

**IMPROVING THE SPEAKING SKILLS OF XI GRADE STUDENTS OF
SMA ANGKASA ADISUTJIPTO THROUGH THE USE OF VIDEOS
IN THE ACADEMIC YEAR OF 2013/2014**

A THESIS

Presented as a Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Education Of State University of Yogyakarta



By:

Melisa Agustina

NIM 09202241071

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2014

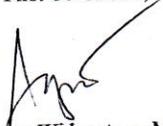
APPROVAL PAGE

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A Thesis



First Consultant,


Dr. Agus Widyantoro, M.Pd.
NIP. 19600308 198502 1 001

Second Consultant,


Siwi Karmadi Kurniasih S.Pd., M.Hum
NIP. 19760305 200501 2 001

RATIFICATION

**IMPROVING THE SPEAKING SKILLS OF XI GRADE STUDENTS OF
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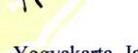
By:

Melisa Agustina

NIM 09202241071

Accepted by the Board of Examiners of the English Education Department,
Faculty of Languages and Arts, State University of Yogyakarta on January 20th, 2014
and declared to have fulfilled the requirement to attain the *Sarjana Pendidikan*
Degree in English Language Education.

Board of Examiners

Position	Name	Signature	Date
Chairperson	Drs. Samsul Maarif, M.A.		20/1/2014
Secretary	Siwi Karmadi K., M.Hum.		20/1/2014
First Examiner	Dr. Margana, M.Hum., M.A.		20/1/2014
Second Examiner	Dr. Agus Widyantoro, M.Pd.		20/1/2014

Yogyakarta, January 20th, 2014
Faculty of Languages and Arts
Yogyakarta State University

Dean




Prof. Dr. Zamzani, M.Pd.
NIP. 19550505 198011 1001

PERNYATAAN

Yang bertanda tangan di bawah ini, Saya:

Nama : Melisa Agustina

NIM : 09202241071

Prodi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

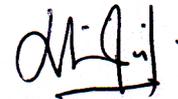
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Angkasa Adisutjipto through the Use of Videos in the Academic
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi 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 tak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Januari 2014

Penulis



Melisa Agustina

NIM 09202241071

DEDICATIONS

I faithfully dedicate this thesis to:

my beloved mother, Nevi Wartı, who always gives me the best, shows
a great patience, loves, cares, and supports me

and my beloved father, Helfison, who always supports me and makes
me believe that i can do whatever i want to do.

MOTTOS

Dream, believe, and make it happens
(Agnes Monica)

I am the best in my world

Everyone has their own pace
(Sitwi Karmadi)

ACKNOWLEDGEMENTS

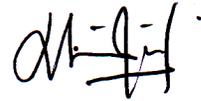
All praise be to Allah, the Most Gracious and the Most Merciful that I could finally finish writing this thesis. My high appreciation and gratitude are addressed to my consultants, Dr. Agus Widyanoro, M.Pd. and Siwi Karmadi Kurniasih, M.Pd. who have given me valuable support, encouragement and suggestions in the process of writing this thesis. Thank you for sharing with me your knowledge and experiences.

I would like to thank all my lecturers at English Education Department of State University of Yogyakarta for their guidance and encouragement over many years. All of them brought enlightenment in my life. I would also thank the English teacher of eleventh grade students of SMA Angkasa Adisutjipto Yogyakarta, Dra. Kustrianti, and all of eleventh grade students of SMA Angkasa Adisutjipto Yogyakarta who have worked with me in completing this thesis. They have been very cooperative and nice to me.

Many thanks are for my friends in PBI D UNY 2009 (Mba Tyo, Neni, Isma, Lia, Dwi, Renyta, Rindy, Windy, Iqlima, Silvi, Gallis, Saila, Icha, Aprida, Sevy, Ve, Vira, Dzaky, Thomas, Satrio, Aji, Jo, Farindo, Fathoni, Afi, Vicko, and Ferdi) for being wonderful friends. I miss you all. Many thanks are also for my friends in EDSA (English Department Student Association) especially for the second division of EDSA. A bunch of thanks are also for my lovely beautiful friends of KOS GEHOL KARANG MALANG (Mba Tyo, Leantinak, Mincen, Uni, Melita, Emak, Neng, Mira, Shinta, Arun, Ida, Tika, Cintami, Intan, Pipit, Lisna, Kak Titi, Indri, and Risa) for being my second family in Yogyakarta. You are all the best friends I have ever met in my life. Then I would like to express my gratitude to my lovely parents, my grand parents, my sisters (Fenika and Ira), and my brothers (Abang Adam and Adit) for their endless love, support and prayers. Finally, I would like to thank to someone over there for his time, support and encouragement. Thank you for making my life brighter.

I hope that this thesis is useful for the readers and beneficial for the English teaching and learning process. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis is greatly appreciated.

Yogyakarta, January 2014

A handwritten signature in black ink, appearing to read 'Melisa Agustina', with a stylized flourish at the end.

Melisa Agustina

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By:
Melisa Agustina
09202241071

Abstract

The objective of this study is to improve the speaking skills of the students of SMA Angkasa Adisutjipto Yogyakarta through the use of videos.

This study is categorized into Action Research (AR). The subjects of the study were the eleventh grade students of SMA Angkasa Adisutjipto Yogyakarta in the academic year of 2013/ 2014. The instruments of the study were observation guidelines and interview guidelines, which were supported by the scores of students' speaking tests. The data from the observation and interview were analyzed qualitatively and the scores were analyzed quantitatively using descriptive statistics. The steps of the study were planning, actions, observations, and reflections. The actions were conducted between August – September 2013 in two cycles.

The finding of this study was that the use of videos improves the students' speaking skills at SMA Angkasa Adisutjipto Yogyakarta. The qualitative data analysis shows that the students were able to speak in English better with the correct grammar and pronunciation through videos as the main media in the teaching and learning process of English in the classroom. The qualitative data are supported by the quantitative data. The mean scores increase from 6.77 in the pre test to 11.32 in the first post test, then to 15.25 in the second post test.

CHAPTER 1

INTRODUCTION

A. Background of the Study

Nowadays English becomes an International language in modern and global communication. In order to face the fact that in this competitive world English is used in many fields, such as business, science, technology, and also education, the ability to speak in English is really needed. Many jobs and professions look for qualified job applicants who have good ability in English, either in written form or spoken. Therefore, nowadays English is taught to more and more people around the world.

In the teaching and learning process of English as a foreign language in Indonesia, the students are not only learning about reading skills. They also learn about writing, listening, and speaking skills. According to the students, speaking skill is the most difficult skills because in speaking they have to arrange some vocabularies and grammar into a good sentence in order to speak and communicate with other people in their daily life.

In Indonesia, English as a foreign language is often considered as a difficult subject to be learned. Many students, especially senior high school students still have low competencies in this subject especially in speaking. Good speaking is characterized by some factors, such as fluency, accuracy, appropriateness, and pronunciation. The most prominent factor of speaking is fluency, but many students are hesitant and often make long pauses when they

have to speak or deliver what comes in their mind orally in English. In addition, students are demanded to speak accurately but many students make mistakes whenever they use the language. Students are also expected to speak appropriately but many students may use inappropriate language expressions, registers, and other sociolinguistics features in certain contexts when they are expressing their ideas. Pronunciation including stress patterns, intonation, and articulation is also an important aspect of speaking. However, many students still mispronounce words because they do not get an appropriate model of English. These problems may be caused by many factors such as the methods and techniques applied by the English teachers and the media used in the teaching and learning process.

Students' interests and learning motivations also become important factors to develop students' speaking ability. Therefore, the teachers should develop and create a nice and enjoyable atmosphere for the students, apply fun activities, and use interesting teaching media to present the materials in the classroom. If the teachers can develop and apply enjoyable and fun activities supported by interesting teaching media, it can increase the students' motivation to learn English. Then, the goal of teaching and learning process of English especially to develop students' speaking skills will be successfully achieved.

Since the primary purpose of the English teaching in senior high school proposed in the curriculum is to achieve communicative competence, students of senior high school are expected to speak and communicate in English in their daily life, both in written or spoken form. However, many teachers are not really aware of the problems in teaching speaking. They tend to emphasize more on

receptive skills than productive skills. They also tend to use textbook only in their teaching. They also become the only model for their students to learn about speaking because interactive media such as videos, movies, songs, etc. are not optimally used in the teaching and learning process. The lack of media can cause boredom for the students so they are not interested in learning English and they cannot improve their language competence.

SMA Angkasa Adisutjipto is one of developing senior high schools in Yogyakarta. English is taught as a compulsory subject in this school. However, the English ability of the students here is relatively low so they need to improve their English skill.

The facilities in SMA Angkasa Adisutjipto Yogyakarta are good enough. This school has a multimedia laboratory with an LCD projector and sound systems which can be used optimally and help them in teaching and learning process. The use of videos can be used optimally here. The teacher can use the videos to explain the material to the students and it will motivate the students because they will hear and see the language that is spoken by the native speakers of English in the real context. Moreover, videos can attract students' attention through the sounds and moving pictures so that they can be more motivated in learning English. Videos can also add variety of learning in the classroom so the learning process of English in the classroom can be more communicative and interesting. Therefore, it is reasonable that videos can be used as one of learning media to improve students' speaking skills.

B. Identification of the Problems

As it is stated on the previous section, the speaking ability of the students of SMA Angkasa Adisutjipto Yogyakarta is relatively low. It comes from some factors that influence the teaching and learning process of speaking, particularly in class XI Science of SMA Angkasa Adisutjipto Yogyakarta. The factors here are the students, the teacher, the media and material that are used in teaching and learning process, learning tasks and activities, and school environment.

1. Problems Related to the Students

Most of the students of class XI Science of SMA Angkasa Adisutjipto had low speaking ability. During the observation conducted by the researcher, the researcher could see that most of the students tended to speak *Bahasa Indonesia* or even Javanese instead of English during the lesson. When they had to speak in front of the class, they looked shy and reluctant to speak in English. In addition, they were afraid of making mistakes so that they speak hesitantly. Despite their low interests in learning English, they thought that this language is too difficult to be learned. In addition, they had low confidence and their speaking learning achievement was still poor.

Besides some problems mentioned above, there was also a problem affected by a psychological factor. Since the learning tasks were boring, the students were busy with their own activities and did not pay attention to their teacher explanation.

2. Problems Related to the Teacher

Talking about some problems which are related to the teacher, it can be said that method (the way of how the teacher deliver the material), material, media (supporting equipment to support teaching and learning process), and teacher's point of view and competency were some problems related to the teacher happened in the classroom.

The teacher explained the materials monotonously, briefly, and fast so that sometimes the students could not get what the teacher explained to them. The teacher also tended to teach English based on the textbook and seldom use attractive audiovisual media such as cartoons, films, and videos. In addition, the teacher here seldom applied interactive techniques and created fun activities. Moreover, the teacher did not really consider the students' differences and competencies in learning.

3. Problems Related to the Media and Materials

Media and materials are one of the most important things to consider in teaching and learning process. Media become the important things to transfer the knowledge from the teacher to the students, especially in speaking. By showing or using English video that is related to the materials, students can get the appropriate model to speak fluently and accurately. The video can give some advantages to the teaching and learning process, such as: to give an appropriate model for the students, to get or attract students' attention, and to increase the students' motivation to learn English.

The lack of media used in the teaching and learning process of English in class XI Science could influence the students' attention and motivation to learn English. Interesting learning media such as videos were rarely presented in the teaching and learning process. Appropriate models in teaching speaking were also not provided. Furthermore, the materials given by the teacher did not attract to pay attention to the materials.

4. Problems Related to Learning Tasks and Activities

Learning tasks and activities were another problem occurred in the teaching and learning process of English in SMA Angkasa Adisutjipto Yogyakarta. They were problems which were faced by most of the teachers, not only the teacher of SMA Angkasa Adisutjipto Yogyakarta. The learning tasks and activities applied by the teacher here were monotonous. It made the students feel bored given the monotonous learning tasks and activities over and over again.

In addition, the teacher tended to give the materials which just focus on the receptive skills, not the productive skills. So speaking was rarely taught in the school. The teacher tended to teach reading skill than speaking in order to face the test or examination which is usually in written form not in verbal.

5. Problems Related to Learning Facilities and School Environment

SMA Angkasa Adisutjipto is a school which is located in Sleman, Yogyakarta. It is not a really big school but the facilities here are good enough. However, the facilities were not optimally used in this school.

The school is located near Adisutjipto International Airport. The school environment is quite tidy and quiet, but sometimes when there was a plane flying over the school, the teaching and learning process was disturbed by the sound of the plane. So when the teacher was explaining the material, she should stop to teach for a while.

C. Limitation of the Problems

In conducting this research, the researcher limits the problems that are going to be discussed. The limitation of the problems are discussed together with the English teacher in order to find out the use of videos in improving the students' speaking skills at the second grade (class XI Science) students of SMA Angkasa in 2013/2014 academic year. The problems which were being the focus of the research were the problems related to the students, the problems related to the teacher, and also the problems related to the media.

The videos which are used here focus on how the native speakers speak in English with a correct grammar, pronunciation, and vocabulary. The videos also explain the material of the lesson, so that it can make the students easier to understand the material. Moreover, the video also gives motivation for the students to be brave to speak in front of other people in order to make them confidence to communicate with other people in their daily life not only in the classroom since they are familiar with speaking in English in the classroom.

D. Formulation of the Problems

Based on the background and the limitation of the problems, the researcher formulates the problem of the research as follows.

How can the speaking skills of the XI Science students of SMA Angkasa Adisutjipto in the academic year 2013/2013 be improved through the use of videos?

E. Objective of the Study

The researcher formulates the objectives of this study as follows.

1. to improve students' speaking skill using videos which are related to the material, especially to build students' confidence in speaking and to make the students understand the way native speakers speak in English in a correct grammar, pronunciation, and vocabulary so it will help them to speak fluently, actively, and accurately.
2. to make interesting activities of speaking in order to engage students' interest and motivation to learn.

In a simple and brave sentence, the researcher can say that the objective of the study is to improve students' speaking skills of the second grade (grade XI) students of SMA Angkasa Adisutjipto in the academic year 2013/2014 through the use of videos.

F. Significance of The Study**a. Practical Significance**

1. For the students, they can improve their ability on speaking by watching, listening, and adapting the enjoyable and educated video given by the teachers.
2. For the teachers, it can be an opportunity to improve their skill of teaching and also to improve the teaching and learning process by using videos.
3. For the researcher, the researcher can enrich the knowledge and apply it in the real situation in teaching and learning process.
4. For other researchers in the same topic, this research hopefully can be an input to their research.

b. Theoretical Significance

This thesis will give us the comprehension about the importance of using videos in the teaching and learning process to improve students' speaking skills.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

In this chapter, the researcher presents a literature review, review of relevant studies, and conceptual framework. In the literature review and review of relevant studies, the researcher tries to examine some theories that become the frames of thought of the study. In the conceptual framework, the researcher relates the theories to the study.

A. Literature Review

The literature review presents the recent theories of the study. It is presented in two sub chapters. The first part presents about the nature of speaking, some types of spoken language, micro skills of speaking, and the teaching of speaking. The second part discusses about the use of videos as teaching and learning media.

1. Teaching Speaking

a. The Nature of Speaking

Based on Levelt's statement (1989:1), speaking is one of the man's most complex skills. Each normal child starts acquiring it in infancy, clearly driven by a genetically given propensity for language. Moreover, Fulcher (2003: 23) states that speaking is the verbal use of language to communicate with others. The statement explains that the function of speaking itself is to convey message in the structure and meaning of all languages.

There are so many definitions of speaking in language learning proposed by other experts. According to Bygate (1987) in Leo and Cely (2010), speaking is a skill that deserves attention as much as literary skills in both native and foreign languages. In addition, Harmer (2001:269) points out that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Louma (2009:20) states further that teaching often talks about speaking as a technical term referring to one of the various skills which language learners should develop and have. From those definitions, it can be concluded that speaking skills include abilities in which learners should develop and have in using language to communicate ideas, knowledge, and information on their minds to others and respond others' ideas in the interaction process based on a certain context in which the language is used.

Hadfield (1999) states that speaking is a kind of bridge between the classroom and the world outside for the learners. So, we can say that when the students have a good ability in speaking, it is possible for them to have a good ability to communicate to the groups or societies outside their classroom.

The experts Clark and Clark (1977:3) defines that in speaking, people express their thoughts through words and talk about perceptions, feelings, and intentions they want other people to grasp and understand. The same statement is stated by Cameron (2001). She states that speaking is categorized as the productive uses of language since people use it actively in expressing their ideas to others so that other people can make sense of them.

Byrne (1984:9) in Leo and Cely (2010) states that the main goal of teaching speaking is oral fluency: the ability to express oneself intelligibly, reasonably, accurately, and without undue hesitation. To achieve the goal, the students have to move from the imitating a model or responding to cues to the use of the language to express their own ideas. Based on the concepts, the teacher has to provide students with the materials which are able to motivate students to develop their speaking skills, so that they can communicate intelligibly, reasonably, and accurately in everyday life. In this case, the use of authentic materials that enables students to learn the real use of the language will be a good alternative.

Louma (2009) also lists some features of spoken discourse, those are:

- a) composed of idea units (conjoined short phrases and clauses)
- b) planned (e.g., a lecture) or unplanned (e.g., conversation)
- c) employs more vague or generic words than written language
- d) employs fixed phrases, filters, and hesitation makers
- e) contains slips and errors reflecting online processing
- f) involves reciprocity (i.e., interactions are jointly constructed)
- g) shows variation (e.g., between formal and casual speech, reflecting speaker roles, speaking purposes, and the context).

b. Types of Spoken Language

Brown (2001:251) classifies the types of oral language into two main categories which are monologue and dialogue. Monologue that involves only one speaker can be subdivided into planned and unplanned monologues. Dialogues that involve two or more speakers can be subdivided into interpersonal (maintain

social relations) and transactional (exchange of information) conversations. In each case, participants deal with shared knowledge or background information. Participants who have familiar interlocutors will be able to produce more assumptions and meanings to comprehend the conversation. On the contrary, if participants involved in the conversation are unfamiliar each other, they have to make the meaning more explicit to avoid misunderstanding.

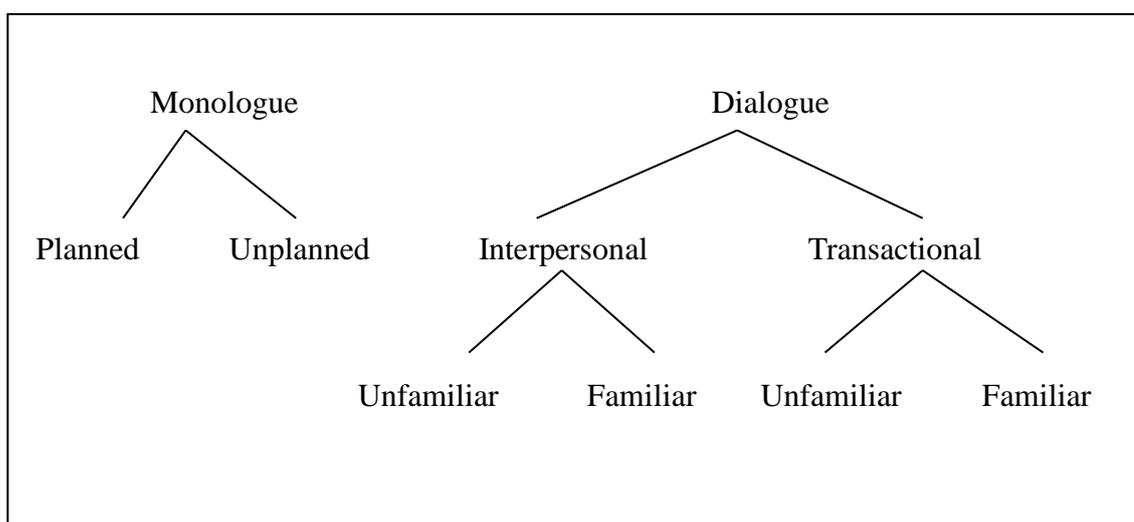


Figure 1: Types of Oral Language in Brown (2001:251)

c. Micro skills of Speaking

Brown (2001:271) proposes the micro skills of oral communication that becomes the basic principles in teaching speaking. Those basic principles are:

- 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 stresses and unstressed positions, rhythmic structure, and intonation contours
- 4) produce reduced forms of words and phrases

- 5) use an adequate number of lexical units (words) 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, backtracking – to enhance the clarity of the message
- 8) use grammatical word classes (e.g., nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms
- 9) produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences. Express a particular meaning in different grammatical forms
- 10) use cohesive devices in spoken discourse
- 11) accomplish appropriately communicative functions according to situations, participants, and goals
- 12) use appropriate registers, implicatures, pragmatic conventions, and other sociolinguistics features in face – to – face conversations
- 13) convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
- 14) use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings

- 15) develop and use 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

Meanwhile, Nunan (1989:32) states that oral communication can be considered successful if it involves:

- 1) developing the ability to articulate phonological features of the language intelligibly
- 2) mastering intonation patterns, stresses, and rhythms
- 3) improving transactional and interpersonal competence
- 4) developing acceptable fluency
- 5) good skills in taking short and long speaking turns
- 6) good competence in the management of interaction
- 7) negotiation of meanings
- 8) improving conversational listening skills (good listener is required in conversation as well as good speaker)
- 9) developing competence in knowing about and negotiating purposes of conversations
- 10) using conversational fillers appropriately

d. The Teaching of Speaking

Teaching speaking is different from teaching other skills of English. Because it is a productive skill which needs the activeness of the students to speak

in English, the teacher has to encourage them to be active to produce as many as possible sentences in English. Nunan (2003) states that the means of teaching speaking to the learners is as follows:

- 1) producing speech as many as possible
- 2) use words and sentence stress, intonation patterns, and rhythm of the second language (English)
- 3) select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter
- 4) organize their thought in a meaningful and logical sequences
- 5) use language as a means of expressing values and judgments
- 6) use language as fluency as they can.

Yellen, Blake & DeVries on their book *Integrating the Language Arts* (2004) states that to teach speaking skills, as a good teacher, we need to do something as follows:

- 1) create a positive environment
- 2) use a good strategy and interesting activity
- 3) ask the students to speak actively
- 4) ask the students to be creative learners.

Like teaching another kind of English skills, in teaching speaking, the teacher should use and apply the appropriate teaching methods and techniques. Using the appropriate teaching methods and techniques is useful for the teacher in the teaching and learning process in order to get students' attention and participation in the classroom. According to Brown (2001:14), method is a step-

by-step and generalized set of classroom specifications for accomplishing linguistic objectives. Then, technique is any of a wide variety of activities, exercises, or tasks used in the classroom to achieve teaching and learning objectives.

There are many methods and techniques which can be used for teaching speaking to the students in the classroom. As the researcher stated before, the methods and techniques are very useful in teaching speaking in order to get students' attention and participation in the classroom. Therefore, the methods and techniques used in teaching speaking should encourage students to use the target language in a certain context and develop their speaking strategies. Related to this, Brown (2001:275) proposes some principles for designing speaking techniques which can be useful for teaching speaking in the classroom. They are as follows:

- 1) using techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency,
- 2) providing intrinsically motivating techniques,
- 3) encouraging the use of authentic language in meaningful context,
- 4) providing appropriate feedback and correction,
- 5) capitalizing on the natural link between speaking and listening,
- 6) giving students opportunities to initiate oral communication, and
- 7) encouraging the development of speaking strategies.

Moreover, Kayi (2006) presents some basis of teaching speaking in the EFL setting. In the teaching and learning process of speaking, the learners should be able to:

- 1) use the word and sentence stress, intonation patterns and the rhythm of the target language
- 2) select appropriate words and sentences based on particular social setting, audience, and situation
- 3) organize their thought in meaningful and logical sequence
- 4) use the language quickly, confidently, and fluently to express their ideas.

Another important thing for the English teacher in teaching speaking skills to their students is to create real-life context and provide appropriate materials and models when students learn how to speak English in the classroom.

In addition, Harmer (1998:87) mentions three basic reasons why it is good to give students speaking tasks. Those three basic reasons are:

- 1) It is very important to give students opportunities to freely practice speaking in the classroom so that they can use English in their daily life conversation.
- 2) Speaking tasks provide feedback for both the students and the teacher.
- 3) Good speaking tasks should be highly motivating so that students can be engaged in the teaching and learning process.

e. Teaching Speaking in Senior High School

Senior high school students are students in transition time. They are no longer as children but they are not mature yet. In this time, they want to have an enjoyable and supportive learning.

Teaching English in senior high schools in Indonesia has an aim to develop students' communicative competence which covers the four language skills: listening, speaking, reading, and also writing. Students are expected to speak and communicate using English in their everyday life, both in written or spoken. That is why, to achieve the goal, the teacher has to teach the four skills of English proportionally. They have to focus not only on receptive skills but also on productive skills.

Speaking is one of the four skills of English which is important to be taught to the students especially for senior high school students. The students do not only use the ability of speaking in their school but they also use it in their daily life in order to be able to communicate in this globalization era. In the curriculum, the basic competence of speaking is the use of language variation accurately, fluently, and appropriately in daily conversations. Therefore, students have to be able to convey the meanings and intentions in English both inside and outside the classroom.

Based on school-based curriculum, teaching speaking for second grade students of senior high school covers some learning objectives. The learning objectives of speaking want the students to be able to:

- a) express the meaning in simple transactional and interpersonal conversations fluently, accurately, and appropriately in order to interact with others in everyday life.
- b) express the meaning in monologue text using the language fluently, accurately, and appropriately
- c) express the meaning in short functional spoken texts fluently, accurately, and appropriately.

f. Classroom Speaking Activity

In speaking, interaction is the most important aspect. It is because speaking is two-way learning where the students not only learn how to speak in front of other people, but they also learn how to listen to other people in order to make the activity of speaking running well. It is as what Brown (2001:269) states that theories of communicative competence emphasize the importance of interaction as human beings use language in various context to negotiate meaning or to get out of one's person head into head of another person. It is what he defined as collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in interrelationship on each other.

Classroom speaking activities should be interactive, communicative, and also give the students sufficient chances to use the target language effectively. Besides that, the teacher should provide varied speaking classroom activities in order to give the opportunities for the students to practice in oral communication.

According to Thornbury (2001:79), communicative tasks or activities fulfill two important roles in language learning needs. They are preparing students for

real-life language use and encouraging the atomization of language knowledge. He also stated that communicative activities or tasks are characterized by some aspects, such as:

- 1) The motivation of the activity is to achieve some outcome, using the language.
- 2) The activity takes place in real time.
- 3) Achieving the outcome requires the participants to interact (e.g., to listen as well as to speak).
- 4) Because of the spontaneous and jointly constructed nature of the interaction, the outcome is not fully predictable.
- 5) There is no restriction on the language used.

In designing various and communicative activities of speaking, the teacher should design the activities which can give the opportunities to the students to practice speaking as much as possible. Richards and Renandya (2002) suggested that effective and interactive activities should be meaningful, manipulative, and communicative for the students.

There are six types of classroom speaking performance according to Brown (2001:271). Those are:

- 1) Imitative

In this type of classroom speaking performance, students are drilled to focus on some particular elements of language forms in a controlled activity instead of carrying out meaningful conversations.

2) Intensive

Intensive speaking includes any speaking performances that are designed to practice some phonological or grammatical aspect of language.

3) Responsive

Responsive speaking deals with short replies to teacher's or other students' questions or comments.

4) Transactional dialogue

In transactional dialogues, students convey or exchange specific information.

5) Interpersonal dialogue

This kind of dialogue is carried out to maintain social relationship among the participants.

6) Monologue

It is usually in the form of oral reports, summaries, or short speeches.

Kayi (2006) proposes some activities to promote speaking to the students so the students can practice speaking and produce oral language well. Those activities are:

1) Information Gap Activities

In this activity, students have to work in pairs to share information to each other. This activity has some purposes such as collecting information and solving a problem. This kind of activity is effective because it encourages students to talk extensively in the target language.

2) Brainstorming

In this activity, students will be able to share their ideas freely because they have to give and say their ideas in limited time based on particular context or given topics. It is effective to improve their fluency because they are not criticized for their ideas.

3) Interviews

Conducting interviews with other people will help students to socialize and then give them opportunities to practice speaking both inside and outside the class.

4) Story Telling

Story telling fosters the students' creativity and self confidence. By using this activity, students can express their ideas in sequence format of the beginning, development, and ending of the story. They will tell the story in order with their own language.

5) Reporting

In this activity, the teacher can ask the students to read a magazine or newspaper, or watching news in television. Then, on the next class, they should make a report of it in classroom.

6) Picture Describing

This activity is one of the ways to improve students' speaking ability. Here, the teacher provides the students with some pictures and then ask them to describe the pictures. This activity fosters the students' imaginations and creativities as well as their public speaking ability.

Moreover, Harmer (2007:271) suggests that there are six effective activities that students can do to improve their speaking skills. Here are those activities:

1) Acting from a script

By doing this activity, the students can be asked to act out from a script given by their teacher before. When the students are practicing, the teacher can give attention to their intonation, stress, and speed. This kind of activity will encourage students to frequently perform in front of the class.

2) Communication games

Games are very effective to encourage the students' interests and attentions. Games also help the teacher to create contexts in which language is useful and meaningful.

3) Discussions

Discussion is one of the effective ways to encourage students' speaking ability. Here the students can share their ideas to another students and it will help them to speak better and better if they are speaking in the discussion actively. But discussion also has the difficulties like some students are shy and reluctant to share their opinions in front of the whole class and sometimes they are not confident of the language they used to express their ideas. They are still afraid of making mistakes.

4) Prepared Talks

In this activity, the students are prepared to talk by making a presentation based on a certain topic. Because they are prepared, students should speak from notes rather than from a script to avoid this activity being like a writing activity.

5) Questionnaires

In doing this activity, the students can act as a questioner or respondent because in this activity both the questioner and the respondent have to speak actively so it will be very useful to make the students speak. Students can design questionnaires on any appropriate topic as what they want or interested. The results of the questionnaires can form the basis for discussions or prepared talks.

6) Simulation and Role-Play

Simulation and role-play stimulate a real-life encounter and can be used to encourage general oral fluency. Students take on the role of characters different from themselves or with thought and feelings they do not necessarily share.

2. The Use of Videos as Learning Media

a. Definition of Media

Nowadays, media become one of the most important things of teaching and learning activity. Media can help the teacher to explain the materials easier and also can engage the students to pay attention to the material. Reeves (1998:6)

defines media as a particular form of communication. Moreover, he defined media as the symbol systems that teachers and students use to represent knowledge. As what Reeves stated before, it is important for the teacher to choose the effective media to be used in the teaching and learning process.

Kozma (1991) also states his statement about what the media is.

According to him, media can be defined by their technology, their symbol systems, and their processing capabilities. The most obvious characteristic of a medium is its technology. It is because media is always having a relationship with technology.

Generally, there are three kinds of media. They are visual (e.g., picture), auditory (e.g., songs), and audio visual (e.g., video). To make it more clear, Leshin et al. (1992) in Arsyad (2002) mentions five types of media. They are:

- 1) Human-based media which include teachers, instructors, tutors, role-plays, group activities, and field trips.
- 2) Print-based media which include books, guidelines, workbooks, assisted-tool activities, and handouts.
- 3) Visual-based media which include books, assisted-tool activities, charts, graphics, maps, transparencies, and slides.
- 4) Audiovisual-based media, which include videos, films, slide-tape, programs, and televisive.
- 5) Computer-based media, which include CLA, interactive videos, and hypertext.

b. Effective Media for Teaching Speaking

Effective media builds a bridge between students' knowledge and the learning objectives of the course. Using media can also engage students, aid students' retention of knowledge, motivate interest in the subject matter, and illustrate the relevance of many concepts.

Nowadays, media is not a new thing for teaching and learning process since media have spread out and have given a big contribution to educational field to improve teaching and learning process especially in speaking. The use of various teaching aids and media can be very helpful both for practical or motivational to improve the teaching and learning process of speaking. It is stated by Harmer (2007:134). Here are some media that can be very helpful in teaching and learning process as what is stated by Harmer:

a) Pictures and Images

Pictures and images in the form of flashcards, large wall pictures, cue cards, photographs, and illustrations can be used to facilitate students to learn in a multiplicity of ways such as drilling, understanding, communicative games, and discussions.

b) Realia

Objects which are intrinsically interesting can provide a good starting point to learn a variety of language works and communicative activities. Students can also use realia for simulation and role play or to act out from a script.

c) Language laboratory

Language laboratory can provide students a chance of speaking in a number of ways. Students can record their own talks and speeches and then listen back to it and make adjustments. Language laboratory can also encourage the students to practice language which they have recently been focusing.

d) Computer-based Materials

Computer-based materials provide a real-life context to the students since computer-based materials such as CD, DVD, videos, and movies can give the students appropriate models of native speakers' talks and also help the students to improve their cultural awareness.

c. Definition of Video

There are many definitions of video stated by the experts. Richards and Renandya (2002:364) states that 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. They also stated that a video contains not only words but visual elements, sound effects, and music that provide essential evidence on behavior, characters, and contexts which are not usually in the script.

Video is such a rich resource for language learning since it brings leisure and entertainment and can highly motivate the students in the classroom. It is related as what Arsyad (2002) said that video is moving pictures fitted out with natural and appropriate sounds that portray real pictures and has attractive powers.

The attractive powers of the video here is the use of video in teaching and learning process to attract and engage students' attention and motivation to learn in the classroom.

Besides that, Ikawati (2012) also states that video is an audio visual media containing of motion pictures or images used to distribute message from sender to receiver. So, by using video the teacher can distribute the message especially the materials to the students in the classroom.

d. The Types of Video

There are three basic types of video that can be used in the classroom as learning media. It is as what Harmer (2007:284) stated. The three basic types of the video are:

1) Off-air Programs

Off-air programs include the program recorders from a television channel that can be engaging for students. The best programs are ones which can be used for a range of activities including prediction, teaching language, cross-cultural awareness, or as stimuli for the students' own creativity.

2) Real-world Video

It is a kind of video which deals with featured films, exercise manuals, wildlife documentaries, comedy, etc.

3) Language Learning Videos

Language learning video is free-standing video to accompany course book used in the classroom.

Since it is made to accompany course book which is used in the classroom, language learning video has the advantages for teaching and learning activity. The main advantage of this kind of video is that the video has been designed for the students in particular level. Then, it is comprehensible, designed to appeal the students' interest and multi-use as it can be used both for language study and a number of activities as well.

In conducting the research, the researcher used the *Language Learning Videos* because it is the most suitable type of videos to be used in teaching speaking in XI Science class of SMA Angkasa Adisutjipto Yogyakarta.

e. Classroom Activity Using Video

Harmer (2001:286) states that by using video teacher can set some interesting activities of teaching and learning in the classroom. The activities are designed to awaken the students' curiosity, through prediction activities, so that when they finally watch the video sequence in its entirety they will have some expectations about it. The activities are:

a) Fast forward

In this activity, the teacher can press the 'play' button and then fast forwards the video so that the sequence shoots pass silently and at great speed, taking only a few seconds. When it is over the teacher can ask students what the extract was all about and whether they can guess what the characters are saying.

b) Silent Viewing (for language)

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.

c) Silent Viewing (for music)

The same technique can be used with music. Teachers show a sequence without sound and ask the students to say what kind of music they would put behind and why. When the sequence is then shown again, with sound, students can judge whether they choose the same mood as the director / composer.

d) Freeze Frame

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.

e) Partial Viewing

One way of provoking the students’ curiosity is to allow them only a partial view of the pictures on the screen. The teachers can use pieces of card to cover most of the screen, only leaving the edges on view; the teachers can put little squares of paper all over the screen and remove them only one-by-one so that what is happening is only gradually revealed.

f. The Advantages of Using Video

Using video has some advantages. Shumin in Richards and Renandya (2002:209) states that a possible way of simulating learners to talk might be to provide them with extensive exposures to authentic language through audiovisual stimuli and with opportunities to use the language.

Berk (2009) also states that video has so many advantages. Those are as follows:

- 1) Grab students' attention
- 2) Focus the students' concentration
- 3) Generate interest in class
- 4) Create a sense of anticipation
- 5) Energize or relax students for learning exercise
- 6) Draw on students' imagination
- 7) Improve attitudes toward content and learning
- 8) Build a connection with other students and instructor
- 9) Increase memory of content
- 10) Increase understanding
- 11) Foster creativity
- 12) Stimulate the flow of ideas
- 13) Foster deeper learning
- 14) Provide an opportunity for freedom of expression
- 15) Serve as a vehicle for collaboration
- 16) Inspire and motivate students

- 17) Make learning fun
- 18) Set an appropriate mood or tone
- 19) Decrease anxiety and tension on scary topics
- 20) Create memorable visual images

In addition, Harmer (2001:282) suggests that there are some reasons why video can add special, extra dimension to the learning experience. They are:

- 1) Seeing language-in-use

One of the main advantages of video is that students do not just hear the language but they can see it too. By using video, the students can see the gestures, expressions, and other visual clues which convey general meaning. Video can provide real models for the students.

- 2) Cross-cultural awareness

Video uniquely allows students a look at situations far beyond their classrooms. For example, by using video the students can see how British or American invite someone, how they speak to the waiters, what kinds of food people eat in other countries, and what they wear.

- 3) The power of creation

When the students use video cameras themselves they are given the potential to create something memorable and enjoyable.

- 4) Motivation

Video can increase students' interest and motivation through its interesting moving pictures.

Furthermore, Brewster et al (2002:204) mentions some benefits of using videos for young learners. Those are as follows:

1) Psychological Aspects

Video adds variety in the teaching and learning process so the students find it fun stimulating, and highly motivating.

2) Linguistic Aspect

Video presents or revises new words, phrases, and expressions. It shows all factors of communication, such as language forms, nonverbal codes, negotiation of meanings, and interaction.

3) Cognitive Aspect

Video can improve the students' curiosity and provide up-to-date information. It will maximize the students' abilities to infer from context. Moreover, video can develop students' motor skills, information and research skills, and communication skills as well as independent learning.

4) Cultural Aspect

Video enables the students to see the world beyond the classroom and improve their cultural awareness. It helps bringing the cultural gap by providing background cultural information.

g. Video Selecting Criteria

If a video is going to be used as a teaching tool, criteria must be established for what is appropriate and acceptable in a teaching-learning context. Berk (2002) states that teacher should set his or her own standards for videos.

There are three sets of criteria that must be considered in selecting video to be used in the teaching and learning process:

1) The students' characteristics

The first set of criteria relate to salient *socio-demographic characteristics*: age or grade level, gender, ethnicity, and language-dominance. In selecting the video, teacher should know his or her students and also consider the characteristics of the students.

2) The offensiveness of the Video

What is interpreted as offensive is a very personal decision by each student based on his or her own values, beliefs, and principles. The teacher should make every effort to reject any material that is even borderline or potentially offensive.

3) The Video Structure

The structure of the video must be appropriate for instructional use. The following guidelines are suggested when creating video clips: (a) length—as short as possible to make the point; (b) context—authentic everyday language use unless purpose relates to language; (c) actions/visual cues—action should relate directly to purpose, eliminate anything extraneous; and (d) number of characters—limit number to only those few needed to make the point, too many can be confusing or distracting.

h. Video Teaching Techniques

Harmer (2001:287) proposes two video-based activities which can be used in video-based lessons. One of them is video watching activity which is suitable with this study. A number of activities are designed for specific video situations. They explore the range of options for use with both 'off-air' and language learning videos. Video watching activities consist of three sections as follows:

a) General Comprehension

This activity is designed to have students watch a video in order to understand the gist of the video and then look back again for details. In this activity, the students have to give as much information as they can about what they have seen in the video. Then, in pairs, they discuss it. After that, the teacher reads out the questions and the students have to write their answers. Next, they have to compare their answers with other pairs whether they all agree or not. Finally, they watch the video again to check their answers.

b) Working with Aspects of Language

The activity of working with aspects of language shows the unique way language works in the medium of video. A way of getting students in monolingual groups to focus on language is to get hold of English language films which have subtitles in students' language.

The teacher can start this activity by viewing the video without sounds and discussing film subtitles in general. After the first viewing, both the teacher and students discuss what they have seen. The second viewing,

the students have to write down what they think the original English words were. For the final viewing, they watch the extract with the sounds turned up to compare their English with the words that were actually spoken.

c) Video as a Springboard to Creativity

The activity in this section shows how a video can be used to spark students' creativity by encouraging interpretation, provoking thought, and asking for language use. In this activity, students watch a video and the teacher make sure that they understand it.

After that, they do any language work which may be appropriate. Teacher asks students to watch the clip again but they have to imagine how the scene would be different. This activity helps the students understand more about the language being used and directs them to insight about language and behavior in general.

In addition, Franzy (1999) in Rammal (2005) suggests that there is a three-part stage of video watching activity which the teacher should think and apply in a video-based lesson including pre-viewing, while-viewing, and post-viewing.

The pre-viewing activity is aimed at introducing students with the material they are going to view. This activity facilitates the students to have easier and better comprehension.

In while-viewing activity, the teacher plays the video then asks the students to work on the certain while-viewing activity such as identifying certain words, expressions or information.

After while-viewing activity, the activity moves to pre-viewing activity. In this activity, the teacher will ask the students to work in pairs or groups to apply and practice the language form and function they got from the video.

B. Review of Relevant Studies

Before the study which was conducted by the researcher, there are some previous studies done by some researchers showing that the use of video in the teaching and learning process of English can improve students' speaking skills.

One of the relevant theories was written by Christine Canning and Wilson from the Center of Excellence for Research and Training, Higher Colleges of Technology. Canning (2000) states that video provides visual stimuli such as the environment and situation that can lead students to generate prediction, speculation, and a chance to activate background schemata when viewing a visual scene reenacted. Language found in a video helps non-native speakers understand stress patterns. Video allows the students to see body movement and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. In addition, a video can stimulate and motivate students to be interested so that the students can be more actively involved in teaching and learning process.

The next relevant theory is written by Dr. Samir M. Rammal (2005) from Birzeit University. He supports the theory that the use of video can be very beneficial for the teaching and learning process. He suggests that video can be very useful source and asset for the language teaching and learning process

because it combines both fun and pedagogic instructions that reflect real interaction.

Moreover, Ronald A. Berk (2009) from The Johns Hopkins University also states that the use of video is really helpful in teaching and learning process. He states that video has a strong effect on students' mind and senses. The video can use as an instructional tool so the students can experience the powerful cognitive and emotional impact in teaching and learning process.

The last is the research conducted by Ikawati (2012) the students of State University of Yogyakarta. She proposes the findings of her research as follow:

- a) The use of video could improve students' learning motivation and involvement during the lesson.
- b) Accompanied by some speaking activities, the use of videos could improve students' speaking skills in terms of fluency, grammatical and pronunciation, accuracy, vocabulary mastery, and task responsibility.
- c) It could be used as models for the students in using particular expressions in certain situations. Videos provide different situations that enable the students to experience the real-world context.

From those previous studies we can see that video gives so many advantages for teaching and learning process for both the teacher and the students.

C. Conceptual Framework

Everybody agrees that English is really important in this modernization and globalization era. That is why in Indonesia, English is taught since elementary

school through senior high school. One of the language skills which has to be mastered by the students in learning English is speaking.

In fact, most of the students consider that speaking English is difficult to be learnt by them. They cannot speak fluently, accurately, and appropriately in English because English is not their mother tongue. Because of it, most of them are shy and reluctant to speak in English in front of other people. They are worried of making mistakes.

This case may be happened in teaching and learning process of English in Indonesia because the students do not get the appropriate models so they often use incorrect grammar, mispronounce words, and also use wrong intonation and stress patterns.

Besides inappropriate models, the lack of media used in English teaching may also contribute to the failure of the teaching and learning process. In order to make students interested and motivated to learn English, the teacher should provide interesting learning media, especially to teach speaking because nowadays teacher tends to teach reading and writing more than to teach speaking.

The use of video can give the students appropriate models in real situations and also give the enjoyable learning activity for the students so they can enjoy the teaching and learning process and understand the materials easily. It can improve both the quality of teaching and learning process and the students' speaking skills. So, using video to improve students' speaking skills is really helpful in teaching and learning process.

CHAPTER III

RESEARCH METHOD

A. Research Design

Based on research objective, this research is categorized into action research. Action research is related to the ideas of reflective teaching and the teacher as a researcher. Burn (2010:2) states that action research involves taking a self-reflective, critical, and systematic approach to exploring teachers' own teaching context. Burns also stated that the aim of action research is to identify problematic situation that the participants consider worth looking into more deeply and systematically. It means, by doing an action research, the teachers can take an area that they feel could be done better, subjecting it to questioning, then developing new ideas and alternatives. So, in action research, a teacher becomes an investigator or explorer of his or her personal teaching context, while at the same time being one of the participants in it.

Henning, Stone, and Kelly (2009) also points out that action research is conducted in local setting and undertaken for the purpose of improving by introducing more effective teaching strategies.

Actually, there are some different models of action research proposed by some experts but this research would use the action research model proposed by Kemmis and McTaggart (1988) which is the most suitable one for the research conducted by the researcher. Here are the schema of the cycle of action research that was proposed by Kemmis and McTaggart.

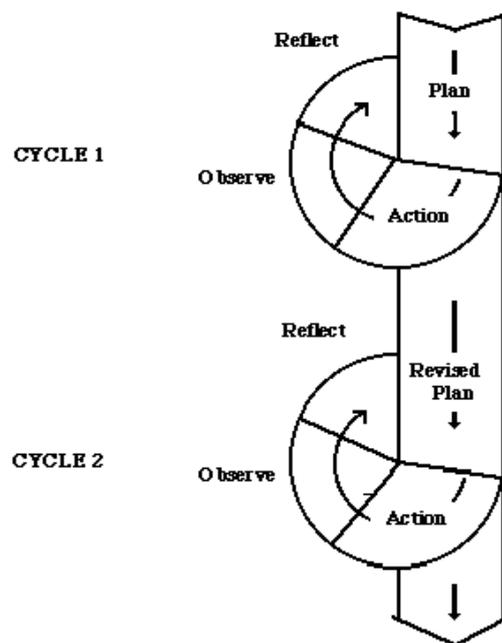


Figure II: Cyclical AR model based on Kemmis and McTaggart (1988)

B. Setting of the Research

1. Place of the Research

The researcher conducted a research in SMA Angkasa Adisutjipto located near the Adisutjipto International Airport. The actions were conducted in class XI Science where there are about 30 students in the classroom.

The researcher observed some aspects and problems related to the teaching and learning process in this school in observation before conducting the research. The condition of building and facilities of the school is quite good. It is tidy, and the facility here is also supporting the teaching and learning process. There is no language laboratory, but the school has a multimedia laboratory. The multimedia

laboratory is supported with an LCD and sound systems. The researcher used multimedia laboratory to conduct the research.

2. Time of the Research

The research was conducted in the first semester of the academic year of 2013/2014 and started from August to September 2013.

Table 1: The Schedule of the Action Research

NO.	STEPS	MONTH					
		AUGUST		SEPTEMBER			
		Week		Week			
		3	4	1	2	3	4
1.	Observation						
2.	Planning						
3.	Pre-Test						
4.	Action I						
5.	Planning for cycle II						
6.	Action II						
7.	Post-Test						
8.	Analyzing data and reporting						

C. Participants of the Research

This research involved some participants who work collaboratively. They were the researcher who applied this action, the collaborators (the English teacher and the researcher's friend from English Education study program of State University of Yogyakarta), and the students of class XI Science of SMA Angkasa Adisutjipto in the academic year 2013/2014. The researcher chose this class because this class was the most suitable class for the researcher to conduct the research according to the English teacher of the school.

D. Research Instrument

In this research, the researcher took a part as an observer to collect the data and also the one who implemented the action. The collaborators were the English teacher and some of the researcher's friends from English Education Department of State University of Yogyakarta. While the researcher implemented the action, the collaborators acted out as the observer to observe the researcher action.

Meanwhile, in order to gain the qualified data, the data were collected by using observation checklist, interview guidelines, and a speaking rubric.

1. Observation Checklist

The aim of observation checklist was to enable the observer to record behaviors during sessions of the research quickly, and accurately.

2. Interview Guidelines

By using interview guidelines, the researcher listed some questions or issues to be explored during the interview. It helped the researcher to conduct the interview systematically.

3. Speaking Rubric

Speaking rubric was used to assess and collect the data about students' speaking ability. The rubric focused on five aspects of speaking such as: fluency, accuracy, vocabulary, pronunciation, and comprehension.

In addition, the researcher also used camera and recorder to take some pictures and record the data. Moreover, the researcher also used pre-test and posttest to support the data.

E. Techniques of Collecting Data

The data of the research were qualitative and also quantitative. The qualitative data were obtained through observation, interview, and documentation related to teaching and learning process of speaking classroom.

1) Observations

Observations were used to discover valuable information related to the teaching and learning process. The information here was related to the students' speaking ability, the students' involvement during the lesson, the students' understanding of the given materials, the techniques and methods used by the teacher, and also the media used in teaching and learning process. The result of the observations was in the form of field note.

2) Interviews

By doing an interview, the researcher had a personal contact with the participants so it will provide an opportunity for the researcher to make a close relationship with the participants. The researcher interviewed the participants (the students and the teacher) before, during, and after the action.

3) Documentations

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

F. Data Analysis Techniques

The data gained were in the form of qualitative supported by quantitative data. The data in the form of qualitative will be 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.

For the quantitative data, the researcher conducted the pre-test and post-test. It was presented in the form of tables and mean scores.

G. Research Procedure

In the previous section, the researcher stated that this action research used the procedure proposed by the Kemmis and McTaggart (1988). The procedure started with the step *reconnaissance* where the researcher found out the valuable information related to the students' speaking skills. Here, the researcher also identified the problems in the teaching and learning process. The next step was *planning*. In this step, the researcher made some plans to determine feasible actions to be implemented in the field to make an improvement in the teaching and learning process and to make the actions became more successful. After made some plans, the researcher continued the procedure by doing *the action and observation of the action* itself. Here, the researcher had to implement the plans that had been planned before. The action was implemented in some cycles, depended on the needs of the research. The last step or procedure was *reflection*. In this process, the researcher made some notes and reviews on the changes during the implementation of the action research.

H. Validity and Reliability of the Data

a. Validity

1. Democratic Validity

The research was a collaborative research. It involved the work from the researcher, the teacher, and the students. All the actions, solutions and the conclusion were going to be made to meet benefits for all the participants involved in this action research.

2. Outcome Validity

The outcome of the study was to improve students' speaking skills of class XI Science of SMA Angkasa Adisutjipto. The achievement of the result and outcome involved not only the solution of the problems but also the existence of new questions in the related research.

3. Process Validity

The process validity was related to the criteria to make the action research believable. This criterion was applied to validate the data by looking at the teaching and learning process during the research.

4. Catalytic Validity

The research allowed all the participants to deepen their understanding of the social relatives of the context. It was referred to the change in the teacher's and students' perspectives and attitudes toward the speaking skill after the implementation.

5. Dialogic Validity

The result of the study was monitored by peer review in academic discussion. This research involved the collaborators, so the researcher could review or examine the failure and success of the action with the collaborators.

b. Reliability

To show the reliability, the researcher involved more than one assessor and more than one testing. To make it more reliable, the researcher carefully

recorded and analyzed the data. Then, to avoid subjectivity in analyzing the data, triangulation was used.

The triangulation was aimed to gather multiple perspectives on the situation being studied. This research focused on three ways of triangulations. They were time triangulation, investigator triangulation, and theoretical triangulation. First, the researcher used the time triangulation in which the data were collected in different points of time. Then, the researcher focused on the investigator triangulation. There was more than one observer to avoid personal bias and to provide checks on the reliability of the observation. Moreover, the researcher asked the English teacher to collect the data to be compared with her own and the researcher also reviewed many theories from the experts, not only take one theory for the basis.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Reconnaissance

1. Identification of the Field Problem

In this stage, some problems in the field were identified in some steps. The first step was to conduct a preliminary observation of the English teaching and learning process, especially on teaching the skills of class XI Science of SMA Angkasa Adisutjipto Yogyakarta. The next step was to hold some interviews with the English teacher and also some of the students of class XI Science as the research participants.

Before going further on identifying the problems of the field, the researcher shows the facts of the teaching and learning process of speaking class in XI Science based on the preliminary observation held on 23 August 2013.

The ET started the class by greeting the students and checking the students' attendance list. Then, **the ET explained the material of report text without giving a lead-in** to the students first.

In the middle of the teaching and learning process, **one of the students suddenly said, "Ma'am, I'm getting bored with this class. I want to sleep now."** The ET then replied, "If you are getting bored with my class, you can close the door from the outside." "No, I don't want to", the student replied again. **Finally, the ET let the student slept in the classroom while some of the other students were busy with their own activities.** Many of them did not pay attention to the teacher's explanation.

The ET then asked the students to answer some questions in English in order to make the students familiar with speaking English. **Because of the ET thought that it was not running well, so the ET let the students to answer it in Bahasa Indonesia.**

Based on the field note (**FN.04**), there were some problems in the teaching and learning process of English especially in teaching the speaking skills in XI Science class of SMA Angkasa Adisutjipto. Some problems found in the field were the students' low motivation in learning English, the teacher's inability to encourage the students' motivation to learn, and the teacher's inability to motivate the students to try to speak in English.

After conducting a preliminary observation, the researcher gain the data by holding an interview with the English teacher and the students to find the information related to the teaching and learning process of speaking in class XI Science SMA Angkasa Adisutjipto Yogyakarta. The interview was also done to support the identification of the problems.

From the interview with the teacher, the researcher found some problems related to the teaching and learning process of English especially in teaching speaking skills. **The first problem that the teacher faced to teach speaking skills was about media.** Since the media for teaching English in the classroom were limited, the teacher tended to teach the reading and writing skills more than to teach the listening and speaking skills. It was easier for the teacher to teach reading and writing because it did not need any additional media to teach. The teacher can only use the text book and worksheet without any other supporting media to teach.

Another problem faced by the teacher was the students' low ability on speaking. According to the teacher, it was because the teacher rarely taught the

students the speaking skills itself. The teacher gave more portions to teach only reading and writing because these skills had more portions in the examination.

The next problem which was the hardest problem faced by the teacher in teaching speaking skill was about the students' low enthusiasm and motivation to speak in English. The teacher mentioned that most of the students were shy to speak in English although some of them looked brave to speak in English with unorganized grammar. They were also lazy to speak in English and tended to use Bahasa Indonesia although the teacher had taught them some expressions to be used in their daily activity especially in the classroom. All of these problems can be seen on the interview transcript (IT. 6) on the appendix. Here is the quotation of the interview transcript (IT. 6) on the appendixes.

R : *Terkait dengan pengajaran keempat skills dalam Bahasa Inggris, apakah ibu rasa ada kekurangan yang selama ini ibu alami ketika proses pengajaran di kelas? (Related to the teaching of four skills of English, do you think there are some weaknesses during the teaching and learning process in the classroom, Ma'am?)*

ET : *Kalau secara keseluruhan, dari keempat skills dalam pengajaran Bahasa Inggris, saya rasa saya lebih banyak mengajarkan reading dan writing mbak soalnya kan itu yang banyak diujikan. Selain itu, terkendala media dan waktu juga mbak kalau mau mengajarkan listening dan speaking. (Overall, from those four skills of English, **I tend to teach reading and writing skills than listening and speaking skills because the reading and writing skills have more portion in the examination. Another problem is the limitation of media and time. Since there were a limitation in media and time, I only focus on teaching those two skills).***

R : *Ngomong-ngomong, masalah terbesar apa yang ibu hadapi ketika mengajarkan speaking kepada para siswa? (Anyway, what is the hardest problem for you to teach the speaking skill to the students, Ma'am?)*

ET : *Kalau ngajar speaking itu susahny ngajak anak-anak untuk aktif berbicara. Kebanyakan dari mereka masih pada malu-malu mbak, walaupun ada yang sudah PD ya kebanyakan juga masih semrawut bahasanya Tapi ya nggak apa-apa ya mbak, namanya juga masih belajar.*

(continued)

Terus walaupun sudah saya ajarkan beberapa ekspresi tertentu yang bisa mereka gunakan dalam kehidupan sehari-hari minimal di dalam kelas, mereka tetap saja menggunakan bahasa Indonesia dan amat sangat jarang menggunakan Bahasa Inggris. (For teaching the speaking skill, it is hard for me to ask them to be active to speak in English. Most of them are still shy and reluctant to speak and express their ideas in English. Although there are some of them who are confident to speak in English, their English is still awkward. It does not matter for me because they are still learning. And then, although I have taught them some expressions they can use in daily activity, especially in the classroom, they still use Bahasa Indonesia and seldom to use English).

Interview Transcript 6

The researcher not only held an interview with the English teacher, but she also held some interviews with some students of XI Science class of SMA Angkasa Adisutjipto. **Most of the students said that speaking was rarely taught in their teaching and learning process of English (IT. 1, 2, and 3).**

- R : *Kalau kemampuan berbahasa Inggris yang paling sulit menurut adik apa? Membaca, menulis, mendengarkan, atau berbicara? (Which one of the four English skills do you think is the most difficult for you?)*
- S : *Kalau menurut aku sih menulis sama berbicara. (I think reading and writing are the most difficult skills for me.)*
- R : *Kenapa? (Why?)*
- S : *Soalnya kalau menulis itu aku bingung sama tenses-tenses itu loh mbak. Kalo berbicara ya sama aja, orang jarang diajarin juga. (It is because the tenses for writing makes me confused. The same with the speaking. I think it is all because the teacher rarely teach those skills in the classroom.)*

Interview Transcript 1

- R : *Terus kemampuan dalam bahasa Inggris yang paling susah menurut adik apa? Speaking itu susah nggak? (According to your opinion, what is the most difficult skill of English? Do you think that speaking is difficult?)*
- S : *Ya itu mbak yang paling susah, speakingnya itu. Jarang diajarin sama bu guru sih soalnya. (Yes, I think speaking is difficult. It is because the teacher rarely taught the speaking itself.)*

Interview Transcript 2

(continued)

- R : *Oh jadi speaking itu sulit ya menurut adik. Letak kesulitannya dimana dik? (So, you think that speaking is difficult. How can you said that speaking is difficult?)*
- S : *Kalo speaking ya jarang dipraktikin aja sih jadinya kemampuannya kurang terasah. (It is because we rarely practice the speaking skill, so our ability on it is not really improved.)*

Interview Transcript 3

Moreover the media that the teacher used in teaching speaking was **not engaging the students to be more active on speaking**. The students stated that the media used by the teacher was only text book and worksheet, so sometimes they felt so bored to do the tasks over and over again. **Then the teacher never made some innovation on her way of teaching in order to invite the students to be more active on speaking**. The following interview transcripts describe the students' opinions about the way their teacher teaches them.

- R : *Media apa yang biasanya digunakan oleh ibu guru dalam mengajarkan speaking? (What media does the teacher usually use to teach the speaking skills to the students?)*
- S : *Paling cuma pakai buku pelajaran sama LKS aja kalo pelajaran dikelas mbak. (The teacher only uses textbook and worksheet to teach in the classroom.)*
- R : *Menurut kamu belajar speaking yang menyenangkan itu seperti apa? (According to your opinion, what is a good speaking class?)*
- S : *Yang nggak melulu dengerin gurunya ngomong biar nggak bosan. Pakai video, lagu-lagu juga kayanya asik mbak. (A good speaking class is when we do not have to listen to all the explanation from the teacher so we will not get bored easily. We can also use videos and songs to have an interesting class.)*
- R : *Memangnya aktivitas apa yang biasa dilakukan dalam belajar speaking? (What kind of activity do you usually do in the speaking class?)*
- S : *Biasanya Cuma disuruh jawab pertanyaan sambil ngomong gitu mbak. (In the speaking class, the teacher usually asks the students to answer the questions orally.)*

Interview Transcript 1

(continued)

R : *Terus kalau di kelas ada aktivitas untuk melatih speaking nggak? (Tell me then, is there any spesific activity to improve your speaking skills in the classroom?)*

S : *Paling disuruh jawab pertanyaannya ngomong mbak, kalau biasanya kan setiap jawab pertanyaan maju kedepan kelas terus nulis jawabannya di papan tulis. Selain itu paling diminta ngikutin percakapan dari buku yang udah diajarin sama bu guru sebelumnya. (The teacher usually asks us to answer the questions orally while we have to answer it on the white board if we are not in the speaking class. Another activity is we have to repeat the conversation from the book after the teacher.)*

Interview Transcript 2

R : *Pakai media apa bu guru biasanya kalau mengajar? (What media does the teacher usually use to teach in the classroom?)*

S : *Gak ada nih, cuma buku sama LKS aja. (The teacher only uses the text book and worksheet.)*

Interview Transcript 3

R : *Bu guru nggak asik kenapa emangnya dik? (Why do you think that the teacher's way of teaching is not interesting?)*

S : *Ya gitu-gitu aja ngajarnya, nggak menarik ngajarnya. Baca buku terus, ngerjain soal terus. (Because the teacher's way of teaching is monotonous. We have to read the passages and do the exercises again and again.)*

Interview Transcript 4

R : *Media apa yang biasanya digunakan oleh ibu guru dalam mengajarkan speaking? (What media does the teacher usually use to teach the speaking skills?)*

S : *Selama ini sih cuma pakai buku aja, Miss. (The teacher only uses the text book, Miss.)*

R : *Bosen nggak begitu terus belajarnya? (Do you feel bored with the teacher's way of teaching?)*

S : *Banget mbak. Mana suka nggak kedengeran suara gurunya kalau ngejelasin ya makin nggak menarik aja belajarnya. (Really bored, Miss. Moreover the teacher's voice is too low so that sometimes we cannot hear her voice.)*

Interview Transcript 5

Based on the preliminary observation and interviews, some existing problems related to the teaching and learning process of speaking in class XI Science of SMA Angkasa Adisutjipto Yogyakarta were identified. Those field problems are presented in the table below.

Table 2: The Field Problems in the Teaching and Learning Process of English in
Class XI Science of SMA Angkasa Adisutjipto Yogyakarta

No.	Field Problems	Code
1.	The limited media for the teacher to teach the material.	Md
2.	The students' low ability in speaking.	S
3.	The students were not confident to speak English.	S
4.	The students' low enthusiasm and motivation to learn English, especially to learn the speaking skill.	S
5.	The teacher's inability to make an improvement or innovation on her way of teaching.	T
6.	The teacher did not provide any appropriate models to learn the target language.	TT,Md
7.	The teaching of speaking was monotonous and boring.	TT,Md
8.	The speaking activities did not encourage the students to speak in English optimally.	TT
9.	The students' lack of vocabulary mastery.	S
10.	The students often made grammatical mistakes.	S
11.	The students did not get involved actively in every class activity.	S
12.	The topic of the material did not really attract students' interest.	Mt
13.	The classroom English was not optimally used during the teaching and learning process of English.	TT

S : Students

Md : Media

TT : Teaching Techniques

T : Teacher

Mt : Materials

A pre-test was conducted after a preliminary observation in order to measure the students' ability on speaking before implementing the action. In this pre-test, the scores were given by the researcher and the teacher. The scale for each aspect is counted on scale 1 – 5 based on the *Oral Proficiency Scoring Categories Proposed by H. Douglas Brown*. It can be seen on the appendix of this thesis.

The table below shows the students' ability on speaking from each speaking aspect during the pre-test.

Table 3: The Pre-Test Mean Score of Each Speaking Aspect

No.	Aspects of Speaking	Mean Score
1.	Fluency	2.07
2.	Grammar	1.10
3.	Pronunciation	1.16
4.	Vocabulary	1.18
5.	Comprehension	1.25

The table above shows the students' ability on speaking from each speaking aspect during the pre-test. Each score for each aspect had the detail as follows:

- 1) 4-5 : excellent for each aspect of speaking skills
- 2) 3-4 : very good for each aspect of speaking skills
- 3) 2-3 : good for each aspect of speaking skills
- 4) 1-2 : bad for each aspect of speaking skills
- 5) 0-1 : worst for each aspect of speaking skills

2. Selecting the Field Problems to Solve

After conducting the observation, the researcher found some problems related to the teaching and learning process of English especially on teaching speaking skills in class XI Science SMA Angkasa Adisutjipto in the academic year 2013-2014. Considering the time, energy, priority, and feasibility of the problems to solve, it was difficult to overcome all the problems found in the field. As it was stated in the beginning of Chapter I, the researcher only focused on improving the students' speaking skills through the use of videos, so the researcher selected the problems that were related to the problems occurring in the teaching of speaking.

Table 4: The Feasible Problems to Solve related to the Teaching of Speaking in Class XI Science of SMA Angkasa Adisutjipto Yogyakarta

No.	Problems	Code
1.	The limited media to teach the material	Md
2.	The students' low ability on speaking.	S
3.	The students' low enthusiasm and motivation to learn English	S
4.	The teacher did not provide any appropriate models to learn the target language.	TT, Md
5.	The teaching of speaking was monotonous and boring.	TT, Md
6.	The speaking activities did not encourage the students to speak in English optimally.	TT
7.	The classroom English was not optimally used during the teaching and learning process.	TT

S : Students

Md : Media

TT : Teaching Techniques

T : Teacher

3. Determining Actions to Solve the Feasible Problems

After having a discussion with the teacher and collaborator and reviewing some theories related to the teaching of speaking, the researcher determined some actions expected to offer some solution to the problems.

Table 5: The Feasible Problems to Solve and the Solutions

No.	Feasible Problems to Solve	Solutions
1.	The limited media to teach the materials.	a. Using videos as interesting media to teach and to deliver the materials to the students.
2.	The students' low ability on speaking.	a. Making the students familiar to speak in English by drilling and giving good examples of speaking in English. b. Giving them as many as possible chances to speak in English. c. Applying some communicative speaking activities.
3.	The students' low enthusiasm and motivation in learning speaking.	a. Using videos to engage students' attention and enthusiasm to learn the material. b. Applying some communicative speaking activities.
4.	The teacher did not provide any appropriate models to learn the target language.	Using videos consisting of authentic models of English as teaching and learning media.
5.	The teaching of speaking was monotonous and boring.	a. Using videos consisting of authentic models of English as teaching and learning media. b. Applying some communicative speaking activities.
6.	The speaking activities did not encourage the students to speak in English optimally.	a. Applying some communicative speaking activities.

(continued)

(continued)

No.	Feasible Problems to Solve	Solutions
		b. Ask the students to be active to speak in English by giving some rewards and praises on that.
7.	The classroom English was not optimally used during the teaching and learning process.	Using classroom English optimally during the teaching and learning process.

To implement the actions, some preparations and plans were done in order to make the actions successful.

a) Developing the research instruments

To implement the actions, the researcher developed some research instruments such as observation checklists, interview guidelines, speaking tests, and also speaking rubric.

The observation was conducted during the implementation of the actions and reflection. The interviews were carried out during the planning stage, the implementation of the actions, and reflection. The interviews aimed to get some input and also suggestions related to the problems. The speaking tests had an aim to measure the students' improvements while the speaking rubric used to assess and evaluate the students' speaking skills in the pre-test and the post-test.

b) Selecting the materials

The materials selected were based on the Standard of Competency and Based Competency of senior high school students grade XI Science in the curriculum. The materials were chosen by the researcher together with the English teacher.

c) Selecting the teaching media

The main teaching media during the implementation of the actions were videos. The selection of the media was based on the consideration that by watching the videos, the students would be able to see the real and authentic models of English and could get a good input and examples of English. Furthermore, the videos could engage the students' attention to learn the target language and increase the students' motivation to learn English.

d) Deciding the teaching and learning activities

The teaching and learning activities were not only watching the learning videos. It was also combined with some activities like games, pictures and videos describing, role-play, and also information gap activities to achieve the teaching and learning goal of teaching speaking to the students.

e) Making the course grid and lesson plans

The course grid and lesson plans were made to design the materials and the activities easier.

B. The Implementation of the Actions

1. The Report of Cycle I

a. Planning

Considering some feasible problems, the researcher planned some actions to solve it. The plans of the actions were expected to improve some aspects when it was implemented.

Table 6: The actions and the expected improvement to achieve

No.	Actions	Expected Improvement to Achieve
1.	Using videos consisting of appropriate models of English as the teaching and learning media	<ul style="list-style-type: none"> - The materials and classroom activities can be more interesting so it can increase the students' motivation to learn the target language (English). - The students had adequate mastery of pronunciation, grammar, and vocabulary.
2.	Applying some communicative speaking activities	<ul style="list-style-type: none"> - The students got involved actively in the activity. - Since the students enjoy the activity, they had higher self-confidence to express their ideas. - The students had more sufficient opportunities to practice speaking.
3.	Using some motivating and funny videos as an intermezzo	<ul style="list-style-type: none"> - To make the students relaxed for a while and ready to get the next material
4.	Using classroom English optimally during the teaching and learning process	<ul style="list-style-type: none"> - When the classroom English was optimally used, the students could improve their comprehension and they were familiar speaking in English.
5.	Giving feedback on students' tasks	<ul style="list-style-type: none"> - The students had adequate mastery of pronunciation, grammar, and vocabulary.
6.	Giving handouts and worksheets of today's materials	<ul style="list-style-type: none"> - To make the students more easily absorb the material because the handouts and worksheets just focused on the material that the students learned.

After making some plans, then the researcher had to perform it in the first cycle. The action plans performed in the first cycle were:

1) Using videos as the teaching media

The researcher used the videos as the main teaching and learning media to improve the students' speaking skills. By watching the videos, the students could learn how to apply the language in their life context. Most of the videos were taken from www.youtube.com. The selection of the videos was based on the consideration between the researcher and the collaborators to choose the most appropriate videos for the students.

2) Applying communicative speaking activities

The communicative speaking activities applied in the first cycle were games, pictures and videos describing, and role play. The aim of the communicative speaking activities was to give the students many opportunities to speak so that they could understand the use of language in everyday context and also increase their confidence to speak in English since they had to communicate in English in every meeting.

3) Using classroom English during the teaching and learning process

The classroom English was used in daily classroom activities, such as 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. Sometimes when the students could not get the point of the researcher's explanation or instruction in English, the researcher translated it into Bahasa Indonesia to make it clear to the students, but still the use of English was more than the use of Bahasa Indonesia in classroom.

b. Actions and Observations in Cycle I

The actions in the first cycle were carried out in three days of class meeting on 30th August, 3rd September, and 6th September 2013. The actions focused on implementing the use of videos as the media to improve students' speaking skills. The data during Cycle I was collected through observations, interviews, and documentation. The detail description of the actions of Cycle I is presented below.

1) The First Meeting of Cycle I

The first meeting of Cycle I was conducted on 30th August 2013. The time allocation was 90 minutes. In this meeting, the researcher focused on the first stage of PPP that is the presentation stage. In the beginning of the lesson, the researcher (as the teacher) greeted the students and checked the students' attendance. Then, the researcher gave some lead-in-questions to lead the students to the material. After that, the researcher introduced the topic of the lesson to the students. The topic of the lesson was about asking and giving opinions. Before going further to the explanation of the material, the researcher distributed the handouts and worksheets to the students.

The researcher then explained the material by playing some videos related to the material of asking and giving opinions to provide the students with appropriate models of English. The students seemed really interested and enthusiastic in watching the videos. After watching the videos shown by the researcher, the students were asked to identify some expressions of asking and giving opinions. After that, the researcher and the students checked the answers

together. Then, the researcher showed other videos - a video of asking and giving opinions – and then asked the students to repeat it together in order to make them familiar with the utterances of asking and giving opinions.



Figure III: The students pay attention to the video shown by the researcher

After the students identified some expressions in asking and giving opinions, the researcher gave an explanation about language features used in asking and giving opinions to make the students understand about the material better. Since some of the students seemed confused with the researcher's explanation, the researcher then explain it in Bahasa Indonesia. After giving the explanation of the language features used in asking and giving opinions, the researcher asked the students to do the first exercise in the worksheet. In the first exercise, the students had to fill the missing conversation with the expressions of asking and giving opinions. This exercise had an aim to make the students understand the material of asking and giving opinion better.

After the students finished their first exercise, the researcher checked their answers. Not long after this the bell rang as the sign that the class was over. The

researcher then gave the summary of the lesson and ended the class on that day by praying.

2) The Second Meeting of Cycle I

The second meeting of Cycle I was conducted on 3rd September 2013. In this meeting, the researcher continued the activities of the previous meeting. The time allocation was 90 minutes. The same as the previous meeting, the researcher started the class by greeting and checking the students' attendance. This meeting was the continuance of the previous meeting, so in this meeting the researcher still explained about the material of asking and giving opinions.

The researcher reviewed the previous lesson to make the students remember the material. Then the researcher asked the students to mention some expressions of asking and giving opinions. The students could mention them well. They gave the correct answer. The handouts then were given to the students to make them remember the material easily. After this, the researcher played some videos as the input for the students to make them more familiar with the material. The students repeated what the speakers said in the videos to learn the pronunciation.

The students then did the second exercise given by the researcher. The researcher let them do it in pairs to share their ideas. In this exercise, the students had to make a simple and short conversation about asking and giving opinions based on some pictures given to them. This activity was aimed to make the students familiar with the expressions of asking and giving opinions used in daily conversation. The researcher let the students asked when they got the difficulties

in making the conversation. The students looked so enthusiastic doing this activity. After the students finished with their work on making the conversation, the researcher asked them to present their conversation in front of the class. Most of the students looked fluently to express their ideas on the conversation.



Figure IV: The students do the exercises given by the researcher

In this meeting, the researcher focused on the Practice and Production stages of the PPP method, so the researcher started to give the students some activities that gave many chances for the students to express their ideas and explore their speaking ability.



Figure V : The students perform their conversation

After all the students performed their conversation in front of the class, the class was over. The researcher closed the class by summarizing and praying.

3) The Third Meeting of Cycle I

The third meeting of this cycle was conducted on 6th September 2013. The time allocation was 90 minutes. In this meeting, the English teacher came to the class because the researcher asked her to give the score for the students' speaking skills for Cycle I.

The same as the previous meeting, the researcher opened the class by greeting the students and checking their attendance. To open the class, the researcher explained the students that in this meeting they still learned about asking and giving opinions in an interactive class because in this meeting the researcher just focused on the Production stage of PPP method. The researcher wanted the students to explore and practice their ability and also showed their best performances. The students looked so enthusiastic because they felt so bored when they had to learn the material over and over again. The researcher also mentioned that in this meeting they had to use full classroom English. They could not use Bahasa Indonesia even when they wanted to ask for permission to go outside the class.

At first, the researcher played a funny video and all the students laughed so loudly. The researcher played the funny video in order to make the students enjoy the class first. It was also used to engage the students' attention to the material.

The students asked the researcher to play the video again. The researcher played it again. After this, the researcher asked one of the students to share his opinion about the video. After the student gave his opinion, the researcher let him to ask his friend's opinion and then his friend could ask another friend until all the students had their chances to give their opinion. This activity was called "Throw the Ball" game. It was done successfully. The students enjoyed it and they could share their opinion fluently in English.

The researcher then played a video again. It was not a funny video but a motivation video. The students still did the same activity like before. They played "Throw the Ball" game but in this activity the researcher gave the punishment for the students who had no idea what to say or took so long time to think. The punishment given by the researcher was asking the students to come to the front the class to tell something they wanted to tell. It could be anything which came on their mind. The researcher just wanted the students to try to speak actively. This activity done when the class was over. Sometimes the researcher helped the students when they found the difficulties in vocabulary or grammar. While doing this activity, the researcher also took the students' score to measure their improvement on speaking after these three meetings of Cycle I.

When the allocated time was over, the researcher ended the class by summarizing and asking the students' opinions about the meetings on Cycle I. The students said that they loved the class and also the way the researcher did to teach them. They also said that video could help them to learn English better but sometimes the videos used by the teacher was so fast both from the speed of the

videos or the speakers on the video so they could not understand it. The following extract shows the students' opinions about Cycle I teaching and learning process.

R :	<i>Menurut kalian apakah menonton video dapat membantu kalian dalam belajar speaking atau berbicara dalam bahasa Inggris?</i> (In your opinion, is watching the video really helping you to speak in English better?)
S28 :	<i>Iya mbak, jadi lebih gampang belajarnya.</i> (Yes, Miss. It makes us easier to learn English.)
S5 :	<i>Iya miss, jadi dari video kan kita bisa belajar pengucapannya sama belajar ngomong sekalian kalo yang pas miss minta ngikutin kata-katanya itu tho.</i> (Yes, Miss. From the video we can learn the pronunciation and how to speak well from the video.)
R :	<i>Mengenai video yang saya gunakan, ada kekurangannya nggak menurut kalian?</i> (Related to the video that I use, are there any weaknesses?)
S28:	<i>Kadangan ada video yang kecepatan miss.</i> (Sometimes, there is a video that is too fast so it is difficult to understand.)
S5:	<i>Iya miss, videonya cari yang agak lambatan dong.</i> (Try to looking for the slower video , please Miss.)
Interview Transcript 7	
R :	<i>Bagaimana pendapat Galuh mengenai kegiatan pembelajaran selama tiga pertemuan belakangan ini?</i> (What is your opinion about our last three meetings, Galuh?)
S17 :	<i>Asik. Seru. Menyenangkan. Udah gitu aja.</i> (Fun. That's all.)
R :	<i>Galuh merasa ada perubahan sama kemampuan speaking Galuh nggak?</i> (Do you find any improvement on your speaking skills, Galuh?)
S17 :	<i>Ada miss. Aku ngerasa lebih pede aja kalo ngomong, soalnya walaupun salah yang penting belajar ngomong tho kata miss? Selain itu, kan dari video aku juga belajar cara ngomong yang benar dan kalau dengerin materi dari video itu lebih nyambung aja dari pada denger guru yang ngomong.</i>
<i>(continued)</i>	

	(Of course, Miss. I feel more confident on speaking English because as what you have told me that the most important is to speak itself. Do not be afraid on making a mistake. Besides that, from the video I can learn how to speak well because it is easier for me to learn from the video than to learn from the teacher's explanation.)
R :	<i>Apa kekurangan video yang miss gunakan menurut Galuh?</i> (What are the weaknesses of the video that I use to teach , Galuh?)
S17:	<i>Beberapa video ada yang terlalu cepat miss, tapi karena miss ulang-ulang ya akhirnya ngerti juga.</i> (Some of the videos are too fast , Miss. But it is still ok because you play it again and again until we can get the point of the videos.)

Interview Transcript 9

c. Reflection

Having implemented some actions in Cycle I, the researcher and the collaborator conducted a discussion to make some reflections. The reflections were based on the observations and interviews conducted during the first cycle. In the discussion, the data gained through observations and interviews were analyzed to evaluate the strengths and the weaknesses of the actions carried out in the first cycle. These reflections were used to plan the next actions in the next cycle. The results of the reflections can be seen below.

a) Using Videos as the Teaching Media

The researcher used videos as the main media for the teaching and learning process of English in Cycle I. The videos used by the researcher could be used as the input texts or the material for the students and also could be used as the example for the students about how to apply the materials they have learned in the real life context.

The students were happy with the videos given by the teacher as the input for their teaching and learning process because from the videos they could learn the material easily and never get bored. The students would never get bored because they did not have to learn the materials only from the text book or from their teacher. They could also enjoy the teaching and learning process. Moreover, the students could get something new as the sources for their learning process. The students' opinion about videos in teaching and learning process of cycle I could be seen in **Interview Transcripts No. 7 and 8.**

R :	<i>Menurut kalian apakah menonton video dapat membantu kalian dalam belajar speaking atau berbicara dalam bahasa Inggris?</i> (In your opinion, is watching the video really help you to speak in English better?)
S28 :	<i>Iya mbak, jadi lebih gampang belajarnya.</i> (Yes, Miss. It makes us easier to learn English.)
S5 :	<i>Iya miss, jadi dari video kan kita bisa belajar pengucapannya sama belajar ngomong sekalian kalo yang pas miss minta ngikutin kata-katanya itu tho.</i> (Yes, Miss. From the video we can learn the pronunciation and how to speak well from the video.)
Interview Transcript 7	
R :	<i>Denok suka nggak sih belajar bahasa Inggris pakai video?</i> (Do you like learning English with video, Denok?)
S2 :	<i>Iya miss, banget. Masa disuruh baca terus ya ngantuk, haha. Suka miss soalnya pelajarannya masuk ke otak terus nggak bikin ngantuk juga soalnya nggak disuruh baca sih, hehe</i> (Yes, I do like it, Miss. Learning with video can make me understand the material better and I don't feel sleepy because I don't have to read. I don't like reading.)
Interview Transcript 8	

Although the videos could provide appropriate models through the native speakers' talk and attract the students' interest and motivation to learn, there were

some weaknesses of the video used by the researcher in the Cycle I. Some of the students said that some videos used by the researcher were quite confusing because those videos were so fast both from the speed of the videos itself or from the speakers of the videos so that the students did not get the point clearly. That was why the students sometimes asked the researcher to play the videos twice or more to get the point of the videos. These problems can be seen in this interview transcript.

R :	<i>Mengenai video yang saya gunakan, ada kekurangannya nggak menurut kalian?</i> (Related to the video that I use, are there any weaknesses?)
S28:	<i>Kadangan ada video yang kecepatan miss.</i> (Sometimes, there is a video that is too fast so it is difficult to understand.)
S5:	<i>Iya miss, videonya cari yang agak lambatan dong.</i> (Try to looking for the slower video, please Miss.)
Interview Transcript 7	

After looking for the strengths and weaknesses of using videos in Cycle I, the researcher could improve it to be better to be implemented in Cycle II.

b) Applying Communicative Speaking Activities

In the first cycle of the research, the researcher tried to apply some communicative activities to engage the students to learn. Moreover, the communicative activities were also applied to ask the students to be active to speak in the classroom.

The speaking activities such as discussions, pictures and videos describing, and games could improve the students' involvement and speaking ability because they had more opportunities to speak in English. Through

practicing, they learnt how to use the language in daily conversation although some of them were reluctant and shy to do some activities in the classroom.

c) Using Classroom English in the Teaching and Learning Process

The classroom English was regularly used in the first cycle of the research in order to make the students familiar with English. It was used in the opening of the class, main activities, and closing of the classroom itself. The researcher used classroom English to make the students familiar to say something in English although in a very simple sentence, but in the first cycle the classroom English was not running smoothly. Some of the students still used Bahasa Indonesia to ask something to the researcher or to their friends. They said that they did not know some words in English so they tended to use Bahasa Indonesia. The researcher then said to them that they could use bilingual or mixed the English with Bahasa Indonesia but they could not say the sentences fully in Bahasa Indonesia.

In explaining the material, sometimes the classroom English was not optimally employed by the researcher because the students found difficulties in understanding what the researcher said. So the researcher tended to translate what the researcher said in Bahasa Indonesia in order to make the students understand the researcher's explanation.

Although there were some obstacles in employing classroom English, the researcher could still ask some of the students to make a classroom English. They can be an example to their friends. The classroom English was also used to motivate the other students to be active on speaking English in the classroom.

d) Findings of Cycle I

On the last meeting of cycle I, the researcher conducted an assessment to measure the improvement of the students' speaking skills to support the data validity. The researcher created some indicators of the speaking performance including fluency, pronunciation and grammatical accuracy, vocabulary, and comprehension. The scale was counted from 1-5, the same as the counting for the pre-test. The following table presents the students' mean scores on each aspect of speaking during the teaching and learning process since the first meeting until the third meeting. It based on the scores from the researcher and the English teacher.

Table 7 : The Students' Mean Scores of Each Aspect in Cycle I

Aspect	Mean Score		
	Researcher	Teacher	Mean Score
Fluency	2.17	2.27	2.22
Grammar	2.13	2.13	2.13
Pronunciation	2.40	2.37	2.38
Vocabulary	2.30	2.37	2.34
Comprehension	2.23	2.27	2.25

After doing some reflection of the research of Cycle I, the researcher and the collaborator concluded the findings of cycle I. There were some successful and unsuccessful actions during the implementation in this cycle. They were:

a. Successful Action:

- 1) The goals of using videos as the teaching and learning media to provide appropriate models of English for students and to present real life context of communication were successfully achieved.
- 2) Students were enthusiastic to learn English.
- 3) Students could understand the material easily.
- 4) Students would not get bored in the teaching and learning process, so they would pay more attention to the material.
- 5) Students got more opportunities to practice the target language in real situation through the use of classroom English and communicative speaking activities.
- 6) Students could pronounce words correctly.
- 7) Students could speak confidently since they were familiar with speaking in English.

b. Unsuccessful Actions:

- 1) The students found that some videos were too fast, so it made them confused on getting the point of the videos.
- 2) Some students were still confused on pronouncing the words.
- 3) Some students still found difficulties in choosing the appropriate words to express their ideas.
- 4) Some students still had low grammatical accuracy.

After knowing the success and unsuccessful actions, the researcher and collaborator then decided to continue the successful actions to the next cycle and improve the unsuccessful actions to be better to apply in Cycle II.

2. Report of Cycle II

a. Planning

After making some reflections of the actions of Cycle I, the researcher and the collaborator found that some problems still existed and needed to be solved in the second cycle.

The second cycle of the research still focused on the implementation of the videos to improve students' speaking skills. However, the researcher implemented some new and improved actions to be implemented in Cycle II with the hope that the teaching and learning process in Cycle II could be more successful. Those actions were modifying the videos used in the teaching and learning process. The videos used in Cycle II were slower than in Cycle I so that it would be easier for the students to get the point from the videos. Then the researcher also applied more communicative speaking activities and used classroom English in the teaching and learning process.

The description of some improved actions was presented below.

1) Using Modified Videos as the Teaching Media

Videos were still the main media in the teaching and learning process of English in Cycle II, but in this cycle the researcher used videos which were slower than the videos used in cycle I in order to make the students easier to get the point of the videos.

The videos were used to give the appropriate models of English for the students and to improve the students' speaking skills. Most of the videos were taken from www.youtube.com.

2) Applying Communicative Speaking Activities

In order to give the students more chances to speak, the communicative speaking activities such as pictures and videos describing, information gap, and role-play were still applied in this cycle. These activities were still used in Cycle II because it was really helpful for the students to practice their speaking in the classroom so it could improve the students' ability on speaking.

3) Using Classroom English in the Teaching and Learning Process

In this cycle, classroom English was still used in order to make the students familiar with English so they could use it in every meeting. The same as Cycle I, the researcher still used English in daily classroom activities such as to greet the students, to explain the materials, to give instructions and feedback, to summarize the lesson, and to end the class.

Different from Cycle I, the researcher in this cycle did not answer the students' questions in Bahasa Indonesia to make them familiar in expressing their idea in English. The students had to use English if they wanted to ask something and they also had to answer the researcher's question in English.

In explaining the materials and giving instructions, the researcher applied simple words and synonyms. The researcher also maximizing the use of non verbal language such as gestures and body language so that the students could get

the point from the researcher explanations and instructions. Demonstrating were also be used and implemented before the students did the speaking activities.

b. Actions and Observations

The actions in the second cycle were conducted on 17th September, 20th September, and 24th September 2013. In this cycle, the researcher continued and improved some actions done in Cycle I. The actions still focused on implementing videos as the main media in the teaching and learning process to improve students' speaking skills. Here is the description of the actions of Cycle II.

1) The First Meeting of Cycle II

The first meeting of Cycle II was conducted on 17th September 2013. The time allocation was 90 minutes like the previous meetings.

In the beginning of the lesson, the researcher greeted the students and checked their attendance. The researcher also asked the students' condition on that day. Although in limited vocabulary, the students could answer the researcher's question in English.

Then the researcher distributed the handouts of the material to the students. After the students read the material, the researcher asked their understanding of the material by giving lead-in questions related to their experiences of giving advice in daily life. Some of the students answered the questions enthusiastically. After this the researcher explained the material of giving advice to the students.

The researcher showed the video of the material of giving advice to the students. The video was the conversation video of two people who is giving advice of their friend's problem. This starting video was so easy to understand for

the students. They could understand the material easily. While the students paid attention to the video, the researcher asked them to repeat some utterances from the video to drill them on pronunciation.

After this, the researcher explained the material to the students. The researcher then explained the differences between “should” and “would” to be used in giving advice.

The researcher then distributed a worksheet consists of some exercises to be done by the students. First, the researcher asked the students to do the first exercise on the worksheet individually. The students could ask the researcher when they got difficulties but they had to ask the question in English not in Bahasa Indonesia in order to make them familiar with speaking in English. After they finished their work on exercise I, the researcher and the students corrected the answer together. Surprisingly, they got a good mark. It indicated that they could understand the material given by the researcher before.

The next activity was watching the video again. The researcher showed the next video to make the students understand the material better. The researcher asked the students to identify the expressions of giving advice in the video. The students looked fluently identifying the expressions of giving advice from the video.



Figure VI : The students watched the video given by the researcher

After the students identified the expressions of giving advice from the video, the researcher asked some of them to give an advice to their friends if their friends have the same problem with the problem in the video. The researcher pointed out some students to give their advice randomly. The students showed their interest in giving the advice. After this activity, the class was over and the teacher ended the class by giving summary of the lesson and praying together.

2) The Second Meeting of Cycle II

The second meeting of Cycle II was conducted on 20th September 2013. The allocation of the time was 90 minutes. In this meeting, the use of Indonesian translation of classroom English by the researcher was decreased.

In the beginning of the lesson, the researcher greeted the students and also checked their attendance. After this the researcher did such a kind of brainstorming to make the students remember the material of giving advice that had been taught in the previous meeting. The researcher then explained the material to make them understand the material better. In explaining the material,

the researcher chose simpler words or expressions and used non verbal languages such as gestures and body languages to make the students easier to get the meaning.

After the researcher explained the material, the researcher played a video to make the students relax and understand the material better. The researcher asked the students to repeat and practice the expressions of giving advice from the video to improve students' pronunciation. The researcher then played the video for the second time, and asked the students to pay attention to the video so they could understand the material from the video.

After this activity, the researcher asked the students to do the second exercise in the worksheet. The researcher asked them to do the exercise in pairs and share their ideas with their friends. The researcher also let the students ask the researcher if they got difficulties but they had to ask in English. In this meeting, the students' ability in speaking English was improved especially in their confidence. Since they were familiar to speak in English in the classroom, their ability in speaking English also increased. After the students finished their exercise, the researcher and the students corrected the answers together.

Next, the researcher had the Production stage of the PPP method. The students in this activity were asked to give their advice to some problems occurred in the videos given by the researcher. The researcher and the students played "Throw the Ball" game again. The researcher asked the students to show their advice of the problems occurred in the videos orally, and then they pointed their friends to be the next performer. The students looked very enthusiastic doing this

activity. In this activity, all the students got the same chance to speak and gave their advice.

After doing this activity, the time allocation of English class on that day was almost over. The researcher gave summary and asked the students' opinion about the teaching and learning process on that day. The students said that they love the class because they did not have to listen to the explanation from the teacher only, but they also could actively speak in English.

3) The Third Meeting of Cycle II

The third meeting of Cycle II was conducted on 24th September 2013. It was the last meeting of Cycle II. In this meeting, as usual the researcher opened the class by greeting the students and checking their attendance.

After doing a brainstorming by asking the students about the material they had learned in the previous meeting, the researcher showed a video about the material of giving advice to the students. The students seemed really interested and enthusiastic in watching the video.

In this meeting, the researcher focused on the production stage of PPP so that the researcher gave as many chances as possible for the students to speak and explore their ability in English. After watching the video given by the researcher, the students were asked to do the next exercise for this material that is Exercise 3. In this exercise, the researcher asked the students to work in pairs. They were asked to make a conversation about giving advice from the problems shown in the video. This activity seemed easy for them because they were familiar with making conversation in pairs. The students then practiced their conversation.

After that, the researcher asked the students to make a role-play. The researcher divided the students into six groups and each group consisted of 5 students. They were asked to make a role-play about daily life activity by inserting the expressions of giving advice in the conversation of the role-play. The researcher said to the students that the researcher would give a mark for every performance so they had to show their best performances. When the students showed their performance, they looked so enthusiastic because the researcher pretended to record their performance on video. The researcher just pretended to record it because the memory card of the researcher's phone was full so it could not record the students' performance at that time. Based on the observation in the previous meeting, the researcher knew that the students looked more enthusiastic to involve themselves in every activity when they knew that the researcher recorded it.

After all the students performed their role-play performance, the researcher asked them whether they felt the improvement on their speaking ability or not. They totally agreed that there was an improvement on their speaking ability, especially after they learned with the videos. The following field notes will prove this fact.

After all the students performed their performance, the researcher asked them whether they felt an improvement on their speaking ability or not. Most of them said that there was an improvement on their speaking ability. The researcher then also asked whether the students like to learn with the videos or not, and the students said yes, they like to learn with videos. They like to learn the material from the videos and they also like if their performance was recorded into videos.

Field Notes No. 12

When the allocation time was over, the researcher ended the lesson by summarizing and praying. Before the researcher left the class, she told the students that in the next meeting which was post-test meeting, they would have a test like today role-play activity but with different friends in a group. The clues would be given in the next meeting. The role-play had to insert the expressions of asking and giving opinion and also the expressions of giving advice. The students got the point of the announcement from the researcher and then the researcher closed the class.

c. Reflection

After finishing the actions in Cycle II, the researcher and the collaborators did a final reflection to evaluate the actions implemented. The reflection was used to fulfill the democratic and dialogic validity mentioned in Chapter III.

a) Using Simpler Videos as the Teaching Media

It was proven from the research conducted by the researcher that videos could be the effective media to teach English especially to improve students' speaking skills. Through the videos, the students could get appropriate models of English. They also could learn how to use the language in the real life context or in daily life conversation. From the videos, the students' pronunciation, grammar, fluency, vocabulary mastery, and comprehension of the material were also increased.

Moreover, the students felt interested and highly motivated to pay attention and participate to the lesson. They like the teaching and learning process using videos as the main media to explain the materials and to give a real example

of the use of some expressions in the real life. They like it because by watching the videos, they could understand the materials easily.

In the interview with the English teacher, she also mentioned that the students' ability on speaking was also improved by using videos as the main media for the teaching and learning process in the classroom. The students were not only improving their ability on speaking on each aspect of it such as pronunciation, grammar, accuracy, fluency, and vocabulary, but also increasing their confidence to express and share their ideas in English. It could be seen from the interview transcript below.

R :	<i>Bagaimana penilaian ibu terhadap kemampuan berbicara siswa selama 2 cycle belakangan ini?</i> (What is your opinion of the students' speaking ability for these two cycles of the research, Ma'am?)
ET :	<i>Kalau saya menilai memang ada peningkatan pada kemampuan bicara siswa ya mbak kalau dilihat dari pronunciatonnya, vocabularynya, sama grammarnya sudah lebih baik dari sebelumnya.</i> (I think there are so many improvements on their speaking ability, especially on pronunciation, vocabulary, and grammar.)
R :	<i>Kalau untuk penggunaan videonya itu sendiri bu, apakah itu mempengaruhi kemampuan berbicara siswa menurut ibu?</i> (Related to the use of videos, do you think that videos can improve the students' speaking skills?)
ET :	<i>Saya pikir mereka jadi lebih tertarik belajar ya mbak kalau menggunakan video, jadi materi yang disampaikan juga lebih mudah diserap dibandingkan jika mereka hanya membaca buku.</i> (In my opinion, videos can attract the students' attention to learn the material and it can also make the students absorb the material better than if they only read the material from the books.)
R :	<i>Kalau kelebihanannya bu?</i> (What about the advantages of using video to teach according to your opinion?)

(continued)

ET:	<i>Kelebihannya yang saya lihat, anak-anak jadi lebih semangat belajar dan lebih aktif berbicara. Tingkat kepercayaan diri mereka untuk berbicara juga sepertinya meningkat.</i> (Well, I think that the students can be more enthusiasm and active to speak in English. Their confidence to speak in English is also increased.)
R :	<i>Menurut ibu, kemajuan apa yang dicapai siswa dalam cycle ini?</i> (Do you think any progress that can be achieved by the students in this cycle?)
ET :	<i>Banyak mbak. Pengucapannya jadi lebih bagus, penggunaan ungkapannya juga sudah sesuai dengan materi yang diajarkan ya. Mungkin karena dengan menggunakan video jadi mereka lebih mudah mengingat apa yang telah diucapkan native speaker di video ya mbak.</i> (I think there are many progress and improvement in the students' ability on speaking especially on the pronunciation itself. The use of some expressions is also appropriate with the material being taught by teacher. Maybe it is because the use of videos itself so the students can remember the material easily.)

Interview Transcript No. 14

b) Applying Some Communicative Speaking Activities

Communicative speaking activities were successfully used to improve the students' ability and confidence in speaking English. From the communicative speaking activities, the students got many chances to speak and improve their speaking ability. They could perform dialogues with proper words, correct grammar, and appropriate gestures. They also could pronounce the words correctly.

Moreover, pair discussions and group works could also help them to more understand the material since they could discuss it with their friends. It also increased their participation, involvement, and interaction with others.

c) Using Classroom English during the Teaching and Learning Process

Classroom English was effective to ask the students to be active in speaking English since it provided the students many opportunities to speak. The implementation of classroom English could improve the students' speaking skills.

Although classroom English seemed difficult to be implemented in Cycle I, it could be successfully implemented in Cycle II since the students were already familiar with the English words in certain circumstances. In addition, the use of giving feedback successfully helped the students to improve their speaking skills since the feedback given on their works including pronunciation, vocabulary, and grammar were followed by drilling so they rarely made the same mistakes.

d. Findings of Cycle II

After implemented some improved actions, the researcher and collaborator found that there were some successful improvement in Cycle II. The teaching learning process in Cycle II was better than the Cycle I. The change results of the actions during the teaching and learning process in Cycle I and II can be seen in the table below.

Table 8: The Change Result of the Actions

No.	Cycle I	Cycle II
1.	Some of the videos used in the teaching and learning process as the main media were too fast to the students so that sometimes they	The videos used in cycle II were modified and it was not too fast for the students so they could get the point of the videos easily.

(continued)

(continued)

No.	Cycle I	Cycle II
	could not get the point of the videos.	The researcher also used some funny and motivating videos to increase students' motivation to learn.
2.	Communicative speaking activities were applied to provide the students with as many as possible opportunities to speak in English. However, this activities was not successfully implemented since the students were too active moved around the class to do their activities.	Pair work and group discussions were applied more so that the researcher could control and observe the students easier.
3.	The use of classroom English was combined with the translations in Bahasa Indonesia since the students could not understand the explanation in English.	Instead of using Bahasa Indonesia, demonstration, simple words, synonyms, and non - verbal communication were used optimally in order to make the students understood the materials, explanations, and instructions from the researcher.

After reflecting on the implemented actions, the researcher and the collaborator concluded the findings of Cycle II. There were some improvements during the implementation in this cycle. Here are some improvements in Cycle II:

- 1) The goals of using videos as the main media in the teaching and learning process to provide appropriate models of English for the students and to present real context of communication in real-life were successfully achieved.
- 2) Students found that the videos were interesting and they could fulfill the students willingness to learn the material with interesting media.

- 3) Students could understand the material easily through the video watching activity.
- 4) Students got more opportunities to practice the target language in a real situation through the use of classroom English and communicative speaking activities.
- 5) Students' motivation and interest in learning English increased since the classroom activities were more varied and interesting.
- 6) Since the researcher drilled the students with correct pronunciation of the words, most of the students could pronounce words and use intonation correctly.
- 7) Since they were familiar with speaking English, the students could speak confidently in the classroom.
- 8) There was an improvement on the students' grammatical competence.

Considering all the findings above, the researcher and the collaborators then agreed to end the research in this cycle. The next plan was about to conduct a post-test.

C. General Findings

After the researcher helped by the collaborators successfully implemented the use of videos to improve the speaking skills of the students of SMA Angkasa Adisutjipto Yogyakarta, the researcher then inferred general findings. Those findings could be inferred from the observations and the interviews with all the

participants of the research, the English teacher and all the students of class XI Science of SMA Angkasa Adisutjipto.

Before the implementation of the actions, the students' speaking skills were assessed through the pre-test on 27th August 2013. In the pre-test, the researcher asked the students to perform a dialogue of asking and giving opinions. Meanwhile, the post-test was carried out after the implementation of the actions on 27th September 2013. In the post-test, the students had to perform a dialogue in a role-play, consist of the expressions of asking and giving opinions and also the expressions of giving advice. The table below shows the comparison between the pre-test and the post-test results in general.

Table 9: Comparison between the Pre-Test and the Post-Test Results

Score	Pre-Test	Post-Test
Total Mean	6.77	15.25

The table above showed the improvement on the students' scores which increased significantly. It indicated that there was a successful improvement on the students' speaking skills during the action which was implemented by the researcher.

Meanwhile, the result of the students' speaking performances during the implementation of the Cycle I was also presented again to support the findings that the use of videos could improve the students' speaking skills. It can be seen from this following table. The mean score was scaled from 0-25 with the details as follows.

- 1) The score from 20 to 25 means the students were completely fluent in speaking English. They made no mistakes in grammar and pronunciation. They had rich vocabularies and could comprehend the conversation very well.
- 2) The score from 15-20 means the students were fluent in speaking English. They just made a few mistake in grammar and pronunciation. They had good vocabularies mastery and could comprehend the conversation well.
- 3) The score from 10-15 means the students were not really fluent in speaking English. They made some mistakes in grammar and pronunciation. They had limited vocabularies and could not comprehend the conversation well.
- 4) The score from 5-10 means the students were not fluent in speaking English. They made many mistakes in grammar and pronunciation. They had limited vocabulary and could not comprehend the conversation well.
- 5) The score from 0-5 means the students had worst ability on each aspect of the speaking skill.

Table 10: The Mean Scores of the Students' Performance

In the Pre-Test, Cycle 1-Test, and the Post-Test

Score	Pre-Test	Cycle I Test	Post-Test
Total Mean	6.77	11.32	15.25

From the table above, it could be seen that the mean scores of the students' speaking ability in the pre-test, the Cycle I test (post-test 1), and the post-test

increased significantly. The table showed that the mean score of the Cycle I-test increased 4.55 from the pre-test. It increased again for about 3.93 in the post-test. So, there were 8.48 increased points from the pre-test.

From those two tables above, it can be concluded that the use of videos was proven to improve the students' speaking skills.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The researcher had conducted an action research in XI Science class of SMA Angkasa Adisutjipto from 30th August until 24th September 2013. The aim of this research was to improve the students' speaking skills through the use of videos.

The researcher decided to improve the students' speaking skills because the English teacher of this school just focused on teaching reading and writing skills. Whereas, the students need a good ability to speak in English in order to face the globalization era. As we know, the globalization era needs the people who have a good ability in English both in written or spoken form.

The action of the research was implemented in 2 cycles. Each cycle consists of three meetings. In every meeting, the researcher used videos as the main media to teach the material to the students. By using the videos, the researcher could show the students how the way native speaker speaks in English in a correct grammar and pronunciation. In addition, the researcher could also show the students how to speak fluently and appropriately in English. Moreover, videos could increase the students' vocabulary in English. For the motivation of the students itself, videos could attract the students' attention and motivation to learn the material better than if they only learned the material from the books.

In formulating the result of the research, the researcher gained two kinds of data in this research; qualitative and quantitative data. The qualitative data was summarized as follows.

From the observations and interviews during the implementation, the researcher found that the use of videos could improve the students' speaking skills both in comprehending the materials and performances. Since they were familiar with the input text in the form of videos, they found that it was easier to learn the material by using videos. Moreover, since the researcher always asked them to be active to speak in English and create enjoyable communicative speaking activities supported by classroom English in every meeting, the students could be more active in speaking English and improve their speaking abilities.

Those qualitative data was supported by the quantitative data. The quantitative data was gained to make the data became more valid. The quantitative data was in the form of students' scores. The students' score indicated the improvement of the students speaking skills. The scores were gained from the pre test, the first post test after the implementation of Cycle I, and the second post test after the implementation of Cycle II. The mean scores increased from 6.77 in the pre test to 11.32 in the first post test to 15.25 in the second post test.

Based on the qualitative and quantitative data above, the researcher concluded that the use of videos as the main media in the teaching and learning process could improve the students of XI Science class of SMA Angkasa Adisutjipto's speaking skills.

B. Implications

There were some implications due to the result of this research. The implications of the actions were described as follow.

1. The use of various media could make the students more enthusiastic to learn the materials. This implies that the English teachers need to use various media such as videos instead of using the textbook only to teach the students.
2. The use of videos could improve the students' speaking skills. Videos could help the students to learn the material easier by providing appropriate models of English and presenting real context of communication for the students. This implies that the English teachers could use the videos as the main media to teach.
3. By using videos and applying classroom English supported by communicative speaking activities, the students got more opportunities to practice the target language in a real-life situation. This implies that using videos supported by the interesting speaking activities could engage the students' willingness to speak and improve the students' ability to speak in English.
4. The use of videos could increase the students' vocabulary and improve the students' ability in grammar since they got many new words from the videos and learned how to arrange the words correctly as the native speakers in the videos.

C. Suggestions

With regards to this research, the researcher proposes some suggestions for the students, English teacher and other researcher as follows.

1. For the students

The students have to be an active learner, both in the teaching and learning process in the classroom or in the real-life situation. They have to be active on speaking in order to face the globalization era. They don't need to be afraid of making mistakes since they are still learning.

2. For the English teacher

In order to improve the students' speaking skills, the teacher should be more creative on implementing various techniques and using many kinds of interesting media to teach the students. The videos can be one of the interesting media to teach to get more attention from the students.

3. For the other researchers

This research only focuses on improving the students' speaking skills by the use of videos. Therefore, other researchers may conduct any other research on implementing the use of videos to improve the other skills of English. The other researchers with the same topic can also use this research as the references to help them finishing their thesis.

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No.	: FN.01
Hari, Tanggal	: Rabu, 3 Juli 2013
Waktu	: 10.00 WIB
Tempat	: Kantor SMA Angkasa Adisutjipto
Kegiatan	: Izin Observasi
Responden, P	: Peneliti
	PTU : Pegawai Tata Usaha
	GBI : Guru Bahasa Inggris

P datang ke sekolah pada pukul 10.00 WIB. P langsung menuju kantor guru untuk menemui GBI bermaksud meminta izin untuk melakukan penelitian di sekolah tersebut. Sesampainya di kantor guru, P segera menemui GBI di sekolah tersebut dan mengutarakan keinginan P untuk melaksanakan observasi dan penelitian di sekolah tersebut. GBI menanyakan penelitian apakah yang akan P laksanakan di sekolah tersebut dan P menjelaskan bahwa P akan melaksanakan penelitian tentang pengembangan kemampuan berbicara siswa sekolah tersebut dengan menggunakan media ajar video. GBI sangat menerima usul penelitian dari P dan menyarankan untuk segera menemui salah satu PTU untuk meminta perizinan sesuai dengan prosedur sekolah.

P kemudian menemui PTU di ruang tata usaha dan menyampaikan maksud kedatangan P ke sekolah tersebut, yaitu untuk melaksanakan observasi dan penelitian. PTU menerima P dengan sangat baik. PTU menyarankan P untuk segera membuat surat izin observasi dan penelitian yang nantinya akan diserahkan kepada kepala sekolah untuk kemudian diberikan perizinan dari pihak sekolah. Kemudian P menyanggupinya dan berjanji untuk segera membawa surat izin observasi dan penelitian sesegera mungkin ke sekolah tersebut. P kemudian pamit kepada GBI dan PTU.

No.	: FN.02
Hari, Tanggal	: Senin, 8 Juli 2013
Waktu	: 09.00 WIB
Tempat	: Kantor SMA Angkasa Adisutjipto
Kegiatan	: Izin Observasi
Responden, P	: Peneliti
	PTU : Pegawai Tata Usaha
	KS : Kepala Sekolah
	GBI : Guru Bahasa Inggris

P kembali ke sekolah untuk menyerahkan surat izin observasi dan penelitian. Sesampainya di sekolah, P langsung menuju ruang tata usaha dan menyerahkan surat izin observasi kepada salah satu PTU di sekolah tersebut. PTU menerima surat izin observasi dan penelitian skripsi dari P dan langsung menuju ke ruang KS untuk meminta izin dari KS. Kemudian, PTU kembali dan meminta P untuk langsung menemui KS di ruangannya. P kemudian meminta izin untuk menemui KS di ruangannya.

Sesampainya di ruangan KS, P disambut dengan sangat ramah oleh KS. KS mempersilakan P untuk duduk dan menjelaskan tujuan observasi dan penelitian P di sekolah tersebut. P menjelaskan kepada KS bahwa pada dasarnya tujuan penelitian P di sekolah tersebut adalah untuk meningkatkan kemampuan berbahasa Inggris siswa khususnya di bidang *speaking*. Setelah mendengarkan penjelasan dari P, KS pun mengizinkan P untuk melakukan observasi dan penelitian di sekolah tersebut dan meminta P untuk segera berkoordinasi dengan GBI di sekolah tersebut.

Setelah memohon izin kepada KS, P segera menemui GBI di sekolah tersebut, dan mengonsultasikan beberapa hal termasuk tanggal dimulainya penelitian dan kelas yang digunakan untuk penelitian. Setelah berdiskusi, akhirnya P dapat menggunakan kelas XI IPA untuk diteliti dan memulai penelitian pada awal tahun ajaran baru setelah hari raya Idul Fitri agar waktu penelitiannya efektif. Kelas XI IPA dipilih karena siswa di kelas ini dirasa cukup cerdas dan mampu menerima pelajaran dengan cukup baik namun memiliki kemampuan berbicara dalam bahasa

Inggris yang rendah.

Setelah menyepakati beberapa hal dengan GBI, P pamit dan berjanji akan melakukan observasi dan penelitian segera setelah tahun ajaran baru dimulai.

No. : FN.03

Hari, Tanggal : Selasa, 20 Agustus 2013

Waktu : 10.00 WIB

Tempat : Kantor SMA Angkasa Adisutjipto

Kegiatan : Menentukan waktu observasi dan penelitian

Responden, P : Peneliti

GBI : Guru Bahasa Inggris

P datang ke sekolah untuk menemui GBI guna menentukan jadwal observasi dan penelitian. Sesampainya di sekolah, P langsung menemui GBI di kantor guru dan membicarakan perihal penentuan waktu observasi dan penelitian bagi P. Berdasarkan kesepakatan yang disesuaikan dengan jadwal mata pelajaran, P diperbolehkan melakukan observasi pada tanggal 23 Agustus 2013 dimana pada tanggal tersebut GBI akan mengajarkan *speaking* kepada siswanya. Setelah melakukan observasi, P diizinkan untuk melakukan penelitian setiap hari Selasa dan Jum'at sesuai dengan jadwal mata pelajaran bahasa Inggris bagi kelas XI IPA di sekolah tersebut.

No. : FN.04

Hari, Tanggal : Jum'at 23 Agustus 2013

Waktu : 10.15 – 11.35 WIB

Tempat : Kelas XI IPA SMA Angkasa Adisutjipto

Kegiatan : Observasi

Responden, P : Peneliti

GBI : Guru Bahasa Inggris

P datang ke sekolah pada pukul 10.00 WIB. P menemui GBI untuk mengkoordinasikan mekanisme observasi di kelas XI IPA. Sesuai dengan jadwal

mata pelajaran bahasa Inggris di kelas XI IPA, P akan melakukan observasi pada hari tersebut pada jam pelajaran ke-5 dan ke-6. Ketika jam pelajaran bahasa Inggris dimulai, P segera memasuki kelas dan duduk di tempat duduk kosong yang tersedia di baris paling belakang. Sebelum memulai pelajaran, GBI meminta P untuk memperkenalkan diri terlebih dahulu. P memperkenalkan diri dan memberitahukan tujuan kedatangan P di kelas tersebut kepada seluruh siswa kelas XI IPA. Siswa tampak memahami dan pelajaran pun segera dimulai.

GBI memulai kelas pada hari itu dengan mengucapkan salam dan mengecek kehadiran siswa. Kemudian, GBI menjelaskan kepada para siswa bahwa mereka akan membahas materi tentang *report text* dan **langsung memberikan materi tentang *report text* kepada siswa tanpa memberikan *lead in* terlebih dahulu.** GBI memberikan semacam *worksheet* kepada para siswa berisi bacaan yang cukup panjang dan beberapa pertanyaan. Kemudian GBI memerintahkan salah seorang siswa untuk membaca paragraf pertama bacaan tersebut.

Setelah paragraf pertama selesai dibacakan oleh salah seorang siswa, GBI meminta siswa lainnya untuk membacakan paragraf – paragraf berikutnya namun tak ada respon dari para siswa. Setelah GBI mengatakan bahwa GBI akan memberikan poin kepada siswa yg berani membacakan paragraf dari bacaan tersebut, akhirnya beberapa orang siswa pun mau mengajukan dirinya untuk membacakan paragraf tersebut.

Setelah seluruh paragraf dari bacaan selesai dibacakan, GBI mengajak siswa untuk mengartikan bersama – sama isi dari bacaan tersebut. **Salah seorang siswa kemudian menyela ditengah pembelajaran, “Ah ibu saya bosan, begini terus belajarnya. Saya mau tidur aja.”** GBI kemudian menjawab, “Kalau bosan dengan kelas saya silakan keluar.” “Nggak mau”, jawab siswa. **Akhirnya GBI pun membiarkan salah satu siswanya tidur di dalam kelas, sementara beberapa orang siswa lainnya sibuk berbicara sendiri dan ada pula beberapa siswa yang makan di dalam kelas.**

GBI pun melanjutkan pelajaran tanpa menghiraukan beberapa orang siswa yang membandel tersebut. Setelah bacaan selesai diartikan bersama oleh GBI dan para siswa, GBI menjelaskan bahwa bacaan tersebut merupakan jenis *report text* dan

GBI meminta siswa untuk mengidentifikasi apakah yang dimaksud dengan *report text* dan apa ciri – ciri dari *report text* tersebut. GBI meminta siswa untuk menjawab beberapa pertanyaan yang dia ajukan dalam bahasa Inggris dengan tujuan untuk melatih kemampuan *speaking* siswa. **Namun karena dianggap kurang berhasil, akhirnya guru memperbolehkan siswa menjawab dalam bahasa Indonesia.**

Setelah melakukan aktivitas tanya jawab tersebut, GBI meminta siswa untuk mengerjakan beberapa pertanyaan yang berkaitan dengan bacaan dan mengerjakan secara berpasangan. Siswa diberikan waktu untuk mendiskusikan jawaban dari soal-soal tersebut dengan pasangannya kemudian siswa diminta menjawab pertanyaan secara lisan.

Setelah aktivitas tersebut selesai, GBI meminta siswa mengumpulkan hasil jawaban mereka untuk diambil nilainya. Pelajaran hari itupun selesai. GBI memberikan *summary* pelajaran hari itu dan menutup pertemuannya dengan mengucapkan salam.

Setelah GBI meninggalkan kelas, P meminta izin kepada GBI untuk melakukan interview kepada beberapa siswa.

No.	: FN.05
Hari, Tanggal	: Sabtu, 24 Agustus 2013
Waktu	: 10.00 WIB
Tempat	: Kantor SMA Angkasa Adisutjipto, Ruang kelas XI IPA
Kegiatan	: Interview
Responden, P	: Peneliti
	GBI : Guru Bahasa Inggris
	S : Siswa

P datang ke sekolah sekitar pukul 10.00 WIB. Sesampainya di sekolah, P segera menemui GBI di ruangannya di kantor SMA Angkasa Adisutjipto dan mewawancarai beliau terkait proses pembelajaran *speaking* di kelas. Kemudian pada jam istirahat kedua atau sekitar pukul 11.40 WIB, P masuk ke kelas XI IPA

untuk mewawancarai beberapa S yang ada di dalam kelas.

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, khususnya di kelas XI IPA.

No.	: FN.06
Hari, Tanggal	: Selasa, 27 Agustus 2013
Waktu	: 10.55 – 12.40 WIB
Tempat	: Ruang kelas XI IPA
Kegiatan	: Pre-Test
Responden, P	: Peneliti
	GBI : Guru Bahasa Inggris
	S : Siswa

P datang ke sekolah pada pukul 10.30 WIB. P masuk ke kelas XI IPA pada pukul 10.55 WIB untuk melakukan pre-test guna mengetahui kondisi awal S terkait kemampuan berbicara mereka dalam bahasa Inggris.

P memulai kelas pada hari tersebut dengan mengucapkan salam, menanyakan kondisi S, dan mengecek kehadiran S. P menyampaikan pada S bahwa pada hari tersebut S tidak akan mempelajari materi tertentu tetapi pada hari tersebut akan diadakan *pre-test* untuk mengukur kemampuan berbicara S dan hasil dari *pre-test* tersebut akan dibandingkan dengan *post-test* yang akan dilakukan pada akhir penelitian nanti.

P memberikan *lead in question* terkait pengalaman S tentang meminta dan memberikan pendapat terhadap sesuatu. P sengaja memberikan pertanyaan tentang meminta dan memberikan pendapat kepada para S karena S pernah mempelajari tentang materi tersebut pada saat duduk dibangku kelas X. P meminta S membuka buku bahasa Inggris untuk melihat ekspresi meminta dan memberi pendapat yang dapat digunakan dalam percakapan. P meminta beberapa S untuk membaca dialog yang terdapat dalam buku tersebut. Kemudian P

membaca dialog tersebut dan meminta siswa menirukannya.

Setelah diberi contoh, secara berpasangan S diminta membuat suatu percakapan. Setelah beberapa menit berlatih, S diminta mempraktikkan dialog mereka di depan kelas tanpa melihat teks yang telah mereka buat sebelumnya. Hasil penilaian dari kegiatan speaking S ini digunakan sebagai hasil *pre-test*.

Pada saat *pre-test* ini, P juga memberikan lembar penilaian kepada GBI untuk memberikan penilaian kepada para siswanya. Hasil penilaian dari P dan GBI nantinya akan ditambahkan dan dibagi untuk mendapatkan nilai *pre-test* yang valid.

Setelah *pre-test*, P menemui GBI untuk mengkonsultasikan RPP yang telah P buat yang akan P gunakan sebagai pedoman dalam mengajar selama kegiatan penelitian berlangsung di sekolah tersebut.

Berdasarkan observasi kelas dan wawancara yang telah dilakukan, P dan GBI sepakat bahwa akan ada tiga pertemuan dalam *cycle* pertama. Materi yang akan P berikan pada *cycle* pertama adalah tentang *asking and giving opinion* dengan tujuan untuk melatih siswa terbiasa menyampaikan pendapatnya dalam bahasa Inggris. Metode pembelajaran yang digunakan adalah PPP dan video akan menjadi media utama dalam proses pembelajaran *speaking* untuk meningkatkan kemampuan berbicara siswa dalam bahasa Inggris.

No.	: FN.07
Hari, Tanggal	: Jum'at, 30 Agustus 2013
Waktu	: 10.15 – 11.35 WIB
Tempat	: Ruang multimedia
Kegiatan	: Pertemuan 1
Responden, P	: Peneliti
	GBI : Guru Bahasa Inggris
	S : Siswa

P datang ke sekolah pada pukul 9.45 guna mempersiapkan terlebih dahulu hal-hal yang berkaitan dengan kegiatan penelitian hari pertama (pertemuan 1) di sekolah

ini. Sesampainya di sekolah, P bersama teman kolaborator langsung menuju ruang guru guna meminta izin kepada GBI untuk memulai pertemuan pertama dan meminjam ruang multimedia yang akan digunakan selama penelitian berlangsung.

Pukul 10.00 WIB, P masuk ke ruang multimedia guna mempersiapkan media penunjang pembelajaran hari tersebut seperti LCD, *sound system*, dan *white board*.

P memulai pelajaran hari itu dengan mengucapkan salam, dan menanyakan keadaan S. “*Good morning students, how are you?*” “*Good morning miss, I am fine and you?*” jawab S. P menjawab “*I am wonderful, thank you.*”

P kemudian mengecek kehadiran siswa pada hari itu. “*Who is absent today?*”, tanya P. S pun menjawab nihil *miss* yang nggak masuk.

Setelah menyapa dan mengecek kehadiran S pada hari tersebut, P pun langsung memberikan beberapa *lead in questions* untuk mengarahkan S pada materi yang akan diajarkan pada hari tersebut. Kebetulan pada hari tersebut materi yang akan P ajarkan kepada para S adalah tentang *asking for and giving opinion*.

Setelah memberikan beberapa pertanyaan sebagai *lead in* bagi S untuk masuk ke dalam materi pembelajaran hari itu, P pun mencoba menjelaskan tentang materi tersebut kepada para S. P membagikan rangkuman materi dan beberapa *worksheet* kepada para S.

Sebelum S mengerjakan beberapa latihan yang ada pada *worksheet* yang telah dibagikan, P terlebih dahulu memutar beberapa materi yang terkait dengan materi yang sedang diajarkan kepada S untuk menambah pemahaman siswa terhadap materi *asking for and giving opinion*. S menonton video dengan sangat tenang dan memperhatikan dengan seksama. Setelah beberapa kali memutar video, P meminta S untuk mengidentifikasi ungkapan *asking for opinion* dan *giving opinion* yang terdapat di dalam video dan menuliskannya pada buku mereka masing-masing. Setelah itu P meminta S untuk membacakan jawaban mereka.

P kemudian memutar kembali beberapa video dan meminta para S untuk menirukan si pelaku percakapan dalam video. Aktivitas tersebut dilakukan

berulang kali dengan tujuan untuk membiasakan siswa berbicara dalam bahasa Inggris.

Kemudian P mengajarkan S tentang language features yang digunakan dalam *asking and giving opinion*. Beberapa S terlihat masih belum mengerti pada penjelasan pertama sehingga P pun menjelaskannya kembali sebelum S masuk ke dalam sesi latihan pertama.

Setelah itu, P meminta S untuk mengerjakan soal latihan pertama yang ada di dalam worksheet. Soal latihan ini dimaksudkan agar S lebih memahami materi yang telah diberikan oleh P tentang *asking for and giving opinion* sekaligus mengaplikasikan pemahaman mereka sehingga tidak hanya sekedar tahu tetapi menjadi paham.

Setelah mencocokkan jawaban soal latihan 1, jam pelajaran bahasa Inggris pun usai sehingga soal-soal latihan berikutnya belum sempat dikerjakan dan akan dilanjutkan pada pertemuan berikutnya. P segera memberikan *feedback* tentang apa yang telah mereka pelajari hari itu dan mengakhiri pelajaran dengan salam.

No.	: FN.08
Hari, Tanggal	: Selasa, 3 September 2013
Waktu	: 10.55 – 12.40 WIB
Tempat	: Ruang multimedia
Kegiatan	: Pertemuan 2
Responden, P	: Peneliti
	GBI : Guru Bahasa Inggris
	S : Siswa

Seperti biasa P datang ke sekolah sebelum jam pelajaran bahasa Inggris di kelas XI IPA dimulai karena P harus mempersiapkan banyak hal terlebih dahulu di ruang multimedia yang akan digunakan dalam proses belajar mengajar pada hari tersebut.

Pukul 11.00 WIB ketika semua S telah berkumpul di ruang multimedia dan siap

untuk menerima pelajaran, P membuka pelajaran pada hari tersebut dengan mengucapkan salam dan mengecek kehadiran S. Karena pertemuan kali ini merupakan pertemuan lanjutan dari pertemuan sebelumnya yang belum selesai membahas materi tentang *asking for and giving opinion*, maka P memulai pelajaran dengan menanyakan dan mereview apa yang telah mereka pelajari di pertemuan sebelumnya untuk mengingatkan S kepada materi. S menjawab secara serempak bahwa mereka telah mempelajari materi tentang *asking for and giving opinion* pada pertemuan sebelumnya. Kemudian P meminta beberapa S untuk menyebutkan beberapa ungkapan *asking for opinion* dan beberapa ungkapan *giving opinion*.

Setelah melakukan sedikit review, P pun memutar kembali video pembelajaran tentang ungkapan *asking for and giving opinion* untuk lebih membuat S memahami materi. Setelah itu, P kembali memutar beberapa contoh video percakapan yang melibatkan tindak tutur *asking and giving opinion* untuk makin membiasakan S dalam mendengarkan ungkapan-ungkapan yang digunakan dalam menanyakan dan memberikan pendapat dalam bahasa Inggris. Hal ini juga dimaksudkan sebagai input yang baik bagi S karena mereka terbiasa mendengarkan *native speaker* yang berbicara dan memberikan contoh, bukan hanya guru mereka seperti yang selama ini mereka dapatkan.

Setelah itu, P meminta S untuk mengerjakan soal latihan 2 yang terdapat pada *worksheet* yang telah P berikan kepada S. Soal latihan 2 ini dimaksudkan agar S lebih memahami lagi pola kalimat dalam menanyakan dan memberikan pendapat dalam bahasa Inggris sekaligus berlatih menjawab beberapa pertanyaan yang berkaitan dengan percakapan yang melibatkan tindak tutur *asking and giving opinion* secara verbal untuk melatih kemampuan berbicara mereka.

Setelah ini, kegiatan pembelajaran dijeda oleh waktu istirahat S.

Setelah bel tanda masuk berbunyi dan semua S sudah berkumpul kembali di dalam kelas, P mengajak S untuk melakukan aktivitas berikutnya yaitu membuat percakapan berdasarkan gambar dan *clues* yang diberikan. S mengerjakannya berpasangan. Kegiatan ini dimaksudkan agar S terbiasa membuat percakapan yang melibatkan tindak tutur *asking for and giving opinion* untuk kemudian bisa

mempraktekannya secara berpasangan dengan temannya. Ketika mengerjakan latihan ini, S diberikan beberapa *clues* oleh P untuk mempermudah mereka dalam membuat kalimat dalam percakapan. P juga memperbolehkan siswa untuk menanyakan beberapa kata yang tidak mereka ketahui kepada P. Para S terlihat sangat antusias melakukan aktivitas ini.

Setelah selesai mengerjakan percakapan yang mereka buat sendiri, P meminta S secara berpasangan untuk mempraktekan percakapannya di depan kelas. Hampir semua siswa terlihat sudah sangat menguasai materi ini dan kemampuan mereka dalam berbicara menggunakan ungkapan *asking for and giving opinion* terlihat sudah cukup baik.

Karena pada pertemuan kedua ini P mulai menekankan pada stage *Practice* dan *Production* pada metode PPP yang P gunakan sebagai acuan, maka kegiatan yang P lakukan pun mulai banyak memberikan kesempatan kepada S untuk berekspresi dan mengeluarkan kemampuan berbicara yang mereka miliki.

Tak lama setelah tahap terakhir kegiatan yang mereka lakukan pada hari itu yaitu performance dari para S selesai, jam pelajaran bahasa Inggris pada hari tersebut pun selesai. P segera menanyakan kesulitan S dalam pembelajaran hari itu. S berkata mereka tidak menemui kesulitan, hanya perlu latihan berbicara lagi untuk membiasakan mereka berbicara dalam bahasa Inggris. Mereka pun berpesan bahwa pembelajaran di pertemuan berikutnya harus lebih mengasyikkan dan membuat mereka semangat dalam belajar bahasa Inggris.

P berjanji akan memberikan pelajaran yang menarik di setiap pertemuan, kemudian P memberikan summary dan pesan untuk pelajaran hari itu. Pelajaran hari itu pun ditutup dengan salam.

No.	: FN.09
Hari, Tanggal	: Jum'at, 6 September 2013
Waktu	: 10.15 – 11.35 WIB
Tempat	: Ruang multimedia
Kegiatan	: Pertemuan 3
Responden, P	: Peneliti
	GBI : Guru Bahasa Inggris
	S : Siswa
<p>Pada hari tersebut P datang ke sekolah pukul 09.50 WIB dan langsung menemui salah seorang petugas keamanan sekolah untuk meminta kunci ruang multimedia. Setelah mendapatkan kuncinya, P bersama teman kolaborator langsung menuju ruang multimedia untuk mempersiapkan LCD, <i>sound system</i>, dan merapikan tempat duduk S. Sambil menunggu jam pelajaran dimulai, P membuka – buka video yang akan P sajikan pada hari tersebut.</p> <p>Di pertemuan ketiga ini, P masih akan mengajarkan tentang <i>asking and giving opinion</i> tetapi di pertemuan ini P akan memfokuskan pada <i>stage production</i>-nya saja agar siswa semakin mengeksplor kemampuan berbicara mereka.</p> <p>Pukul 10.15 jam pelajaran bahasa Inggris bagi kelas XI IPA pun dimulai. P segera menuju ruang kelas untuk memanggil para S tetapi kelas hanya berisi beberapa orang S saja. Menurut mereka, beberapa orang teman mereka masih di kantin sekolah dan beberapa orang lainnya masih mengikuti rapat OSIS di aula. P meminta salah seorang S untuk memanggil teman – temannya yang masih berada di kantin sekolah dan meminta S lainnya untuk segera masuk ke ruang multimedia karena pelajaran akan segera dimulai.</p> <p>Sekitar pukul 10.25 pelajaran pun dimulai. Seperti biasa, P memulai pelajaran dengan mengucapkan salam dan mengecek kehadiran S. Pada hari tersebut semua siswa berangkat. Namun karena masih banyak siswa yang belum memasuki ruang multimedia, suasana kelas pun menjadi sangat sepi.</p> <p>Sambil menunggu siswa lain yang belum masuk ke kelas, P segera memulai pelajaran sebelum siswa menjadi ribut sendiri. P memulai dengan mengucapkan salam dan menyapa S. Kemudian P menjelaskan kepada para S bahwa pada hari</p>	

tersebut mereka akan belajar secara santai namun lebih banyak berbicara, tentunya dalam bahasa Inggris. S mulai tampak antusias karena P mengerti bahwa mereka akan bosan bila terus menerus diberi penjelasan tentang materi.

P memulai dengan memutar video lucu dan semua siswa tertawa terbahak-bahak. P memang sengaja memberikan video lucu terlebih dahulu di awal pelajaran agar S lebih semangat dalam mengikuti pelajaran. Setelah video selesai diputar, S meminta P memutarkannya kembali. P pun memutarkannya sekali lagi. Setelah itu, P meminta pendapat salah seorang siswa tentang video tersebut. Tentunya S harus mengungkapkan pendapatnya dalam bahasa Inggris. Setelah S tersebut mengungkapkan pendapatnya, P memintanya untuk menanyakan pendapat temannya yang lain tentang video tersebut, dan begitu seterusnya hingga beberapa orang S saling tanya dan mengungkapkan pendapatnya dalam bahasa Inggris secara spontan tanpa harus menuliskannya di atas kertas terlebih dahulu. Kegiatan ini berlangsung efektif dan menyenangkan.

P kemudian memutar video lagi, kali ini bukan merupakan video lucu tetapi merupakan sebuah video motivasi. P kembali menanyakan pendapat salah seorang S dan terjadilah proses seperti kegiatan sebelumnya. Namun kali ini, bagi S yang terlalu lama berfikir atau *have no idea what to say* mereka akan mendapatkan semacam *punishment* untuk maju kedepan kelas dan menceritakan sesuatu yang ingin mereka ceritakan. Objek dari cerita tidak ditentukan, S bebas menceritakan apapun yang ingin mereka ceritakan. Hal ini untuk melatih mental mereka berbicara sekaligus mengasah kemampuan berbicara mereka.

Tak lama kemudian, S yang baru saja mengikuti rapat OSIS kembali ke dalam kelas. P mempersilakan mereka masuk dan mengikuti pelajaran. P menjelaskan bahwa pada hari tersebut mereka tidak akan belajar atau mendengarkan materi apapun tetapi hari itu merupakan hari mereka bicara. Daripada mereka ribut didalam kelas ketika guru menjelaskan, akan lebih baik bagi mereka untuk berbicara dalam bahasa Inggris tetapi tetap mempelajari sesuatu yang berguna.

Kegiatan pun segera dilanjutkan. P memutar video-video berikutnya dan kegiatan terus bergulir. P membantu S apabila mendapatkan kesulitan dalam menemukan *vocabulary* yang pas atau menyusun kata yang agak sulit menurut

mereka. Sambil melakukan kegiatan yang menarik bagi S ini, P juga sekaligus mengambil nilai S untuk mengukur sejauh mana perkembangan kemampuan berbicara S setelah 1 *cycle*.

Setelah semua S mendapatkan jatah berbicara, P pun menyudahi kegiatan ini. P kemudian melanjutkan kegiatan tentang menanyakan pendapat S dalam belajar bahasa Inggris beberapa pertemuan bersama P, apakah mereka menyukainya atau tidak, apakah mereka merasakan perkembangan dalam kemampuan bicara dalam bahasa Inggris, apakah kegiatan yang P lakukan bermanfaat, atau apakah kekurangan dari kegiatan ini. Disini P melakukan kegiatan refleksi setelah melakukan 1 *cycle* pengajaran sekaligus melatih kemampuan berbicara S. Mereka mengatakan bahwa mereka sangat menyukai belajar bersama P dan belajar menggunakan media video.

Tak terasa jam pelajaranpun hampir selesai dan P segera memberikan *summary* bagi pertemuan mereka kali itu. Tak lupa P juga memberitahukan bahwa pada pertemuan berikutnya mereka akan belajar materi baru yaitu tentang *giving advice*. P menutup pelajaran hari itu dengan mengucapkan salam dan meninggalkan kelas.

P kemudian menuju kantor guru untuk mengonsultasikan RPP bagi pertemuan – pertemuan berikutnya yang akan membahas tentang *giving advice* kepada GBI. GBI menyetujui RPP yang P ajukan.

Selain mengajukan usulan RPP, P juga melakukan *interview* kepada GBI untuk merefleksi kegiatan belajar mengajar yang telah P lakukan selama 1 *cycle* belakangan. Hasil dari *interview* hari ini akan digunakan sebagai pedoman untuk memperbaiki kekurangan-kekurangan di *cycle* 1 agar tidak terjadi lagi di *cycle* 2 dan terus mengembangkan hal-hal yang sudah dipandang baik di *cycle* 1. Setelah melakukan *interview*, P pun mengakhiri pembicaraan dan meminta izin pulang sekaligus meminta izin untuk *off* selama satu minggu karena ada kepentingan yang tidak bisa ditinggalkan.

No.	: FN.10
Hari, Tanggal	: Selasa, 17 September 2013
Waktu	: 10.55 – 12.40 WIB
Tempat	: Ruang kelas XI IPA
Kegiatan	: Pertemuan 4
Responden, P	: Peneliti
	GBI : Guru Bahasa Inggris
	S : Siswa

Setelah libur selama seminggu, P kembali ke sekolah untuk meneruskan proses penelitian yang belum selesai. Kebetulan pada hari tersebut P memulai tahap *cycle* 2 dan akan mengajarkan materi baru yaitu *giving advice*.

P datang ke sekolah pukul 10.35WIB dan langsung menemui GBI untuk meminta izin mengajar kembali pada hari tersebut. GBI menyambut P dengan sangat baik dan meminta P untuk segera menyiapkan ruang multimedia yang biasa P gunakan untuk proses belajar mengajar.

P pun pergi menemui petugas keamanan sekolah guna meminta kunci ruang multimedia. Petugas mengatakan bahwa ruang multimedia tidak dikunci karena baru saja digunakan untuk pelepasan mahasiswa KKN-PPL di sekolah tersebut. P kemudian menuju ruang multimedia bersama teman kolaborator. Sesampainya di ruang multimedia, P kaget karena seorang guru sejarah di sekolah tersebut sudah bersiap di ruang multimedia dan mengatakan bahwa beliau akan menggunakan ruang tersebut pada jam yang sama dengan jam pelajaran bahasa Inggris bagi kelas XI IPA. P pun mengalah dan memutuskan untuk menggunakan ruang kelas saja.

Kebetulan sekolah ini memiliki LCD yang baru dibeli sehingga kemudian P meminjamnya dari salah satu pengurus ruang multimedia. Beliau meminjamkan P LCD tersebut. P kemudian meminjam *speaker* kepada GBI karena GBI memiliki *speaker* pribadi di mejanya.

Setelah semua urusan pinjam meminjam selesai, P dan teman kolaborator langsung menuju ruang kelas XI IPA .

Sesampainya di ruang kelas XI IPA, P meminta beberapa S laki-laki untuk

membantu P memasang kabel dan menghidupkan LCD. Setelah semuanya selesai, P pun segera memulai pelajaran.

Sekitar pukul 11.00 WIB pelajaran dimulai. P memulai pelajaran dengan mengucapkan salam dan menanyakan kabar S. P meminta S menjawabnya dalam bahasa Inggris. Beberapa S terlihat semakin aktif berbicara menggunakan bahasa Inggris meskipun dengan terbata-bata. Setelah itu P mengecek kehadiran S. Pada hari tersebut terdapat 3 S yang tidak hadir, 1 orang tidak hadir karena sakit dan 2 orang lainnya izin.

P melanjutkan kegiatan dengan mulai dengan membagikan *handout* materi tentang *giving advice* kepada para siswa. Setelah itu P meminta para siswa untuk membaca *handout* yang berisi materi yang telah dibagikan kepada mereka. Setelah itu, P bertanya kepada S tentang apa yang dimaksud dengan *giving advice* dari apa yang telah mereka baca dari *handout* yang P berikan. P menunjuk beberapa S untuk memberikan pendapatnya tentang apa yang mereka ketahui tentang *giving advice* dalam bahasa Inggris dan meminta beberapa S lainnya untuk memberikan contoh *giving advice* dalam kehidupan sehari – hari. Hal ini dimaksudkan untuk memberikan semacam *lead in* bagi S untuk mulai memahami materi yang diberikan.

Setelah itu, P memutar video materi tentang *giving advice* yang juga berisi percakapan tentang memberikan nasihat dalam bahasa Inggris yang mudah dimengerti karena berhubungan dengan kehidupan sehari – hari. P meminta S untuk mendengarkan dan memperhatikan video yang P putarkan baik-baik dan S mengikuti apa yang P perintahkan. Sambil memperhatikan dan menyimak video yang P putarkan, P meminta S untuk mengikuti beberapa *utterances* yang ada di dalam video untuk melatih *pronunciation* S. Dalam mengajarkan materi tentang *giving advice* kepada para S, P juga mengajarkan penggunaan *should* dan *would* terkait dengan penggunaannya dalam memberikan nasihat dalam bahasa Inggris.

Setelah S terlihat mulai memahami materi yang diberikan, P kemudian meminta S mengerjakan soal latihan 1 yang telah P persiapkan. Setelah sekitar 15 menit, S selesai dengan pekerjaan mereka mengerjakan soal latihan 1. Mereka mengerjakan soal latihan 1 ini secara individu dengan sedikit bantuan P apabila

mereka menemui kesulitan dalam mengartikan beberapa kata. Kemudian, P meminta S untuk menukarkan jawaban mereka dengan teman disebelahnya dan mencocokkan jawaban mereka. Ternyata, nilai yang mereka dapatkan cukup memuaskan. Hal ini mengindikasikan bahwa S sudah mulai memahami materi yang diberikan.

Setelah kegiatan ini berlalu, seperti biasa kelas harus dijeda oleh istirahat sejenak. Setelah masuk kembali, P kemudian melanjutkan pelajaran dengan memberikan video lanjutan untuk lebih membuat siswa memahami materi yang diberikan. Setelah selesai memutar video, P meminta S mengidentifikasi ungkapan-ungkapan yang merupakan ungkapan *giving advice* dari materi yang telah P putarkan sebelumnya. Setelah itu, P dan S mengecek jawaban bersama-sama.

Kegiatan selanjutnya adalah P menanyakan S tentang *advice* apa yang akan mereka berikan seandainya teman mereka memiliki beberapa *problem* yang sama dengan yang ada di dalam video. P menunjuk beberapa orang siswa untuk mengemukakan jawaban mereka.

P hendak meminta S mengerjakan soal latihan 2 tetapi jam pelajaran ternyata tinggal 10 menit lagi. P pun membatalkan perintah untuk mengerjakan soal latihan 2. P kemudian memberikan kesimpulan dan menanyakan apakah S mengalami kesulitan dalam mempelajari materi pada hari tersebut. P juga menanyakan apakah video materi yang P berikan masih ada yang terlalu cepat atau agak sulit untuk S mengerti mengingat pada refleksi di pertemuan ketiga *cycle* pertama S mengatakan bahwa ada beberapa video yang terlalu cepat sehingga agak sulit untuk memahami walaupun mereka akhirnya dapat memahami setelah diputar kembali videonya. S menjawab bahwa video yang diberikan sekarang jauh lebih ringan dan mudah dimengerti.

Setelah itu P menutup pelajaran dengan memberikan salam dan meninggalkan kelas.

No.	: FN.11
Hari, Tanggal	: Jum'at, 20 September 2013
Waktu	: 10.15 – 11.35 WIB
Tempat	: Ruang multimedia
Kegiatan	: Pertemuan 5
Responden, P	: Peneliti
S	: Siswa

Hari itu P datang ke sekolah sedikit kesiangn. P tiba di sekolah pukul 10.10 WIB dan langsung meminta kunci ruang multimedia kepada salah seorang petugas keamanan. Karena petugas sedang melakukan kegiatan lain, P diminta mengambil sendiri kunci ruang multimedia di dalam loker khusus kunci yang ada di ruang tata usaha. Setelah P mengambil kunci ruang multimedia, P bergegas menuju ke ruang multimedia guna mempersiapkan segala hal yang menunjang pembelajaran seperti media dan bahan ajar. Hari itu P masih mengajarkan materi tentang *giving advice*.

Seperti hari-hari Jum'at sebelumnya, S yang ada di kelas hanya sedikit karena S yang lainnya yang menjadi pengurus OSIS sedang melaksanakan rapat OSIS di aula. Mereka melakukan rapat pada jam sekolah karena mereka akan mengadakan pemilihan pengurus OSIS yang baru sebentar lagi.

P meminta semua S yang ada di kelas untuk menuju ruang multimedia karena pelajaran akan segera dimulai. P kemudian menuju ruang multimedia terlebih dahulu dan menunggu S yang kemudian datang menyusul.

Walaupun S yang ada baru setengah dari jumlah S keseluruhan, P tetap menjalankan pelajaran seperti biasanya. P memulai pelajaran dengan mengucapkan salam, menyapa S, dan mengecek kehadiran S. Setelah itu, P langsung menuju masuk kedalam materi. P menanyakan apakah S masih mengingat materi pertemuan sebelumnya tentang *giving advice* dan menanyakan beberapa pertanyaan sebagai *brain storming* bagi S untuk mengingat kembali apa yang telah mereka pelajari di pertemuan sebelumnya. Setelah itu, P kembali memutarakan beberapa video yang masih berkaitan dengan materi *giving advice* untuk menyegarkan kembali ingatan S dan membuat S lebih paham terhadap

materi. Setelah itu, P mengajak S untuk mempraktekkan ungkapan-ungkapan yang ada di dalam materi bersama-sama untuk melatih pronunciation S.

Setelah kegiatan ini selesai, P meminta S untuk mengerjakan soal latihan 2 pada *worksheet* yang telah P berikan di pertemuan sebelumnya. P memperbolehkan S untuk bertanya jika menemui kesulitan dalam mengerjakan soal asalkan S bertanya menggunakan bahasa Inggris. Disini P melihat beberapa kemajuan pada kemampuan S dalam berbicara menggunakan bahasa Inggris terutama tingkat kepercayaan diri mereka yang meningkat. Setelah sekitar 10 menit dan beberapa S hampir selesai dengan pekerjaan mereka, S yang baru saja mengikuti rapat OSIS pun masuk ke kelas. P mempersilakan mereka duduk dan membuka *worksheet* mereka untuk kemudian mengerjakan soal latihan 2. P kemudian terpaksa harus memberikan ekstra 15 menit agar S yang baru saja masuk bisa mengerjakan soal latihan ini dengan sebaik-baiknya.

Setelah semua S selesai mengerjakan soal latihan 2 ini, P bersama seluruh S di kelas ini mencocokkan jawaban dari latihan yang telah mereka kerjakan. Setelah selesai mencocokkan jawaban soal latihan 2, ternyata terlihat bahwa S sudah semakin menguasai materi tentang *giving advice*. Karena itu proses pembelajaran meningkat ke tahapan *production* pada PPP dimana S diminta memberikan *advice* terhadap permasalahan yang terjadi pada beberapa *speakers* pada video yang P tampilkan. P meminta S untuk memberikan pendapatnya secara oral dan kemudian menunjuk teman yang lainnya secara acak agar mereka mendapatkan kesempatan yang sama untuk berbicara dan melatih kemampuan berbahasa Inggris mereka.

Dari kegiatan ini terlihat bahwa S sudah semakin meningkat kemampuan berbicaranya terutama terlihat dari semangat dan kepercayaan diri mereka. *Vocabulary* mereka pun sedikit banyak bertambah karena sering berlatih berbicara menggunakan kata-kata yang belum pernah mereka gunakan sebelumnya.

Tak terasa, waktu pembelajaran pun hampir berakhir. P kemudian memberikan *summary* pembelajaran hari itu dan menanyakan pendapat S akan kegiatan belajar mengajar hari itu. Mereka mengatakan bahwa mereka semua senang karena di kelas mereka sekarang tidak hanya mendengarkan guru berbicara tetapi mereka

juga diajak untuk aktif berbicara. P kemudian menutup pelajaran dengan salam dan pamit undur diri.

No. : FN.12
 Hari, Tanggal : Selasa, 24 September 2013
 Waktu : 10.55 – 12.40 WIB
 Tempat : Ruang multimedia
 Kegiatan : Pertemuan 6
 Responden, P : Peneliti
 S : Siswa
 GBI : Guru Bahasa Inggris

Pada hari ini P merasa lebih bersemangat dari biasanya karena hari ini merupakan hari dimana P melakukan pertemuan keenam yang berarti P sudah menyelesaikan 2 siklus penelitian dan tinggal melakukan post-test. Selama 6 kali pertemuan P melihat banyak kemajuan pada kemampuan berbicara S.

Hari ini P tiba di sekolah pada pukul 10.45 WIB dan langsung meminta izin kepada petugas keamanan untuk mengambil kunci ruang multimedia di loker khusus kunci. Setelah mendapat izin, P segera mengambil kunci dan menuju ke kantor guru. P hendak menemui GBI untuk memberi tahu bahwa proses mengajar P di kelas XI IPA sudah selesai dan tinggal melaksanakan tahap *post-test* di pertemuan berikutnya sehingga P meminta GBI untuk hadir di pertemuan berikutnya dan ikut menilai perubahan serta kemampuan S dalam berbicara dalam bahasa Inggris setelah selama 6 kali pertemuan P berusaha meningkatkan kemampuan berbicara S kelas tersebut. GBI pun merespon baik permintaan P. P segera meminta izin untuk menuju ruang multimedia dan mempersiapkan pembelajaran pada hari tersebut.

Pukul 10.55 WIB pelajaran bahasa Inggris pun dimulai. P segera membuka pelajaran dengan salam dan mengecek kehadiran S seperti biasa. Pada hari ini, salah seorang S yang bernama Marcellinus James Lucky Pajow masih tidak bisa mengikuti pelajaran karena masih mengikuti perlombaan renang tingkat nasional

di Jakarta.

P memulai pelajaran dengan melakukan *brain storming* dengan menanyakan beberapa pertanyaan tentang apa yang telah S pelajari di pertemuan sebelumnya. Beberapa S berusaha menjawab dalam bahasa Inggris karena P meminta mereka untuk menjawabnya dalam bahasa Inggris. Setelah melakukan aktivitas ini, P kembali menjelaskan sedikit tentang materi *giving advice* kepada S dan menunjukkan kembali video yang berisi materi tentang *giving advice*. S memperhatikan video dengan seksama.

Di pertemuan kali ini, P memfokuskan pelajaran pada *Production Stage* dari metode PPP yang P terapkan sehingga S lebih banyak diberikan kesempatan untuk berbicara dibandingkan di pertemuan-pertemuan sebelumnya. Setelah di pertemuan sebelumnya, S mengerjakan soal latihan 1 dan 2 pada worksheet yang telah P berikan kepada S, kali ini P meminta S untuk mengerjakan soal latihan 3 yaitu membuat percakapan tentang memberikan nasihat sesuai dengan masalah yang ada pada video yang P tampilkan di layar. P meminta S untuk mengerjakannya secara berpasangan kemudian mempraktekkan jawaban mereka ketika mereka telah selesai.

Setelah itu itu, di pertemuan kali ini P juga meminta S untuk membentuk kelompok yang terdiri dari 5 orang setiap kelompoknya. Setelah kelompok terbentuk, P meminta S untuk bekerja secara kelompok dan membuat percakapan sehari-hari yang berisi materi *giving advice* dimana setiap S harus aktif berbicara di dalam percakapan tersebut. Mereka nantinya akan mempresentasikan percakapan yang mereka buat itu di depan kelas dan P memberikan waktu 7-10 menit untuk mempraktekkan percakapan mereka tersebut. P meminta S untuk melakukan percakapan tanpa melihat teks agar S bisa mengeksplor kemampuan berbicaranya tanpa harus berpatokan pada teks yang mereka buat.

Setelah sekitar 25 menit para S sudah siap dengan percakapan mereka masing-masing. Ketika P meminta mereka untuk maju mempresentasikan percakapan yang sudah mereka buat, mereka mengatakan bahwa mereka akan maju tetapi diperbolehkan membawa catatan percakapan yang telah mereka buat. P tidak mengizinkan dan mengatakan bahwa percakapan mereka akan P rekam untuk

diambil nilainya. S pun meminta waktu tambahan untuk lebih memahami percakapan yang telah mereka buat. P memberikan waktu ekstra 5 menit. Tak lama kemudian bel tanda istirahat pun berbunyi. P mempersilakan S untuk istirahat ataupun melanjutkan kegiatan mereka di dalam kelas.

Setelah jam pelajaran kembali dimulai, P meminta S untuk maju per kelompok menampilkan percakapan yang telah mereka buat. Mereka maju satu per satu dan P berpura-pura merekam penampilan mereka. Hal ini P lakukan karena ternyata S menjadi lebih aktif dan bersemangat jika mengetahui penampilan mereka sedang direkam oleh P. Sampai tahap pertemuan keenam ini, terlihat sekali kemajuan kemampuan mereka dalam berbicara menggunakan bahasa Inggris.

Setelah semua S maju, P menanyakan apakah S merasa ada perkembangan dalam kemampuan berbicara mereka dan sebagian besar mereka menjawab iya. P juga menanyakan apakah mereka termotivasi untuk berbicara dengan baik jika kemampuan berbicara mereka direkam dalam bentuk video dan S menjawab iya. Dari sini P mendapat kesimpulan bahwa S lebih senang jika belajar menggunakan video, baik menerima input dalam bentuk video ataupun performance mereka direkam dalam bentuk video. Sayangnya pada hari itu P tidak benar-benar merekam performance S, hanya berpura-pura melakukannya untuk melihat antusiasme S. Kemudian, P pun menjelaskan bahwa pada pertemuan berikutnya, yaitu *post-test* mereka akan melakukan hal yang sama seperti hari ini yaitu maju per kelompok mempresentasikan percakapan kelompok yang telah mereka buat dengan menggunakan ungkapan-ungkapan dari materi *asking and giving opinion* serta *giving advice* yang telah mereka pelajari. P yang menentukan anggota masing-masing kelompok di pertemuan mendatang.

Setelah S memahami apa yang P katakan, P menutup pelajaran dengan mengucapkan salam. Sebelum P meninggalkan kelas, P meminta S untuk menampilkan penampilan terbaik mereka pada *post-test* di pertemuan mendatang. P kemudian meninggalkan kelas.

No.	: FN.13
Hari, Tanggal	: Jum'at, 27 September 2013
Waktu	: 10.15 – 11.35 WIB
Tempat	: Ruang kelas XI IPA
Kegiatan	: Post Test
Responden, P	: Peneliti
S	: Siswa
GBI	: Guru Bahasa Inggris

P datang ke sekolah pada pukul 10.00 WIB bersama teman kolaborator. P langsung menuju kantor guru untuk menemui GBI dan mengajak beliau masuk ke dalam kelas hari ini untuk memberikan penilaian terhadap kemampuan berbicara S kelas XI IPA.

Kelas pada hari itu dimulai pukul 10.15 WIB. P membuka kelas dengan mengucapkan salam dan mengecek kehadiran serta kesiapan S dalam menghadapi *post-test* pada hari tersebut. P kembali mengingatkan S bahwa pada hari tersebut P akan melakukan pengambilan nilai terhadap kemampuan berbicara S. Tidak hanya P, GBI pun akan memberikan nilai terhadap kemampuan berbicara S pada hari itu sehingga P meminta S untuk memberikan dan menampilkan penampilan terbaik mereka.

P memberikan instruksi tentang apa yang harus S lakukan pada *post-test* hari itu. Yang harus S lakukan pada hari tersebut adalah membuat percakapan tentang materi yang telah dipelajari yaitu *asking and giving opinion* serta *giving advice* yang lamanya percakapan masing-masing kelompok sekitar 7-10 menit. Jadi masing-masing S mendapatkan sekitar 4-5 kali kesempatan berbicara dalam percakapan. Setelah S mengerti, P membagi S menjadi 6 kelompok, 5 orang tiap kelompok.

S diberi waktu 30 menit untuk menentukan tema dan membuat percakapan mereka serta memahaminya. Setelah itu, P meminta masing-masing kelompok maju satu persatu. Kolaborator merekam penampilan S. P memberikan penilaian, begitupun halnya dengan GBI.

Setelah semua kelompok maju, P memberikan komentar pada penampilan mereka

hari itu. P hanya memberikan komentar positif agar memacu semangat mereka semakin aktif lagi dalam *speak in English*.

Setelah itu, P meminta pendapat S tentang cara mengajar P, kesan dan pesan selama diajar oleh P dan lain-lain. Kemudian, P mengucapkan terima kasih atas perhatian S kelas XI IPA selama P mengajar dan memohon maaf apabila terdapat kesalahan P selama mengajar di kelas tersebut. P pun berpamitan pada kelas tersebut.

Setelah keluar dari kelas, P berbincang sejenak dengan GBI sekaligus melakukan review hasil kerja P selama melakukan penelitian sebanyak 2 *cycle* di kelas XI IPA. Hasil review yang berupa interview ini kemudian digunakan sebagai reflection bagi P terhadap hasil ajar P selama beberapa minggu di sekolah tersebut khususnya di kelas XI IPA. Setelah selesai melakukan interview, P meminta penilaian GBI terhadap penampilan S hari itu guna menentukan nilai akhir S.

Setelah selesai, P mengucapkan terima kasih dan berpamitan kepada GBI.

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

<p>Interviewee:</p> <p>English Teacher</p>	<p>Questions:</p> <ol style="list-style-type: none"> 1. Dapatkah ibu jelaskan bagaimana proses belajar mengajar di kelas XI IPA? 2. Bagaimana kemampuan komunikasi bahasa Inggris siswa kelas XI IPA terutama dalam hal <i>speaking</i>? 3. Menurut ibu, kendala apa yang sangat ibu rasakan dalam mengajar <i>speaking</i>? 4. Apa yang ibu lakukan dalam mengatasi kendala tersebut? 5. Media apa yang biasa ibu gunakan dalam mengajarkan <i>speaking</i> kepada para siswa? 6. Aktivitas apa yang biasa dilakukan siswa ketika belajar <i>speaking</i>?
<p>Interviewee:</p> <p>Students</p>	<p>Questions:</p> <ol style="list-style-type: none"> 1. Menurut adik, apakah belajar bahasa Inggris itu sulit? 2. Kemampuan apa dalam belajar bahasa Inggris yang menurut adik paling sulit? Apakah membaca, menulis, mendengarkan, atau berbicara? 3. Kesulitan apa yang adik hadapi dalam belajar <i>speaking</i>? 4. Apa yang adik lakukan untuk mengatasi kesulitan tersebut? 5. Apakah ibu guru di kelas menjadi satu-satunya contoh ketika mengucapkan kata atau melakukan percakapan? 6. Media apa yang biasa digunakan oleh ibu guru ketika mengajarkan <i>speaking</i>?

	<p>7. Menurut kalian, belajar <i>speaking</i> yang menyenangkan itu seperti apa? Menggunakan media apa?</p> <p>8. Aktivitas apa yang biasa dilakukan dalam belajar <i>speaking</i>?</p>
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2. AFTER THE IMPLEMENTATION OF THE ACTIONS

CYCLE 1

<p>Interviewee:</p> <p>English Teacher</p>	<p>Questions:</p> <ol style="list-style-type: none"> 1. Bagaimana penilaian ibu terhadap kemampuan berbicara siswa di cycle 1? 2. Menurut ibu, apa saja kekurangan dari cycle 1 yang masih perlu P perbaiki? 3. Adakah kemajuan yang telah dicapai dalam kemampuan berbicara siswa menurut ibu? 4. Apa saran ibu untuk cycle berikutnya?
<p>Interviewee:</p> <p>Students</p>	<p>Questions:</p> <ol style="list-style-type: none"> 1. Bagaimana pendapat adik mengenai kegiatan pembelajaran bahasa Inggris bersama saya di kelas selama ini? 2. Apakah adik menyukai belajar bahasa Inggris menggunakan media video? Mengapa? 3. Apakah dengan menonton video dapat membantu adik dalam belajar <i>speaking</i>? Mengapa? 4. Apa kekurangan video yang saya gunakan selama pembelajaran?

CYCLE 2

<p>Interviewee:</p> <p>English Teacher</p>	<p>Questions:</p> <ol style="list-style-type: none"> 1. Bagaimana pendapat ibu terhadap kemampuan berbicara siswa setelah 2 cycle terakhir ini dilaksanakan? 2. Menurut ibu, apa saja kekurangan dan kelebihan dari <i>cycle</i> yang telah P lakukan? 3. Adakah kemajuan yang telah dicapai dalam kemampuan berbicara siswa menurut ibu? 4. Apakah penelitian yang telah P lakukan ini bermanfaat bagi peningkatan kemampuan berbicara siswa dalam bahasa Inggris? 5. Apa saran ibu untuk kegiatan semacam ini?
<p>Interviewee:</p> <p>Students</p>	<p>Questions:</p> <ol style="list-style-type: none"> 1. Bagaimana pendapat adik mengenai kegiatan pembelajaran bahasa Inggris bersama saya di kelas selama ini? 2. Apakah adik menyukai belajar bahasa Inggris menggunakan media video? Mengapa? 3. Apakah dengan menonton video dapat membantu adik dalam belajar <i>speaking</i>? Mengapa? 4. Kemajuan apa yang adik rasakan selama pelaksanaan kegiatan belajar bahasa Inggris bersama saya, terutama bagi kemampuan berbicara dalam bahasa Inggris? 5. Kesan apa yang adik dapatkan dari kegiatan ini?

INTERVIEW TRANSCRIPTS

In the Reconnaissance Process

No.	:IT. 1
Hari, Tanggal	: Jum'at, 23 Agustus 2013
Tempat	: Ruang Kelas XI IPA
Responden, P	: Peneliti
S	: Siswa (S1)
P :	Menurut adik, apakah belajar bahasa Inggris itu sulit?
S :	Ya lumayan sulit tapi kadang-kadang mudah juga. Tergantung materinya.
P :	Mengapa?
S :	Soalnya gurunya nggak asik jadi suka males kalo pelajaran bahasa Inggris.
P :	Nggak asiknya gimana?
S :	Ya ngajarnya nggak asik. Suaranya pelan banget kalo jelasin, udah gitu kalo kita nanya malah suka dimarahin dibilang nggak ngedengerin.
P :	Oh begitu, kalau kemampuan berbahasa Inggris yang paling sulit menurut adik apa? Membaca, menulis, mendengarkan, atau berbicara?
S :	Kalau menurut aku sih menulis sama berbicara.
P :	Kenapa?
S :	Soalnya kalau menulis itu aku bingung sama tenses-tenses itu loh mbak. Kalo berbicara ya sama aja, orang jarang diajarin juga.
P :	Oh jadi speaking atau berbicara itu jarang diajarkan ya? Kesulitannya dalam belajar speaking selama ini apa dik?
S :	Itu loh mba, suka salah pengucapannya sama suka malu kalo

	mau ngomong. Takut salah soalnya.
P :	Terus apa yang adik lakukan untuk mengatasi kesulitan tersebut?
S :	Paling cuma belajar dikit-dikit kaya apa yang diajarkan bu guru saja.
P :	Jadi ibu guru menjadi satu-satunya contoh dalam belajar bahasa Inggris di kelas ya dik?
S :	Iya mbak.
P :	Media apa yang biasanya digunakan oleh ibu guru dalam mengajarkan speaking?
S :	Media apa ya mbak? Paling Cuma pakai buku pelajaran sama LKS aja kalo pelajaran dikelas mbak.
P :	Media lain seperti gambar atau video pernah dipakai nggak?
S :	Selama ini nggak pernah mbak.
P :	Menurut kamu belajar speaking yang menyenangkan itu seperti apa?
S :	Yang nggak melulu dengerin gurunya ngomong biar nggak bosen. Pake video, lagu-lagu juga kayanya asik mbak.
P :	Memangnya aktivitas apa yang biasa dilakukan dalam belajar speaking?
S :	Biasanya cuma disuruh jawab pertanyaan sambil ngomong gitu mbak, nggak nulis jawabannya di papan tulis.

No.	:IT. 2
Hari, Tanggal	: Jum'at, 23 Agustus 2013
Tempat	: Ruang Kelas XI IPA
Responden, P	: Peneliti
S	: Siswa (S19)
P :	Menurut adik, belajar bahasa Inggris itu sulit nggak sih?
S :	Lumayan mbak. Nggak terlalu sulit kok tapi.
P :	Mengapa?
S :	Soalnya aku suka main game dan di game kan banyak bahasa Inggrisnya jadi ya udah agak terbiasa sama bahasa Inggris mbak. Hehe.
P :	Oh begitu. Terus kemampuan dalam bahasa Inggris yang paling susah menurut adik apa? Speaking itu susah nggak?
S :	Ya itu mbak yang paling susah, speakingnya itu. Jarang diajarin sama bu guru sih soalnya. Jadi bingung kan ngatur kata-katanya kalau mau ngomong, sama bingung ngucapinnya juga. Hehe.
P :	Kemudian apa yang adik lakukan untuk mengatasi kesulitan tersebut biasanya?
S :	Ya aku ngikutin cara bacanya dari game atau lagu-lagu bahasa Inggris.
P :	Wow, adik ini kreatif juga ya cara berfikirnya. Terus kalau di kelas ada aktivitas untuk melatih speaking nggak?
S :	Paling disuruh jawab pertanyaannya ngomong mbak, kalau biasanya kan setiap jawab pertanyaan maju kedepan kelas terus nulis jawabannya di papan tulis. Selain itu paling diminta ngikutin percakapan dari buku yang udah diajarin sama bu guru sebelumnya.
P :	Contohnya biasanya dari bu guru aja?
S :	Iya mbak.
P :	Terus kalau diajarin speaking maunya yang seperti apa

	pengajarannya?
S:	Yang menyenangkan mbak, nggak membosankan. Pakai film atau lagu gitu juga seru kayanya mba.
P:	Oh gitu. Baiklah terima kasih ya dik. Ngomong-ngomong siapa namanya dik?
S:	Kevin mbak.
P:	Oke, terima kasih ya Kevin.
S:	Sama-sama mbak.

No.	:IT. 3
Hari, Tanggal	: Jum'at, 23 Agustus 2013
Tempat	: Ruang Kelas XI IPA
Responden, P	: Peneliti
S	: Siswa (S4)
P:	Halo dik, siapa namanya?
S:	Arif mbak.
P:	Oke Arif, boleh interview sebentar ya?
S:	Silakan mba.
P:	Menurut Arif, belajar bahasa Inggris itu sulit nggak sih?
S:	Karena aku suka bahasa Inggris jadi ya nggak susah hehe, semua pelajaran kalau kita suka pasti jadi mudah tho mbak?
P:	Haha iya bener dik, terus diantara kemampuan reading, writing, listening, sama speaking mana yang menurut adik paling susah?
S:	Listening sama speaking mbak.
P:	Letak kesulitannya dimana dik?
S:	Kalau listening itu suka nggak nangkep apa yang diomongin apa orang yang di dalam percakapan itu, nggak jelas ngomongnya, udah gitu cepet banget juga ngomongnya. Kalo speaking ya jarang dipraktikin aja sih jadinya

	kemampuannya kurang terasah.
P :	Terus Arif ada usaha nggak buat mengatasi kesulitan-kesulitan itu?
S :	Ada sih mbak.
P :	Misalnya seperti apa?
S:	Ya misalnya saya sering-sering dengerin lagu atau nonton film bahasa Inggris buat meningkatkan kemampuan listening dan speaking saya. Kan sekalian melatih pendengaran sekalian belajar ngomong tho mbak?
P :	Oh gitu. Bener itu dik. Oh iya, kalau di kelas apakah ibu guru menjadi satu-satunya contoh ketika mengucapkan kata atau melakukan percakapan?
S :	Iya mbak.
P :	Pakai media apa bu guru biasanya kalau mengajar?
S :	Gak ada nih, cuma buku sama LKS aja, makanya suka kaget kalo pas TPM (Tes Potensi akademik) tiba-tiba ada soal listening. Padahal di kelas aja jarang diajarin.
P :	Kalau menurut Arif belajar bahasa Inggris khususnya buat belajar speaking yang menyenangkan itu yang bagaimana sih?
S :	Yang banyak kegiatan untuk ngajak kita-kita belajar ngomong pakai bahasa Inggris mbak. Seru itu kayanya. Hehe.
P :	Oh gitu, oke makasih ya Arif

No.	:IT. 4
Hari, Tanggal	: Sabtu, 24 Agustus 2013
Tempat	: Ruang Kelas XI IPA
Responden, P	: Peneliti
S	: Siswa (S23)
P :	Hai dik, boleh interview sebentar ya?
S :	Boleh mbak.

P :	Dengan siapa ini dik?
S :	Nurma Shabrina mbak.
P :	Oke Nurma kita mulai dengan pertanyaan belajar bahasa Inggris itu sulit nggak sih menurut Nurma?
S :	Susah mbak. Nggak maksud sama sekali aku mbak sama bahasa Inggris.
P :	Kok begitu? Susahnya dimana?
S :	Semuanya mbak, hehe.
P :	Kalau berbicara atau speaking gimana menurut Nurma?
S :	Aduh apalagi itu mbak, nggak bisa aku.
P :	Terus Nurma ada usaha nggak buat mengatasi kesulitan-kesulitan itu?
S :	Aduh apa ya mbak? Nggak ada kayanya mbak, kalo bahasa Inggris berhubung aku nggak dong sama gurunya nggak asik jadi ya makin males belajarnya hehe.
P :	Bu guru nggak asik kenapa emangnya dik?
S :	Ya gitu-gitu aja ngajarnya, nggak menarik ngajarnya. Baca buku terus, ngerjain soal terus.
P :	Oh gitu. Jadi belajar bahasa Inggris yang menarik menurut Nurma itu seperti apa?
S :	Belajar bahasa Inggris yang menarik itu misalnya nyanyi-nyanyi, pakai game, nonton gitu-gitu mba. Pokoknya nggak bikin ngantuk gitu. Hehe.
P :	Oh begitu tho dik. Yaudah besok kalau belajar sama mbak asik kok dijamin. Hehe
S :	Bener ya mbak? Okedeh.

No.	:IT. 5
Hari, Tanggal	: Sabtu, 24 Agustus 2013
Tempat	: Ruang Kelas XI IPA
Responden, P	: Peneliti
S	: Siswa (S9)
P :	Selamat siang dik.
S :	Siang mbak.
P :	Eh dik, menurutmu belajar bahasa Inggris itu susah nggak?
S :	Lumayan mbak.
P :	Yang paling susah bagian apa? Menulis, membaca, mendengarkan, apa berbicara?
S :	Semuanya sih mba, tapi yang paling susah itu ya ngomongnya mbak. Suka nggak ngerti cara bacanya, pola-pola kalimatnya gitu-gitu mbak. Udah gitu malu mbak kalo mau ngomong mah, aneh soalnya.
P :	Oh gitu. Terus apa yang adik lakukan untuk mengatasi kesulitan-kesulitan dalam belajar bahasa Inggris, khususnya speaking?
S :	Nggak ada mbak, cuma ngikutin pelajaran di kelas aja.
P :	Kalau di kelas, apakah ibu guru menjadi satu-satunya contoh ketika mengucapkan kata atau melakukan percakapan?
S :	Selama ini iya mbak. Jadi bu guru ngucapin kata-kata atau percakapan dari buku terus kita ikutin deh.
P :	Pernah belajar speaking kan? Berbicara dalam bahasa Inggris gitu dek.
S :	Pernah mbak.
P :	Media apa yang biasa digunakan ibu guru di kelas dalam mengajarkan speaking dik?
S :	Media seperti apa mbak?
P :	Misalnya video, audio, gambar, yah semacam itu lah dik.

S :	Oh begitu ya mbak, nggak pernah mbak selama ini cuma pakai buku aja.
P :	Bosen nggak begitu terus?
S :	Banget mbak. Mana suka nggak kedengeran suara gurunya kalau ngejelasin ya makin nggak menarik aja belajarnya.
P :	Jadi pengen pembelajaran yang menarik nih?
S :	Iya dong mbak, so pasti.
P :	Kalau gitu tunggu pembelajaran dari saya pasti menarik haha.

No.	: IT. 6
Hari, Tanggal	: Sabtu, 24 Agustus 2013
Tempat	: Kantor Guru SMA Angkasa Adisutjipto
Responden, P	: Peneliti
	GBI : Guru Bahasa Inggris
P :	Selamat siang bu Kus.
GBI :	Selamat siang mbak Melisa.
P :	Maaf bu mengganggu waktu ibu sebentar, kali ini saya akan mengadakan interview guna menentukan tindakan apa yg akan saya ambil dalam meningkatkan kemampuan berbicara siswa dalam bahasa Inggris tentunya. Pertanyaan pertama, dapatkan ibu menjelaskan proses belajar mengajar di kelas XI IPA?
GBI :	Proses belajar mengajar di kelas XI IPA termasuk yang cukup baik di sekolah ini mbak. Walaupun beberapa siswa masih saja ada yang membandel ketika pelajaran, namun secara keseluruhan kelas ini termasuk kelas kesayangan guru-guru di sekolah ini.
P :	Baik bu. Kemudian terkait dengan pengajaran empat skills dalam bahasa Inggris apakah ibu rasa ada kekurangan yang selama ini ibu alami ketika proses pengajaran di kelas?
GBI :	Kalau secara keseluruhan, dari keempat skills dalam

pengajaran bahasa Inggris saya rasa saya lebih banyak mengajarkan reading dan writing mbak, soalnya terkendala media dan waktu juga mbak kalau mau mengajarkan listening dan speaking.

P : Kemudian bagaimana menurut ibu kemampuan berbicara siswa di kelas XI IPA ini?

GBI : Menurut **saya kemampuan berbicara siswa di kelas ini tergolong rendah**, karena memang saya sendiri jarang mengajarkan speaking mba. Saya cenderung fokus sama kemampuan reading dan writing yg lebih banyak porsinya di dalam ujian.

P : Oh begitu bu. Oh iya bu, ngomong-ngomong kendala apa yang sangat ibu rasakan dalam mengajar speaking?

GBI : **Kalau speaking itu susah nya mengajak anak-anak untuk aktif berbicara. Kebanyakan dari mereka masih pada malu-malu mbak, walaupun ada yang sudah PD ya kebanyakan juga masih semerawut bahasanya.** Tapi ya nggak apa-apa ya mbak, namanya juga masih belajar. Terus walaupun sudah saya ajarkan beberapa ekspresi tertentu yang bisa mereka gunakan dalam kehidupan sehari-hari minimal di dalam kelas, mereka tetap saja menggunakan bahasa Indonesia dan amat sangat jarang menggunakan bahasa Inggris. Ya mungkin karena saya menjadi satu-satunya contoh bagi mereka dalam speaking jadi mereka merasa kurang tertarik untuk berbicara menggunakan bahasa Inggris di dalam kelas. Lingkungan juga mempengaruhi tho mbak?

P : Oh iya bu. Kemudian langkah apa yang ibu ambil untuk mengatasi kendala tersebut?

GBI: Ya sejauh ini saya juga belum mendapatkan solusi yang tepat sih mbak buat mengatasi kendala tersebut. Mungkin mbak melisa ada masukan? Hehe.

P :	Hehe ya mungkin saya akan mencoba menggunakan metode saya ya bu dengan menggunakan video untuk membantu meningkatkan kemampuan serta keaktifan berbicara siswa dalam bahasa Inggris tentunya. Semoga saja berhasil ya bu?
GBI :	Iya mbak, saya doakan berhasil.
P :	Media apa sih yang sering ibu gunakan dalam mengajarkan speaking kepada para siswa?
GBI :	Jujur saja saya nggak pernah pake media lain untuk mengajar siswa selain pake buku pegangan siswa dan LKS mbak. Makanya saya sangat appreciate ketika mbak Melisa mau mengajarkan siswa pake media seperti video, soalnya saya kan sudah tua jadi ya agak gptek gitu mba, hehe.
P :	Pertanyaan terakhir bu, aktivitas apa yang biasa dilakukan untuk mengajarkan speaking kepada siswa?
GBI :	Saya sih seringnya meminta mereka menjawab pertanyaan langsung gitu mbak secara verbal tanpa harus maju menuliskan jawaban mereka di papan tulis seperti yang sering saya lakukan ketika mengajarkan reading atau writing. Selain itu, saya langsung memberikan poin bagi mereka yang mau menjawab pertanyaan secara lisan untuk menarik minat mereka berbicara sekaligus meningkatkan kepercayaan diri mereka untuk berbicara. Begitu mbak.
P :	Selain itu bu?
GBI :	Ya mungkin saya meminta mereka untuk mengikuti ucapan saya dan mempraktekan percakapan setelah saya ajarkan.
P :	Oh begitu. Baiklah bu Kus, saya rasa cukup sekian interview saya hari ini. Terima kasih banyak ibu.
GBI :	Ya sama-sama mbak.

After Cycle 1

No.	:IT. 7
Hari, Tanggal	: Jum'at, 6 September 2013
Tempat	: Ruang Kelas XI IPA
Responden, P	: Peneliti
S	: Siswa (S5, S28)
P :	Good afternoon, Arinda. Good afternoon, Rika.
S5, S28 :	Good afternoon, Miss.
P :	Miss mau wawancara sebentar ya, kalian ada waktu kan?
S5, S28 :	Ada miss.
P :	Siap kan? Pertanyaan pertama ya. Bagaimana pendapat kalian mengenai kegiatan pembelajaran bahasa Inggris bersama saya di kelas selama 3 pertemuan belakangan ini?
S5 :	Seru miss. Nggak ngebosenin juga, jadi kita lebih semangat belajar dan merhatiin materinya.
S28 :	Iya miss, seru. Pembelajarannya menyenangkan. Fun gitu kan ya bahasa Inggrisnya?
P :	Iya bener banget. Jadi kalian suka nih belajar bahasa Inggris menggunakan video?
S5, S28 :	Suka dong miss.
P :	Kenapa kalau boleh tahu dik? Hehe
S5 :	Karena ya itu nggak bikin bosan miss kegiatannya. Missnya juga seru ngajarnya.
S28:	Terus itu nggak monoton ya pelajarannya, nggak gitu-gitu aja miss.
P :	Oh gitu. Terus menurut kalian apakah menonton video dapat membantu kalian dalam belajar speaking atau berbicara dalam bahasa Inggris?
S28 :	Iya mbak, jadi lebih gampang belajarnya.
S5 :	Iya miss, jadi dari video kan kita bisa belajar

	pengucapannya sama belajar ngomong sekalian kalo yang pas miss minta ngikutin kata-katanya itu tho.
P :	Mengenai video yang saya gunakan, ada kekurangannya nggak menurut kalian?
S28:	Kadangan ada video yang kecepatan miss.
S5:	Iya miss, videonya cari yang agak lambatan dong. Kemarin-kemarin ini ada video yang kecepatan jadi bingung sendiri nangkep maksudnya hehe.
P :	Oh gitu, okedeh besok-besok lagi dicari video yang gak kecepatan ngomongnya. Hehe. Makasih ya dik.

No.	:IT. 8
Hari, Tanggal	: Jum'at, 6 September 2013
Tempat	: Ruang Kelas XI IPA
Responden, P	: Peneliti
S	: Siswa (S2)
P :	Hi, Denok. Miss minta waktunya sebentar ya buat tanya-tanya.
S2 :	Oke miss.
P :	Menurut Denok pembelajaran bahasa Inggris sama miss selama di kelas gimana?
S2 :	Asik miss. Nggak disuruh baca buku terus soalnya.
P :	Haha gitu ya, suka bosan ya kalau disuruh baca terus? Terus Denok suka nggak sih belajar bahasa Inggris pakai video?
S2 :	Iya miss, banget. Masa disuruh baca terus ya ngantuk, haha. Suka miss soalnya pelajarannya masuk ke otak terus nggak bikin ngantuk juga soalnya nggak disuruh baca sih, hehe.
P :	Haha Denok ini, membaca juga bagus loh dik sebenarnya. Kemudian menurut Denok nih ya, menonton video bisa membantu Denok dalam belajar speaking nggak nih?

S2 :	Bisa miss sedikit-sedikit.
P :	Kenapa?
S2:	Soalnya kan dari video kita bisa belajar ngomong kaya bule-bule di video, tahu gitu maksudnya gimana cara ngomong yang benar. Terus kan suka disuruh praktek ngomong juga sama miss Melisa kalo di kelas, jadi sedikit – sedikit nambah lah kemampuan ngomongnya walaupun belepotan.
P :	Haha nggak apa-apa dik belepotan juga, yang penting mau belajar. Ntar lama-lama juga makin bagus kalau sudah terbiasa. Pertanyaan terakhir ya, apa kekurangan video yang saya gunakan selama ini?
S2:	Kekurangannya kayanya nggak ada deh Miss. Aku ngedong soalnya.
P :	Bener gitu nggak ada? Hore! Hehe. Baiklah terima kasih ya dik.
S2:	Iya sama-sama miss.

No.	:IT. 9
Hari, Tanggal	: Jum'at, 6 September 2013
Tempat	: Ruang Kelas XI IPA
Responden, P	: Peneliti
S	: Siswa (S17)
P :	Halo adik, Galuh kan ya?
S17 :	Yes, bener banget miss. Seratus buat miss.
P :	Yes asik dapat seratus. Oke Galuh, miss mau tanya-tanya sebentar ya. Boleh kan?
S17 :	Boleh miss.
P :	Oke Galuh, wawancara ini terkait pertemuan pertama sampai ketiga ya. Pertanyaan pertama, bagaimana pendapat Galuh

	mengenai kegiatan pembelajaran selama tiga pertemuan belakangan ini?
S17 :	Asik. Seru. Menyenangkan. Udah gitu aja.
P :	Terus selama tiga pertemuan ini, Galuh ngerasa ada perubahan sama kemampuan speaking Galuh nggak?
S17 :	Ada miss. Aku ngerasa lebih pede aja kalo ngomong, soalnya walaupun salah yang penting belajar ngomong tho kata miss? Selain itu, kan dari video aku juga belajar cara ngomong yang benar dan kalau dengerin materi dari video itu lebih nyambung aja dari pada denger guru yang ngomong. Lagian kalo dari video kalo kita belum maksud kan sama miss diulang-ulang videonya jadi bikin maksud. Abis itu banyak praktek ngomongnya juga jadi membiasakan diri buat bicara.
P :	Terus, apakah Galuh menemui kesulitan selama belajar speaking?
S17 :	Kesulitan sih ada ya miss namanya juga belajar.
P :	Sulitnya dimana?
S17 :	Nyusun katanya miss, makanya masih suka asal sama belepotan ngomongnya.
P :	Terus cara mengatasi masalahnya gimana?
S17 :	Tanya sama miss apa nggak sama temen, hehe.
P :	Apa kekurangan video yang miss gunakan menurut Galuh?
S17 :	Kekurangannya? Mungkin beberapa video ada yang terlalu cepat miss, tapi karena miss ulang-ulang ya akhirnya ngerti juga.

No.	: IT. 10
Hari, Tanggal	: Jum'at, 6 September 2013
Tempat	: Kantor Guru SMA Angkasa Adisutjipto
Responden, P	: Peneliti
	GBI : Guru Bahasa Inggris
P :	Selamat siang bu Kus.
GBI :	Selamat siang mbak Melisa.
P :	Bu, kali ini saya akan mengadakan refleksi terhadap pengajaran saya selama satu cycle belakangan ini, jadi saya ingin melakukan interview dengan ibu terkait hal tersebut.
GBI :	Oh silakan mbak.
P :	Pertanyaan pertama saya, bagaimana penilaian ibu terhadap kemampuan berbicara siswa di cycle pertama, selama tiga kali pertemuan saya di kelas?
GBI :	Secara keseluruhan sih sudah terlihat ada peningkatan mbak. Keberanian dan kepercayaan diri mereka buat berbicara juga terlihat lebih baik, cuma ya bahasanya mungkin masih sedikit kacau secara grammar. Kalau dari segi pronounciationnya lumayan baik sih mbak, mungkin karena biasa mbak Mel jejelin sama video kali ya.
P :	Haha ibu bisa saja. Pertanyaan berikutnya, menurut ibu, apa saja kekurangan dari cycle pertama yang masih perlu saya perbaiki?
GBI :	Kalau dari segi aktivitasnya sudah baik mbak, anak-anak juga sudah mulai terlihat aktif menggunakan bahasa Inggris walaupun masih dasar kemampuannya. Oh iya mbak, saya berharap apa yang sudah anak-anak pelajari dapat diterapkan di dalam kelas, misalnya kalau mau izin masuk atau keluar kelas menggunakan bahasa Inggris begitu ya mbak. Video yang digunakan juga sudah sangat baik mbak. Anak-anak kelihatannya sangat interested belajar menggunakan video.

P :	Jadi menurut ibu, sudah terlihat perkembangan pada kemampuan berbicara siswa, begitu kan bu?
GBI :	Iya mbak.
P :	Pertanyaan terakhir bu, apa saran ibu untuk cycle berikutnya?
GBI:	Ya saran saya lebih dikembangkan lagi pola pengajarannya terutama untuk mengajak siswa menjadi lebih aktif lagi berbicara menggunakan bahasa Inggris. Sebisa mungkin selalu ajak siswa untuk berkomunikasi menggunakan bahasa Inggris di dalam kelas ya mbak. Terus untuk grammar dan pronunciation ya sambil belajar sedikit-sedikit ya mbak, jadi kalau masih terdapat kesalahan ya nggak apa-apa.
P :	Oh iya bu, siap laksanakan. Terima kasih bu sudah meluangkan waktunya untuk saya interview. Semoga di cycle berikutnya pengajaran saya lebih baik lagi ya bu.
GBI :	Iya mbak, sama-sama. Iya saya doakan.

After Cycle 2

No.	:IT. 11
Hari, Tanggal	: Jum'at, 27 September 2013
Tempat	: Ruang Kelas XI IPA
Responden, P	: Peneliti
S	: Siswa (S8)
P :	Bagus, kita interview sebentar bisa ya? Miss mau nanya-nanya nih
S8 :	Bisa miss.
P :	Pertanyaannya terkait dengan pembelajaran speaking selama saya mengajar di kelas ini ya. Menurut Bagus, bagaimana pembelajaran speaking selama saya mengajar di kelas?
S8 :	Seru mbak, mbak orangnya ramai sih jadi kitanya ikutan ramai.
P :	Ramai gimana dik maksudnya?

S8 :	Ya mbaknya aktif berbicara jadinya kita ikut ingin bisa bicara pake bahasa Inggris cas cis cus kaya mbak. Begitu.
P :	Oh, apakah Bagus menyukai pembelajaran bahasa Inggris khususnya untuk belajar speaking menggunakan video? Mengapa?
S8 :	Suka mbak, lumayan. Soalnya jadi seru gitu belajarnya, nggak Cuma diem aja dengerin bu guru. Kitanya juga jadi sering diajak ngomong tho pakai bahasa Inggris?
P :	Iya dik. Jadi Bagus ngerasa ada perkembangan nggak dalam kemampuan berbicaranya?
S8 :	Ada mbak.
P :	Misalnya?
S8 :	Misalnya dengan video itu aku jadi belajar gimana ngomong bahasa Inggris yang bener, tahu materinya juga, susunan katanya juga, terus vocabulary-nya juga bertambah mbak. Jadi makin pede kalo ngomong pake bahasa Inggris, hehe.
P :	Terus kemajuan apa yang Bagus rasakan setelah menggunakan video sebagai media belajar speaking?
S8 :	Makin pede ngomong bahasa Inggrisnya, jadi lebih paham materinya, lebih lancar ngomong bahasa Inggrisnya. Terus ada lagi mbak, aku jadi pengen ke luar negeri ngomong langsung sama bule kaya yang di video.
P :	Haha bagus itu. Semoga bisa tercapai ya keinginannya. Ngomong-ngomong, kesan apa yang Bagus rasakan setelah pembelajaran menggunakan video bersama saya?
S8 :	Belajar bahasa Inggris ternyata bisa menyenangkan juga, nggak bikin ngantuk. Haha.
P :	Oh jelas dong, belajar bahasa Inggris itu menyenangkan. Hehe.

No.	:IT. 12
Hari, Tanggal	: Jum'at, 27 September 2013
Tempat	: Ruang Kelas XI IPA
Responden, P	: Peneliti
S	: Siswa (S4, S10, dan S29)
P :	Kalau Arif, Lolita, sama Riko gimana pendapatnya mengenai kegiatan pembelajaran bahasa Inggris selama miss mengajar di kelas ini?
S4 :	Lolita dulu aja miss, ladies first. Haha.
P :	Oke, Lolita dulu deh.
S10 :	Kalau Loli sih suka sama pengajarannya miss Melisa. Seru, nggak ngebosenin. Kitanya juga diajarin buat aktif bicara dan dikasih video motivasi-motivasi gitu juga jadi makin semangat.
P :	Kenapa kalau boleh tahu dik? Hehe
S5 :	Karena ya itu nggak bikin bosan miss kegiatannya. Missnya juga seru ngajarnya.
P :	Hehe makasih. Terus kalo menurut Arif sama Riko gimana?
S4 :	Saya suka pengajarannya miss Melisa selama ngajar di kelas ini. Aktivitas yang kita lakuin beragam jadi nggak bikin kita berpatokan cuma sama buku aja. Kita juga diajak untuk lebih aktif berbicara dalam bahasa Inggris sama miss Mel, jadi ngerasa kemampuan speaking kita sedikit banyak berkembang.
S29 :	Sama deh kaya Arif, udah panjang banget dia ngomongnya miss, haha.
P :	Oke, thank you adik-adik. Terus kalian suka nggak belajar bahasa Inggris menggunakan video? Alasannya apa?
S4 :	Kalau saya pribadi sih suka miss . Alasannya ya karena dari video kita bisa lebih paham terhadap materi yang diajarkan, lebih ngeliat contoh real penggunaan bahasa yang diajarkan dalam kehidupan sehari-hari, jadi nggak

	bingung juga kalau mau ngucapin kata, soalnya dari video kosakata kita banyak bertambah.
S10 :	Setuju deh sama Arif. Menurut saya kalo dari video itu selain nambah pemahaman juga nambah motivasi kita buat bisa belajar bahasa Inggris biar ngomongnya kaya bule-bule di video gitu miss.
S10 :	Iya bener, Lol.
P :	Sip deh. Terus menurut kalian lagi nih ya, kalau belajar menggunakan video itu bisa membantu kalian dalam belajar speaking nggak sih?
S4, S10, S29 :	Bisa
P :	Wah kompak banget! Kenapa gitu alasannya?
S29 :	Soalnya dari video itu jadi belajar banget miss speaking yang bener itu gimana.
S10 :	Jadi tau grammar, intonasi, pelafalan.
S4 :	Terus ditambah dari video itu kita bisa tahu pengucapan yang benar, soalnya kan dicontohin di videonya. Kalo cuma dari buku kan kadang masih kurang jelas.
P :	Terus kemajuan apa yang kalian rasakan selamakegiatan pengajaran bahasa Inggris yang saya lakukan, terutama bagi kemampuan berbicara bahasa Inggris kalian?
S10 :	Yang saya rasakan ya miss, saya jadi makin percaya diri ngomong pake bahasa Inggris, makin ngerasa sebenarnya saya bisa bahasa Inggris cuma agak males aja selama ini buat berlatih.
S29 :	Sama miss, saya juga ngerasa kemampuan bahasa Inggris saya makin terasah karena sering dikasih contoh cara ngomong yang bener, diliatin video pembelajaran, sama sering diajak ngomong pake bahasa Inggris.
S4 :	Kalo saya sih ya ngerasa sama kaya mereka, mungkin itu karena kitanya juga jadi lebih aktif ya miss di kelas untuk

	membiasakan diri berbahasa Inggris. Cara pengajaran miss juga fun, jadi kitanya ikut fun belajarnya. Begitu.
P :	Terakhir, kesan apa yang kalian dapatkan dari kegiatan ini? Maksudnya dari kegiatan belajar menggunakan video ini. Coba gambarkan dengan satu kata aja dong.
S4 :	Fun.
S10 :	Seru.
S29 :	Nggak ngebosenin. Eh itu dua kata ya miss? Ya menyenangkan deh.

No.	:IT. 13
Hari, Tanggal	: Jum'at, 27 September 2013
Tempat	: Ruang Kelas XI IPA
Responden, P	: Peneliti
S	: Siswa (S15)
P :	Halo Nita. Interview sebentar ya.
S15 :	Halo juga miss. Oke boleh.
P :	Pertanyaannya terkait dengan pembelajaran speaking selama saya mengajar di kelas ini ya. Menurut Nita, bagaimana pembelajaran speaking menggunakan media video seperti yang saya lakukan di kelas selama ini?
S15 :	Asik. Belajar speaking jadi lebih mudah. Metode pembelajarannya juga bagus.
P :	Apakah kamu suka belajar berbicara bahasa Inggris dengan menggunakan video?
S15 :	Suka.
P :	Mengapa?
S15 :	Soalnya lebih gampang dipahami. Jadi lebih tahu cara bicara yang bener juga, terus pronounciationnya jadi lebih bagus. Sama satu lagi mbak, kosa katanya bertambah.

P :	Apakah video sebagai input bisa membantu kamu dalam belajar berbicara bahasa Inggris?
S15 :	Iya miss, soalnya dikasih contoh cara ngucapinnya gimana yang bener gitu.
P :	Kemajuan apa yang kamu rasakan setelah pengajaran saya di kelas yang menggunakan video sebagai media utamanya?
S15 :	Jadi makin bisa belajar bahasa Inggris khususnya berbicara terus sama makin percaya diri kalo mau ngomong.
P :	Ngomong-ngomong, kesan apa yang Nita rasakan dari kegiatan semacam ini?
S15 :	Bagus miss, kembangkan ya. Kalau bisa jadi guru disini aja. Hehe.
P :	Hahaha doakan miss segera lulus ya makanya. Makasih ya Nita.

No.	: IT. 14
Hari, Tanggal	: Jum'at, 27 September 2013
Tempat	: Kantor Guru SMA Angkasa Adisutjipto
Responden, P	: Peneliti
	GBI : Guru Bahasa Inggris
P :	Selamat siang bu Kus.
GBI :	Selamat siang mbak Melisa.
P :	Wah, nggak kerasa ya bu saya sudah sampai tahap post-test dari kegiatan penelitian yang saya lakukan ini. Saya mau melakukan interview lagi buat mereview kinerja saya selama 2 cycle ini bisa kan bu?
GBI :	Oh silakan mbak.
P :	Pertanyaannya masih sama seperti kemarin bu, bagaimana penilaian ibu terhadap kemampuan berbicara siswa

	selama 2 cycle belakangan ini?
GBI :	Kalau saya menilai memang ada peningkatan pada kemampuan bicara siswa ya mbak kalau dilihat dari pronunciationnya, vocabularynya, sama grammarnya sudah lebih baik dari sebelumnya. Ya mungkin karena memang dibiasakan untuk berbicara ya di dalam kelas.
P :	Kalau untuk penggunaan videonya itu sendiri bu, apakah itu mempengaruhi kemampuan berbicara siswa menurut ibu?
GBI :	Saya pikir mereka jadi lebih tertarik belajar ya mbak kalau menggunakan video, jadi materi yang disampaikan juga lebih mudah diserap dibandingkan jika mereka hanya membaca buku.
P :	Kemudian apa kekurangan cycle kedua ini menurut ibu?
GBI :	Kekurangannya saya pikir sudah dibenahi di cycle 1 ya, jadi saya pikir di cycle kedua ini sudah jauh lebih baik dan berhasil mbaknya.
P :	Kalau kelebihanannya bu?
GBI:	Kelebihannya yang saya lihat, anak-anak jadi lebih semangat belajar dan lebih aktif berbicara. Tingkat kepercayaan diri mereka untuk berbicara juga sepertinya meningkat.
P :	Menurut ibu, kemajuan apa yang dicapai siswa dalam cycle ini?
GBI :	Banyak mbak. Pengucapannya jadi lebih bagus, penggunaan ungkapannya juga sudah sesuai dengan materi yang diajarkan ya. Mungkin karena dengan menggunakan video jadi mereka lebih mudah mengingat apa yang telah diucapkan native speaker di video ya mbak.
P :	Apa saran ibu untuk kegiatan semacam ini?
GBI :	Penggunaan video untuk pengajaran seperti yang telah mbak

Melisa lakukan harus lebih ditingkatkan lagi, karena banyak disukai siswa. Mereka jadi lebih paham terhadap materi dari pada hanya sekedar dijelaskan ya. Jadi ya bagus, tingkatkan.

P : Hehe iya bu. Terima kasih ya bu, sekian interviewnya. Semoga penelitian saya di sekolah ini membawa manfaat ya bu.

GBI : Iya mbak sama-sama.

COURSE GRID

School : SMA Angkasa Adisutjipto Yogyakarta
 Subject : English
 Class / Semester : XI / 1
 Meeting : 1-6

Standard of Competence	Basic Competence	Indicators	Activities	Learning Materials					Videos
				Topics	Functions	Structure	Vocabulary	Pronunciation	
Expressing the meaning of formal and sustained transactional and interpersonal conversation in daily life.	Expressing the meaning in formal and sustained transactional (to get things done) and interpersonal (to socialize) conversation using spoken language	Students are able to: 1. Identify the expressions of asking and giving opinion accurately and appropriately 2. Use the expressions of asking opinion	Presentation: - Telling experiences in asking and giving opinion in daily life context - Reading the material of asking and giving	My favorite movies	Asking for and giving opinion	What do you think about ...? / What do you think of? / What is your opinion about? / What are your	think, agree, disagree, right, opinion, idea, movie, friendship, fight, book, race, speed, marvelous, cartoon,	think /θɪŋk/ agree /ə'gri:/ opinion /ə'pɪn.jən/ idea /aɪ'diə/	Video 1: How can I ask and give opinion? A : What's your opinion of meeting people online?

	<p>accurately, fluently, and understandably in the form of expressing and asking opinions.</p>	<p>fluently, accurately, and appropriately 3. Use the expressions of giving opinion fluently, accurately, and appropriately 4. Be active on speaking</p>	<p>opinion - Watching videos containing expressions of asking and giving opinion - Identify the expressions of asking and giving opinion</p> <p>Practice: - Repeating some expressions from the videos - Doing some exercises - Making conversation using some clues related to the material</p>			<p>feelings about? + O Do you think it is? + Adj</p>	<p>children, childish, like, dislike</p>	<p>movie /'mu:.vi/ fight /fɑ:t/ marvelous /'mɑ:rv ə - l.əs/ childish /'tʃaɪl.dɪʃ/</p>	<p>B : In my opinion, it's awesome.</p> <p>A : How do you feel about meeting people online? B : I feel meeting people here is very fun.</p> <p>A : What do you think about meeting people online? B : I think it's cool.</p>
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			<p>Production: - Performing in front of the class</p>						<p>A : What do you think about meeting people online?</p> <p>B : From my point of view, it's risky.</p> <p>Video 2 : A : What did you think of the movie? B : I think it was brilliant.</p> <p>The students are shown the video of the conversation of</p>
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									two people discussing about the movie.
Expressing the meaning of formal and sustained transactional and interpersonal conversation in daily life.	Expressing the meaning in formal and sustained transactional (to get things done) and interpersonal conversation (to socialize) using spoken language accurately, fluently, and understandably in the form of expressing and asking opinions.	Students are able to: 1. Understand and comprehend the material of asking and giving opinion 2. Use the expressions of asking opinion fluently, accurately, and appropriately 3. Use the expressions of giving opinion fluently, accurately, and appropriately 4. Be active on	Presentation: - Telling experiences in asking and giving opinion in daily life context - Reading the material of asking and giving opinion Practice: - Doing communicative games Production: - Giving opinion about the videos	Video and motivation	Asking for and giving opinion	What do you think about ...? / What do you think of? / What is your opinion about? / What are your feelings about? + O Do you think it is? + Adj	think, agree, disagree, right, opinion, like, dislike, motivating, motivated, funny, laugh, cry	motivate /'məʊ.ti.veɪt / funny /'fʌn.i/ laugh /lɑ:f/ cry /kraɪ/	Video 1: How can I ask and give opinion? A : What's your opinion of meeting people online? B : In my opinion, it's awesome. Video 2 : The students are shown some funny and motivating

		speaking	shown and also the opinion about the learning process						<p>videos, then they asked to give some comments or opinions about the videos. List of videos:</p> <ul style="list-style-type: none"> - Eat Bulaga Indonesia, <i>Ketapat</i> edition. - The dumb violinist - Father - Mother - The Basketball Girl
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<p>Expressing the meaning of formal and sustained transactional and interpersonal conversation in daily life.</p>	<p>Expressing meaning in formal and sustained transactional (to get things done) and interpersonal (to socialize) conversation using spoken language accurately, fluently, and understandably in the form of giving advice, warning, accepting request, and expressing relief, pain, and pleasure feeling.</p>	<p>Students are able to:</p> <ol style="list-style-type: none"> 1. Identify the expressions of giving advice accurately and appropriately 2. Understand and comprehend the material of giving advice 3. Use the expressions of giving advice fluently, accurately, and appropriately 4. Be active on speaking 	<p>Presentation:</p> <ul style="list-style-type: none"> - Answering questions related to material of giving advice - Reading the material of giving advice - Watching the videos of the material of giving advice - Identifying the expressions of giving advice <p>Practice:</p> <ul style="list-style-type: none"> - Repeating some expressions from the videos. 	<p>What should I do?</p>	<p>Asking and giving advice</p>	<p><i>Should,</i> to give an advice in present: S + should + stem verb (V1)</p> <p><i>Should,</i> to give an advice about something happen in the past: S + should + have + past participle (V3)</p> <p><i>Would,</i> to give an advice as he / she were the listener. S + would + V1</p>	<p>should, would, advise, gone, were, return, wear, ought, decide, recommend, position, medicine, problem, exercise, shy, style, practice</p>	<p>should /ʃʊd/ would /wʊd/ advice /əd'vaɪs/ advise /əd'vaɪz/ gone /gɒn/ were /wɜ: r / return /rɪ'tɜ:n/ wear /weə r / ought /ɔ:t/ decide</p>	<p>Video 1 : A : What's your problem? B : (sick) A : You should see the doctor and took some medicine. A : What's your problem now? B : (get bad score on test) A : You have to study more for next time using your books.</p>
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			<ul style="list-style-type: none"> - Doing some exercises - Answering the questions orally - Making a conversation based on the situations shown in the videos <p>Production:</p> <ul style="list-style-type: none"> - Performing in front of the class 					<p>/dr'saɪd/ recommend /,rek.ə'men d/ position /pə'zɪʃ. ə n/ medicine /'med. ɪ - .sən/ problem /'prɒb.ləm/ exercise /'ek.sə.saɪz/ shy /ʃaɪ/ style /staɪl/ practice /'præk.tɪs/</p>	<p>Video 2: A : Hey, i need a help. I want to have a date with a girl but I'm too shy to ask. B : Don't worry. Make yourself look really good. A : How? B : First, get a new hair style then buy some clothes. A : Then what? B : Practise what you are going</p>
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									to say. Video 3: Exercise video
Expressing the meaning of formal and sustained transactional and interpersonal conversation in daily life.	Expressing meaning in formal and sustained transactional (to get things done) and interpersonal (to socialize) conversation using spoken language accurately, fluently, and understandably in the form of giving advice, warning, accepting request, and expressing relief, pain, and pleasure	Students are able to: 1. Understand and comprehend the material of giving advice 2. Use the expressions of giving advice fluently, accurately, and appropriately 3. Be active on speaking	Presentation: - Telling experiences in asking and giving opinion in daily life context - Reading the material of asking and giving opinion Practice: - Doing communicative games Production: - Giving opinion about the videos	Your advice, please	Asking and giving advice	<i>Should,</i> to give an advice in present: S + should + stem verb (V1) <i>Should,</i> to give an advice about something happen in the past: S + should + have + past participle (V3)	confident, think, twice, knowledge	confident /'kɒn.fɪ. d ə nt/ think /θɪŋk/ twice /twɑɪs/ knowledge /'nɒl.ɪdʒ/	Video 1: <i>What's the matter?</i> The students have to give the advice from the video shown in the classroom. Video 2: Give your advice for the people in the video!

	feeling.		shown and also the opinion about the learning process			<i>Would,</i> to give an advice as he / she were the listener. S + would + V1			
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LESSON PLAN

School	: SMA AngkasaAdisutjipto
Subject	: English
Grade / Semester	: XI / I
Topic	: Asking and Giving Opinion
Skill	: Speaking
Time Allocation	: 4 x 45 minutes (Meeting 1 and 2)

A. Standard of Competence

Expressing the meaning of formal and sustained transactional and interpersonal conversation to interact in daily life context.

B. Basic Competence

Expressing the meaning in formal and sustained transactional (*to get things done*) and interpersonal (*to socialize*) conversation using spoken language accurately, fluently, and understandably in the form of asking and giving opinion.

C. Indicators

Students are able to:

5. Identify the expressions of asking and giving opinion accurately and appropriately
6. Use the expressions of asking opinion fluently, accurately, and appropriately
7. Use the expressions of giving opinion fluently, accurately, and appropriately
8. Be active on speaking

D. Character Building

1. Creative
2. Confident
3. Cooperative

E. Learning Objectives

At the end of the lesson, students are expected to be able to understand the material of asking and giving opinion and use it in their daily life fluently, accurately, and appropriately.

F. Learning Material

ASKING AND GIVING OPINION

Asking for Someone's Opinion	Giving Opinion	Refusing to Give an Opinion
<ul style="list-style-type: none"> • What do you think about.....? • Do you think it is.....? • What do you think of.....? • What is your opinion of.....? • What are your feelings about.....? 	<p><u>Agree with the Opinion</u></p> <ul style="list-style-type: none"> • Yes, I think so • I go with your opinion • I think it is a good idea • I think that is great! • I think she / he is nice • In my opinion..... • In my view..... • Yes you are right! I agree with you • OK 	<ul style="list-style-type: none"> • Sorry, I can't say anything • I don't have any idea • I've no strong feelings about..... • I really don't know what to say. • I don't know.

	<p><u>Disagree with the Opinion</u></p> <ul style="list-style-type: none"> • That is a good idea, but.... • I disagree with you because..... • I don't think so. • In my opinion..... • I'd love too, but..... 	
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Examples:

a. Daniel : **Do you think** that James hates Clara? (**asking for opinion**)

Johnson : **I don't think** so. I often see them together (**giving opinion**)

b. Clara : **What do you think about** Miley? (**asking for opinion**)

Sace : Who is Miley?

Clara : Our new friend.

Sace : Oh yes, I see. **I think** she is nice. She always helps me when I need a help. (**giving opinion**)

Clara : Yes, you are right. **I agree** with you. (**giving opinion / agree with the opinion**)

LANGUAGE FEATURES

1) In asking for someone's opinion, we have some utterances like:

- What do you think about.....?
- What do you think of.....?
- What is your opinion of.....?
- What are your feelings about.....?

These expressions followed by **object** of the sentence. For example:

- What do you think about *my new shoes*?
- What is your opinion of *William Shakespeare's books*?

We also have the expression of asking for someone's opinion like:

- Do you think it is.....?

This expression followed by adjective. For example:

- Do you think it is *good / bad / beautiful*?(pointing at something) or
- Do you think it is *good* to have a dinner together tonight?

2) In giving opinion, we can choose to agree with the opinion or to disagree with opinion. We can also give the argument to agree or disagree with the opinion.

3) We also have the option to keep silent or refuse to give the opinion if we do not want to say anything.

Exercises

(a) Fill the missing text with the correct answer.

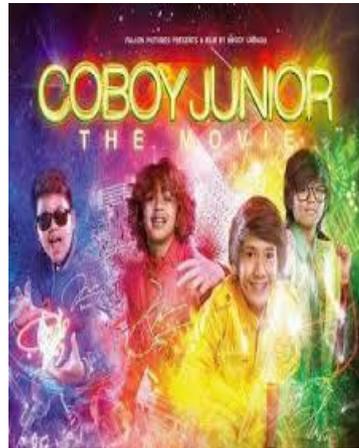
1. Made : I think Mario is the nicest student in our class. What do you think?

Putu : He is always helpful.

2. Bagus : Shall we have a picnic to Watu Ulo Beach this weekend?
 Wiwik : I'm sure we'll have some fun there.
3. Mr. Wiyono : Of our new house, dear?
 Mrs. Wiyono : I think it is too small. I don't have enough room to put my stuff properly.
4. Iqbal : Do you mind if I close the window?
 Huda : Just close it.
5. Wanda : if I use your motorcycle?
 Diyah : Of course. You don't have any license yet.

(b) Randomly choose the pictures below and make a short dialogue about opinion related to the picture with your partner. Act it out in front of class.





Clues:

movie	book	marvelous
friendship	race	cartoon
fight	speed	children

G. Method

PPP (*Presentation, Practice, Production*)

G. Learning Activities

No		Activities	Time
1		<p>Opening</p> <ul style="list-style-type: none"> - Greeting - Praying - Checking the students' attendance list 	2 x 5 minutes
2	<i>Presentation</i>	<ul style="list-style-type: none"> - Teacher gives some questions to lead the students to the material of asking and giving opinion 	2 x 25 minutes

		<ul style="list-style-type: none"> - Teacher explains that they are going to learn about asking and giving opinion. - Teacher gives the material about asking and giving opinion. - Teacher shows the students some videos related to the material of asking and giving opinion. - Teacher asks the students to identify the expressions in asking and giving opinion. 	
3	<i>Practice</i>	<ul style="list-style-type: none"> - The students repeat some expressions from the video. - Teacher corrects the students' pronunciation. - The students do some exercises (exercises 1 and 2) given by the teacher. - Teacher checks the students' answers. - In pairs, students are asked to make their own conversation using some clues related to the material of asking and giving opinion. 	2 x 30 minutes
4	<i>Production</i>	<ul style="list-style-type: none"> - Students perform their own conversation in front of the class. 	3 x 15 minutes

5		<p style="text-align: center;">Closing</p> <ul style="list-style-type: none"> - Teacher asks the students whether they understand the material or not - Summarizing / reflection - Prayer - Closing 	3 x 5 minutes
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H. Media

- a. Videos
- b. Whiteboard
- c. Laptop
- d. LCD
- e. Sound system
- f. Pictures and clues
- g. Worksheet

I. Sources

1. Blundell,Jon. 1992. *Function in English*. Oxford. Oxford University Press.
2. Zaida,Nur. 2009. *Practise Your English Competence*. Jakarta. Erlangga.
3. James,Peter. 2008. *Real English for Senior High School Grade XI*. Jakarta. ESIS.
4. Videos that were downloaded from www.youtube.com

LESSON PLAN

School	: SMA AngkasaAdisutjipto
Subject	: English
Grade / Semester	: XI / I
Topic	: Asking and Giving Opinion
Skill	: Speaking
Time Allocation	: 2 x 45 minutes (Meeting 3)

A. Standard of Competence

Expressing the meaning of formal and sustained transactional and interpersonal conversation to interact in daily life context.

B. Basic Competence

Expressing the meaning in formal and sustained transactional (*to get things done*) and interpersonal (*to socialize*) conversation using spoken language accurately, fluently, and understandably in the form of asking and giving opinion.

C. Indicators

Students are able to:

1. Understand and comprehend the material of asking and giving opinion
2. Use the expressions of asking opinion fluently, accurately, and appropriately
3. Use the expressions of giving opinion fluently, accurately, and appropriately
4. Be active on speaking

D. Character Building

1. Creative
2. Confident
3. Cooperative

E. Learning Objectives

At the end of the lesson, students are expected to be able to understand the material of asking and giving opinion and use it in their daily life fluently, accurately, and appropriately.

F. Learning Material

ASKING AND GIVING OPINION

Asking for Someone's Opinion	Giving Opinion	Refusing to Give an Opinion
<ul style="list-style-type: none"> • What do you think about.....? • Do you think it is.....? • What do you think of.....? • What is your opinion of.....? • What are your feelings about.....? 	<p><u>Agree with the Opinion</u></p> <ul style="list-style-type: none"> • Yes, I think so • I go with your opinion • I think it is a good idea • I think that is great! • I think she / he is nice • In my opinion..... • In my view..... • Yes you are right! I agree with you 	<ul style="list-style-type: none"> • Sorry, I can't say anything • I don't have any idea • I've no strong feelings about..... • I really don't know what to say. • I don't know.

	<ul style="list-style-type: none"> • OK <p><u>Disagree with the Opinion</u></p> <ul style="list-style-type: none"> • That is a good idea, but.... • I disagree with you because..... • I don't think so. • In my opinion..... • I'd love too, but..... 	
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Examples:

a. Daniel : **Do you think** that James hates Clara? (asking for opinion)

Johnson : **I don't think so.** I often see them together (giving opinion)

b. Clara : **What do you think about** Miley? (asking for opinion)

Sace : Who is Miley?

Clara : Our new friend.

Sace : Oh yes, I see. **I think she is nice.** She always helps me when I need a help. (giving opinion)

Clara : Yes, you are right. **I agree with you.** (giving opinion / agree with the opinion)

LANGUAGE FEATURES

1) In asking for someone's opinion, we have some utterances like:

- What do you think about.....?
- What do you think of.....?
- What is your opinion of.....?
- What are your feelings about.....?

These expressions followed by **object** of the sentence. For example:

- What do you think about *my new shoes*?
- What is your opinion of *William Shakespeare's books*?

We also have the expression of asking for someone's opinion like:

- Do you think it is.....?

This expression followed by adjective. For example:

- Do you think it is *good / bad / beautiful*?(pointing at something) or
- Do you think it is *good* to have a dinner together tonight?

2) In giving opinion, we can choose to agree with the opinion or to disagree with opinion. We can also give the argument to agree or disagree with the opinion.

3) We also have the option to keep silent or refuse to give the opinion if we do not want to say anything.

G. Method

PPP (*Presentation, Practice, Production*)

H. Learning Activities

No		Activities	Time
1		<p>Opening</p> <ul style="list-style-type: none"> - Greeting - Praying - Checking the students' attendance list 	1 x 5 minutes
2	<i>Presentation</i>	<ul style="list-style-type: none"> - Teacher gives brainstorming to make the students remember the material they have learned for two meetings before by asking the students to re read the material. 	1 x 10 minutes
3	<i>Practice</i>	<ul style="list-style-type: none"> - Teacher asks the students to mention some expressions used in asking for opinion and giving opinion. 	1 x 10 minutes
4	<i>Production</i>	<ul style="list-style-type: none"> - Teacher shows some videos and then asks the students' opinions about the videos. - Teacher asks the students to ask their friends opinion about the videos. - Teacher asks the students opinion about their teaching and learning process. 	5 x 10 minutes
5		<p>Closing</p> <ul style="list-style-type: none"> - Teacher asks the students whether they understand the 	1 x 15 minutes

		material or not - Summarizing / reflection - Prayer - Closing	
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I. Media

- h. Videos
- i. Whiteboard
- j. Laptop
- k. LCD
- l. Sound system

J. Sources

- 5. Blundell, Jon. 1992. *Function in English*. Oxford. Oxford University Press.
- 6. Videos that were downloaded from www.youtube.com

LESSON PLAN

School	: SMA AngkasaAdisutjipto
Subject	: English
Grade / Semester	: XI / I
Topic	: Giving Advice
Skill	: Speaking
Time Allocation	: 4 x 45 minutes (Meeting 4 and 5)

A. Standard of Competence

Expressing the meaning of formal and sustained transactional and interpersonal conversation to interact in daily life context.

B. Basic Competence

Expressing the meaning in formal and sustained transactional (*to get things done*) and interpersonal (*to socialize*) conversation using spoken language accurately, fluently, and understandably in the form of giving advice.

C. Indicators

Students are able to:

1. Identify the expressions of giving advice accurately and appropriately
2. Understand and comprehend the material of giving advice
3. Use the expressions of giving advice fluently, accurately, and appropriately
4. Be active on speaking

D. Character Building

1. Creative
2. Confident
3. Cooperative
4. Care

E. Learning Objectives

At the end of the lesson, students are expected to be able to understand the material of giving advice and use it in their daily life fluently, accurately, and appropriately.

F. Learning Material

GIVING ADVICE

Giving advice refers to when we tell other people of what we think could help them. The most common way to give advice is by using the modal verb 'should' and 'would'.

SHOULD

Should can be used for giving an *advice in the present*. The structure is as follows:

Subject + Should + Stem Verb (V1)

- You *should* eat healthy food.
- You *should* exercise every day.

Should can also be used for giving an *advice in the past*. Here is the structure:

Subject + Should + Have + Past Participle

- You *should have gone* to the party.
- She *should have studied* more often.

If we want to give an advice for someone in case not to do something, we can use ‘should’ + not or simply *shouldn't*. For example:

- You *should not* smoke.
- You *should not* eat too much candy.
- You *shouldn't* drive too fast.

WOULD

Modal verb ‘would’ is also used to give advice. In this situation, the speaker is giving hypothetical advice as if he/she were the listener. Here are some examples:

- If I were you, I would return the book.
- If I were you, I would not wear that jacket.

Normally, *would* is used to talk about yourself, and *should* is used to talk about someone else.

Example:

- *I would* study tonight if I were you.
- *You should* study tonight.

Asking for advice

- Do you think I should?
- Should I?
- What would you advise me? / What would you advise me to do?
- Would you advise me to?
- Could you give me some advice about?
- What would you do (in my position)?
- What would you do if you were me?

Advising someone not to do something

- I don't (do not) think you should
- If I were you, I wouldn't (would not)
- If I were in your position, I wouldn't (would not)

- I don't (do not) think you ought to
- You'd (you would) better not to
- It's (it is) up to you, but I wouldn't (would not)
- I wouldn't (would not) advise you to

Advising someone to do something

- I think you should
- I think you ought to
- You'd (you would) better to
- If I were you, I would like to
- If I were in your position, I would
- I would recommend you to

G. Method

PPP (*Presentation, Practice, Production*)

H. Learning Activities

No		Activities	Time
1		<p>Opening</p> <ul style="list-style-type: none"> - Greeting - Praying - Checking the students' attendance list 	2 x 5 minutes
2	<i>Presentation</i>	<ul style="list-style-type: none"> - Teacher gives some questions to lead the students to the material of giving advice. - Teacher explains that they are going to learn about the material of giving advice. - Teacher gives the material about giving advice to the students. - Teacher shows the students 	2 x 25 minutes

		<p>some videos related to the material of giving advice.</p> <ul style="list-style-type: none"> - Teacher asks the students to identify the expressions in giving advice. 	
3	<i>Practice</i>	<ul style="list-style-type: none"> - The students repeat some expressions from the video. - Teacher corrects the students' pronunciation. - The students do some exercises (exercise 1, 2 , and 3) given by the teacher related to the material of giving advice. - The students answer the questions orally. - The teacher corrects the students' pronunciation. - In pairs, students are asked to make a conversation based on some situations shown in the video. 	2 x 30 minutes
4	<i>Production</i>	<ul style="list-style-type: none"> - Students perform their own conversation in front of the class. 	3 x 15 minutes
5		<p>Closing</p> <ul style="list-style-type: none"> - Teacher asks the students whether they understand the material or not - Summarizing / reflection 	3 x 5 minutes

		- Prayer - Closing	
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I. Media

- a. Videos
- b. Whiteboard
- c. Laptop
- d. LCD
- e. Sound system
- f. Handout and Worksheet

J. Sources

1. Blundell,Jon. 1992. *Function in English*. Oxford. Oxford University Press.
2. James,Peter. 2008. *Real English for Senior High School Grade XI*. Jakarta. ESIS.
3. Videos that were downloaded from www.youtube.com

LESSON PLAN

School	: SMA AngkasaAdisutjipto
Subject	: English
Grade / Semester	: XI / I
Topic	: Giving Advice
Skill	: Speaking
Time Allocation	: 2 x 45 minutes (Meeting 6)

A. Standard of Competence

Expressing the meaning of formal and sustained transactional and interpersonal conversation to interact in daily life context.

B. Basic Competence

Expressing the meaning in formal and sustained transactional (*to get things done*) and interpersonal (*to socialize*) conversation using spoken language accurately, fluently, and understandably in the form of giving advice.

C. Indicators

Students are able to:

1. Understand and comprehend the material of giving advice
2. Use the expressions of giving advice fluently, accurately, and appropriately
3. Be active on speaking

D. Character Building

1. Creative
2. Confident
3. Cooperative
4. Care

E. Learning Objectives

At the end of the lesson, students are expected to be able to understand the material of giving advice and use it in their daily life fluently, accurately, and appropriately.

F. Learning Material

GIVING ADVICE

Giving advice refers to when we tell other people of what we think could help them. The most common way to give advice is by using the modal verb 'should' and 'would'.

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Should can be used for giving an *advice in the present*. The structure is as follows:

Subject + Should + Stem Verb (V1)

- You *should* eat healthy food.
- You *should* exercise every day.

Should can also be used for giving an *advice in the past*. Here is the structure:

Subject + Should + Have + Past Participle

- You *should have gone* to the party.
- She *should have studied* more often.

If we want to give an advice for someone in case not to do something, we can use ‘should’ + not or simply *shouldn't*. For example:

- You *should not* smoke.
- You *should not* eat too much candy.
- You *shouldn't* drive too fast.

WOULD

Modal verb ‘would’ is also used to give advice. In this situation, the speaker is giving hypothetical advice as if he/she were the listener. Here are some examples:

- If I were you, I would return the book.
- If I were you, I would not wear that jacket.

Normally, ***would*** is used to talk about yourself, and ***should*** is used to talk about someone else.

Example:

- ***I would*** study tonight if I were you.
- ***You should*** study tonight.

Asking for advice

- Do you think I should?
- Should I?
- What would you advise me? / What would you advise me to do?
- Would you advise me to?
- Could you give me some advice about?
- What would you do (in my position)?
- What would you do if you were me?

Advising someone not to do something

- I don't (do not) think you should
- If I were you, I wouldn't (would not)
- If I were in your position, I wouldn't (would not)
- I don't (do not) think you ought to
- You'd (you would) better not to

<ul style="list-style-type: none"> ▪ It's (it is) up to you, but I wouldn't (would not) ▪ I wouldn't (would not) advise you to
<p><u>Advising someone to do something</u></p> <ul style="list-style-type: none"> ▪ I think you should ▪ I think you ought to ▪ You'd (you would) better to ▪ If I were you, I would like to ▪ If I were in your position, I would ▪ I would recommend you to

G. Method

PPP (*Presentation, Practice, Production*)

H. Learning Activities

No		Activities	Time
1		<p>Opening</p> <ul style="list-style-type: none"> - Greeting - Praying - Checking the students' attendance list 	1 x 5 minutes
2	<i>Presentation</i>	<ul style="list-style-type: none"> - Teacher gives brainstorming to make the students remember the material of giving advice. - Teacher asks the students to mention some utterances used in giving advice. 	2 x 5 minutes
3	<i>Practice</i>	<ul style="list-style-type: none"> - In pairs, teacher asks the students to make a conversation of giving advice related to the problem shown in the video. 	3 x 5 minutes

4	<i>Production</i>	<ul style="list-style-type: none"> - In group of 5, teacher asks the students to make their own conversation. Each group has 7-10 minutes to show their conversation in front of the class. 	3 x 15 minutes
5		<p>Closing</p> <ul style="list-style-type: none"> - Teacher asks the students whether they understand the material or not - Summarizing / reflection - Prayer - Closing 	3 x 5 minutes

I. Media

- a. Videos
- b. Whiteboard
- c. Laptop
- d. LCD
- e. Sound system
- f. Handout and Worksheet

J. Sources

1. Blundell, Jon. 1992. *Function in English*. Oxford. Oxford University Press.
2. James, Peter. 2008. *Real English for Senior High School Grade XI*. Jakarta. ESIS.
3. Videos that were downloaded from www.youtube.com

**STUDENTS' PRE – TEST SCORES
(RESEARCHER)**

No.	Name	Aspects					Total
		F	G	P	V	C	
1.	Aldhio Giovanni	2	1	2	1	1	7
2.	Annisa Denok Prawatya	2	1	1	1	1	6
3.	Arif Dwi Santoso	2	1	1	1	1	6
4.	Arif Yanfa Nugroho	3	2	2	2	2	11
5.	Arinda Rahmandani	2	1	1	1	1	6
6.	Ave Astrina Waii	2	1	1	1	1	6
7.	Ayu Putri Hendriyani	2	1	1	1	1	6
8.	Bhagus Laksana	2	1	1	1	1	6
9.	Caecilia Novia Wira Gani	2	1	1	1	1	6
10.	Deriska Lolita Intan Cahyani	3	2	1	2	2	10
11.	Dessy Puspita Anggraini	2	1	1	1	1	6
12.	Dika Ardiyanti	2	1	1	1	1	6
13.	Fajar Utomo	2	1	1	1	1	6
14.	Fatimah Nur Aisyah	2	1	1	1	1	6
15.	Fatmanita Cahyani	2	2	2	1	2	9
16.	Favian Bryant Eric A.T	2	1	1	1	1	6
17.	Galuh Dwi Ratna Timur	2	1	1	1	1	6
18.	Ika Wahyu Astuti	2	1	1	1	1	6
19.	Kevin Valentino Panjaitan	2	1	2	2	2	9
20.	Marcellinus James Luky P.	2	1	1	1	1	6
21.	Muhammad Dika Syahputra	2	1	1	1	1	6
22.	Muhammad Iqbal Abdi	2	1	1	1	1	6
23.	Nurma Shabrina Larasati	2	1	1	1	1	6
24.	Phinka Aprilia Maya S.	2	1	1	1	2	7
25.	Rastra Pratama Adi	2	1	1	2	2	8
26.	Ratna Setyowati	2	1	1	1	1	6
27.	Ricky Chriptana	2	1	1	1	1	6
28.	Rika Astuti	2	1	1	1	1	6
29.	Riko Putro Nugroho	2	1	1	2	2	8
30.	Rudita Dian Larasati	2	1	1	1	1	6
TOTAL		62	33	34	35	37	201
MEAN		2.07	1.10	1.13	1.17	1.23	6.7

Code:

- F : Fluency
G : Grammar
P : Pronunciation
V : Vocabulary
C : Comprehension

STUDENTS' PRE – TEST SCORES
(TEACHER)

No.	Name	Aspects					Total
		F	G	P	V	C	
1.	Aldhio Giovanni	2	1	2	1	1	7
2.	Annisa Denok Prawatya	2	1	1	1	1	6
3.	Arif Dwi Santoso	2	1	1	1	1	6
4.	Arif Yanfa Nugroho	3	2	2	2	3	12
5.	Arinda Rahmandani	2	1	1	1	1	6
6.	Ave Astrina Waii	2	1	1	1	1	6
7.	Ayu Putri Hendriyani	2	1	1	1	1	6
8.	Bhagus Laksana	2	1	1	1	1	6
9.	Caecilia Novia Wira Gani	2	1	1	1	1	6
10.	Deriska Lolita Intan Cahyani	3	2	2	2	2	11
11.	Dessy Puspita Anggraini	2	1	1	1	1	6
12.	Dika Ardiyanti	2	1	1	1	1	6
13.	Fajar Utomo	2	1	1	1	1	6
14.	Fatimah Nur Aisyah	2	1	1	1	1	6
15.	Fatmanita Cahyani	2	2	2	2	2	10
16.	Favian Bryant Eric A.T	2	1	1	1	1	6
17.	Galuh Dwi Ratna Timur	2	1	1	1	1	6
18.	Ika Wahyu Astuti	2	1	1	1	1	6
19.	Kevin Valentino Panjaitan	2	1	2	2	2	9
20.	Marcellinus James Luky P.	2	1	1	1	1	6
21.	Muhammad Dika Syahputra	2	1	1	1	1	6
22.	Muhammad Iqbal Abdi	2	1	1	1	1	6
23.	Nurma Shabrina Larasati	2	1	1	1	1	6
24.	Phinka Aprilia Maya S.	2	1	1	1	2	7
25.	Rastra Pratama Adi	2	1	2	2	2	9
26.	Ratna Setyowati	2	1	1	1	1	6
27.	Ricky Chriptana	2	1	1	1	1	6
28.	Rika Astuti	2	1	1	1	1	6
29.	Riko Putro Nugroho	2	1	1	2	2	8
30.	Rudita Dian Larasati	2	1	1	1	1	6
TOTAL		62	33	36	36	38	205
MEAN		2.07	1.10	1.20	1.20	1.27	6.83

Code:

- F : Fluency
 G : Grammar
 P : Pronunciation
 V : Vocabulary
 C : Comprehension

STUDENTS' CYCLE 1 TEST SCORES
(RESEARCHER)

No.	Name	Aspects					Total
		F	G	P	V	C	
1.	Aldhio Giovanni	2	2	3	2	2	11
2.	Annisa Denok Prawatya	2	2	2	2	2	10
3.	Arif Dwi Santoso	2	2	2	2	2	10
4.	Arif Yanfa Nugroho	3	3	3	4	3	16
5.	Arinda Rahmandani	2	2	3	3	3	13
6.	Ave Astrina Waii	2	2	2	2	2	10
7.	Ayu Putri Hendriyani	2	2	2	2	2	10
8.	Bhagus Laksana	2	2	2	2	2	10
9.	Caecilia Novia Wira Gani	2	2	2	2	2	10
10.	Deriska Lolita Intan Cahyani	3	3	3	3	3	15
11.	Dessy Puspita Anggraini	2	2	2	2	2	10
12.	Dika Ardiyanti	2	2	3	2	2	11
13.	Fajar Utomo	2	2	3	2	2	11
14.	Fatimah Nur Aisyah	2	2	2	2	2	10
15.	Fatmanita Cahyani	3	3	3	3	3	15
16.	Favian Bryant Eric A.T	2	2	2	2	2	10
17.	Galuh Dwi Ratna Timur	2	2	2	2	2	10
18.	Ika Wahyu Astuti	2	2	2	2	2	10
19.	Kevin Valentino Panjaitan	3	3	3	3	3	15
20.	Marcellinus James Luky P.	2	2	2	2	2	10
21.	Muhammad Dika Syahputra	2	2	2	2	2	10
22.	Muhammad Iqbal Abdi	2	2	3	2	2	11
23.	Nurma Shabrina Larasati	2	2	2	2	2	10
24.	Phinka Aprilia Maya S.	2	2	3	3	2	12
25.	Rastra Pratama Adi	2	2	3	3	3	13
26.	Ratna Setyowati	2	2	2	2	2	10
27.	Ricky Chriptana	2	2	2	2	2	10
28.	Rika Astuti	2	2	2	2	2	10
29.	Riko Putro Nugroho	3	2	3	3	3	14
30.	Rudita Dian Larasati	2	2	2	2	2	10
TOTAL		65	64	72	69	67	337
MEAN		2.17	2.13	2.40	2.30	2.23	11.23

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 C : Comprehension

STUDENTS' CYCLE 1 TEST SCORES
(TEACHER)

No.	Name	Aspects					Total
		F	G	P	V	C	
1.	Aldhio Giovanni	2	2	3	2	3	12
2.	Annisa Denok Prawatya	2	2	2	2	2	10
3.	Arif Dwi Santoso	2	2	2	2	2	10
4.	Arif Yanfa Nugroho	3	3	3	4	4	17
5.	Arinda Rahmandani	2	2	3	3	3	13
6.	Ave Astrina Waii	2	2	2	2	2	10
7.	Ayu Putri Hendriyani	2	2	2	2	2	10
8.	Bhagus Laksana	3	2	2	2	2	11
9.	Caecilia Novia Wira Gani	3	2	2	2	2	11
10.	Deriska Lolita Intan Cahyani	3	3	3	3	3	15
11.	Dessy Puspita Anggraini	2	2	2	2	2	10
12.	Dika Ardiyanti	3	2	3	2	2	12
13.	Fajar Utomo	2	2	3	2	2	11
14.	Fatimah Nur Aisyah	2	2	2	2	2	10
15.	Fatmanita Cahyani	3	3	3	4	3	16
16.	Favian Bryant Eric A.T	2	2	2	3	2	11
17.	Galuh Dwi Ratna Timur	2	2	2	2	2	10
18.	Ika Wahyu Astuti	2	2	2	2	2	10
19.	Kevin Valentino Panjaitan	3	3	3	3	3	15
20.	Marcellinus James Luky P.	2	2	2	2	2	10
21.	Muhammad Dika Syahputra	2	2	2	2	2	10
22.	Muhammad Iqbal Abdi	2	2	3	2	2	11
23.	Nurma Shabrina Larasati	2	2	2	2	2	10
24.	Phinka Aprilia Maya S.	2	2	3	3	2	12
25.	Rastra Pratama Adi	2	2	3	3	2	12
26.	Ratna Setyowati	2	2	2	2	2	10
27.	Ricky Chriptana	2	2	2	2	2	10
28.	Rika Astuti	2	2	2	2	2	10
29.	Riko Putro Nugroho	3	2	2	3	3	13
30.	Rudita Dian Larasati	2	2	2	2	2	10
TOTAL		68	64	71	71	68	342
MEAN		2.27	2.13	2.37	2.37	2.27	11.4

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 V : Vocabulary
 C : Comprehension

STUDENTS' POST – TEST SCORES
(RESEARCHER)

No.	Name	Aspects					Total
		F	G	P	V	C	
1.	Aldhio Giovanni	3	3	3	3	3	15
2.	Annisa Denok Prawatya	3	3	3	3	3	15
3.	Arif Dwi Santoso	3	2	3	3	3	14
4.	Arif Yanfa Nugroho	4	4	4	4	4	20
5.	Arinda Rahmandani	4	3	4	4	4	19
6.	Ave Astrina Waii	3	3	3	3	3	15
7.	Ayu Putri Hendriyani	3	3	3	3	4	16
8.	Bhagus Laksana	3	3	2	2	3	13
9.	Caecilia Novia Wira Gani	3	3	3	3	3	15
10.	Deriska Lolita Intan Cahyani	4	3	4	4	4	19
11.	Dessy Puspita Anggraini	3	2	3	3	3	14
12.	Dika Ardiyanti	3	3	3	4	4	17
13.	Fajar Utomo	3	3	2	2	3	13
14.	Fatimah Nur Aisyah	3	2	3	2	3	13
15.	Fatmanita Cahyani	4	4	4	4	4	20
16.	Favian Bryant Eric A.T	3	2	3	2	3	13
17.	Galuh Dwi Ratna Timur	4	3	3	3	4	17
18.	Ika Wahyu Astuti	3	2	3	2	3	13
19.	Kevin Valentino Panjaitan	3	2	3	3	3	14
20.	Marcellinus James Luky P.	3	3	3	2	3	14
21.	Muhammad Dika Syahputra	3	2	2	2	3	12
22.	Muhammad Iqbal Abdi	3	2	2	2	3	12
23.	Nurma Shabrina Larasati	4	3	3	4	4	18
24.	Phinka Aprilia Maya S.	3	3	3	3	3	15
25.	Rastra Pratama Adi	4	3	3	3	3	16
26.	Ratna Setyowati	4	3	3	4	4	18
27.	Ricky Chriptana	3	2	2	3	3	13
28.	Rika Astuti	3	2	2	3	3	13
29.	Riko Putro Nugroho	4	4	3	3	4	18
30.	Rudita Dian Larasati	3	2	2	2	3	12
TOTAL		99	82	87	88	100	456
MEAN		3.30	2.73	2.90	2.93	3.33	15.20

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C : Comprehension

STUDENTS' POST – TEST SCORES
(TEACHER)

No.	Name	Aspects					Total
		F	G	P	V	C	
1.	Aldhio Giovanni	3	3	3	3	3	15
2.	Annisa Denok Prawatya	3	3	3	3	3	15
3.	Arif Dwi Santoso	3	2	3	3	3	14
4.	Arif Yanfa Nugroho	4	4	4	4	5	21
5.	Arinda Rahmandani	4	3	3	3	4	17
6.	Ave Astrina Waii	3	3	3	3	3	15
7.	Ayu Putri Hendriyani	3	3	3	3	4	16
8.	Bhagus Laksana	3	3	3	3	3	15
9.	Caecilia Novia Wira Gani	3	3	3	3	3	15
10.	Deriska Lolita Intan Cahyani	4	4	4	4	4	20
11.	Dessy Puspita Anggraini	3	2	3	3	3	14
12.	Dika Ardiyanti	3	3	3	4	4	17
13.	Fajar Utomo	3	3	2	2	3	13
14.	Fatimah Nur Aisyah	3	2	3	2	3	13
15.	Fatmanita Cahyani	4	4	4	4	4	20
16.	Favian Bryant Eric A.T	3	2	3	2	3	13
17.	Galuh Dwi Ratna Timur	4	3	3	3	4	17
18.	Ika Wahyu Astuti	3	2	3	2	3	13
19.	Kevin Valentino Panjaitan	3	2	3	3	3	14
20.	Marcellinus James Luky P.	3	3	3	2	3	14
21.	Muhammad Dika Syahputra	3	2	2	2	3	12
22.	Muhammad Iqbal Abdi	3	2	2	2	3	12
23.	Nurma Shabrina Larasati	4	3	3	4	4	18
24.	Phinka Aprilia Maya S.	3	3	3	3	3	15
25.	Rastra Pratama Adi	4	3	3	3	3	16
26.	Ratna Setyowati	4	3	3	4	4	18
27.	Ricky Chriptana	3	2	2	3	3	13
28.	Rika Astuti	3	2	2	3	3	13
29.	Riko Putro Nugroho	4	4	3	4	4	19
30.	Rudita Dian Larasati	3	2	2	2	3	12
TOTAL		99	83	87	89	101	459
MEAN		3.30	2.77	2.9	2.97	3.37	15.30

Code:

- F : Fluency
 G : Grammar
 P : Pronunciation
 V : Vocabulary
 C : Comprehension

PHOTOGRAPH

The students are paying attention to the video shown by the researcher



The students are performing their conversation



The researcher is preparing for the video



The student is giving his opinion about the teaching and learning process conducted by the researcher



The researcher and the students are correcting the answers of the students' exercise together