimana lagi Bu?”
- GBI : “Waktunya juga sih ya kayaknya yang kurang.”

- P : “Iya Bu, kemungkinan karena waktu kurang jadi mungkin mereka kurang yakin dengan pekerjaan mereka. Tapi yang terpenting *pronunciation* mereka bertambah baik Bu dari sebelumnya.”
- GBI : “Iya tuh mereka kebanyakan masih *medhog* ya mbak?”
- P : “Iya Bu, ya semoga ke depannya semakin banyak menonton video klip yang ada native speakernya, mereka jadi tahu bagaimana cara berbicara bahasa Inggris yang baik dan benar.”
- GBI : “Iya mbak, semoga deh ya. Saya tunggu perkembangannya.”
- P : “Siap Bu, insyaAllah hehe.”

Hari, tanggal : Kamis, 15 Mei 2014

Tempat : Ruang kelas VIID

Responden, S7 : Dea

S8 : Aldi

GBI : Guru Bahasa Inggris

Interview 12

- P : “Halo girls, what are you doing now?”
- S7 : “Eh Miss Danis, lagi ngemil nih Miss, laper.”
- P : “Duh..yang banyak dong jajannya kalau laper. Hehe. Miss mau ganggu bentar ya, mau nanya dikit nih boleh ya?”
- S7 : “Oh iya Miss, gakpapa.”
- P : “Oke, tadi gimana pelajarannya menurut Dea? Susah gak kalau dibandingin sama yang kemarin-kemarin?”

- S7 : “Enggak kok Miss, aku malah seneng tadi pas pertama pelajaran tadi kan ada fotonya Rizky Nasar. Kan ganteng. Jadi semangat kan ngikutin pelajarannya. Hehe.”
- P : “Oh.. kamu ngefans toh sama dia? Berarti Miss gak salah ya milih foto tadi? Hehe. Terus, gimana? Videonya tadi gimana?”
- S7 : “Hehe, iya, kan suka nonton sinetronnya. Oh kalau videonya tadi cepet banget Miss orangnya ngomongnya.”
- P : “Iya tapi jangan sampe lupa belajar ya kalau suka nonton tv tuh. Emm.. cepet banget ya? Tapi tadi pas tak puter 3 kali mudheng kan?”
- S7 : “Iya Miss mudheng kok, justru karena ada video itu jadi ngebantu maksud dari isi video tadi. Kalau kata-katanya ya ada yang mudheng juga kok.”
- P : “Sip sip. Terus seneng gak kalau pelajarannya pake bahasa Inggris?”
- S7 : “Seneng kok Miss, jadi gak ngebosenin kan videonya juga nantinya ganti-ganti ya?”
- P : “Iya dong ganti-ganti. Oke deh, makasih ya Dea udah nyempetin waktu buat Miss. Hehe. Ya udah lanjutin lagi makannya.”
- S7 : “Iya Miss..”

Interview 13

- P : “Hei Aldi.. hayoo lagi nulis apa tuh?”
- S8 : “Hehe Miss Danis, nulis lirik lagu aja kok Miss.”
- P : “Kok gak istirahat sih Aldi?”
- S8 : “Males Miss keluar panas.”

- P : “O gitu, yaudah berarti Miss ganggu aja ah. Hehe. Boleh gak nih?”
- S8 : “Boleh Miss..gakpapa hehe.”
- P : “Miss mau nanya-nanya seputar pelajaran bahasa Inggris nih, Miss dibantu ya?”
- S8 : “Ya Miss, mau tanya apa e?”
- P : “Oke, yang pertama gimana tadi pelajarannya susah gak?”
- S8 : “Ndeskripsiin orang tadi ya Miss, gak kok gak susah. Cuman tadi aku tuh gak bisa kalau ngapalin kerjaanku tapi waktunya dikit. Jadinya ya tadi banyak yang bawa buku.”
- P : “Iya sih ya, waktunya terbatas jadi waktu buat ngapalin bentar, emang kalau ngomong langsung gitu kenapa?”
- S8 : “Ya belum pede banget Miss, kan masih belum tertata kata-katanya, takutnya nanti salah malah dapet nilai jelek gimana?”
- P : “Emm.. takut salah ya. Terus videonya tadi gimana? *Mudheng* gak tadi isinya apa?”
- S8 : “*Mudheng* kok Miss, tadi kan tentang anak hilang terus ada kayak pengumuman gitu di tv terus di sebutin ciri-ciri fisiknya.”
- P : “Pinteerr.. suka gak jadinya pelajaran pake video klip?”
- S8 : “Suka dong Miss, jadi kebantu memahami materi, terus ada contoh nyatanya kalau orang asli sana tuh ngomongnya gimana, gitu Miss.”
- P : “Sip sip.. kayaknya udah cukup jelas nih Miss tanya-nya. Yaudah lanjutin lagi istirahatnya ya? Makasih Aldi.”
- S8 : “Iya Miss sama-sama..”

Interview 14

P menuju ke lantai bawah untuk menemui GBI di kantor guru.

- P : “Good afternoon Mam..”
- GBI : “Hei, good afternoon. Sit down please.”
- P : “Okay, thank you Mam.”
- GBI : “Gimana-gimana mbak. Ada apa ini? Ada kesulitan?”
- P : “Enggak sih Bu, cuman mau tanya-tanya aja gimana feedback buat saya setelah pelajaran tadi.”
- GBI : “O yaa.. ya tadi mbaknya sudah bagus kok, ketika anak-anak merasa susah ngikutin videonya, mbaknya muterin lagi dan njelasin lagi kata-kata yang susah untuk mereka.”
- P : “Ya Bu terima kasih. Lalu, untuk kemajuan anaknya gimana Bu?”
- GBI : “Nah itu, dari kemarin kan anak-anak kalau pas penilaian pada bawa buku ya? Mbaca. Bisa gak kalau mereka lepas dari buku mereka?”
- P : “Iya saya juga sudah bilang ke mereka Bu kalau bisa gak usah bawa bukunya, diapalin aja, tapi mereka masih takut salah Bu. Mereka juga bilang dari hasil interview tadi kalau misalnya maju langsung dan berbicara langsung, mereka takut salah karena kata-katanya belum tertata, dan mereka maju membawa buku saja sudah membutuhkan waktu banyak apalagi kalau tidak membawa buku Bu.”
- GBI : “O gitu, ya semoga besok ke depannya pas post-test bisa teratasi ya mbak.”
- P : “Iya Bu, semoga saja.”
- GBI : “Ya saya pikir sih itu saja yang perlu saya komentari mbak, selebihnya sudah bagus kok.”
- P : “Baiklah kalau gitu Bu, terima kasih saran dan kritiknya. Saya pamit pulang dulu Bu.”
- GBI : “Oh iya mbak, silahkan, hati-hati ya.”

P : “Iya Bu, assalamualaikum.”
 GBI : “Waalaikumsalam.”

Hari, tanggal : Rabu, 21 Mei 2014
 Tempat : Ruang kelas VIID, Ruang Perpustakaan
 Responden, S2 : Dana S13 : Nela
 S11 : Radika S14 : Rizky
 GBI : Guru Bahasa Inggris

Interview 15

P : “Hi Dana, how are you?”
 S2 : “Hi Miss, I’m fine thank you. And you?”
 P : “I’m fine too, thank you. Lancar ya Dana kalau ngomong bahasa Inggrisnya kayak tadi? Hehe.”
 S2 : “Ya kan apalan Miss. Hehe.”
 P : “What are you doing now?”
 S2 : “Just reading my book for the next lesson, Miss. Hehe, bener gak tuh Miss ngomongnya?”
 P : “Bener kok, kuncinya tuh kalau mau lancar bahasa Inggrisnya, jangan takut salah ya? Yang penting pede aja, terus belajar terus ya?”
 S2 : “Iya Miss. Hehe.”
 P : “Jadi, tetep semangat ya Dana belajarnya?”
 S2 : “Iya Miss, semanagat!”
 P : “Sip!”

Interview 16

P : “Hai Radika .. gimana tadi masih malu gak buat ngomong bahasa Inggris?”
 S11 : “Dikit Miss, hehe.”

- P : “Tapi tadi gampang apa susah?”
- S11 : “Gampang kok Miss, kan sebelumnya udah pernah diajarin, tadi juga kan dibimbing sama Miss Danis.”
- P : “Alhamdulillah kalau gitu, pede aja yang penting ya kalau mau ngomong bahasa Inggris. Jangan takut salah, salah juga nanti dibenerin kok sama guru. Oke?”
- S11 : “Oke Miss.”
- P : “Tetep semangat ya? Belajar terus ya?”
- S11 : “InsyaAllah Miss, siap.”
- P : “Oke, sip!”
-

Interview 17

- P : “Hi Nela, what are you doing?”
- S13 : “Emm..gak ngapa-ngapain kok Miss.”
- P : “Miss tanya-tanya bentar ya? Boleh gak?”
- S13 : “Iya boleh Miss.”
- P : “Oke, menurut kamu selama ini pembelajaran melalui video klip gimana?”
- S13 : “Bagus Miss, aku jadi gak bosen pas pelajaran. Aku juga lebih ngerti tentang pengucapan bahasa Inggris yang bener. Seru aja gitu Miss.”
- P : “Oke. Terus masih ada kesulitan gak belajar bahasa Inggrisnya terutama di speaking?”
- S13 : “Kalau dibandingin sama sebelumnya ya agak berkurang kesulitanku Miss, soalnya dari video klip kan tau cara pengucapannya yang bener kayak gimana. Jadi ya aku PD aja mau ngomong bahasa Inggris. Lha kalau sebelumnya

kan malu mau ngomong bahasa Inggris, takut salah terus diketawain kan malu Miss. Hehe.”

P : “Bagus.. oke deh Nela. Makasih ya waktunya. Tetep semangat belajar ya!”

S13 : “Siap Miss!”

Interview 18

P : “Hei Rizky. Lagi ngapain nih?”

S14 : “Gak lagi ngapa-ngapain kok Miss, Cuma baru dari kantin nih.”

P : “Oh, baru jajan ya. Miss mau tanya bentar boleh ya? Bentar aja kok, ya?”

S14 : “Ya deh, apa Miss?”

P : “Gimana menurut kamu tadi pelajarannya? Masih ada kesulitan gak?”

S14 : “Emm, enggak kok. Cuma biasalah, masih sering lupa cara ngomongnya hehe.”

P : “Tapi suka gak pake video klip?”

S14 : “Jelas suka lah, menarik Miss, bikin seru ajaa di kelas, gak ngebosenin.”

P : “Oke, terus sekarang udah lancar ya ngomong bahasa Inggrisnya?”

S14 : “InsyaAllah Miss.”

Interview 19

P : “Selamat siang Bu Dewi, maaf mengganggu.”

GBI : “Selamat siang mbak, duduk mbak sini.”

P : “Iya Bu, makasih.”

GBI : “Gimana mbak hasil penelitiannya? Sudah selesai?”

- P : “Alhamdulillah Bu, sudah dan perkembangannya cukup bagus. Menurut Ibu bagaimana tadi Bu? Apakah anak-anak sudah menunjukkan perkembangan di cycle II ini?”
- GBI : “Ya, saya kira anak-anak sudah menunjukkan motivasi belajar bahasa Inggris yang tinggi, keaktifan sampai keterlibatan anak-anak juga bagus, dan khususnya kemampuan berbicara anak-anak juga meningkat, terlihat ketika mereka maju ke depan kelas tanpa membawa teks. Dan yang tadinya masih salah pengucapannya, sekarang sudah banyak yang benar. Secara keseluruhan ya sudah menunjukkan perkembangan yang signifikan kok.”
- P : “Alhamdulillah kalau begitu Bu. Terima kasih ya Bu sudah membantu saya selama penelitian di sini.”
- GBI : “Iya mbak, sama-sama saya juga sudah dibantu dan sudah di kasih soft file video-videonya ini lho. Semoga bermanfaat ya mbak dan bisa menjadikan pembelajaran yang baik selama penelitian di sini.”
- P : “Iya Bu, terima kasih banyak.”

C. COURSE GRID

COURSE GRID OF IMPROVING SPEAKING SKILLS THROUGH VIDEO CLIPS

Cycle 1

School : SMP N 1 MLATI

Grade/Semester : VII/ 2

Standard Competence : **9. Berbicara.** Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

No.	Basic Competence	Indicators	Learning Materials	Teaching and Learning Activities	Source/Media	Time	Video Clips
1.	9.1. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara	Students are expected to be able: Asking and answering a variety of information about <i>asking and giving services, asking and giving</i>	<i>Spoken Text:</i> Dona is in the library. Dona : Excuse me, could you help me to find a grammar book by Betty Azar? Librarian : Sure. Let's check the	PPP Presentation: 6. Showing the students a picture about the people who are doing the transaction. 7. The teacher asking the students related to the	Picture from www.theguardians.com Text from http://asyaratunkamilah.blogspot.com/ Card game by handmade. LCD projector.	2 x 40'	Video clip 1: "Learn Asking For Assistance. Can you...? Easy English Conversation Practice." From www.youtube.com Video clip 2: "May I

	<p>akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur :</p> <p>meminta dan memberi jasa, meminta dan memberi barang, dan meminta memberi fakta.</p>	<p><i>things, asking and giving the fact.</i></p>	<p>catalogue. Dona : Thank you.</p> <p><i>Grammar:</i> May I borrow a ..., please? Could you lend me a ..., please? May I have a / some ..., please? Could you hand me that / some ..., please? <i>Vocabulary:</i> - Verbs: borrow, lend, like, need, want - Noun: book, pen,</p>	<p>picture given.</p> <p>8. Identifying all of the grammatical features of the text.</p> <p>9. Watching video.</p> <p>Practice:</p> <p>10. Performing a dialogue including expression of asking and giving services.</p> <p>11. Performing a dialogue including expression of asking and giving things.</p> <p>12. Performing a dialogue including</p>			<p><i>borrow your pen?</i> "from www.youtube.com</p>
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			eggs, chicken, apple, pizza, spaghetti, sauce.	expression of asking and giving the facts. Production: 13. Doing "May I Take Your Order" game.	Game from "Games for Children" by Gordon Lewis.		
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School : SMP N 1 MLATI
Grade/Semester : VII/ 2

Cycle 1

Standard Competence : **9. Berbicara.** Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

No.	Basic Competence	Indicators	Learning Materials	Teaching and Learning Activities	Source/Media	Time	Video Clips
2.	9.2. Mengungkapkan	Students are be able to	<i>Spoken Text:</i> A: Do you	PPP	Picture from bahasainggr	2 x 40'	Video clip 1: "Giving

	<p>makna dalam percakapan transaksional (<i>to get things done</i>)& interpersonal (bersosialisai) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal.</p>	<p>ask and giving their opinions, expressed like and dislike, ask and give clarification .</p>	<p>like a dog? B: Yes, I very like it. A: Why? B: Because, I think a dog is very cute and friendly.</p> <p><i>Grammar:</i> (+) S + V1 s/es + O (-) S + do/does not + V1 + O (?) Do/Does + S + V1 ?</p> <p><i>Vocabulary:</i> Cold, banana, breakfast, work, free.</p>	<p>Presentation:</p> <p>14. Answering the question related to the news based on the picture given.</p> <p>15. Watching videos</p> <p>16. Identifying the structure of each sentence.</p> <p>Practice:</p> <p>17. Repeating what the speakers in the videos said.</p> <p>18. Perform a simple dialogue</p>	<p>is-kelasxi-sem1.blogspot.com</p> <p>Game from “<i>Games for Children</i>” by Gordon Lewis.</p> <p>Card game by handmade, and audio.</p>	<p><i>opinion</i>”, from www.youtube.com</p> <p>Video clip 2: “<i>How to expressing like and dislike</i>”, from www.youtube.com</p> <p>Video clip 3: “<i>English conversation about asking and giving clarification</i>”, from www.youtube.com</p>
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				about each expressions. Production: 19. Doing the "Do You Like" game			
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School : SMP N 1 MLATI


Cycle 2

Grade : VII

Standard Competence: **10. Berbicara.** Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

No.	Basic Competence	Indicators	Learning Materials	Teaching and Learning Activities	Source/Media	Time	Video Clips
3.	10.1. Mengungkapkan makna yang terdapat dalam teks lisan fungsional	Students are expected to be able to: -Identify the grammatical all features of descriptive	<i>Spoken Text:</i> A: Do you like a dog? B: Yes, I very like it. A: Why? B: Because, I think	PPP Presentation: 20. Answering the question related to	Picture from bahasainggris-kelasxi-sem1.blogspot.com Game from	2 x 40'	Video clip 1: "Giving opinion", from www.youtube.com

	<p>pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.</p>	<p>text</p> <ul style="list-style-type: none"> -Elicit the vocabulary related to the text. -Describing people fluently, accurately, and appropriately. -Give instruction orally 	<p>a dog is very cute and friendly.</p> <p><i>Grammar:</i> (+) S + V1 s/es + O (-) S + do/does not + V1 + O (?) Do/Does + S + V1 ?</p> <p><i>Vocabulary:</i> Cold, banana, breakfast, work, free.</p>	<p>the news based on the picture given.</p> <p>21. Watching videos</p> <p>22. Identifying the structure of each sentence.</p> <p>Practice:</p> <p>23. Repeating what the speakers in the videos said.</p> <p>24. Perform a simple dialogue about each expressions</p>	<p><i>"Games for Children"</i> by Gordon Lewis.</p> <p>Card game by handmade, and audio.</p>	<p>Video clip 2: <i>"How to expressing like and dislike"</i>, from www.youtube.com</p> <p>Video clip 3: <i>"English conversation about asking and giving clarification"</i>, from www.youtube.com</p>
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			<p><i>Text:</i></p>  <p><i>Generic structure:</i></p> <ul style="list-style-type: none"> - Aim/goal - Materials - Steps <p><i>Grammar:</i></p> <ul style="list-style-type: none"> - Use simple present tense - Use temporal 	<p>Production:</p> <p>25. Doing the "Do You Like" game</p> <p>PPP</p> <p>Presentation:</p> <ul style="list-style-type: none"> - Answering questions related to the procedure text based on the picture given. - Watching video - Identifying the grammatica 	<p>Text from www.foodsa-fety.com</p>		<p>Video clip 2:</p> <p>"How to make twitter account", from www.youtube.com</p>
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			<p>conjunction</p> <ul style="list-style-type: none"> - Use action verbs <p><i>Vocabulary:</i> Inspected, illness, mishandled, username, password.</p>	<p>I all features of procedure text.</p> <p><i>Practice:</i></p> <ul style="list-style-type: none"> - Discuss each sentence from the videos especially the vocabulary and repeat it - Rearrange the jumbled paragraph about procedure text (with picture) <p><i>Production:</i></p>			
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				- Make one of procedure text about instruction to do something (in pairs). Then one of the pairs practice it based on the instruction.			
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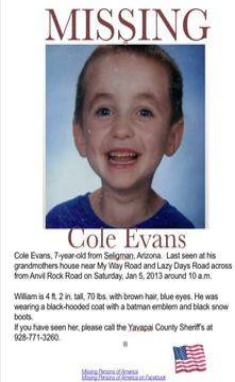
School : SMP N 1 MLATI

Grade/Semester : VII/ 2

Cycle 2

Standard Competence : **10. Berbicara.** Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

No.	Basic Competence	Indicators	Learning Materials	Teaching and Learning Activities	Source/Media	Time	Video Clips
4.	10.2.	Students are	<i>Text:</i>	PPP	Text from	2 x 40'	Video clip 1:

	<p>Mengungkap kan makna dalam monolog pendek sangat sederhana dengan menggunaka n ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi</p>	<p>expected to be able to: Express various information in the text monologs. Describing people and place.</p>	 <p><i>Generic Structure:</i></p> <ul style="list-style-type: none"> - Identificati on - Description <p><i>Grammar:</i></p> <p>Simple Present Tense Using action verb</p>	<p>Presentation:</p> <ul style="list-style-type: none"> - Answering questions related to someone's physical appearance and personality based on the picture given. - Watching video - Identify words that indicate a description 	<p>www.google images.co m</p>	<p>"Describing place", from www.youtub e.com</p>
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	<p>dengan lingkungan terdekat dalam teks berbentuk <i>descriptive</i> dan <i>procedure</i>.</p>		<p>Using the degree of comparison</p> <p>Using adverb (adverb of time, adverb of place, adverb of manner, adverb of frequency)</p> <p>Using adjectives and compound adjectives</p> <p>Using linking verb</p> <p>Using the attributive has and have</p> <p><i>Vocabulary:</i> Wonderful,</p>	<p>of people and a place</p> <p>- Identifying the grammatical all features of descriptive text.</p> <p>Practice:</p> <p>- Make an announcement about missing person or pet, then</p>			
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			<p>amazing, landscapes, rivers, paradise.</p> <p>How to make a coffee</p> <ul style="list-style-type: none"> ▪ Firstly, prepare the materials and equipment ; ▪ Secondly, enter some coffee and sugar into the glass ▪ Next, enter some hot 	<p>retell it in front of the class.</p> <p>Production:</p> <ul style="list-style-type: none"> - Doing blind date game. <p>PPP</p> <p>Presentation:</p> <ul style="list-style-type: none"> - Answering questions related to 	<p>Game from “<i>Games for Children</i>” by Gordon Lewis</p> <p>Text from http://alexseiviani.wordpress.com/</p> <p>Video from www.youtube.com</p>		<p>Video clip 2: “<i>How to make twitter account</i>”, from www.youtube.com</p>
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			<p>water and mix it with spoon</p> <ul style="list-style-type: none"> ▪ After the coffee is warm, then drink it! <p><i>Generic structure:</i></p> <ul style="list-style-type: none"> - Goal/aim - Materials - Steps <p><i>Grammar:</i></p> <ul style="list-style-type: none"> - Use simple present tense - Use 	<p>procedure text</p> <ul style="list-style-type: none"> - Identifying the grammatica l all features of procedure text. <p>Practice:</p> <ul style="list-style-type: none"> - Repeating what the teacher's said based on the students'. <p>Production:</p>	<p>be.com. Audio.</p>		
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			temporal conjunction - Use action verbs <i>Vocabulary:</i> Stir, mix, warm.	- Make one of recipes that students know and then tell it with your friends.			
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D. LESSON PLANS

LESSON PLAN

School	:	SMP N 1 MLATI
Grade	:	VII
Semester	:	2
Subject	:	English
Functional Text	:	Tansactional/Interpersonal
Skills	:	Speaking
Theme	:	Daily Life
Time Allocation	:	2 x 40 minutes

A. STANDARD COMPETENCE

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. BASIC COMPETENCE

- 9.1. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: **meminta dan memberi jasa, meminta dan memberi barang, serta meminta dan memberi fakta.**

C. LEARNING OBJECTIVES

In the end of the lesson, the students are expected to be able to:

1. pronounce the words related to the asking and giving services, asking and giving things, also asking and giving facts with the appropriate stress and intonation;

2. identify the expression of asking and giving services, asking and giving things, also asking and giving facts;
3. use the pattern of how to ask and respond to the expression of asking and giving services, asking and giving things, also asking and giving facts;
4. say the expression of asking and giving services, asking and giving things, asking and giving facts.

D. LEARNING MATERIALS

- a. A simple conversation about asking and giving services in the library environment:

Dona is in the library.

Dona : Excuse me, could you help me to find a grammar book by Betty Azar?

Librarian : Sure. Let's check the catalogue.

Dona : Thank you.

- b. Vocabulary

- Verbs: borrow, lend, like, need, want
- Noun: book, pen, eggs, chicken, apple, pizza, spaghetti, sauce.

- c. Grammar and Expressions:

Sentence Pattern:

- *Simple Past Tense*

(+) S+V₂+O/Adv

(-) S + did not/didn't + V₁ + O/Adv.

(?) Did + S + V₁ + O/Adv. + ?

Example Sentence:

- (+) I watched a good film last night
- (-) I did not watch a good film last night
- (?) Did I watch a good film last night?

- *Simple Present Tense*

- (+) S + V1 + O/C
- (-) S + Do/does + not + V1 + O/C
- (?) Do/does + S + V1 + O/C

Example sentence:

- (+) Sisca read book everyday
- (-) Sisca does not read book everyday
- (?) Does Sisca read book everyday?

- Expression of asking and giving services:
 - Can I help?
 - Shall I ... ?
 - What can I do to help ... ?
 - Would you like any help ...?
- Expression of asking and giving things:
 - Could you, please?
 - Would/could you ..., please?
 - Would you mind ..., please?
 - Do you mind ..., please?
- Expression of asking and giving facts:
 - How do you feel?
 - Did you like that?
 - Did you enjoy ...?
 - What did you feel about...?

E. TEACHING METHOD

PPP (Presentation, Practice, Production)

F. TEACHING LEARNING PROCESS

1. Pre-Teaching (10 minutes):

26. Greeting, praying, and checking the attendance
27. The teacher explain the materials today that related to the previous meeting to the students

2. Whilst Activity (60 minutes):

Presentation:

28. The teacher is showing the students a picture about the people who are doing the transaction.
29. The teacher is doing question and answer to the students related to the picture given.
30. The teacher is showing the text about asking and giving services, asking and giving things, also asking and giving facts
 - The students are identifying all of the grammatical features of the text.
31. The students are watching video about each expressions.
32. Students are asked to identify what are the expressions that used in the video in asking and giving services, asking and giving things, also asking and giving facts together with the teacher.

Practice:

33. Students and the teacher discuss about the other expressions of asking and giving services, asking and giving things, also asking and giving facts and identify whether there are some difficult words in each expression.

34. The teacher giving situation cards about asking and giving services, asking and giving things, also asking and giving facts to the students.
35. Some students are checked one by one whether they have said the expressions with the appropriate stress and intonation or not.
36. Students are asked to review how to say in asking and giving services, asking and giving things, also asking and giving facts expression and identify the grammatical features in the each expressions.

Production:

37. The students are making a dialogue including asking and giving services, asking and giving things, also asking and giving facts expression.
38. The students are performing it in front of the class.
39. Doing “*May I Take Your Order*” game.

3. Post Activity (10 minutes):

4. Students and the teacher summarize and doing reflection about the lesson.
5. Students are given feedback/evaluation about the today activities by the teacher.
6. Students are given a little explanation about what they are going to do in the next session by the teacher.
7. Students are motivated to keep learning and practicing English in home.

G. LEARNING RESOURCES

1. Video from www.youtube.com
2. Pictures from www.theguardians.com , www.christart.com , thenewtonite.com.
3. Text from <http://asyaratunkamilah.blogspot.com/>
4. Blundell, John, et.all. 1982. *Function in English*. Oxford University Press.
5. Game from book entitled “*Games for Children*” by Gordon Lewis.

H. ASSESSMENT

1. Assessment Indicators

No.	Indicators of Achievement	Technique	Form	Instruments
1.	Produce expressions of asking and giving services	Pair work	Oral test	<i>Make a dialogue with your partner about asking and giving services, asking and giving things, also asking and giving facts. Performing it in front of the class!</i>
2.	Produce expressions of asking and giving things	Pair work	Oral test	
3.	Produce expressions of asking and giving facts	Pair work	Oral test	

2. Assessment Rubric

Accuracy			Fluency		Comprehension	Score
Pronunciation	Grammar	Vocabulary	Speed	Hesitation		
3	3	3	3	3	5	20

Assessment standard

1. Accuracy

Pronunciation

- 1 : hampir semua ucapan belum benar
- 2 : sebagian ucapan sudah benar
- 3 : semua ucapan sudah benar

Grammar

- 1 : hampir semua belum sesuai dengan tata bahasa yang benar
- 2 : sebagian ucapan sesuai dengan tata bahasa yang benar
- 3 : semua ucapan sesuai dengan tata bahasa yang benar

Vocabulary

- 1 : hampir semua pemilihan kosakata yang berhubungan dengan topik belum sesuai
- 2 : sebagian pemilihan kosakata yang berhubungan dengan topic tidak sesuai
- 3 : semua pemilihan kosakata yang berhubungan dengan topic sudahsesuai

2. Fluency*Speed*

- 1 : terlalu lambat dan masih terbata-bata
- 2 : sedang namun masih terbata-bata
- 3 : cepat

Hesitation

- 1 : bila terjadi hesitasi
- 2 : lancar tapi masih ada hesitasi
- 3 : lancar

3. Comprehension

- 1 : tidak bias dipahami meskipun dalam bentuk dialog sederhana
- 2 : sulit untuk mengikuti apa yang dikatakan, hanya memahami dialog dan berbicaradengan lambat serta banyak pengulangan
- 3 : dapat dipahami apa yang dikatakan, meskipun ada beberapa pengulangan
- 4 : dapat dipahami secara keseluruhan dialog, meskipun ada pengulangan di bagian tertentu

Skor maksimal : $5 \times 4 = 20$

Nilai siswa : $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

Skor maksimal

<i>Excellent</i>	41-50
<i>Very good</i>	31-40
<i>Good</i>	21-30
<i>Average</i>	11-20
<i>Poor</i>	≤ 10

Karakter yang diharapkan	Keterangan
1. Dapat dipercaya	
2. Kerjasama	
3. Percaya diri	

Keterangan :

- MK/A = Membudaya Konsisten
- MB/B = Mulai Berkembang
- MT/C = Mulai Terlihat
- BT/D = Belum Terlihat

Guru Pembimbing,

Mahasiswa,

Dra. Dewi Muslimah, S.Pd
NIP. 196112021983032002

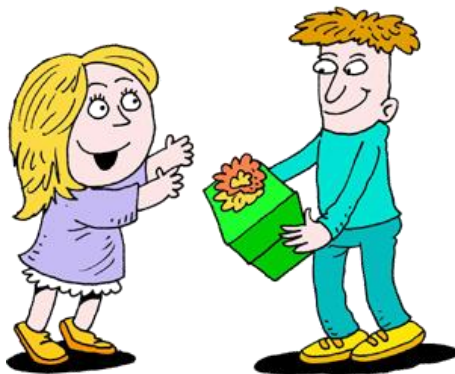
Danisia Puji Wahyuni
NIM. 10202244067

THE MATERIALS

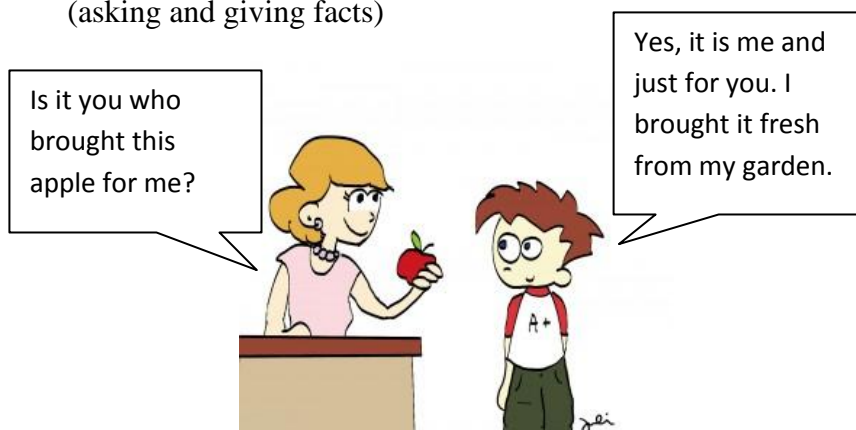
1. What do you think about the picture?
(asking and giving services)



(asking and giving things)



(asking and giving facts)



2. Watch the video clips.

40. Video 1

A : "Can you help me find a taxi?"

B : "Sure, wait a minute."

A : "Thank you."

41. Video 2

A : "May I borrow your pen?"

B : "Sure, here you are."

A : "Thank you."

- Video 3

A : "Have you done with your homework?"

B : "No, I did not finish it."

A : "Why?"

B : "I am not so well last night."

A : "Well, it is okay. I hope Mrs. Jenny will understand you."

3. Identify the language features in asking and giving services, asking and giving things, also asking and giving facts expression (grammatical and language features of the text including the topic sentence and verbs in the present tense also simple past tense)

Spoken Text (asking and giving services)

Dona is in the library.

Dona : Excuse me, could you help me to find a grammar book by Betty Azar?

Librarian : Sure. Let's check the catalogue.

Dona : Thank you.

Asking and giving things

A : "May I borrow your pen?"

B : "Sure, here you are."

A : "Thank you."

Asking and giving facts

Mrs. Anna: "Andrew, why you are come late?"

Andrew : "I am sorry Mrs. Anna, my bicycle was flat tire."

Mrs. Anna : "Ok. sit down please."

3. Make a dialogue based on the situation cards given and perform it in front of the class.

Your mother asks you to sweep the floor

Your friend asks to you to lend your ruler to her/him

Your father wants you to bring his book to the living room

Your sister asks you to clean up her room

Your mother asks you to wash plates and glasses

Somebody asks you to take a picture of him/her

Your teacher asks you why you are come late

Somebody asks you to find a taxi to go to the post office

Your sister asks you why you are not go to school today

Somebody asks you about basketball match last night

Your friend asks to you to lend your dictionary to her/him

Somebody asks you about why you are crying at the school

Your friend asks to you to lend your umbrella to her/him

Your teacher asks you about why you are got bad mark in the mid

Your friends asks to you to lend your handphone to her/him

Somebody asks you to lend your helmet to her/him

5. Game : May I Take Your Order

- Divide the class into groups of customers, waiters, and cooks. There should be one cook for every four or five customers and waiters. The customers sit at their desks, each with a menu. The cook sits at the opposite desk with pictures of food. The waiters stand in the middle.
- Each waiter approaches a customer and asks *May I help you?*
- The customer responds *Yes, I'd like ...* and orders something from the menu.
- The waiter runs to the cook and says *Give me..*
- The cook gives the waiter the correct picture and says *Here you are!* If it has already been ordered, the cook says *I'm sorry, we're out of ...*
- The waiter returns to the customer and gives him or her the card, or says *I'm says I'm sorry, we're out of .. Can I get you something else?*
- The winner is the first customer and waiter team to get a full meal, or the first cook to get rid of all his or her food. Monitor that all the players use the target language, if they do not, they must return the food.

Cycle 1**LESSON PLAN**

School	:	SMP N 1 MLATI
Grade	:	VII
Semester	:	2
Subject	:	English
Functional Text	:	Tansactional/Interpersonal
Skills	:	Speaking
Theme	:	Favorite Things
Time Allocation	:	4 x 40 minutes

A. STANDARD COMPETENCE

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. BASIC COMPETENCE

- 9.1. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi dan merespon secara interpersonal.

C. LEARNING OBJECTIVES

At the end of the lesson, the students are expected to be able to:

1. pronounce the words related to the asking and giving opinions, expressing like and dislike, also asking and giving clarification with the appropriate stress and intonation;

2. identify the expression of asking and giving opinions, expressing like and dislike, also asking and giving clarifications;
3. use the pattern of how to ask and respond to the expression of asking and giving opinions, expressing like and dislike, also asking and giving clarifications; and
4. say the expression of asking and giving opinions, expressing like and dislike, and asking and giving clarifications.

D. LEARNING MATERIALS

- a. A simple conversation about asking and giving opinions:

Andy : “Do you like a dog?”
 Bobby : “Yes, I very like it.”
 Andy : “What do you think of dog?”
 Bobby : “Because, I think a dog is very cute and friendly.”

- b. Vocabulary

Cold, banana, breakfast, work, free.

- d. Grammar and Expressions

(+) S + V1 s/es + O

(-) S + do/does not + V1 + O

(?) Do/Does + S + V1 ?

Example:

(+) I like tosca colour.

(-) I don't like/dislike tosca colour.

(?) Do you like tosca colour?

E. TEACHING METHOD

PPP (*Presentation, Practice, Production*)

F. TEACHING LEARNING PROCESS

4. Pre-Teaching (10 minutes):

- Greeting, praying, and checking the attendance
- The teacher explain the materials today that related to the previous meeting to the students

5. Whilst Activity (60 minutes):

Presentation:

- The teacher is showing the students a picture related to asking and giving opinions, expressing like and dislike, also asking and giving clarifications.
- The teacher is doing question and answer with the students related to the picture given.
- The teacher is showing the text about asking and giving opinions, expressing like and dislike, also asking and giving clarifications.
- The students are identifying all of the grammatical features of the text.
- The students are watching video about each expressions.
- Students are asked to identify what are the expressions that used in the video in asking and giving opinions, expressing like and dislike, and asking and giving clarifications together with the teacher.

Practice:

- The students and the teacher discuss about the other expressions of asking and giving opinions, expressing like and dislike, also asking and giving

clarification and identify whether there are some difficult words in each expression.

- The teacher is giving situation cards about asking and giving opinions, expressing like and dislike, and asking and giving clarifications to the students.
- Some students are checked one by one whether they have said the expressions with the appropriate stress and intonation or not by the teacher.
- The students are asked to review how to say in asking and giving opinions, expressing like and dislike, and asking and giving clarifications expression and identify the grammatical features in the each expression.

Production:

- The students are asked to make a dialogue including asking and giving opinions, expressing like and dislike, and asking and giving clarifications expressions.
- The students are performing the dialog in front of the class.
- The students and the teacher are doing “*May I take your order (variation)?*” game.

6. Post Activity (10 minutes):

- The students and the teacher are summarizing and doing reflection about the lesson.
- The students are given feedback/evaluation about the today activities by the teacher.
- The students are given a little explanation about what they are going to do in the next session by the teacher.
- The students are motivated to keep learning and practicing English at home.

G. LEARNING RESOURCES

1. Picture from www.slideshare.net, www.eslprintables.com,
2. Text from <http://bahasainggris-kelasxi-sem1.blogspot.com/2012/11/english-zone.html>,
<http://englishforjunio.blogspot.com/2010/08/simple-dialogue-to-show-expression-of.html>,
<http://asyaratunkamilah.blogspot.com/2010/01/asking-for-and-giving-services-things.html>.
3. Video from www.youtube.com

H. ASSESSMENT

1. Assessment Indicators

No.	Indicators of Achievement	Technique	Form	Instruments
1.	Produce expressions of asking and giving services	Pair work	Oral test	<i>Make a dialogue with your partner about asking and giving services, asking and giving things, also asking and giving facts. Performing it in front of the class!</i>
2.	Produce expressions of asking and giving things	Pair work	Oral test	
3.	Produce expressions of asking and giving facts	Pair work	Oral test	

2. Assessment Rubric

Accuracy			Fluency		Strategic Competence	Score
Pronunciation	Grammar	Vocabulary	Speed	Hesitation		
3	3	3	3	3	5	20

Assessment standard

Accuracy

Pronunciation

- 1 : hampir semua ucapan belum benar
- 2 : sebagian ucapan sudah benar
- 3 : semua ucapan sudah benar

Grammar

- 1 : hampir semua belum sesuai dengan tata bahasa yang benar
- 2 : sebagian ucapan sesuai dengan tata bahasa yang benar
- 3 : semua ucapan sesuai dengan tata bahasa yang benar

Vocabulary

- 1 : hampir semua pemilihan kosakata yang berhubungan dengan topik belum sesuai
- 2 : sebagian pemilihan kosakata yang berhubungan dengan topic tidak sesuai
- 3 : semua pemilihan kosakata yang berhubungan dengan topic sudah sesuai

Fluency

Speed

- 1 : terlalu lambat dan masih terbata-bata
- 2 : sedang namun masih terbata-bata

3 : normal

Hesitation

1 : bila terjadi hesitasi

2 : lancar namun masih ada hesitasi

3 : lancar

Strategic Competence

5 : tidak bisa dipahami meskipun dalam bentuk dialog sederhana

6 : sulit untuk mengikuti apa yang dikatakan, hanya memahami dialog dan berbicara dengan lambat serta banyak pengulangan

7 : dapat dipahami apa yang dikatakan, meskipun ada beberapa pengulangan

8 : dapat dipahami secara keseluruhan dialog, meskipun ada pengulangan di bagian tertentu

Skor maksimal : $5 \times 4 = 20$

Nilai siswa : $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

Skor maksimal

<i>Excellent</i>	41-50
<i>Very good</i>	31-40
<i>Good</i>	21-30
<i>Average</i>	11-20
<i>Poor</i>	≤ 10

Karakter yang diharapkan	Keterangan
4. Dapat dipercaya	
5. Kerjasama	
6. Percaya diri	

Keterangan :

- MK/A = Membudaya Konsisten
- MB/B = Mulai Berkembang
- MT/C = Mulai Terlihat
- BT/D = Belum Terlihat

Guru Pembimbing,

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ATTACHMENT

1. What do you think about the picture?

(asking and giving opinions)



(expressing like and dislike)



2. Watch the video clips

- Video 1

A : "What's the matter?"

B : "I'm very cold."
 A : "You should take a hot bath."
 B : "That's a good idea."

- Video 2

A : "I'm hungry."
 B : "Do you like tomatoes?"
 A : "No, I don't."

- Video 3

A : "Are you going to work tomorrow?"
 B : "Yes, of course."
 A : "What time are you going to work?"
 B : "9 am. I have to be at work by 9 am."
 A : "So you are free before 9 am?"
 B : "No, I'll be getting ready for work before 9 am. Wait, what do you want?"
 A : "Do you want to have breakfast with me tomorrow morning?"
 B : "No, that's okay. I've seen you every day this week."
 A : "But, I want to see you in everyday."
 B : "No, that's way too much."

3. Identify the language features in asking and giving opinions, expressing like and dislike, also asking and giving clarifications expression.

Spoken Text (asking and giving opinions)

Mr. Zoe : "What do you think of my new house?"
 Shane : "It is beautiful I think. Oh you have many novels in your new house."
 Mr. Zoe : "Yeah, some. I like Andrea Hirata's novels."
 Shane : "How do you feel about Andrea Hirata's novels?"
 Mr. Zoe : "I feel they are great novels."
 Shane : "Yes, you are right. I think it is going to rain."
 Mr. Zoe : "I don't think so. Look outside at the sky! It's so clear. No clouds there."
 Shane : "But I watched the weather forecast yesterday. It said that today is going
 to rain. OK Mr. Zoe see you."
 Mr. Zoe : "OK see you."

Expressing like and dislike

One evening Mr. & Mrs. Li visit Restu Bundo restaurant for having dinner.

Waitress : "Excuse me, what can I do for you?"
 Mr. Li : "Yes, would you like giving me the menu list please."
 Waitress : "Here you are, Sir."
 Mr. Li : "Two plates of fried rice, please."
 Waitress : "What do you like to drink, Sir."
 Mr. Li : "Well, a glass of tea for my wife and a cup of coffee."
 Mrs. Li : "Wait a minute, please."
 Waitress : "What else, Madam."
 Mrs. Li : "I don't like sweet tea, so please don't put any sugar in it."
 Waitress : "OK, madam. Wait a minute please."

Asking and giving clarification

Andi : "Excuse me, I don't think we have met. I'm Andi.
 What's your name, please?"
 Sandrina : "Sandrina."
 Andi : "Sorry? Could you repeat it, please?"
 Sandrina : "SANDRINA."

4. Make a dialogue based on the situation cards given and perform it in front of the class.

ACTRESS

ACTORS

ANIMALS

SPORTS

THINGS

HOBBIES


 LESSONS


 FRUITS

5. Game : May I Take Your Order (Variation)

- Divide the class into groups of customers, waiters, and cooks. There should be one cook for every four or five customers and waiters. The customers sit at their desks, each with a menu. The cook sits at the opposite desk with pictures of food. The waiters stand in the middle.
- Each waiter approaches a customer and asks *Excuse me, what can I do for you?/ what do you like to eat / drink?*
- The customer responds *Yes, I'd like ...* and orders something from the menu.
- The waiter runs to the cook and says *Give me..*
- The cook gives the waiter the correct picture and says *Here you are!* If it has already been ordered, the cook says *I'm sorry, we're out of ...*
- The waiter returns to the customer and gives him or her the card, or says *I'm says I'm sorry, we're out of .. Can I get you something else?*
- The winner is the first customer and waiter team to get a full meal, or the first cook to get rid of all his or her food. Monitor that all the players use the target language, if they do not, they must return the food.

Cycle 1**LESSON PLAN**

School	:	SMP N 1 MLATI
Grade	:	VII
Semester	:	2
Subject	:	English
Functional Text	:	Tansactional/Interpersonal
Skills	:	Speaking
Theme	:	Family
Time Allocation	:	2 x 40 minutes

A. STANDARD COMPETENCE

10. Berbicara. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

B. BASIC COMPETENCE

10.1. Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan teks deskripsi dan prosedur.

C. LEARNING OBJECTIVES

In the end of the lesson, the students are expected to be able to:

- identify the grammatical all features of descriptive text
- elicit the vocabulary related to the text
- describing people fluently, accurately, and appropriately

D. LEARNING MATERIALS

a. Example of descriptive text:

MY MOM

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin is light brown, and she has a beautiful smile. Her weight likes 50kg.

b. Vocabulary

Tall, short, curly, messy, organized, wife.

c. Grammar

Simple Present Tense

- Using action verb
- Using the degree of comparison
- Using adverb (adverb of time, adverb of place, adverb of manner, adverb of frequency)
- Using adjectives and compound adjectives
- Using linking verb
- Using the attributive has and have

E. TEACHING METHOD

PPP (*Presentation, Practice, Production*)

F. TEACHING LEARNING PROCESS

a. Pre-Teaching (10 minutes):

- Greeting, praying, and checking the attendance
- The teacher explain the materials today that related to the previous meeting to the students

b. Whilst Activity (60 minutes):***Presentation:***

- The teacher is showing the students a picture related to the descriptive text.
- The teacher is doing question and answer with the students related to the picture given.
- The teacher is showing the text about descriptive.
- The students are identifying all of the grammatical features of the text.
- The students are watching video about descriptive.
- Students are asked to identify what are the expressions that used in the video in descriptive together with the teacher.

Practice:

- The students and the teacher discuss about the other expressions of describing and identify whether there are some difficult words in each expression.
- The students are asked to describe their favorite idol.
- Some students are checked one by one whether they have said the expressions with the appropriate stress and intonation or not by the teacher.
- The students are asked to review how to say in describing people/something and identify the grammatical features in the each expression.

Production:

- The students and the teacher are doing “*Picture Identity Cards*” game.

c. Post Activity (10 minutes):

- The students and the teacher are summarizing and doing reflection about the lesson.
- The students are given feedback/evaluation about the today activities by the teacher.

- The students are given a little explanation about what they are going to do in the next session by the teacher.
- The students are motivated to keep learning and practicing English at home.

G. LEARNING RESOURCES

1. Video from www.youtube.com
2. Pictures from hot.detik.com, biografi-biodata-profile.blogspot.com
3. Text from <http://www.englishindo.com/>

H. ASSESSMENT

1. Assessment Indicators

No.	Indicators of Achievement	Technique	Form	Instruments
1.	Produce sentences of describing people	Pair work	Oral test	<i>Describe this picture based on your own sentences!</i>

2. Assessment Rubric

Accuracy			Fluency		Strategic Competence	Score
Pronunciation	Grammar	Vocabulary	Speed	Hesitation		
3	3	3	3	3	5	20

3. Assessment standard

Accuracy

Pronunciation

- 1 : hampir semua ucapan belum benar
- 2 : sebagian ucapan sudah benar
- 3 : semua ucapan sudah benar

Grammar

- 1 : hampir semua belum sesuai dengan tata bahasa yang benar
- 2 : sebagian ucapan sesuai dengan tata bahasa yang benar
- 3 : semua ucapan sesuai dengan tata bahasa yang benar

Vocabulary

- 1 : hampir semua pemilihan kosakata yang berhubungan dengan topik belum sesuai
- 2 : sebagian pemilihan kosakata yang berhubungan dengan topic tidak sesuai
- 3 : semua pemilihan kosakata yang berhubungan dengan topic sudahsesuai

*Fluency**Speed*

- 1 : terlalu lambat dan masih terbata-bata
- 2 : sedang namun masih terbata-bata
- 3 : normal

Hesitation

- 1 : bila terjadi hesitasi
- 2 : lancar namun masih ada hesitasi
- 3 : lancar

Strategic Competence

- 1 : tidak bisa dipahami meskipun dalam bentuk dialog sederhana
- 2 : sulit untuk mengikuti apa yang dikatakan, hanya memahami dialog dan berbicara dengan lambat serta banyak pengulangan

3 : dapat dipahami apa yang dikatakan, meskipun ada beberapa pengulangan

4 : dapat dipahami secara keseluruhan dialog, meskipun ada pengulangan di bagian tertentu

Skor maksimal : $5 \times 4 = 20$

Nilai siswa : $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

<i>Excellent</i>	41-50
<i>Very good</i>	31-40
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<i>Poor</i>	≤ 10

Karakter yang diharapkan	Keterangan
1. Dapat dipercaya	
2. Kerjasama	
3. Percaya diri	

Keterangan :

- MK/A = Membudaya Konsisten
- MB/B = Mulai Berkembang
- MT/C = Mulai Terlihat
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THE MATERIALS



1. How about this picture? Is she/he beautiful/handsome? How about her/his hair, eyes, skin?

2. Watch the video clips.

Video 1

A : “Can you describe her, please?”

B : “She is a tall woman, with dark brown hair and light brown eyes.”

A : “Do you know what she is wearing?”

B : “Yes. She is wearing a white dress shirt and black blazer and skirt.”

3. Identify the language features in descriptive text:

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and

her color skin color light brown, and she has a beautiful smile. Her weight likes 55 kg.

4. Make the dialogue about your idol and perform it in front of the class.

5. Game : Describe Our Friends

- Put the students make a line into groups of 4-8.
- Make the first group face to face with group two, and group three with group four (variation).
- The first person of the group describe the rival who stand up in front of them (the hair, eyes, skin, etc) correctly and fluently.
- If any student who makes a mistake, the student returned to the back row.
- The sooner group will be the winner.

Cycle 2**LESSON PLAN**

School	:	SMP N 1 MLATI
Grade	:	VII
Semester	:	2
Subject	:	English
Functional Text	:	Tansactional/Interpersonal
Skills	:	Speaking
Theme	:	Technology
Time Allocation	:	2 x 40 minutes

A. STANDARD COMPETENCE

10. Berbicara. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

B. BASIC COMPETENCE

10.1. Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan teks deskripsi dan prosedur.

C. LEARNING OBJECTIVES

In the end of the lesson, the students are expected to be able to:

- identify the grammatical all features of procedure text
- elicit the vocabulary related to the text
- give instruction orally

D. LEARNING MATERIALS

a. Example of procedure text:

How to charge hand phone battery:



Prepare your:

- Hand phone
- Battery charger

Steps:

1. Connect the charger to your hand phone, the flash symbol on the charger plug must face upward.
2. Wait until the battery icon appears on the screen
3. Charge the battery approximately 5 hours or until the battery icon indicates that the battery is full charged.
4. Remove the charger by pulling out from your hand phone.

b. Vocabulary :

- Plug, appears, remove, pulling, username, password.

c. Grammar

Simple Present Tense

- Using action verb
- Using the degree of comparison
- Using adverb (adverb of time, adverb of place, adverb of manner, adverb of frequency)

- Using adjectives and compound adjectives
- Using linking verb
- Using the attributive has and have

E. TEACHING METHOD

PPP (*Presentation, Practice, Production*)

F. TEACHING LEARNING PROCESS

Pre-Teaching (10 minutes):

- Greeting, praying, and checking the attendance
- The teacher explain the materials today that related to the previous meeting to the students.

Whilst Activity (60 minutes):

Presentation:

- The teacher is showing the students a picture related to the procedure text.
- The teacher is doing question and answer with the students related to the picture given.
- The teacher is showing the text about procedure.
- The students are identifying all of the grammatical features of the text.
- The students are watching video about procedure.
- Students are asked to identify what are the expressions that used in the video in procedure together with the teacher.

Practice:

- The students and the teacher discuss about the other sentences in the procedure and identify whether there are some difficult words in each sentence.

- The students are asked to rearrange the jumbled paragraph then perform it in front of the class.
- Some students are checked one by one whether they have said the sentences with the appropriate stress and intonation or not by the teacher.
- The students are asked to review how to say in giving instructions and identify the grammatical features in the each expression.

Production:

- The students are doing a game “Whispering” that each students will whispering the steps to their friends one by one, and then the last students should speaking up the full steps of the instructions.

Post Activity (10 minutes):

- The students and the teacher are summarizing and doing reflection about the lesson.
- The students are given feedback/evaluation about the today activities by the teacher.
- The students are given a little explanation about what they are going to do in the next session by the teacher.
- The students are motivated to keep learning and practicing English at home.

G. LEARNING RESOURCES

1. Video from www.youtube.com
2. Pictures from <http://www.drogpatravel.biz>
3. Text from <http://www.drogpatravel.biz>

H. ASSESSMENT

1. Assessment Indicators

No.	Indicators of Achievement	Technique	Form	Instruments
1.	Produce the sentence of procedure text	Group work	Oral test	<i>Make the instructions based on the situation cards given!</i>

2. Assessment Rubric

Accuracy			Fluency		Strategic Competence	Score
Pronunciation	Grammar	Vocabulary	Speed	Hesitation		
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Assessment standard

Accuracy

Pronunciation

- 1 : hampir semua ucapan belum benar
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Grammar

- 1 : hampir semua belum sesuai dengan tata bahasa yang benar
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Vocabulary

- 1 : hampir semua pemilihan kosakata yang berhubungan dengan topik belum sesuai

- 2 : sebagian pemilihan kosakata yang berhubungan dengan topic tidak sesuai
- 3 : semua pemilihan kosakata yang berhubungan dengan topic sudah sesuai

Fluency

Speed

- 1 : terlalu lambat dan masih terbata-bata
- 2 : sedang namun masih terbata-bata
- 3 : normal

Hesitation

- 1 : bila terjadi hesitasi
- 2 : lancar namun masih ada hesitasi
- 3 : lancar

Strategic Competence

- 9 : tidak bisa dipahami meskipun dalam bentuk dialog sederhana
- 10 : sulit untuk mengikuti apa yang dikatakan, hanya memahami dialog dan berbicara dengan lambat serta banyak pengulangan
- 11 : dapat dipahami apa yang dikatakan, meskipun ada beberapa pengulangan
- 12 : dapat dipahami secara keseluruhan dialog, meskipun ada pengulangan di bagian tertentu

Skor maksimal : $5 \times 4 = 20$

Nilai siswa : $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

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Karakter yang diharapkan	Keterangan
1. Dapat dipercaya	
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THE MATERIALS

Procedure
A procedure tells how to do something.

Title	Tells what is being explained.
Goal	Tells what the procedure aims to produce.
Needs	Describes or lists what is needed to complete the procedure.
Steps	Describes step-by-step how to complete the procedure.
Check	How to check if the procedure worked.

Making Lemonade

If you follow these steps you will make a jug of lemonade.

To make lemonade you will need:

- a litre jug
- three lemons
- a wooden spoon
- a cup of sugar
- a lemon squeezer
- water

1. Carefully cut the lemons in half and squeeze them on the lemon squeezer.
2. Pour the lemon juice into the jug.
3. Fill the jug with water.
4. Add the sugar.
5. Stir until sugar is mixed completely.

Taste your lemonade. If it is not sweet enough, add more sugar to the jug and stir.

1. Watch the video clips.

Video 1

“How to make a twitter account, first you have to go website www.twitter.com, and write your name, your email, your password and you can sign up for twitter. After that checking your data, if your password is not clear enough it should be changed. Then, write your username and then click ‘create my account’.”

Video 2

“How to create a facebook account. First we have to go web www.facebook.com, and then scroll down and we can find sign up. After that, type our first name and last name, type our email and

retype it once more, and then type our password. And then select your sex, are you a male or female. And then your birthday, and then click sign up.”

2. Identify the language features in procedure text:

How to charge hand phone battery:



Prepare your:

- Hand phone
- Battery charger

Steps:

- Connect the charger to your hand phone, the flash symbol on the charger plug must face upward.
- Wait until the battery icon appears on the screen.
- Charge the battery approximately 5 hours or until the battery icon indicates that the battery is full charged.
- Remove the charger by pulling out from your hand phone.

3. Rearrange the jumbled paragraph below and then perform it in front of the class!

4. “Whispering” game


- Students are divided into 8 groups
- The teacher gives the instruction to the first student, likewise the collaborator.

- The first student whispering the first step to the second student, likewise the third person whispering it to the next students and so on.
- The last person should find the steps that already whispered in the box (already made by the teacher before) and then stick it in the paper.
- After the last students can collect the full steps, he/she read it with the correct intonation and pronunciation.

The materials that used in the game are below:

How to create an account facebook:

- Start by navigating to www.facebook.com in your web browser.
- Enter your **first** and **last name**...
- Then enter your **email address**.
- Type the **password** you want to use to log in.
- Choose your **gender**.
- Select your **birthday**...
- Then click **Sign Up**.
- Type the text from the **captcha** in this box, and then click Sign Up.
- This page lets you search for your friends that are already on Facebook. We'll see how to do this in a later tutorial, so click **Skip This Step**.
- Here you can fill out your profile information or click **Skip**.
- Uploading a profile photo will help your friends recognize you on Facebook. We'll learn how to do this in another tutorial, so click **Skip**.
- To complete the sign up process, you will need to go to the e-mail you used when you created the account. Click **Go to your e-mail**.
- Open the e-mail from Facebook...
- Then click the link to confirm your e-mail address.
- This is the end of the tutorial. Watch the other videos in this series to learn how to use many of the features available to you on Facebook.

1. **How do I create my Instagram account** Store, your [Android](#) from Google Play Store or your [Windows Phone](#) from the Windows Phone Store.
2. Once the app is installed, tap  to open it.
3. Tap **Register with Email** to sign up with your email address or **Register with Facebook**
4. to sign up with your Facebook account.
5. If you register with email, create a username and password, fill out your profile info and then tap **Done**.
6. If you register with Facebook, you'll be prompted to sign into your Facebook account if you're currently logged out.
7. Download the Instagram app for your [iPhone/iPad](#) from the App

Cycle 2**LESSON PLAN**

School	:	SMP N 1 MLATI
Grade	:	VII
Semester	:	2
Subject	:	English
Functional Text	:	Tansactional/Interpersonal
Skills	:	Speaking
Theme	:	Social
Time Allocation	:	2 x 40 minutes

A. STANDARD COMPETENCE

10. Berbicara. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

B. BASIC COMPETENCE

10.2. Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan teks deskripsi dan prosedur.

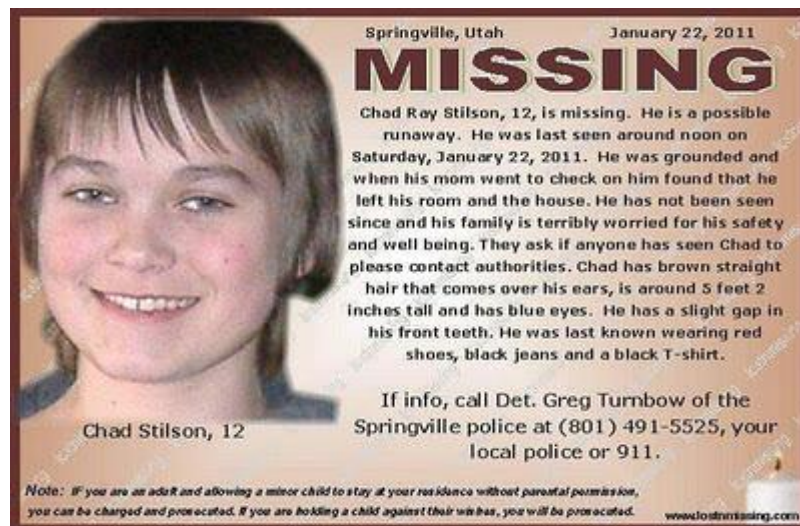
C. LEARNING OBJECTIVES

In the end of the lesson, the students are expected to be able to:

- identify the grammatical all features of descriptive text
- elicit the vocabulary related to the text
- express various information in the text monologs
- describe people and place

D. LEARNING MATERIALS

a. Example of descriptive text:



b. Vocabulary

Brown hair, hazel eyes, jeans, skirt, running shoes.

c. Grammar

Simple Present Tense

- Using action verb
- Using the degree of comparison
- Using adverb (adverb of time, adverb of place, adverb of manner, adverb of frequency)
- Using adjectives and compound adjectives
- Using linking verb
- Using the attributive has and have

E. TEACHING METHOD

PPP (*Presentation, Practice, Production*)

F. TEACHING LEARNING PROCESS

Pre-Teaching (10 minutes):

- Greeting, praying, and checking the attendance
- The teacher explain the materials today that related to the previous meeting to the students

Whilst Activity (60 minutes):

Presentation:

- The teacher is showing the students a picture related to the descriptive text.
- The teacher is doing question and answer with the students related to the picture given.
- The teacher is showing the text about descriptive.
- The students are identifying all of the grammatical features of the text.
- The students are watching video about descriptive.
- Students are asked to identify what are the expressions that used in the video in descriptive together with the teacher.

Practice:

- The students and the teacher discuss about the other expressions of describing and identify whether there are some difficult words in each expression.
- The students are asked to make announcement about missing their pets/family.
- Some students are checked one by one whether they have said the expressions with the appropriate stress and intonation or not by the teacher.
- The students are asked to review how to say in describing people/something and identify the grammatical features in the each expression.

Production:

- The students and the teacher are doing “*Blind Date*” game.

Post Activity (10 minutes):

- The students and the teacher are summarizing and doing reflection about the lesson.
- The students are given feedback/evaluation about the today activities by the teacher.
- The students are given a little explanation about what they are going to do in the next session by the teacher.
- The students are motivated to keep learning and practicing English at home.

G. LEARNING RESOURCES

1. Video from www.youtube.com
2. Pictures from <http://englishantique.blogspot.com>
3. Text from <http://blog.cleveland.com/missing-pets>

H. ASSESSMENT**Assessment Indicators**

No.	Indicators of Achievement	Technique	Form	Instruments
1.	Produce sentences of describing people/animals/places	individually	Oral test	<i>Make an announcement about your missing pets or your family. Please mention their characteristics!</i>

Assessment Rubric

Accuracy			Fluency		Strategic Competence	Score
Pronunciation	Grammar	Vocabulary	Speed	Hesitation		
3	3	3	3	3	5	20

Assessment standard

Accuracy

Pronunciation

- 1 : hampir semua ucapan belum benar
- 2 : sebagian ucapan sudah benar
- 3 : semua ucapan sudah benar

Grammar

- 1 : hampir semua belum sesuai dengan tata bahasa yang benar
- 2 : sebagian ucapan sesuai dengan tata bahasa yang benar
- 3 : semua ucapan sesuai dengan tata bahasa yang benar

Vocabulary

- 1 : hampir semua pemilihan kosakata yang berhubungan dengan topik belum sesuai
- 2 : sebagian pemilihan kosakata yang berhubungan dengan topic tidak sesuai
- 3 : semua pemilihan kosakata yang berhubungan dengan topic sudahsesuai

Fluency

Speed

- 1 : terlalu lambat dan masih terbata-bata

- 2 : sedang namun masih terbata-bata
 3 : normal

Hesitation

- 1 : bila terjadi hesitasi
 2 : lancar namun masih ada hesitasi
 3 : lancar

Strategic Competence

- 13 : tidak bisa dipahami meskipun dalam bentuk dialog sederhana
 14 : sulit untuk mengikuti apa yang dikatakan, hanya memahami dialog dan berbicara dengan lambat serta banyak pengulangan
 15 : dapat dipahami apa yang dikatakan, meskipun ada beberapa pengulangan
 16 : dapat dipahami secara keseluruhan dialog, meskipun ada pengulangan di bagian tertentu

Skor maksimal : $5 \times 4 = 20$

Nilai siswa : $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

Skor maksimal

<i>Excellent</i>	41-50
<i>Very good</i>	31-40
<i>Good</i>	21-30
<i>Average</i>	11-20
<i>Poor</i>	≤ 10

Karakter yang diharapkan	Keterangan
1. Dapat dipercaya	

2. Kerjasama	
3. Percaya diri	

Keterangan :

- MK/A = Membudaya Konsisten
- MB/B = Mulai Berkembang
- MT/C = Mulai Terlihat
- BT/D = Belum Terlihat

Guru Pembimbing,

Mahasiswa,

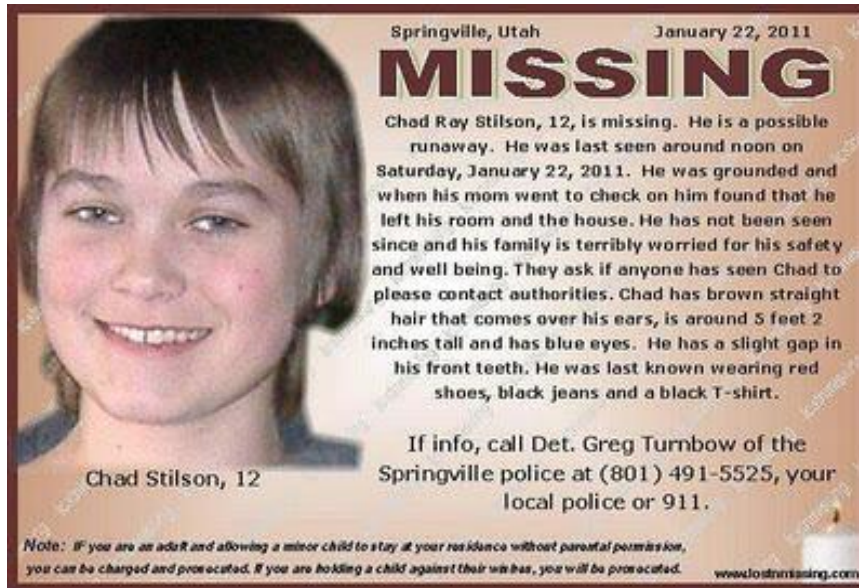
Dra. Dewi Muslimah, S.Pd

NIP. 19611202198303200

Danisia Puji Wahyuni

NIM. 10202244067

THE MATERIALS



Springville, Utah January 22, 2011

MISSING

Chad Ray Stilson, 12, is missing. He is a possible runaway. He was last seen around noon on Saturday, January 22, 2011. He was grounded and when his mom went to check on him found that he left his room and the house. He has not been seen since and his family is terribly worried for his safety and well being. They ask if anyone has seen Chad to please contact authorities. Chad has brown straight hair that comes over his ears, is around 5 feet 2 inches tall and has blue eyes. He has a slight gap in his front teeth. He was last known wearing red shoes, black jeans and a black T-shirt.

If info, call Det. Greg Turnbow of the Springville police at (801) 491-5525, your local police or 911.

Chad Stilson, 12

Note: If you are an adult and allowing a minor child to stay at your residence without parental permission, you can be charged and prosecuted. If you are holding a child against their wishes, you will be prosecuted.

www.toomissing.com



- NORTH RIDGEVILLE, Ohio — My cat has been missing since Wednesday, May 7.
- Cesar is solid black, about 13 pounds, has green eyes and all of his claws. He is friendly and was wearing a breakaway collar.
- I live on Chestnut Ridge Road, just west of Ohio 83. Call me at 440-353-0359 or email pattylehanehoffman@hotmail.com.

1. What do you think of the picture?

2. Watch the video clips.

Video 1

A : “Can you describe her, please?”

B : “She is a tall woman, with dark brown hair and light brown eyes.”

A : “Do you know what she is wearing?”

B : “Yes. She is wearing a white dress shirt and black blazer and skirt.”

3. Identify the language features in descriptive text:

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 55 kg.

4. Game : Describe Our Friends

- Put the students make a line into groups of 4-8.
- Make the first group face to face with group two, and group three with group four (variation).
- The first person of the group describe the rival who stand up in front of them (the hair, eyes, skin, etc) correctly and fluently.
- If any student who makes a mistake, the student returned to the back row.
- The sooner group will be the winner.

E. OBSERVATION SHEETS

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Videos

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 it. Give your description on description column if it is needed.

No : Observation sheet 1
 Cycle : 1 (Pre-test)
 Meeting : 1
 Day, date : Wednesday, April 9th, 2014

No.	Teaching and Learning Activities	Yes	No	Description
A.	Researcher's activities			
	1. Opening Activities			
	a. The researcher opens the class by greeting and checking students' attendance.	√		
	b. The researcher prepares the class condition.	√		
	c. The researcher gives the students apperception to attract their attention and motivation.	√		
	d. The researcher states the learning objective.	√		
	2. Main Activities			
	a. The researcher plays a video that contains a conversation about asking and giving services, asking and giving things, also asking and giving facts		√	
	b. The researcher asks the students to guess and identify the expressions of the topics like above from the video.		√	
	c. The researcher asks the students		√	

	some questions related to the video.			
	d. The researcher shows other expressions of asking and giving services and the other topics and the usage in the presentation slide.	√		
	e. The researcher pronounces the expressions of thanking and the students repeat after her.	√		
	f. The researcher gives task to the students and asks them to complete dialogues with relevant expressions. Then the students act dialogues out in pairs.	√		
	g. The researcher asks the students to complete dialogues with expressions in the box and then act them out in pairs	√		
	h. The researcher leads the students to play the game.		√	
	i. The researcher asks the students to make a dialogue based on the given situations. The students act their dialogues out in front of the class.	√		
	3. Closing activities			
	a. The researcher and the students summarize the lesson.	√		
	b. The researcher and the students do a reflection.	√		
	c. The researcher gives the students homework.	√		
	d. The researcher closes the lesson.			
B.	Students' Activities			
	1. The students pay attention to the researcher's explanation.	√		

	2. The students are active in the class.	√		
	3. The students concentrate to the researcher's explanation.	√		
	4. The students understand the explanation about the expressions of asking and giving services and the other expressions.	√		
	5. The students are confidence to speak.	√		
	6. The students are able to answer simple question orally.	√		
	7. The students are interested and motivated by the use of video in the teaching and learning process of speaking.	√		
	8. The students are able to pronounce some words correctly.	√		
	9. The students ask the researcher or their friends if they find difficulties.	√		
	10. The students practice their tasks.	√		

Yogyakarta, April 9th, 2014

Observer

Dra. Hj. Dewi Muslimah, S.Pd
NIP. 196112021983032002

No : Observation sheet 2
Cycle : 1
Meeting : 2
Day, date : Saturday, April 19th, 2014

No.	Teaching and Learning Activities	Yes	No	Description
A.	Researcher's activities			
	1. Opening Activities			
	a. The researcher opens the class by greeting and checking students' attendance.	√		
	b. The researcher prepares the class condition.	√		

	c. The researcher gives the students apperception to attract their attention and motivation.	√		
	d. The researcher states the learning objective.	√		
	2. Main Activities			
	a. The researcher plays a video that contains a conversation about asking and giving opinions, expressing like and dislike, also asking and giving clarifications.	√		
	b. The researcher asks the students to guess and identify the expressions of the topics like above from the video.	√		
	c. The researcher asks the students some questions related to the video.	√		
	d. The researcher shows other expressions of asking and giving opinions and the other topics and the usage in the presentation slide.	√		
	e. The researcher pronounces the expressions that related to the topics and the students repeat after her.	√		
	f. The researcher gives task to the students and asks them to complete dialogues with relevant expressions. Then the students act dialogues out in pairs.	√		
	g. The researcher asks the students to complete dialogues with expressions in the box and then act them out in pairs	√		
	h. The researcher leads the students to play the game.		√	
	i. The researcher asks the students to make a dialogue based on the given situations. The students act their dialogues out in front of the class.	√		
	3. Closing activities			
	a. The researcher and the students summarize the lesson.	√		
	b. The researcher and the students do	√		

	a reflection.			
	c. The researcher gives the students homework.	√		
	d. The researcher closes the lesson.			
B.	Students' Activities			
	1. The students pay attention to the researcher's explanation.	√		
	2. The students are active in the class.	√		
	3. The students concentrate to the researcher's explanation.	√		
	4. The students understand the explanation about the expressions of asking and giving opinions and the other expressions.	√		
	5. The students are confidence to speak.	√		
	6. The students are able to answer simple question orally.	√		
	7. The students are interested and motivated by the use of video in the teaching and learning process of speaking.	√		
	8. The students are able to pronounce some words correctly.	√		
	9. The students ask the researcher or their friends if they find difficulties.	√		
	10. The students practice their tasks.	√		

Yogyakarta, April 19th, 2014
Observer

Dra. Hj. Dewi Muslimah, S.Pd
NIP. 196112021983032002

No : Observation sheet 3
 Cycle : 1
 Meeting : 3
 Day, date : Saturday, April 23rd, 2014

No.	Teaching and Learning Activities	Yes	No	Description
A.	Researcher's activities			
	1. Opening Activities			
	a. The researcher opens the class by greeting and checking students' attendance.	√		
	b. The researcher prepares the class condition.	√		
	c. The researcher gives the students apperception to attract their attention and motivation.	√		
	d. The researcher states the learning objective.	√		
	2. Main Activities			
	a. The researcher plays a video that contains a conversation about procedure text	√		
	b. The researcher asks the students to guess and identify the expressions that related to the topics like above from the video.	√		
	c. The researcher asks the students some questions related to the video.	√		
	d. The researcher shows other expressions that related to the topics and the usage in the presentation slide.	√		
	e. The researcher pronounces the expressions that related to the topics and the students repeat after her.	√		
	f. The researcher gives task to the students and asks them. Then the students act dialogues out in pairs.	√		
	g. The researcher asks the students to act them out in pairs	√		
	h. The researcher leads the students to		√	

	play the game.			
	i. The researcher asks the students to make a dialogue based on the given situations. The students act their dialogues out in front of the class.	√		
	3. Closing activities			
	a. The researcher and the students summarize the lesson.	√		
	b. The researcher and the students do a reflection.	√		
	c. The researcher gives the students homework.	√		
	d. The researcher closes the lesson.			
B.	Students' Activities			
	1. The students pay attention to the researcher's explanation.	√		
	2. The students are active in the class.	√		
	3. The students concentrate to the researcher's explanation.	√		
	4. The students understand the explanation about the lesson.	√		
	5. The students are confidence to speak.	√		
	6. The students are able to answer simple question orally.	√		
	7. The students are interested and motivated by the use of video in the teaching and learning process of speaking.	√		
	8. The students are able to pronounce some words correctly.	√		
	9. The students ask the researcher or their friends if they find difficulties.	√		
	10. The students practice their tasks.	√		

Yogyakarta, April 23rd, 2014
Observer

Dra. Hj. Dewi Muslimah, S.Pd
NIP. 196112021983032002

No : Observation sheet 4
 Cycle : 2 (Pre-test)
 Meeting : 4
 Day, date : Saturday, April 30th, 2014

No.	Teaching and Learning Activities	Yes	No	Description
A.	Researcher's activities			
	1. Opening Activities			
	a. The researcher opens the class by greeting and checking students' attendance.	√		
	b. The researcher prepares the class condition.	√		
	c. The researcher gives the students apperception to attract their attention and motivation.	√		
	d. The researcher states the learning objective.	√		
	2. Main Activities			
	a. The researcher plays a video that contains a conversation about procedure text		√	
	b. The researcher asks the students to guess and identify the expressions that related to the topics like above from the video.		√	
	c. The researcher asks the students some questions related to the video.		√	
	d. The researcher shows other expressions that related to the topics and the usage in the presentation slide.	√		
	e. The researcher pronounces the expressions that related to the topics and the students repeat after her.	√		
	f. The researcher gives task to the students and asks them orally. Then the students act dialogues out in pairs.	√		
	g. The researcher asks the students to act them out in pairs	√		
	h. The researcher leads the students	√		

	to play the game.			
	i. The researcher asks the students to make a dialogue based on the given situations. The students act their dialogues out in front of the class.	√		
	3. Closing activities			
	a. The researcher and the students summarize the lesson.	√		
	b. The researcher and the students do a reflection.	√		
	c. The researcher gives the students homework.		√	
	d. The researcher closes the lesson.			
B.	Students' Activities			
	1. The students pay attention to the researcher's explanation.	√		
	2. The students are active in the class.	√		
	3. The students concentrate to the researcher's explanation.	√		
	4. The students understand the explanation about the lesson.	√		
	5. The students are confidence to speak.	√		
	6. The students are able to answer simple question orally.	√		
	7. The students are interested and motivated by the use of video in the teaching and learning process of speaking.	√		
	8. The students are able to pronounce some words correctly.	√		
	9. The students ask the researcher or their friends if they find difficulties.	√		
	10. The students practice their tasks.	√		

Yogyakarta, April 30th, 2014

Observer

Dra. Hj. Dewi Muslimah, S.Pd
NIP. 196112021983032002

No : Observation sheet 5
 Cycle : 2
 Meeting : 5
 Day, date : Thursday, May 15th, 2014

No.	Teaching and Learning Activities	Yes	No	Description
A.	Researcher's activities			
	1. Opening Activities			
	a. The researcher opens the class by greeting and checking students' attendance.	√		
	b. The researcher prepares the class condition.	√		
	c. The researcher gives the students apperception to attract their attention and motivation.	√		
	d. The researcher states the learning objective.	√		
	2. Main Activities			
	a. The researcher plays a video that contains a conversation about procedure text	√		
	b. The researcher asks the students to guess and identify the expressions that related to the topics like above from the video.	√		
	c. The researcher asks the students some questions related to the video.	√		
	d. The researcher shows other expressions that related to the topics and the usage in the presentation slide.	√		
	e. The researcher pronounces the expressions that related to the topics and the students repeat after her.	√		
	f. The researcher gives task to the students and asks them orally. Then the students act dialogues out in pairs.	√		
	g. The researcher asks the students to act them out in pairs	√		
	h. The researcher leads the students to		√	

	play the game.			
	i. The researcher asks the students to make a dialogue based on the given situations. The students act their dialogues out in front of the class.	√		
	3. Closing activities			
	a. The researcher and the students summarize the lesson.	√		
	b. The researcher and the students do a reflection.	√		
	c. The researcher gives the students homework.	√		
	d. The researcher closes the lesson.			
B.	Students' Activities			
	1. The students pay attention to the researcher's explanation.	√		
	2. The students are active in the class.	√		
	3. The students concentrate to the researcher's explanation.	√		
	4. The students understand the explanation about the lesson.	√		
	5. The students are confidence to speak.	√		
	6. The students are able to answer simple question orally.	√		
	7. The students are interested and motivated by the use of video in the teaching and learning process of speaking.	√		
	8. The students are able to pronounce some words correctly.	√		
	9. The students ask the researcher or their friends if they find difficulties.	√		
	10. The students practice their tasks.	√		

Yogyakarta, May 15th, 2014

Observer

Dra. Hj. Dewi Muslimah, S.Pd
NIP. 196112021983032002

No : Observation sheet 6
 Cycle : 2 (Post-test)
 Meeting : 6
 Day, date : Wednesday, May 21st, 2014

No.	Teaching and Learning Activities	Yes	No	Description
A.	Researcher's activities			
	1. Opening Activities			
	a. The researcher opens the class by greeting and checking students' attendance.	√		
	b. The researcher prepares the class condition.	√		
	c. The researcher gives the students apperception to attract their attention and motivation.	√		
	d. The researcher states the learning objective.	√		
	2. Main Activities			
	a. The researcher plays a video that contains a conversation about procedure text		√	
	b. The researcher asks the students to guess and identify the expressions that related to the topics like above from the video.		√	
	c. The researcher asks the students some questions related to the video.		√	
	d. The researcher shows other expressions that related to the topics and the usage in the presentation slide.		√	
	e. The researcher pronounces the expressions that related to the topics and the students repeat after her.	√		
	f. The researcher gives task to the students and asks them orally. Then the students act dialogues out in pairs.	√		
	g. The researcher asks the students to act them out in pairs	√		
	h. The researcher leads the students to		√	

	play the game.			
	i. The researcher asks the students to make a dialogue based on the given situations. The students act their dialogues out in front of the class.	√		
	3. Closing activities			
	a. The researcher and the students summarize the lesson.	√		
	b. The researcher and the students do a reflection.	√		
	c. The researcher gives the students homework.		√	
	d. The researcher closes the lesson.			
B.	Students' Activities			
	1. The students pay attention to the researcher's explanation.	√		
	2. The students are active in the class.	√		
	3. The students concentrate to the researcher's explanation.	√		
	4. The students understand the explanation about the lesson.	√		
	5. The students are confidence to speak.	√		
	6. The students are able to answer simple question orally.	√		
	7. The students are interested and motivated by the use of video in the teaching and learning process of speaking.	√		
	8. The students are able to pronounce some words correctly.	√		
	9. The students ask the researcher or their friends if they find difficulties.	√		
	10. The students practice their tasks.	√		

Yogyakarta, May 21st, 2014

Observer

Dra. Hj. Dewi Muslimah, S.Pd
NIP. 196112021983032002

F. PRE-TEST & POST- TEST

- **ASSESSMENT (Pre-test 1)**

Name	Accuracy			Fluency		Strategic Competence	Score	Final Score
	Pronunciation	Grammar	Vocabulary	Speed	Hesitation			
1. Aldi	2	2	2	2	2	2	12	60
2. Andika	1	1	2	1	2	2	9	45
3. Angel	2	2	2	2	2	2	12	60
4. Anggita	1	1	2	1	2	1	8	40
5. Ardian	2	2	1	2	1	2	10	50
6. Arga	1	1	1	1	1	1	6	30
7. Balapradana	2	2	2	2	2	2	12	60
8. Chandra	2	2	2	2	2	2	12	60
9. Dea	2	2	2	1	2	2	11	55
10. Dewi	2	2	2	2	2	2	12	60
11. Diah	1	2	2	1	1	1	8	40
12. Dwi Reni	2	1	2	2	1	1	9	45
13. Shafa	2	2	2	2	2	2	12	60
14. Damar	1	2	1	1	2	1	8	40
15. Harmanto	1	1	2	1	2	2	9	45
16. Heppy	2	2	2	2	2	2	12	60
17. Imam	1	2	2	1	1	1	8	40
18. Eka	2	2	2	2	2	2	12	60
19. Fauzan	1	2	2	1	1	1	8	40
20. Nur Cahyo	2	1	2	1	2	1	9	45
21. Fanda	1	1	1	1	1	2	7	35
22. Nela	2	2	2	2	2	2	12	60

23. Novia	2	2	2	2	2	2	12	60
24. Peni	2	1	2	1	1	2	9	45
25. Radika	1	2	2	1	1	2	9	45
26. Ramah	2	2	2	1	2	2	11	55
27. Rizky	2	1	1	1	1	1	7	35
28. Surya	2	1	1	1	1	1	7	35
29. Tya	2	2	2	2	2	2	12	60
30. Puji	2	2	2	2	1	1	10	50
31. Wisnu	1	1	1	1	2	1	7	35
32. Wulan	2	2	1	2	1	2	10	50
Average Score	1,70	1,70	2,04	1,55	1,62	1,63	9,75	48,75

- **ASSESSMENT (Post-test1)**

Name	Accuracy			Fluency		Strategic Competence	Score	Final Score
	Pronunciation	Grammar	Vocabulary	Speed	Hesitation			
1. Aldi	2	2	2	2	2	2	12	60
2. Andika	2	2	2	2	2	2	12	60
3. Angel	3	3	3	3	3	3	18	90
4. Anggita	2	2	2	2	2	2	12	60
5. Ardian	2	3	3	2	1	2	13	65
6. Arga	2	2	3	3	3	3	16	80
7. Balapradana	3	3	3	3	3	3	18	90
8. Chandra	2	2	2	2	1	2	11	55
9. Dea	3	3	3	3	3	3	18	90
10. Dewi	2	2	2	2	2	2	12	60
11. Diah	3	2	2	3	3	2	15	75
12. Dwi Reni	2	2	2	2	2	2	12	60
13. Shafa	3	3	3	3	3	3	18	90
14. Damar	2	2	2	2	2	3	13	65
15. Harmanto	2	2	2	2	2	2	12	60
16. Heppy	3	3	3	3	2	3	17	85
17. Imam	2	2	2	2	2	2	12	60
18. Eka	3	3	3	3	3	3	18	90
19. Fauzan	2	2	2	2	2	2	12	60
20. Nur Cahyo	2	2	2	2	3	2	13	65
21. Fanda	2	2	2	2	2	2	12	60
22. Nela	2	2	3	3	2	3	15	75

23. Novia	2	3	3	3	2	2	15	75
24. Peni	3	3	3	3	3	3	18	90
25. Radika	2	2	3	3	3	3	16	80
26. Ramah	3	3	3	3	3	3	18	90
27. Rizky	2	2	2	2	2	2	12	60
28. Surya	2	2	2	2	2	2	12	60
29. Tya	3	3	3	3	3	3	18	90
30. Puji	3	2	2	2	2	3	14	70
31. Wisnu	2	2	2	2	2	2	12	60
32. Wulan	2	2	3	2	3	3	15	75
Average score	2.38	2.38	2.48	2.46	2.42	2.48	14.40	72.03

- **ASSESSMENT (Pre-test 2)**

Name	Accuracy			Fluency		Strategic Competence	Score	Final Score
	Pronunciation	Grammar	Vocabulary	Speed	Hesitation			
1. Aldi	2	3	3	3	3	3	17	85
2. Andika	2	2	3	3	3	3	16	80
3. Angel	3	3	3	3	3	3	18	90
4. Anggita	2	2	3	3	3	3	16	80
5. Ardian	2	2	3	3	3	3	16	80
6. Arga	2	2	3	3	3	3	16	80
7. Balapradana	3	3	3	3	3	4	19	95
8. Chandra	2	3	3	3	3	3	17	85
9. Dea	2	2	3	3	3	3	16	80
10. Dewi	2	2	3	3	3	3	16	80
11. Diah	2	2	3	3	3	3	16	80
12. Dwi Reni	3	2	3	3	3	3	17	85
13. Shafa	3	3	2	3	3	3	17	85
14. Damar	2	3	2	3	3	3	16	80
15. Harmanto	2	2	3	3	3	3	16	80
16. Heppy	3	3	3	3	3	3	18	90
17. Imam	2	2	3	3	2	3	15	75
18. Eka	3	3	3	3	3	3	18	90
19. Fauzan	2	3	3	3	3	3	17	85
20. Nur Cahyo	2	2	3	3	3	3	16	80
21. Fanda	2	2	3	3	3	3	16	80
22. Nela	2	3	2	3	3	3	16	80

23. Novia	3	3	3	3	3	3	18	90
24. Peni	3	2	3	3	2	3	16	80
25. Radika	2	3	2	3	3	3	16	80
26. Ramah	3	3	3	3	3	3	18	90
27. Rizky	3	2	2	3	3	3	16	80
28. Surya	3	2	2	3	3	3	16	80
29. Tya	3	3	3	3	3	3	18	90
30. Puji	3	3	3	3	3	3	18	90
31. Wisnu	2	2	3	3	3	3	16	80
32. Wulan	3	3	2	3	2	3	16	80
Average score	2.43	2.5	2.78	3.00	2.90	3.03	16.65	83.28

- **ASSESSMENT (Post-test 2)**

Name	Accuracy			Fluency		Strategic Competence	Score	Final Score
	Pronunciation	Grammar	Vocabulary	Speed	Hesitation			
1. Aldi	3	3	3	3	3	3	18	90
2. Andika	2	3	3	3	3	3	17	85
3. Angel	3	3	3	3	3	3	18	90
4. Anggita	3	3	3	3	3	3	18	90
5. Ardian	2	3	3	3	3	3	17	85
6. Arga	3	3	3	3	3	2	17	85
7. Balapradana	3	3	3	3	3	4	19	95
8. Chandra	3	3	3	3	3	3	18	90
9. Dea	2	3	3	3	3	3	17	85
10. Dewi	2	3	3	3	3	3	17	85
11. Diah	3	3	3	3	3	3	18	90
12. Dwi Reni	3	3	3	3	3	3	18	90
13. Shafa	3	3	3	3	3	3	18	90
14. Damar	3	3	3	3	3	3	18	90
15. Harmanto	2	3	3	3	2	2	15	75
16. Heppy	2	3	3	3	3	3	17	85
17. Imam	2	3	3	2	2	3	15	75
18. Eka	3	3	3	3	3	3	18	90
19. Fauzan	3	3	3	3	3	3	18	90
20. Nur Cahyo	3	3	3	3	3	3	18	90
21. Fanda	2	3	3	3	3	3	17	85
22. Nela	3	3	3	3	3	3	18	90
23. Novia	3	3	3	3	3	3	18	90
24. Peni	2	2	3	3	3	3	16	80

25. Radika	3	3	3	3	3	3	18	90
26. Ramah	2	3	3	3	2	3	16	80
27. Rizky	2	3	3	3	3	3	17	85
28. Surya	2	3	3	3	3	3	17	85
29. Tya	3	3	3	3	3	3	18	90
30. Puji	3	3	3	3	3	3	18	90
31. Wisnu	2	3	3	3	3	3	17	85
32. Wulan	2	3	3	3	3	3	17	85
Average score	2.56	2.96	3.00	2.96	2.90	2.96	17.37	86.87

G. SPEAKING RUBRICS

SPEAKING RUBRICS

by Dick, Gall, and Borg (2003:571)

Range	Fluency	Pronunciation	Accuracy	Vocabulary
10	The speaker very fluently in communication to perform the expected competency.	The speaker never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.	The speaker never makes any grammatical mistakes; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like complex sentences)	The speaker uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The speaker speaks fluently in communication to perform the expected competency, but there are natural	The speaker almost never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; a few	The speaker almost never makes any grammatical mistakes but makes very few mistakes in complex structure (like complex sentences), however those	The speaker uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected

	hesitations.	sounds are ambiguous but can be understood.	mistakes do not impede meaning.	competency.
8	The speaker speaks quite fluently although there are hesitations which are not quite natural hesitations.	The speaker rarely makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate some sounds are rather ambiguous but can be understood.	The speaker makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes few mistakes in complex structure (like complex sentences), in performing the expected competency so that they rather impede meaning.	The speaker uses quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in performing the expected competency.
7	The speaker speaks quite fluently although there are often hesitations which are not quite natural.	The speaker sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress	The speaker rarely makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes	The speaker uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to

		are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood	some mistakes in complex structure (like complex sentences), so that they rather impede meaning.	perform the expected competency, he/ she sometimes has to explain ideas to get the appropriate words.
6	The speaker speaks does not quite fluently; sometimes he / she is impeded by language problems so that he/ she speaks rather slowly and hesitantly; sometimes those problems disrupt performance.	The speaker often makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; some sounds are rather ambiguous and rather difficult to be understood.	The speaker sometimes makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they rather impede meaning.	The speaker uses very few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/ she needs to explain ideas to get the appropriate words.
5	The speaker does not speak quite fluently; speaks slowly and	The speaker makes pronunciation mistakes very often in performing the	The speaker often makes grammatical mistakes in basic grammatical structure	The speaker uses limited vocabulary variations and uses inappropriate word

	hesitantly; those problems disrupt the performance.	expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.	(like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they strongly impede meaning.	choices, he/ she often explains ideas because of the insufficient vocabulary.
4	The speaker does not speak quite fluently; like repeating and searching for words so that he/she speaks hesitantly and sometimes pauses quite long; those problems strongly disrupt the performance.	The speaker almost always makes pronunciation mistakes in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.	The speaker makes very often grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes so many mistakes in complex structure (like complex sentences), the mistakes strongly impede communication in performing the expected competency.	The speaker uses limited vocabulary variations and uses many inappropriate word choices, he/ she often explains ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain idea.

3	The speaker speaks very slowly and discontinuously (like speaking per word with simple patterns). Even pauses very long in communication to perform the expected competency.	The speaker always makes pronunciation mistakes in performing the expected competency; many sounds are ambiguous because pronunciation is not clear; speaks without considering intonation and stress.	The speaker almost always makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences); cannot use complex structure well, the mistakes disrupt communication in performing the expected competency.	The speaker uses limited vocabulary variations to perform the expected competency so that communication is rather difficult to understand, he/ she often asks the teacher to express the ideas.
2	The speaker speaks very slowly and often discontinuously (like speaking per word with simple patterns).even suddenly stops.	The speaker always makes pronunciation mistakes in performing the expected competency; such as many sounds are ambiguous because pronunciation is not clear.	The speaker always makes grammatical mistakes in most of the basic grammatical structure (like phrases, simple and compound sentences) and there is no effort to use complex structure well; the mistakes strongly disrupt	The speaker uses very limited vocabulary variations to perform the expected competency so that communication is difficult to understand, he/ she often has to ask the

			communication in performing the expected competency.	teacher to express the ideas.
1	The speaker communicates very difficultly; he/she speaks very slowly and always discontinuously even stops.	The speaker cannot pronounce well at all.	The speaker has no mastery of grammar to perform the expected competency so that the grammatical structures are entirely incorrect.	The speaker has no vocabulary mastery to perform the expected competency so that communication is unclear and very difficult to understand, he/ she always asks the teacher to be able to express the ideas.

H. STUDENTS' ATTENDANCE

STUDENTS' ATTENDANCE

Name	Meeting/Date					
	1	2	3	4	5	6
1. Aldi	√	√	√	√	√	√
2. Andika	√	√	√	√	√	√
3. Angel	√	√	√	√	√	√
4. Anggita	√	√	√	√	√	√
5. Ardian	√	√	√	√	√	√
6. Arga	√	√	√	√	√	√
7. Balapradana	√	√	√	√	√	√
8. Chandra	√	√	√	√	√	√
9. Dea	√	√	√	√	√	√
10. Dewi	√	√	√	√	√	√
11. Diah	√	√	√	√	√	√
12. Dwi Reni	√	√	√	√	√	√
13. Shafa	√	√	√	√	√	√
14. Damar	√	√	√	√	√	√
15. Harmanto	√	√	√	√	√	√
16. Heppy	√	√	√	√	√	√
17. Imam	√	√	√	√	√	√
18. Eka	√	√	√	√	√	√
19. Fauzan	√	√	√	√	√	√
20. Nur Cahyo	√	√	√	√	√	√
21. Fanda	√	√	√	√	√	√
22. Nela	√	√	√	√	√	√
23. Novia	√	√	√	√	√	√
24. Peni	√	√	√	√	√	√
25. Radika	√	√	√	√	√	√
26. Ramah	√	√	√	√	√	√
27. Rizky	√	√	√	√	√	√
28. Surya	√	√	√	√	√	√
29. Tya	√	√	√	√	√	√
30. Puji	√	√	√	√	√	√
31. Wisnu	√	√	√	√	√	√
32. Wulan	√	√	√	√	√	√

I. STUDENTS' SCORES

STUDENTS' SCORES

Name	Score			
	Pre-Test 1	Post-Test 1	Pre-Test 2	Post-test 2
1. Aldi	60	60	85	90
2. Andika	45	60	80	85
3. Angel	60	90	90	90
4. Anggita	40	60	80	90
5. Ardian	50	65	80	85
6. Arga	30	80	80	85
7. Balapradana	60	90	95	95
8. Chandra	60	55	85	90
9. Dea	55	90	80	85
10. Dewi	60	60	80	85
11. Diah	40	75	80	90
12. Dwi Reni	45	60	85	90
13. Shafa	60	90	85	90
14. Damar	40	65	80	90
15. Harmanto	45	60	80	75
16. Heppy	60	85	90	85
17. Imam	40	60	75	75
18. Eka	60	90	90	90
19. Fauzan	40	60	85	90
20. Nur Cahyo	45	65	80	90
21. Fanda	35	60	80	85
22. Nela	60	75	80	90
23. Novia	60	75	90	90
24. Peni	45	90	80	80
25. Radika	45	80	80	90
26. Ramah	55	90	90	80
27. Rizky	35	60	80	85
28. Surya	35	60	80	85
29. Tya	60	90	90	90
30. Puji	50	70	90	90
31. Wisnu	35	60	80	85
32. Wulan	50	75	80	85
Average	48.75	72.03	83.28	86.875

Formula:

Students' score = Score from observer + Score from researcher : 2

J. PHOTOGRAPHS



The students studied in the class.



The students pay attention on the video which is displayed on the LCD.



The students practice their dialogue.



The students discuss the task in pairs.



The English teacher as a collaborator helps the students of their task.



The researcher discussed the students' task.

K. PERMIT LETTERS



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0361a/UN.34.12/DT/III/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

24 Maret 2014

Kepada Yth.
Walikota Yogyakarta
c.q. Kepala Dinas Perizinan Kota Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING SPEAKING SKILLS FOR STUDENTS OF SMP N I MLATI SLEMAN GRADE VII THROUGH VIDEO CLIPS IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : DANISIA PUJI WAHYUNI
NIM : 10202244067
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Maret - Mei 2014
Lokasi Penelitian : SMP N I Mlati Sleman

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

1. Kepala SMP N I Mlati Sleman



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
 Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
 YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/REG/688/3/2014

Membaca Surat : **KASUBAG PENDIDIKAN FBS** Nomor : **036A/UN34.12/DT/III/2014**
 Tanggal : **24 MARET 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 Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian 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.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **DANISIA PUJI WAHYUNI** NIP/NIM : **10202244067**
 Alamat : **BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
 Judul : **IMPROVING SPEAKING SKILLS FOR STUDENTS OF SMP N 1 MLATI SLEMAN GRADE VII THROUGH VIDEO CLIPS IN THE ACADEMIC YEAR OF 2013/2014**
 Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**
 Waktu : **25 MARET 2014 s.d 25 JUNI 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.jogjapro.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.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal **25 MARET 2014**

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Kepala Biro Administrasi Pembangunan



Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI SLEMAN C.Q KA. BAKESBANGLINMAS SLEMAN
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. KASUBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN



**PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA, DAN OLAH RAGA
SMP NEGERI 1 MLATI**

Sanggrahan, Tirtoadi, Mlati, Sleman, Yogyakarta 55287

Telepon (0274) 7491682

Website: www.smpn1mlati.sch.id, E-mail: smpn1mlati@yahoo.co.id

SURAT KETERANGAN

Nomor: 074/112

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Mlati, Kecamatan Mlati, Kabupaten Sleman, Daerah Istimewa Yogyakarta, menerangkan bahwa:

Nama : DANISIA PUJI WAHYUNI
NIM : 10202244067
Prodi : Pendidikan Bahasa Inggris (PBI)
Fakultas : Bahasa dan Seni

Universitas Negeri Yogyakarta

yang bersangkutan telah melaksanakan penelitian di SMP Negeri 1 Mlati pada tanggal 9 April 2014 s.d. 21 Mei 2014 dengan judul "IMPROVING SPEAKING SKILLS FOR STUDENTS OF SMP NEGERI 1 MLATI, SLEMAN, YOGYAKARTA. GRADE VII THROUGH VIDEO CLIPS IN THE ACADEMIC YEAR OF 2013/2014"

Demikian surat keterangan ini agar dapat dipergunakan sebagaimana mestinya.

Mlati, 12 Juni 2014
Kepala Sekolah,

Suparto, S.Pd.
Pembina IV/a
NIP 19551107 198103 1 011

