# The Effect of Audio Visual Aid on Speaking Skills of the Grade Eight Students of SMP PGRI 1 Kebumen

A Thesis

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

**By**

**Panji Purnawan**

**05202241041**

**ENGLISH EDUCATION STUDY PROGRAM**

**FACULTY OF LANGUAGES AND ARTS**

**YOGYAKARTA STATE UNIVERSITY**

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# APPROVAL

## The Effect of Audio Visual Aid on Speaking Skills of the Grade Eight Students of SMP PGRI 1 Kebumen

A THESIS

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## The Effect of Audio Visual Aid on Speaking Skills of the Grade Eight Students of SMP PGRI 1 Kebumen

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Accepted by the Board of Examiners of the Faculty of Languages and Arts of Yogyakarta State University on June, 2013 and declared to have fulfilled the requirements for the attainment of *Sarjana Pendidikan* Degree in English Language Education

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Judul Skripsi : *THE EFFECT OF AUDIO VISUAL AID ON SPEAKING SKILLS OF THE GREADE EIGHT STUDENTS OF SMP PGRI 1 KEBUMEN*

menyatakan bahwa skripsi ini adalah hasil perkerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain keduai bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lain.

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

Yogyakarta, Juni , 2013

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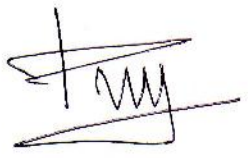

Panji Purnawan

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## DEDICATIONS

*This thesis is particularly dedicated to my late-mother, father, brother and sister for their endless love, support, prayers, and patience.*

## MOTTOS

- They can because they think they can (Virgil)

- Believe you can and you’re halfway there (Theodore Roosevelt)

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I realize that this thesis is far from being perfect. However, I do hope that this thesis may give some contribution to the future of English teaching and learning process.

Yogyakarta, June 2013

The writer,

Panji Purnawan

05202241041

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# THE EFFECT OF AUDIO VISUAL AID ON SPEAKING SKILL OF THE GRADE EIGHT STUDENTS OF SMP PGRI 1 KEBUMEN

**By:**
**Panji Purnawan**
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## ABSTRACT

The objective of this research is to find out whether there is a significant difference on the speaking skill between the students who are taught using audio visual aids and those who are taught by using non-audio visual aids.

The design of this study was a quasi-experimental study. The study was conducted in SMP PGRI 1 Kebumen. The population of the study included all the eighth grade students of SMP PGRI 1 Kebumen in the academic year of 2012/2013. Two classes were selected using the cluster random sampling technique from the population as the experimental and control groups, i.e. Class VIII A and Class VIII B. There were 24 students in Class VIII B and 22 students in Class VIII A. Class A was chosen as the experimental group while Class B was chosen as the control group. The experimental group was taught by using audio visual aids whereas the control group was taught by using non-audio visual aids. The data were collected by administering a pre-test and a post-test. The data were analyzed using ANOVA.

The results of the data analysis are as follows. First, the mean score of the post-test in the experimental group (13.14) is higher than that in the control group (11.58). Second, there is a significant difference in the reading comprehension ability between both groups indicated by the ANCOVA results, in which the significance level is 0.035 which is less than 0.05 ($F$= 4,592, $p < 0.05$).Therefore, the hypothesis of this research "There is a significant difference in the speaking skills between the eighth grade students of SMP PGRI 1 Kebumen in the academic year of 2012/2013 taught using audio visual aids and those taught without using audio visual aids" is accepted. Finally, it can be concluded that audio visual aids applied in teaching speaking is effective for improving the students' speaking skills

# Chapter 1

# Introduction

## A. Background of the Study

English is one of the most widely used languages. It is used as an international language in the world. There are some countries that use English as the second language while other countries use it as the foreign language. Indonesia is one of those that learn English as a foreign language.

In Indonesia, English is taught since the elementary level. The English subject in elementary school is started in grade four. The purpose is merely to introduce simple English before they learn the basic in junior high school level. It can be said that the junior high school level is where the real 'basic' English being taught.

However, learning English is not a simple process. There are many problems related to English learning. Government has made a curriculum for English learning. Teacher as the spearhead of English learning process needs to be creative in teaching process so the students' needs can be met. In English learning, students are asked to master four major skills namely reading, writing, listening, and speaking. Among those four skills, speaking is the most difficult one. There are some micro skills that learners should master since speaking is not only an act of saying something. Brown stated that speaking is an interactive process of constructing meaning that involves producing - receiving and processing information

(Brown, 1994; Burns & Joyce, 1997). In order to be good speaker, learners should master both linguistic competence (grammar, pronunciation etc) and the sociolinguistic competence (comprehend, feedback).

In addition, teaching speaking is also a difficult process. Methods are developed over the years to make teaching speaking more appropriate. Medias are used to help teacher delivering the material in the class. There are three common medias that teacher uses in the class. They are visual aids, audio aids, and the last is audio-visual aids. Those medias are used to build better context to the students.

Those reasons motivate the researcher to make an experimental research about the teaching of English speaking skills through audio visual aid as the media. Researcher chooses junior high school level since the English level in the junior high school is basic. The reason of choosing junior high school level is that it is important to build sturdy foundation in English learning and it should be started from the basic level.

## B. Identification of the Problem

There are many problems in conducting the teaching of speaking skills. In general there are three aspects related to the teaching of speaking. Those three aspects are the teacher, student, and the media used in teaching speaking.

The first aspect is the teacher. Teacher has important role in the success of learning process. Teacher should deliver the material as good as

possible to the student. Some problems on learning process are usually caused by the teacher. Most of the teachers do not deliver material well. Some teachers do not develop the method they use in teaching English. They use the same method over and over without considering students' needs. It causes the stagnancy that leads to the decrease of teaching quality.

The second aspect is the student. Many students have problem in speaking skills. They are afraid of making mistakes when asked to practice it. The controlled activities given by teacher do not work well since the students are reluctant to participate. This reluctance indicates that they have low motivation. The low motivated student will gain nothing in the learning process because they do not give feedback to the stimulus given by teacher.

The third aspect is the media. Media is the tools used to deliver material. The use of media is rarely found in the daily class activities. The English learning teaching process can be so monotonous because this lack of media. This is what researcher found in SMP PGRI I Kebumen. The lack of media used in English learning teaching affects the result of the study. Teacher spends most of the time to explain details of the lesson. Teacher does not provide sufficient activity to initiate more interactions.

## C. Delimitation of the Problem

As mentioned in the identification of the problem, there are three aspects related to teaching speaking namely teacher, student and media. Those three aspects have their own importance in the result of teaching speaking.

The third aspect, media, is the aspect that relatively adaptable on teaching speaking. Teacher can maximize the use of media to make the better teaching speaking environment. Student will gain more motivation by using attractive media provided by the teacher.

In general, there are three kinds of media. They are audio aids, visual aids, and the audio visual aids. The audio aids are the entire thing that can be sensed by hearing. These aids include song, radio broadcast, and conversation. The visual aids are the material that can be sensed by seeing. These aids have many examples such as graphic, card, picture, drawing etc. The audio visual aids include all the things that can be sensed by seeing and hearing. The example of this kind of aid is video. The video can be widely interpreted. It can be taken from television programs, online provider (YouTube, Vimeo, etc), and VCD.

The uses of videotapes have been a common feature in language teaching for many years (Harmer, 2002: 282). It is rare, these days, for a publisher to produce a major coursebook without a video component added in, and teachers frequently enliven their classes with off air material or types produced for language learning.

## D. Formulation of the Problem

As mentioned in the delimitation of the problem there are three aspects related to speaking skill learning. The aspects are teacher, student, and media. Media is usually divided into three categories. They are audio aids, visual aids and the audio visual aids. Researcher's concern is on the audio visual aids effect on the teaching of speaking. The experiment research is conducted to find out the difference of the result between class with audio visual aids media (experimental class) and the one without audio visual media (control class).

Based on the delimitation of the problem, the problem of this research is formulated as follow:

1. What is the teaching speaking achievement of the grade eight students of SMP PGRI Kebumen taught using audio visual aid like?
2. What is the teaching speaking achievement of the grade eight students of SMP PGRI Kebumen taught without using audio visual aid like?
3. Is there any significance difference in speaking skill between student taught using audio visual aid and those taught without it?

## E. Objectives of the Study

Based on the formulation of the problem, the objective of this research is to:

1. Describe the speaking skill ability of the students taught by using audio visual aid.
2. Describe the speaking skill ability of the students taught by without using audio visual aid.
3. Find out whether there is a significance difference in speaking skill ability between student taught using audio visual aid and those taught without using it.

## F. Significance of the Study

1. The result of this research may give the researcher clear and useful new knowledge in the implementation of audio visual (video) media in English teaching learning especially speaking.
2. This research may be useful for the English teacher of SMP PGRI I Kebumen. It is expected that the result of this research will give knowledge about the use of media. Teacher can use the result of this research to improve the quality of teaching learning process, especially to improve the students' English speaking skill.
3. Hopefully, this research can give some benefits and info to the English Department of State University of Yogyakarta in determining the curriculum in the English language education program, it is expected that its graduate can become good teachers.

4. For other researchers, this result may provide some inspiration, motivation, and information to conduct further research relevant to the problem.

# Chapter II

# Literature Review

## A. Theoretical Framework

### 1. Teaching Speaking

a. Definition of Speaking

There are many experts that suggest the meaning of speaking. In general, the word *speaking* can be defined as the action of conveying information or expressing one's thoughts and feelings in spoken language. In a simple sentence, speaking can be said as the way we convey information, thoughts, and feelings.

In the pedagogical area, the term speaking has many definitions. Brown states that speaking is an interactive process of constructing meaning that involves producing - receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Brown adds that there are many things on behalf to be a good speaker.

The process of producing-receiving and processing information will work well if the speaker has the competences needed. Some of those competences are the linguistic competence and the sociolinguistic competence. Speaking requires that speakers not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary *(linguistic competence)*, but also that they understand when, why, and in what ways to produce language *(sociolinguistic competence)*. A good

speaker will synthesizes this array of skills and knowledge to succeed in a given speech act.

Teaching speaking needs strategies that enable the students to practice the language in the class. Brown suggests that speaking lessons can follow the usual pattern of preparation, presentation, practice, evaluation, and extension. That pattern has the purposes as follows:

- The purpose of the preparation is to establish context for speaking task.
- Presentation is about providing model that further learner comprehension helps them become more attentive observer.
- Practice involves learner in reproducing targeted structure.
- Evaluation is about directing attention to the skill being examined.
- Extension is an optional step which provides activities that ask the students to use the strategy or skill in different context or situation.

Evaluation is usually a controlled activity; the purpose is to collect the point of learning process. Meanwhile, the extension step is a free activity which teacher gives freedom to students to develop their knowledge combine with skill in different context and situation.

Meanwhile, Clark and Clark stated (1977) that speaking is fundamentally an instrumental act. Teacher has important role in learning speaking to make sure that the students has a chance to practice it. Nunan says some principles that teacher should consider when teaching speaking. They are:

- Discern the differences between second language and foreign language learning context.
- Provide the students with practice in both fluency and accuracy.
- Give opportunities to the students to practice the conversation in group and limit the teacher talk.
- Arrange the speaking activities that include negotiation for meaning.
- Plan activities that provide the guidance and practice in both transactional and interactional speaking in the class.

b. Teaching Speaking in Junior High School

English is a means of spoken and written communication. Communication skill is the understanding and/or producing spoken and/or written texts which are realized in four language skills: listening, speaking reading and writing. Therefore, English is directed to develop these language skills so that graduates will be able to communicate and work with English discourses at certain literacy level.

The teaching-learning of English in Junior High School aims at assisting learners to achieve the *functional* level; that is to communicate both spoken and written to accomplish their daily needs, whereas learners in Senior High School are expected to achieve the *informational* level since they are being prepared to continue study in universities.

In order to create the same English level around the nation, government created the curriculum for the English subject. This curriculum is the standard English learning level for the formal school.

The curriculum is created to develop the four skills that students will need to gain communication skill. The goal of the speaking of the junior high school level is:

**Table 1: Standard of Competences and Basic Competences**

| Standard of Competences | Basic Competences |
|---|---|
| **Speaking**<br><br>3. Expressing meanings in very simple transactional and interpersonal conversations to interact with surrounding environment | 3.1 Expressing meanings in transactional (to get things done) and interpersonal (to socialize) very simple short conversations using various spoken discourses accurately, fluently and acceptably to interact with the environment which involve actions and expressions of: asking for and giving services, asking for and giving things, accepting and denying facts, asking for and giving opinions.<br><br>3.2 Understanding and responding transactional (to get things done) and interpersonal (to socialize) simple conversations accurately, fluently and acceptably to interact with |

| Standard of Competences | Basic Competences |
|---|---|
| | environment which involves actions and expressions of: inviting, accepting or refusing invitations, agreeing/disagreeing, praising, and congratulating |
| 1. Expressing meanings in very simple short monologues and functional spoken discourses in the forms of descriptive and recounts to interact with the environment | 4.1 Expressing meanings in simple short functional spoken discourses using various spoken discourse accurately, fluently, acceptably to interact with surrounding environment<br>4.2 Expressing meanings in simple short monologues using various spoken discourses accurately, fluently, acceptable to interact with surrounding environment in the forms of descriptive and recount texts |

2. Audio Visual Aid

a. Definition of Audio Visual Aid

Teaching aids can be defined as the materials and equipment used in teaching. In the field of pedagogy, teaching aids are categorized under the definition of media. In general, media is all tools that are used to deliver

information. Media in teaching and learning process can be defined as the one that used to deliver the material. Using aids as media in teaching English as foreign language can be helpful to the teacher. It is a tool to support the learning that is used as medium in instruction to deliver the materials to the learners.

The teaching aids are various. We can categorize them into three kinds of aid that is used in common the teaching learning process. The first one is the visual aids. The visual aids can be defined as media that can be seen. These kinds of aids are the most common used in the teaching learning field. Almost all subjects use this kind of aid. The visual aid comprises pictures, paintings, models, and graphics. The second is audio aid. The audio can be defined as media that can be listened. The audio aid comprises radio broadcast, speeches, and cassettes. The third is audio visual aid. The audio visual aid can be defined as any materials that present information in audible and pictorial form. The audio visual aid comprises movie, video, and television.

Audio Visual Aid is the medium which require the engagement in both of students' visual and audio senses. Audio Visual Aids for educational are developed with the information or ideas contained in the lesson to be taught so students' abilities to learn through listening and viewing (seeing) can be well integrated.

b. Basic Principles on Audio Visual Aid

In using audio visual aid as media in class, there are some considerations that should be carefully planned by the teacher. The considerations are:

- Choose the materials that are relevant to the topic or theme in the class. It means that we need to choose the audio visual aid that provides material we need on teaching process. In order to get the most relevant aids, teacher usually creates its own audio visual aid. Teacher can also compile some aids form the different sources.
- Video or short film used should not be too long or too short. This also one of the most important things in using video as the medium on teaching. We need to calculate the duration of the video. The grade or level of the learners can be the reference.
- Activities should be provided after students watch the video or short film.

c. Advantages of Using Audio Visual Aid

Audio Visual Aid can be helpful to the teacher of a foreign language. It can be used in a number different ways (Lee and Copen, 1968):

1. It can enlighten the classroom and bring many variety and interest into language lesson.
2. It can help provide the situation (context) which light up the meaning of the utterances used. For example, presenting a conversation between a customer and a shopkeeper on video help providing students a model for real life conversation.

3. It can help the teacher to improve his/her own understanding of the foreign language and to prepare more effective lessons because the use of audio-visual aids can be very helpful in providing the students a number of thing for thinking and acquiring in a very limited time.
4. It can stimulate students to speak the language as well as to read and write it. In learning language, listening is a very important skill. If we do not get an opportunity to listen to a language, we cannot speak it properly. By using audio visual aid, it can help them to listen and learn how the language is used. It will not only be interesting but also be motivating for the learner.
5. It can help in giving information of one kind or another about background of the literature and about life of foreign country concerned.

We have seen that audio visual aid helps teacher in such different ways. In addition, the use of audio visual aid also helps the students in better retention of the materials in a very joyful learning experience. This is because of the fact that the more senses are stimulated and involved the more will be the learning and retention among students. Audio visual aids provide a number of opportunities for listening, speaking, and seeing the object of the lesson. Students will get more experiences so it can be the incentive for speaking, reading or writing about the materials. It makes a lesson more enjoyable and more effective.

d. The Use of Audio Visual Aid in Teaching Speaking

The use of audio visual aid in teaching speaking is implicitly mentioned by Jeremy Harmer. He states that there are teaching techniques

which can be used in audio video based lesson. He divides the technique into viewing technique and listening technique.

The viewing technique purposes are to awaken the students' curiosity (through prediction activities) so that when they finally watch the video sequence in its entirety they will have expectation about it. The viewing technique activities are fast forward, silent viewing, freeze frame, and partial viewing.

The listening technique purposes are to provoke engagement and expectations. The activities of the listening technique are picture less listening and the picture of speech.

The two techniques above can be merged with some types of classroom speaking performance. Some of the types of classroom speaking performance are suggested by Brown such as:

- Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled pronunciation"; no inferences are made about the test- taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

- Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements - intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; Limited picture cued tasks including simple sequences; And translation up to the simple sentence level.
- Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow- up questions or retorts:

1. *Mary: Excuse me, do you have the time?*

   *Doug: Yeah. Nine- fifteen.*
2. *T: What is the most urgent environmental problem today?*

   *S: I would say massive deforestation.*
3. *Jeff: Hey, Stef, how's it going?*

   *Stef: Not bad, and yourself?*

   *Jeff: I'm good.*

*Stef: Cool. Okay, gotta go.*

- Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. (In the three dialogues cited above, A and B were transactional, and C was interpersonal.) In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.
- Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story- telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech

**B. Relevant Studies**

Some researchers have been conducted related on the use of audio visual aids in teaching language. In China, Hemei (2007) has used video in English classes as a result of the increasing emphasis on communicative teaching techniques. Video becomes a rich and valuable resource which is

well-liked by both students and teachers in China. She found that her students like it because video presentations are interesting, challenging, and stimulating to watch. Then, she likes it because video helps promote comprehension. Video makes meaning clear by illustrating the concept with picture. It is used for oral practice in English teaching in China. She has used video in the classroom for years and found it as successful way in teaching language.

In the same country, Xiaoning (2007) also used video clips in college English teaching. She found it has many advantages to use in language teaching and learning. She states that it is feasible and quite necessary to use in the classroom.

Another research also has been done by Andrade, Mercado & Reynoso (2008). They found that video as multimedia technology is a complementary way of delivering instruction. This research is aimed to find out whether the use of multimedia is able to help student to better learn or not. The results show that there are significant differences in students' performance using multimedia. It is concluded that multimedia can effectively be used to help students learn data structures specifically binary trees.

Meanwhile Sangkyoung (2006) created multimedia teaching by using movies in the class. It reflects students' interest and uses of popular movies as a way of presenting teaching materials and providing explanation of concepts.

In addition, she also suggested that teachers can maximize class time with editing movie clips in advance.

## C. Conceptual Framework

Speaking skill is very important to be mastered by any students since the success of their study depends on the greater part of their ability to speak. Therefore, the students have to learn and master the skill of speaking.

On the other hand, there are still many students who have low ability in their speaking. Most of the students in SMP PGRI Kebumen have difficulties in learning English, especially in spoken language. They still have many difficulties on delivering ideas with the correct form. They also do not have many vocabularies.

Audio visual aid will help them on building the context of spoken language. This will help them on learning the speaking skill. The audio visual aids will provide the simple scaffolding that students needed to build the speaking skill aspect such as accuracy, fluency, and grammar. In brief the audio visual aid can help them build the transactional and interpersonal skill.

Audio visual aid is a proven media which help students build context. This aids show some increasing on student's interest and attention toward lesson given by the teacher. .

The wide range on audio visual aids form is one of its advantages. The audio visual aid is also easy to find since the sources are available such TV and internet. Teacher can also make it according to the students need.

Some of the research that has been conducted show that audio visual aid gives the positive value on English teaching process and result. Referring to the opinions and theories about the audio visual aid and the achievement presented before, the researcher makes a conceptual framework on the relationship between the audio visual and student achievement on speaking skill on SMP PGRI Kebumen.

## D. Hypothesis

Based on what is discussed in the theoretical framework and the conceptual framework, the researcher proposes a study hypothesis as follows.

There is a significant difference in speaking skill competence between the students taught by using audio visual aid and those taught without using it.

# CHAPTER III

# RESEARCH METHOD

This chapter concerns on the process of conducting the research. It is divided into seven sections namely research design, test subjects, time and place of the study, research instruments, validity and reliability of the test, data collection technique, and data analysis technique.

## A. Research Design

This study is categorized as a quasi-experimental study. It is a quantitative research by applying pre-test and post-test. The researcher chose two classes having similar characteristics and similar achievement in English skills. The researcher also selected which class became the experimental class (VIII A) and which class became control class (VIII B).

A pretest was administered before applying audio visual media in teaching speaking. The pretest was applied to both groups. Then, the posttest was given to both groups to find out the effectiveness of the use of audio-visual media. The scheme of how the study was done and the design of the study are shown in Figure 1 and Table 2.

**Figure 1: Scheme of the Study**

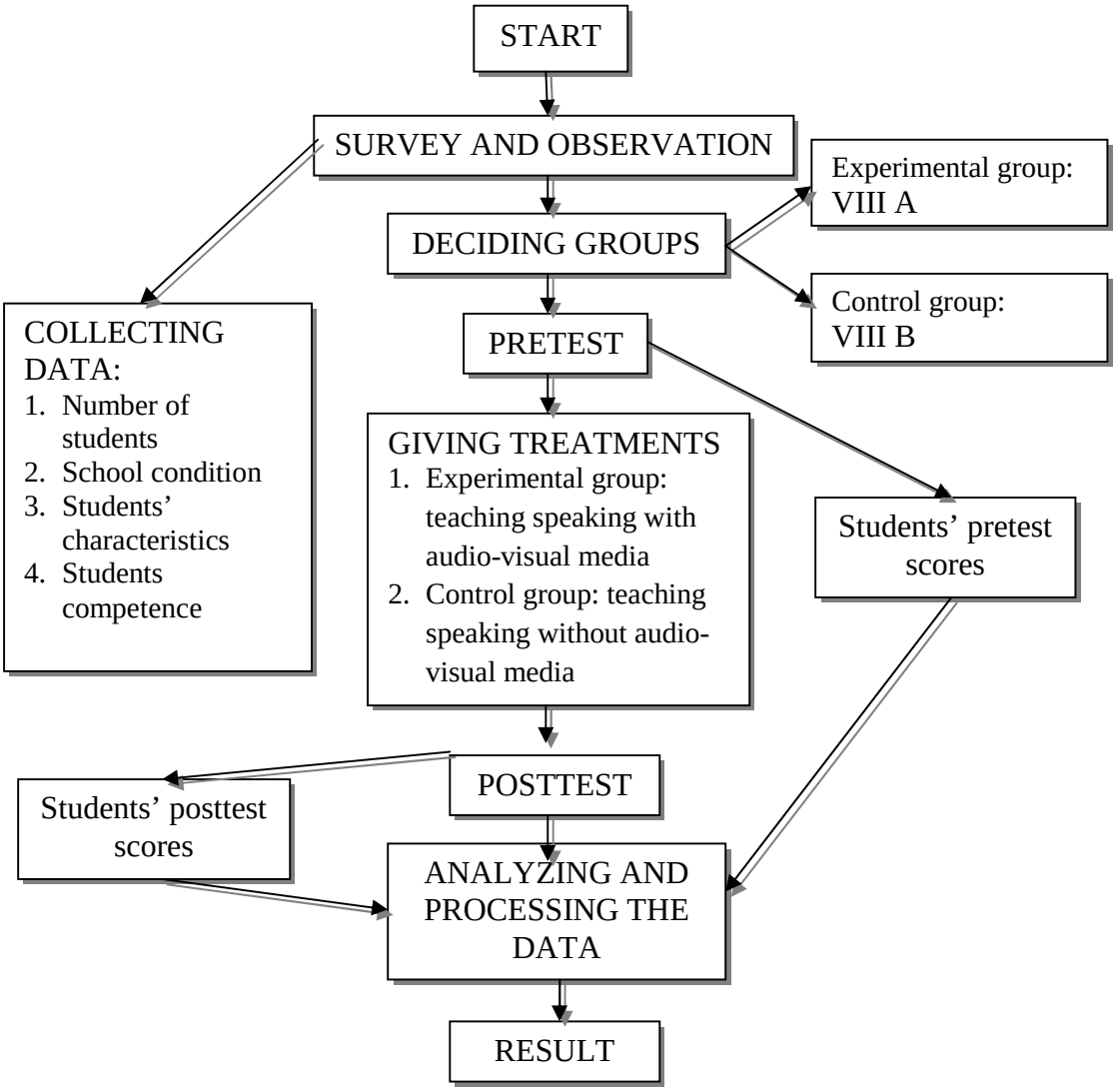


**Table 2: Design of the Study**

| Group | Pretest | Treatment | Posttest |
|---|---|---|---|
| The experimental group ($A_1$) | $O_1$ | Teaching Speaking with Audio-Visual Media | $O_2$ |
| The control group ($A_2$) | $O_1$ | Teaching Speaking without Audio-Visual Media | $O_2$ |

$A_1$ = experimental group

$A_2$ = control group

$O_1$ = pretest score

$O_2$ = posttest score

The implementation of teaching speaking with video was done in the experimental groups. The treatments were given in the learning processes. In the experimental group, the students taught using audio-visual aid media. Meanwhile in the control group, the students taught without using audio-visual aid media. The learning processes were done using teaching material prepared for the control group.

There were three main sections for each meeting: pre-activity, main activity, and post activity. In the pre-activity, the researcher started the lesson by greeting the students, leading prayer, and checking students' attendant list. Here, the researcher gave some warming up questions to guide the students to the main activity as well.

In the main activity, the students were asked to watch a movie and then they were asked to answer some questions to check their understanding. Then, the teacher and the students discuss more about the movie. In this process, the researcher also gave some explanation about the model of the text.

In the post activity, the students were asked to work in group. Each group consisted of three students. After that, they were asked to choose a narrative story they are familiar with, give some basic info about it answer written questions related to the text they just have read. When asking the questions, they were

allowed to ask another groups or the teacher for difficult words, share information, or share some things related to the material with the researcher's guidance. The students were given opportunity to ask any questions related to the topic.

In general, the lessons for the experimental and groups were almost similar. The difference was on the media used in the speaking teaching processes. The experimental group taught using audio-visual media and the control group taught without using audio-visual media.

**B. The Subjects of the Test**

The sample of the research was taken by the researcher on the population of the students in SMP PGRI Kebumen. They were the grade eight students in the academic year of 2012/2013.

The students of grade eight students of SMP PGRI Kebumen were grouped into two. The experimental group of this study was the VIII A Class and the control group was the VIII B Class. The experimental group, VIII A, consisted of 22 students and the control group, VIII B, consisted of 24 students.

The distribution the treatment is shown on the Table 3.

**Table 3: The Distribution of the Treatment**

| Group | Class | Treatment | Numbers of Students |
|---|---|---|---|
| Experimental group | VIII A | Teaching Speaking with Audio-Visual Media | 20 |
| Control group | VIII B | Teaching Speaking without | 20 |

| | | | |
|---|---|---|---|
| | | Audio-Visual Media | |

## C. Time and Place of the Study

The time of the study was from 27 until 5 August, 2013 while the place of the study was in SMP PGRI Kebumen located in Kebumen, Central Java. The study was conducted in class VIII A and VIII B. The schedule of the study is shown in Table 4 below.

**Table 4: The Schedule of the Study**

| Date | Time | Class | Material | Activities |
|---|---|---|---|---|
| May 27th, 2013 | 7.00 – 8.20 (2 x 40 minutes) | VIIIA | *Pretest* | *Doing pretest* |
| May 27th, 2013 | 8.20 – 9.40 (2 x 40 minutes) | VIIIB | *Pretest* | *Doing pretest* |
| May 29th, 2013 | 7.00 – 8.20 (2 x 40 minutes) | VIIIA | Narrative short movie | *Watching narrative movie* |
| May 29th, 2013 | 8.20 – 9.40 (2 x 40 minutes) | VIII B | Narrative text | |
| June 1st, 2013 | 7.00 – 8.20 (2 x 40 | VIIIA | Descriptive short movie | *Watching descriptive movie* |

| | | | | |
|---|---|---|---|---|
| | minutes) | | | |
| June 1st, 2013 | 8.20 – 9.40 (2 x 40 minutes) | VIIIB | Descriptive text | |
| June 2nd, 2013 | 7.00 – 8.20 (2 x 40 minutes) | VIII A | Narrative short movie | *Watching narrative movie* |
| June 2nd, 2013 | 8.20 – 9.40 (2 x 40 minutes) | VIII B | Narrative text | |
| June 3rd, 2013 | 7.00 – 8.20 (2 x 40 minutes) | VIII A | Descriptive short movie | *Watching descriptive movie* |
| June 3rd, 2013 | 8.20 – 9.40 (2 x 40 minutes) | VIII B | Descriptive text | |
| June 5th, 2013 | 7.00 – 8.20 (2 x 40 minutes) | VIIIA | *Posttest* | *Doing posttest* |
| June 5th, 2013 | 8.20 – 9.40 (2 x 40 minutes) | VIII B | *Posttest* | *Doing posttest* |

## D. The Research Instruments

To collect the data in the grade eight students of SMP PGRI Kebumen, the researcher used two kinds of instruments namely pre-test and post-test. Since the aim of the research was to measure students' speaking skills, pretest and posttest and were given to both experimental and control groups. The tests were in the form of spoken test. The data that the researcher wanted to get from this study were the pretest and posttest scores.

The pretest was aimed to find out the students' speaking skills before the treatment while the posttest was aimed to measure the improvement of students' speaking skills after they received the treatment.

The speaking lessons were developed based on the syllabus on the grade eight students of Junior High School. The instruments were developed in reference to the Standard of Competence and the Basic of Competence of the School-Based Curriculum of Junior High School year VIII of the first and second semester. In developing the instruments, the researcher took the materials from the students' text book, internet, and other relevant resources.

## E. Validity and Reliability of the Test

### 1) Validity of the Test

Richard and Schmidt (2002: 622) state that validity refers to the degree to which a test measures what it is supposed to measure or can be used successfully for the purposes for which it is intended. There is some numbers of different statistical procedures that can be applied to a test to estimate its validity. Those procedures commonly seek to determine what the test measures and how well it

does so. Meanwhile, Miller defines validity as the extent to which the instrument measures what it purposes to measure. It means that a test has its own purposes and degrees, and it is valid if its scores are directly related to its degree. In this research, the researcher applied three kinds of validity analysis which are content, construct, and item validity.

**a) Content Validity**

Miller (2012) says that content validity pertains to the degree to which the instrument fully assesses or measures the construct of interest. Furthermore, Suharsaputra (2006) defines that an instrument should be able to reveal the content of a concept or variable that will be measured. Therefore, the instruments used should be able to expose the content of the subject and other aspects as well.

In this research, the speaking test was developed in reference to the materials based on the standard competence and the basic competences of the School Based Curriculum of the eight graded of SMP PGRI Kebumen in the second semester of the academic year of 2012 - 2013. The speaking competences of eight graded junior high school in their first and second semester is shown in the Table 5 below.

**Table 5: The Speaking Competences of Eight Grade of Junior High School in the First and Second Semester**

| Standard of Competence | Basic Competences |
|---|---|
| 1. Expressing meanings in very simple transactional | 1.1 Expressing meanings in transactional (to get |

| | |
|---|---|
| and interpersonal conversations to interact with surrounding environment | things done) and interpersonal (to socialize) very simple short conversations using various spoken discourses accurately, fluently and acceptably to interact with the environment which involve actions and expressions of: asking for and giving services, asking for and giving things, accepting and denying facts, asking for and giving opinions.<br><br>1.2<br>Understanding and responding transactional (to get things done) and interpersonal (to socialize) simple conversations accurately, fluently and acceptably to interact with environment which involves actions and expressions of: inviting, accepting or refusing invitations, agreeing/disagreeing, praising, and congratulating |
| 2. Expressing meanings in very simple short monologues and functional spoken discourses in the forms of | 2.1<br>Expressing meanings in simple short functional spoken discourses using various spoken discourse accurately, fluently, acceptably to interact with surrounding environment. |

| | |
|---|---|
| descriptive and recounts to interact with the environment | 2.2<br>Expressing meanings in simple short monologues using various spoken discourses accurately, fluently, acceptable to interact with surrounding environment in the forms of descriptive and recount texts |
| 3. . Expressing meanings in simple short transactional and interpersonal conversations of spoken discourses to interact with surrounding environment | 3.1<br>Expressing meanings in transactional (to get things done) and interpersonal (to socialize) simple short conversations using various spoken discourses accurately, fluently and acceptable to interact with the environment which involve actions and expressions of: asking for, giving, and refusing services, asking for, giving, and denying information, asking for, giving, and refusing opinions, offering/accepting/ refusing something.<br><br>3.2<br>Expressing meanings in transactional (to get things done) and interpersonal (to socialize) simple short conversations using various spoken |

| | |
|---|---|
| | discourses accurately, fluently and acceptably to interact with the environment which involve actions and expressions of: asking for, and giving agreement, responding statements, giving attention to speakers, starting, lengthening, and closing conversation, and starting, lengthening, and closing telephone conversations. |
| 4. Expressing meanings in functional spoken discourses and simple short monologues in the forms of narrative and recount to interact with surrounding environment | 4.1<br>Responding meanings in simple short functional spoken discourses using various spoken discourses accurately, fluently, acceptably to interact with surrounding environment<br><br>4.2<br>Expressing meanings in simple monologues using various spoken discourses accurately, fluently, acceptably to interact with surrounding environment in the forms of narrative and recount texts |

**b) Construct Validity**

Construct validity refers to the degree to which an instrument measures the trait or theoretical construct that it is intended to measure (Miller, 2012). Suharsaputra (2006) states that while construct is the frame of a concept, construct

validity is a validity which relates to the ability of an instrument to measure the meaning of the measured concept. Moreover, Fraenkell in Suharsaputra (2006: 84) mentions that there are three steps to obtain construct validity; they are:

1) Make sure that the measured variable have been clearly defined,
2) Make sure that the hypothesis which refers to the theory that underlie the research variable has the ability to distinguish people in different grades in certain condition, and
3) Make sure that the hypothesis is logically and empirically tested.

Construct validity is aimed to determine the meaning from the scores. This validity is used to examine whether the test has consistent statement with the theories underlying the presented material or not.

**c) Item Validity**

The test items were valid if they really measured what they supposed to measure. The test items were said to be valid if the value of the correlation was greater than the r-value of the table in the significance level of 0.05. In analyzing the data, the researcher was using *IBM SPSS Statistics 21.0 for Windows*.

**2) Reliability of the Test**

Richard and Schmidt (2002: 495) explain that in the testing process, reliability is a measure of the degree to which a test gives consistent results. Therefore if the research is reliable, it will give the same results when it is given on different occasions or used by different people. Similar to Pedhazur in Suharsaputra (2006: 88), reliability refers to the degree to which test score are free

from errors of measurement. It means that a measurement error may affect the different score in measuring the same subject.

To assess the reliability of the pre-test and post-test, the researcher will conduct a try out. After that, the data was analyzed by using *IBM SPSS Statistics 21.0 for Windows.*

## F. Data Collection Technique

The data collection technique that was used in the study was the pretest and posttest technique in the form of spoken test. The pretest was conducted before the treatment and the posttest was conducted after the treatment. Both pretest and postest were given to the experimental and control groups. The pretest was conducted to know the students' primary ability in speaking skills and was given to both experimental and control groups. The posttest was conducted to examine whether there was any or no significance difference between the experimental and control groups in which the experimental group was given the audio-visual media in speaking teaching learning process.

## G. Data Analysis Technique

To analyze the data, the researcher used the statistical analysis. They were descriptive and inferential analysis. In the descriptive analysis, mean and standard deviation were used as the formula in the computation. Meanwhile in the inferential analysis, the study conducted test of normality, test of homogeneity, and test of hypothesis.

**1. Descriptive Analysis**

The descriptive analysis is aimed to describing the results of the data that was provided the answer to the research question. It was formulated whether there is a significant difference in the speaking skills of the students who are taught using audio-visual media and those who are not taught using it. In this study, the researcher divided the descriptive analysis into two parts. They were mean and standard deviation.

a) Mean

Mean is determined by adding all the scores then dividing this sum by the total number of scores. The function of mean was to find out the average scores of the students in both experimental and control groups.

$$\bar{x} = \frac{\sum \chi}{N}$$

$\bar{x}$ = mean

$\sum \chi$ = total score

N = = number of the students

(Hatch and Farhady, 1982: 55)

b) Standard Deviation

Standard deviation represents the spread of a distribution. The standard deviation formula is shown as follows:

$$SD = \sqrt{\frac{\sum \chi 2}{N} - \left(\frac{(\sum \sim 2)}{N}\right)}$$

$SD$ = standard deviation

$\sum \chi$ = total score

$N$ = number of the students

(Hatch and Farhady, 1982: 59)

**2. Inferential Analysis**

The inferential analysis in this study was divided into three tests. They were test of normality, test of homogeneity, and test of hypothesis.

a. Test of Normality

Normality test is used to find out whether the distribution of the data is normal or not. The data was calculated by using the *Chi-square* formula and was carried out by using the *IBM SPSS Statistics 21 for Windows*. The test is said to be normal if the probability value ($p\text{-}_{value}$) is higher than 0.05.

b. Test of Homogeneity

Homogeneity test is aimed to know whether the samples of variance are homogeneous or not and to show there is any significant difference of the samples or not. In order to know this, the *Levene's* test was applied using the *IBM SPSS Statistics 21.0 for Windows*. The test is said to be homogeneous if the level of significance is more than 0.05

c. Test of Hypothesis

The test of hypothesis was applied to see whether the hypothesis which says there is a significant difference significant difference in the reading comprehension ability of the students who are taught by using reciprocal teaching strategy and those who are taught without using it" is right or not and the t-test was applied to find out the difference. The hypothesis was accepted if the value of

t-observed ($T_o$) was higher than the value of t-table ($T_t$) or p-$_{value}$ was lower than 0.05.

# CHAPTER IV

# RESEARCH FINDINGS

In this chapter, the result of the descriptive analysis, inferential analysis, and discussion are presented. The descriptive analysis describes the result of the speaking skill test. The inferential analysis describes the pretest analysis and the posttest analysis, while the discussion describes the result of the hypothesis testing. In analyzing the data, the *IBM SPSS Statistics 21.0 for Windows* is used by the researcher.

## A. Descriptive Analysis

The descriptive analysis explains the results of the test. In this research, there were two tests namely pretest and posttest. The data were obtained from the pretest and posttest of the students speaking skill ability in the experimental and control groups. The tests consisted of two multiple choice tests. The samples of the study were 46, which 22 students are from experimental group (Class VIIIA), and 24 students are from control group (Class VIIIB). The data mainly involve the mean and the standard deviation of the students' scores of the experimental and the control groups.

The categorization of the students' speaking skill scores could be divided into five levels: very high, high, average, low, and very low. The categorization is illustrated on the Table 1 below.

**Table 6**: **The Categorization of the Students' Speaking Skill**

| Scores | Category |
|---|---|
| 16.10-20 | Very high |
| 12.10-16.00 | High |
| 8.10-12.00 | Average |
| 4.10-8.00 | Low |
| 4.00 | Very low |

**1. The Statistical Date of the Pretest Scores**

**a. The Data of Pretest Scores of the Experimental Group**

The pretest of the experimental group (Class VIIIA) was done on Thursday, May 27th, 2013. The pretest was done before the audio visual aids were given. Table 8 shows the information about the categorization of the students' speaking skill based on the pretest score of the experimental group**.**

**Table 7**: **The Categorization of the Students' Speaking Skill Based on the Pretest Scores of the Experimental Group**

| Class Scores | Number of the Students | Percentage (%) | Category |
|---|---|---|---|
| 16.10-20 | 0 | 0 | **Very high** |
| 12.10-16.00 | 2 | 9.09 | **High** |
| 8.10-12.00 | 17 | 77.27 | **Average** |
| 4.10-8.00 | 3 | 13.63 | **Low** |
| 4.00 | 0 | 0 | **Very low** |

Table 2 shows that 0 student was categorized into a very high category, 2 student (9.09%) was into a high category, 17 students (77.27%) were into an average category, 3 students (13.63%) were into a low category, and 0 student was into very low categories . In scoring technique, the researcher used the direct test which measured four elements of speaking; they are pronunciation, grammar, vocabulary and fluency. The researcher used analytic scale that categorized by

some categories. The analytic score has four items and each item scores five. So, the maximum score is 20. Table 3 shows the descriptive analysis of the pretest scores of the experimental group based on *IBM SPSS Statistics 21.0*.

**Table 8**: **The Descriptive Analysis of the Pretest Scores of the Experimental Group**

| Mean | SD | Median | Mode | Min Score | Max Score | Total Score | Range |
|---|---|---|---|---|---|---|---|
| 10.50 | 1.74 | 11 | 11 | 7 | 14 | 231 | 7 |

The statistical data above shows that the mean of the pre-test of the experimental group was 10.50, the median was 11, the mode was 11, and the standard deviation was 1.74. Based on the mean of the pretest scores of the experimental group, it can be said that the students' speaking skill of the experimental group before the application of audio visual aids were in the average category. Meanwhile, the frequency distribution of the students' speaking skill of the experimental group is illustrated in Table 4

**Table 9.**: **The Frequency Distribution of Student's Speaking skill of the Pretest Score of the Experimental Group**

| No. | Pretest Scores | Frequency | Cumulative | Relative Frequency (%) | Cumulative Frequency (%) |
|---|---|---|---|---|---|
| 1 | 0 – 4 | 0 | 0 | 0 | 0 |
| 2 | 5 – 9 | 5 | 5 | 22.73 | 22.73 |
| 3 | 10 – 14 | 17 | 22 | 77.27 | 100.00 |
| 4 | 15 – 19 | 0 | 22 | 0 | 100.00 |
| Total | | 22 | | 100.00 | |

The Table 4 above shows that the highest frequency of the students' speaking skill pretest score of the experimental group was between 10 to 14 with 17 students (77.27%) and the lowest frequency of the students' speaking skill

pretest score of the experimental group was between 5 to 9 with 5 student (22.73%). The print out of this computation is attached in Appendix D**.**

**b. The Data of Pretest Scores of the Control Group**

The pretest of the control group (Class VIIIA) was done on Thursday, May 27th, 2013. Table 5 illustrates the information about the categorization of the students' speaking skill based on the pretest score of the control group.

**Table 10**: **The Categorization of the Students' Speaking skill Based on the Pretest Scores of the Control Group**

| Pretest Scores | Number of the Students | Percentage (%) | Category |
|---|---|---|---|
| 16.10-20 | 0 | 0 | **Very high** |
| 12.10-16.00 | 3 | 12.5 | **High** |
| 8.10-12.00 | 18 | 75 | **Average** |
| 4.10-8.00 | 3 | 12.5 | **Low** |
| 4.00 | 0 | 0 | **Very low** |

Table 5 shows that 3 students (12.5%) were categorized into a high category, 18 students (75%) were into an average category, 3 students (12.5%) were into a low category, and no students were into very high and very low categories.

**Table 11**: **The Descriptive Analysis of the Pretest Scores of the Control Group**

| Mean | SD | Median | Mode | Min Score | Max Score | Total Score | Range |
|---|---|---|---|---|---|---|---|
| 10.50 | 1.745 | 10.50 | 10 | 7 | 14 | 252 | 7 |

The statistical data above show that the mean of the pre-test score of the control group was 10.50, the median was 10.50, the modes were 10; and the standard deviation was 1.745. Based on the mean of the pretest scores of the

control group, it can be said that the students' speaking skill of the control group who was taught without using the audio visual aids was in the same category as the experimental group, that was in the average category. Meanwhile, the frequency distribution of the students' speaking skill of the control group is illustrated in Table 7.

**Table 12**: **The Frequency Distribution of Student's Speaking skill of the Pretest Score of the Control Group**

| No. | Pretest Scores | Frequency | Cumulative | Relative Frequency (%) | Cumulative Frequency (%) |
|---|---|---|---|---|---|
| 1 | 0 – 4 | 0 | 0 | 0 | 0 |
| 2 | 5 – 9 | 4 | 4 | 16.67 | 16.67 |
| 3 | 10 – 14 | 20 | 24 | 83.33 | 100 |
| Total | | 24 | | 100.00 | |

The Table 7 above shows that the highest frequency of the students' speaking skill pretest score of the control group was between 10 to 14 with 20 students (83.33%) and the lowest frequency of the students' speaking skill pretest score of the control group were between 5 to 9 with 4 students (16.67%). The print out of this computation is attached in Appendix D.

**c. The Comparison between the Pretest Scores of the Experimental and Control Groups**

The comparison between the pretest scores of the experimental and control groups is shown on the following table.

**Table 13**: **The Statistical Data of the Pretest Scores of the Experimental and Control Groups**

| Group | N | Mean | SD | Median | Mode | Min Score | Max Score | Total Score | Range |
|---|---|---|---|---|---|---|---|---|---|
| experimental | 10.50 | 11 | 1.74 | 11 | 7 | 14 | 231 | 7 | 10.50 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Control | 10.50 | 10.50 | 1.745 | 10 | 7 | 14 | 252 | 7 | 10.50 |

From the Table 8 above, the pretest mean of the experimental group was 11 and the pretest mean of the control group was 10.5 and could be said that the means of the experimental and control groups were categorized into low category.

**2. The Statistical Data of the Posttest Scores**

**a. The Data of the Posttest Scores of the Experimental Group**

The posttest of the experimental group (Class VIII A) was done on Friday, June 5th, 2013. The posttest was done after applying audio visual aids. Table 15 shows the information about the categorization of the students speaking skill based on the posttest score of the experimental group.

**Table 14**: **The Categorization of the Students' Speaking skill Based on the Posttest Scores of the Experimental Group**

| Postest Scores | Number of the Students | Percentage (%) | Category |
|---|---|---|---|
| 16.10-20 | 0 | 0 | **very high** |
| 12.10-16.00 | 15 | 68.18 | **high** |
| 8.10-12.00 | 7 | 31.82 | **average** |
| 4.10-8.00 | 0 | 0 | **low** |
| 4.00 | 0 | 0 | **very low** |

Table 9 shows that 0 students were categorized into a very high category, 15 students (68.18%) were into a high category, 7 students (31.82%) were into an average category, and no students were into a low category and very low categories. Table 16 illustrates the descriptive analysis of the posttest scores of the experimental group based on *IBM SPSS Statistics 21.0*.

**Table 15**: **The Descriptive Analysis of the Posttest Scores of the Experimental Group**

| Mean | SD | Median | Mode | Min Score | Max Score | Total Score | Range |
|---|---|---|---|---|---|---|---|
| 13.14 | 1.552 | 13 | 14 | 11 | 16 | 289 | 5 |

Table 10 shows that the mean of the posttest of the experimental group was 13.14, the median was 13, the mode was 14, and the standard deviation was 1.552. Based on the mean of the posttest of the experimental group, it can be said that the students' speaking skill of the experimental group after the application of audio visual aids was in the high category. Meanwhile, the frequency distribution of the writing ability is illustrated in the Table 11 below.

**Table 16**: **The Frequency Distribution of Student's Speaking skill of the Posttest Score of the Experimental Group**

| No. | Postest Scores | Frequency | Cumulative | Relative Frequency (%) | Cumulative Frequency (%) |
|---|---|---|---|---|---|
| 1 | 0 – 4 | 0 | 0 | 0 | 0 |
| 2 | 5 – 9 | 0 | 0 | 0 | 0 |
| 3 | 10 – 14 | 19 | 19 | 83.36 | 83.36 |
| 4 | 15 -19 | 3 | 22 | 13.64 | 100 |
| Total | | 22 | | 100.00 | |

The table above shows that the highest frequency of the students' speaking skill posttest score of the experimental group was between 10 to 14 with 19 students (83.36%) and the lowest frequency of the students' speaking skill pretest score of the experimental group was between 15 to 19 with 3 student (13.64%). The print out of this computation is attached in Appendix D.

**b. The Data of the Posttest Scores of the Control Group**

The posttest of the control group (Class VIII B) was done on Saturday, June 3rd, 2013. Table 18 illustrates the information about the categorization of the students' speaking skill based on the posttest score of the control group.

**Table 17**: **The Categorization of the Students' Speaking skill Based on the Posttest Scores of the Control Group**

| Posttest Scores | Number of the Students | Percentage (%) | Category |
|---|---|---|---|
| 16.10-20 | 0 | 0 | **very high** |
| 12.10-16.00 | 7 | 29.17 | **High** |
| 8.10-12.00 | 16 | 66.67 | **average** |
| 4.10-8.00 | 1 | 4.16 | **Low** |
| 0 - 4.00 | 0 | 0 | **very low** |

Table 12 shows that no students were categorized into a very high category, 7 students (29.17%) were into a high category, 16 students (66.67%) were into an average category, 1 student (4.16%) was into a low category, and no student was into a very low category. Table 19 illustrates the descriptive analysis of the posttest scores of the experimental group based on *IBM SPSS Statistics 21.0*.

**Table 18**: **The Descriptive Analysis of the Posttest Scores of the Control Group**

| Mean | SD | Median | Mode | Min Score | Max Score | Total Score | Range |
|---|---|---|---|---|---|---|---|
| 11.58 | 1.767 | 11 | 11 | 8 | 15 | `278 | 7 |

Table 13 shows that the mean of the posttest of the control group was 11.58, the median was 11, the mode was 11, and the standard deviation was 1.767. Based on the mean of the posttest of the control group, it can be said that the students' speaking skill of the control group who was taught without using the

audio visual aids was in the same category as the experimental group, that was in the high category. Meanwhile, the frequency distribution of the writing ability is illustrated in Table 14.

**Table 19**: **The Frequency Distribution of Student's Speaking skill of the Posttest Score of the Control Group**

| No. | Posttest Scores | Frequency | Cumulative | Relative Frequency (%) | Cumulative Frequency (%) |
|---|---|---|---|---|---|
| 1 | 0 – 4 | 0 | 0 | 0 | 0 |
| 2 | 5 – 9 | 3 | 3 | 12.5 | 12.5 |
| 3 | 10 – 14 | 19 | 21 | 79.17 | 91.67 |
| 4 | 15 -19 | 2 | 24 | 8.33 | 100 |
| Total | | 24 | | 100.00 | |

Table 14 shows that the highest frequency of the students' speaking skill of the posttest score of the control group was between 10 to 14 with 19 students (79.17%) while the lowest frequency of the students' speaking skill of the control group was between 15 to 19 with 2 students (11.76%). The print out of this computation is attached in the Appendix D.

**c. The Comparison between the Posttest Scores of the Experimental and Control Groups**

The comparison between the posttest scores of the experimental and control groups is shown on the following table.

**Table 20**: **The Statistical Data of the Posttest Scores of the Experimental and Control Groups**

| Group | N | Mean | SD | Median | Mode | Min Score | Max Score | Total Score | Range |
|---|---|---|---|---|---|---|---|---|---|
| experimental | 22 | 13.14 | 1.552 | 13 | 14 | 11 | 16 | 289 | 5 |
| Control | 24 | 11.58 | 1.767 | 11 | 11 | 8 | 15 | `278 | 7 |

From the Table 15, the posttest mean of the experimental group was13.14 and the posttest mean of the control group was 11.58. It could be said that the mean of the experimental and control groups were categorized into a high category since they were lies between 12.10 and 16.00.

## B. Inferential Analysis

The inferential analysis describes the pre-analysis and hypothesis testing. Pre-analysis test is used to measure the normality and the homogeneity of the data. Meanwhile in the hypothesis testing, the ANOVA testing was applied to find out whether the audio visual aids can improve students' speaking skill or not. The discussion of the pre-analysis and hypothesis testing is presented below.

1. Pre-Analysis Testing

a. Test of Normality

The test is used to find out whether the distribution of the data is normal or not. The data was calculated by using the *Chi-square* formula and was carried out by using the *IBM SPSS Statistics 21 for Windows*. Theoretically, the data distribution is considered normal if the probability value (p-$_{value}$) is higher than 0.05. It means that Chi-square value obtained ($x^2$ *o*) is lower than the critical value formed in the table ($x^2$ *t*) with the significance level of 5%. Table 22 illustrates the result of Chi-square test analysis of the pretest while Table 23 illustrates the result of Chi-square test analysis of the posttest.

**Table 21: Result of the Normality Test of the Pretest of the Experimental and Control Groups**

| data | N | df | $x^2$ *o* | $x^2$ *t* | Interpretation |
|---|---|---|---|---|---|
| Pretest Experimental Group | 22 | 7 | 14.364 | 15.507 | Normal |
| Pretest Control Group | 24 | 7 | 22.667 | 16.919 | Normal |

**Table 22**: **Result of the Normality Test of the Posttest of the Experimental and Control Groups**

| data | N | df | $x^2$ *o* | $x^2$ *t* | Interpretation |
|---|---|---|---|---|---|
| Posttest Experimental Group | 22 | 5 | 7.445 | 30.144 | Normal |
| Posttest Control Group | 24 | 7 | 12667 | 16.919 | Normal |

Based on the Table 22 and Table 23 above, the values of observed $x^2$ score of the pretest of both experimental and control groups was lower than the $x^2$ table with the significance level 0.05. Therefore, the distribution of the pretest score was normal. Moreover, the values of observed $x^2$ score of the posttest of both experimental and control groups were lower than the $x^2$ table with the significance level 0.05. Therefore, the distribution of the posttest score was normal. The print out of this computation is attached in Appendix D.

b. Test of Homogeneity

The test of homogeneity aimed to know whether the samples of variance are homogeneous or not and to show there is any significant difference of the samples or not. In order to know this, the *Levene's* test was applied using the *IBM SPSS Statistics 21.0 for Windows*. Therefore, the sample of variance is said to be homogeneous if the value of F-observed ($F_o$) is lower than the F-table ($F_t$) or if the probability significant level is higher than 0.05.

The result of the homogeneity test of the pretest is shown in Table 24 while the result of the homogeneity test of the posttest is shown in Table 25.

**Table 23**: **Result of the Homogeneity Test of the Pretest Scores of the Experimental and Control Groups**

| **Data** | **$df_1$** | **$df_2$** | **$F_o$** | **$F_t$** | **p-*value*** | **α** | **Interpretation** |
|---|---|---|---|---|---|---|---|
| pretest | 1 | 44 | 2.354 | 4.13 | 0.134 | 0.05 | homogeneous |

**Table 24**: **Result of the Homogeneity Test of the Posttest Scores of the Experimental and Control Groups**

| **Data** | **$df_1$** | **$df_2$** | **$F_o$** | **$F_t$** | **p-*value*** | **α** | **Interpretation** |
|---|---|---|---|---|---|---|---|
| posttest | 1 | 44 | 0.416 | 4.13 | 0.523 | 0.05 | homogeneous |

The data were categorized as homogeneous if the $F_o$ of the pretest and posttest were lower than the $F_t$ which was concluded from the $df_1$ and $df_2$. It can be seen that the $df_1$ is 1 and $df_2$ is 34. From the Table 24, it can be seen that the $F_o$ of the pretest (0.416) is lower than the $F_t$ of the pretest (4.13). Meanwhile in the Table 25, it can be seen that he $F_o$ of the posttest (2.409) is lower than $F_t$ of the posttest (4.13).

Moreover, the data can be determined homogeneous when the level of significance is higher than 0.05. Since the $p\text{-}_{value}$ of the pretest is 0.134 and $p\text{-}_{value}$ of the posttest is 0.523 with significance level 0.05, so the value in the significance level 0.05 from the pretest and posttest can be categorized as homogeneous. The print out of the computation is attached in Appendix D.

2. Hypothesis Testing

After describing the normality and homogeneity of the test, the researcher then did the analysis to test the hypothesis to determine whether the hypothesis

was acceptable or not. The hypothesis says “There is a significant difference in the speaking skill of the students who are taught by using audio visual aids and those who are taught without using it.” First of all, the hypothesis must be changed into the null hypothesis (*Ho*) before the hypothesis is rejected or accepted. The test of hypothesis can be seen from the following explanation:

a. Null Hypothesis (*Ho*): There is no significant difference in the speaking skill of the students who are taught by using audio visual aids and those who are taught without using it.
b. Alternative Hypothesis (*Ha*): There is a significant difference in the speaking skill of the students who are taught by using audio visual aids and those who are taught without using it.

The hypothesis was tested by finding the mean difference between the posttest means of the experimental and control groups. After the mean difference was found, the ANOVA testing was applied to know whether the difference was significance or not.

Table 26 shows the result of the ANOVA testing and calculated using the IBM SPSS Statistics 21.0 for Windows. The print out of the computation is attached in the Appendix D.

**Table 25**: **The Result of the Hypothesis Testing**

**ANOVA**

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| pretest_score | Between Groups | .000 | 1 | .000 | .000 | 1.000 |
| | Within Groups | 133.500 | 44 | 3.034 | | |
| | Total | 133.500 | 45 | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| posttest_score | Between Groups | 25.178 | 1 | 25.178 | 9.648 | .003 |
| | Within Groups | 114.822 | 44 | 2.610 | | |
| | Total | 140.000 | 45 | | | |

Based on Table 26, it can be seen that p-$_{value}$ (Sig.) of the posttest scores was 0.003. Theoretically, if the p-$_{value}$ (Sig.) of the posttest is higher than the significance level (0.05), the null hypothesis (*Ho*) is accepted and the alternative hypothesis (*Ha*) is rejected. On the other hand, if the p-$_{value}$ (Sig.) of the posttest is lower than the significance level, the null hypothesis (*Ho*) is rejected and the alternative hypothesis (*Ha*) is accepted. In this research, the p-$_{value}$ (Sig.) was 0.003 and it was lower than the significance level (0.05). It means that the null hypothesis (*Ho*) was rejected and the alternative hypothesis (*Ha*) was accepted.

It can be said that the students' comprehension ability in the experimental and control groups in the posttest had a significant difference. It means that there was a significant difference in the students' comprehension ability between grade eight students of Junior High School taught using audio visual aids and those taught without using it. In other words, the alternative hypothesis which states that "There is a significant difference in the speaking skill of the students who are taught by using audio visual aids and those who are taught without using it" is accepted.

## C. Discussion

Based on the research at SMP PGRI 1 Kebumen, it is found that there was a significant difference in speaking skill between the grade eight students who were taught using audio visual aids and those who were taught without using it.

The evidences were in the forms of numeric data based on the analyzing process. The finding of the research shows that the students taught using audio visual aids had better achievement in their speaking skill than those taught using non-audio visual aids.

First of all, from the pretest, it can be seen that the experimental group's mean was 10.50 and the control group's mean was 10.50. Meanwhile, from the mean post test scores, it can be seen that the experimental group's post test was 13.14 and the control group's post test was 11.58. As a result, means of both two groups have shown different results where the experimental group got more means rather than the control group.

Audio visual aids in teaching speaking help enhance the process of context building. Through exercises in group guided by the teacher, the teacher applied the audio visual aids. This is proved by comparing the students' test score on speaking skill after giving treatment. The mean value in the post-test of the students who are taught by using audio visual aids is higher than those who did not. It means that the students taught using audio visual aids has better speaking skill. The students could improve their speaking skill because they had been taught speaking strategies to be used and practiced before, during, and after speaking.

Finally, it can be concluded that audio visual aids is appropriate as a good teaching strategy to be applied in teaching and learning process of speaking. It is effective in improving the students' speaking skill. It helps students construct meaning and build comprehension on certain text easier as well. It can also be

concluded that using audio visual aids had better effect in fulfilling the students' speaking skill than using non-audio visual aids.

# CHAPTER V

# CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

There are two three sections in this chapter. The first is conclusions, second is implications, and the third is suggestions. The explanation of each section is presented below.

## A. Conclusions

The conclusions of this research are supported in three findings. Those are presented as follows.

Firstly, from the pretest score, it can be seen that the mean of the experimental group was 10.50. According to the table of categorization, the students' speaking comprehension ability of the experimental group before the treatment was categorized into the average category. The posttest score shows that the mean of the experimental group obtained after the treatment was 13.14. It was higher than the pretest mean and improved as many as 2.36. According to the table of categorization, the students' speaking ability of the experimental group after the treatment was categorized into the high category. The improvement of the students' speaking comprehension ability of the experimental group might be influenced by the audio visual aids ability.

Secondly, from the pretest score, it can be seen that the mean of the control group was 10.50. According to the table of categorization, the students' speaking comprehension ability of the control group was categorized into the average category. The posttest score shows that the mean of the control group was 11.58. It was higher than the pretest mean and improved as many as 1.08.

According to the table of categorization, the students' speaking comprehension ability of the control group without the treatment was categorized into the high category.

Thirdly, the posttest score of the experimental group was higher than the control group. The posttest mean of the experimental group was 13.14 while the posttest mean of the control group was 11.58. Meanwhile, the improvement of the experimental group was 2.36 while the control group was 1.08. In brief, the improvement of the mean score of the experimental group was higher than the control group. Therefore, the detail of the data shows that the speaking skill of the students in the experimental group who were taught using audio visual aids was improved higher than the students from the control group.

## B. Implications

From the research findings, it can be implied that the use of audio visual aids has good effect in improving students' speaking skill. The nature of junior high school students that are creative, imaginative, curious, and careful may provide the learning needs and characteristics of junior high school students. Moreover, it is also believed as an effective way to improve students' speaking skill. Therefore, it is a good alternative for the English teacher to use audio visual aids to improve students' speaking skill.

## C. Suggestions

There are several suggestions that the researcher proposed to increase the students speaking comprehension ability.

1. To English Teachers

   The study shows that audio visual aids strategy was an effective way to improve students' speaking skill of junior high school. The English teachers are suggested to use audio visual aids strategy in order to improve students' speaking comprehension ability. The English teachers can be more creative in applying the teaching strategy especially using audio visual aids.

2. To English Students

   Learning a language, especially foreign language, is not an instant process. The study shows that audio visual aids that make use of creativity, imagination, scaffolding, and context can provide the learning needs and characteristics of junior high school students. Therefore, the students may use audio visual aids in improving the students' speaking skill.

3. To Other Researchers

   The researcher expects that this study may give contribution to other researcher who interested to the related research. The study shows that the use of audio visual aids presents a significant effect to the speaking skill of junior high school students. The researcher suggests that other researcher conduct further research in the similar topic, add the sources, and since this is an experimental research, they may develop this study into the action research.

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| No | Nama | Pretest | Postest |
|---|---|---|---|
| 1 | Ahmad Hamdani | 14 | 15 |
| 2 | Demo Septanto | 11 | 13 |
| 3 | Ega Yuniaawan | 10 | 11 |
| 4 | Ahmad Sholehkhudin | 8 | 10 |
| 5 | Aji Saputra | 11 | 13 |
| 6 | Khotibul Umam | 11 | 11 |
| 7 | M. Ilyas | 12 | 12 |
| 8 | Amelia Wantarisa | 10 | 13 |
| 9 | Aprillia Asuroati Wantarisa | 11 | 11 |
| 10 | Lia Melianiarti | 11 | 12 |
| 11 | Eli Novita | 11 | 11 |
| 12 | Subandini | 9 | 11 |
| 13 | Nabila Riska Anjarwati | 10 | 12 |
| 14 | Defi Anggaeni Puji Lestari | 10 | 9 |
| 15 | Fendi Suryono | 7 | 8 |
| 16 | Salis Hidayanti | 10 | 11 |
| 17 | Ainur Sodik | 10 | 8 |
| 18 | Gunawan | 10 | 11 |
| 19 | Agil Prayoga | 8 | 9 |
| 20 | M. Nur Fauzi | 10 | 12 |
| 21 | Saif Ali Nur | 10 | 12 |
| 22 | Feri Kurniawan | 13 | 15 |
| 23 | Ari Wulandari | 11 | 13 |
| 24 | Rian Kurniawan | 14 | 15 |

Control Class

| No | Nama | Pretest | Postest |
|---|---|---|---|
| 1 | Ahmad Rosid | 11 | 14 |
| 2 | Bayu Setiawan | 12 | 15 |
| 3 | Eli Nur Hidayati | 7 | 10 |
| 4 | Dwi Cahyani | 11 | 13 |
| 5 | Ade Taruna | 10 | 14 |
| 6 | Yogi Iriansyah | 11 | 14 |
| 7 | Imam Syafi’i | 12 | 14 |
| 8 | Budi Setyawan | 7 | 9 |
| 9 | Sucipto | 11 | 13 |
| 10 | Ahmad Muslimah | 11 | 14 |
| 11 | Agus Triono | 11 | 13 |
| 12 | Akhmad Miftakhudin | 8 | 11 |
| 13 | Feliya Murtianingsih | 9 | 12 |
| 14 | Sovi Maghfiroh | 10 | 13 |
| 15 | Siti Tobingatun | 11 | 12 |
| 16 | Sulastri Utami | 14 | 16 |
| 17 | Regita Karen Sari | 10 | 13 |
| 18 | Akhmad Ashifudin | 9 | 12 |
| 19 | Toni Riawan | 10 | 13 |
| 20 | Giyan Saputra | 13 | 16 |
| 21 | Issya Aryanto | 12 | 15 |
| 22 | Isna Arrohman | 11 | 13 |

Experimental Class

**LESSON PLAN**

**(Control Class)**

School : SMP PGRI 1 Kebumen
Subject : English
Grade/Semester : VIII/2
Meeting : 1
Allocated time : 2x40 minutes
Skill : Speaking

**I. Standard of Competence :**

Expressing meanings in very simple short monologues and functional spoken discourses in the forms of descriptive and recounts to interact with the environment

**II. Basic Competency :**

Expressing meanings in simple short monologues using various spoken discourses accurately, fluently, acceptable to interact with surrounding environment in the forms of descriptive and recount texts

**III. Indicators :**

- Students are able to describe their self
- Students know how to use adjective
- Students how to make sentence in present tense form

**IV. Learning Objectives :**

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

- Understand how to describe their self
- Identify the characteristics of a descriptive text

- Express meaning in simple monologues of descriptive

**V. Learning Materials**

**A. Text!**

Read simple descriptive text about Victoria Caroline Beckham

**B. Identify the structure of the text!**

*Identification, description (1,2, and 3)*

**C. Answer oral questions about the text!**

Questions:

1. Who is she?
2. Where does she live?
3. What is she?

**D. Study about the characteristic of a narrative text!**

1. **Descriptive text** is kind of text that is used to give information about things or person.
2. Generic Structure:
   a. **Identification** : identifies things or person to be described.
   b. **Description** : describe characteristic of the things or person.

**VI. Teaching and Learning Method** **:** Three Phase Technique

**VII. Media** **:** LCD

**VIII. Place** **:** Classroom

**IX. Teaching and Learning Process :**

**1. OPENING ACTIVITIES**

- Greeting to the students
- Checking students' attendance list
- Checking students' readiness

**2. MAIN TEACHING LEARNING ACTIVITIES**

**a. Pre watching**

- Brainstorming and mind-mapping students knowledge about descriptive text
- Asking the characteristic of the descriptive text
- Ask one volunteer to describe things in front of the class

**b. Whilst watching**

- **Write the important things in the text**
  - The name of the person that is described
  - Find the characteristic of her
- **Note the words they do not understand the meaning**

**c. Post watching**

- Ask students about the important things and difficult words
- Ask them to make simple descriptive text about tourism resort in Kebumen

**3. CLOSING ACTIVITIES**

- Giving conclusions about the materials that have been learnt.
- Discussing the students' difficulties in understanding the materials.
- Encouraging the students to keep study at home.

**X. Assessment**

Perform in front of the class to describe them self.

**LESSON PLAN**

**(Control Class)**

School : SMP PGRI 1 Kebumen
Subject : English
Grade/Semester : VIII/2
Meeting : 2
Allocated time : 2x40 minutes
Skill : Speaking

**I. Standard of Competence :**

Expressing meanings in very simple short monologues and functional spoken discourses in the forms of descriptive and recounts to interact with the environment

**II. Basic Competency :**

Expressing meanings in simple short monologues using various spoken discourses accurately, fluently, acceptable to interact with surrounding environment in the forms of descriptive and recount texts

**III. Indicators :**

- Students are able to describe their self
- Students know how to use adjective
- Students how to make sentence in present tense form

**IV. Learning Objectives :**

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

- Understand how to describe their self
- Identify the characteristics of a descriptive text
- Express meaning in simple monologues of descriptive

**V. Learning Materials**

**E. Text !**

Read simple descriptive text about Borobudur

**F. Identify the structure of the text!**

*Identification, description (1,2, and 3)*

**G. Answer oral questions about the tesxt!**

Questions:

1. Where is Borobudur located?
2. How to go there?
3. What story that is craft in the wall of Borobudur?

**H. Study about the characteristic of a descriptive text!**

3. **Descriptive text** is kind of text that is used to give information about things or person.
4. Generic Structure:
   c. **Identification** : identifies things or person to be described.
   d. **Description** : describe characteristic of the things or person.

**VI. Teaching and Learning Method** **:** Three Phase Technique

**VII. Media** **:** LCD

**VIII. Place** **:** Classroom

**IX. Teaching and Learning Process :**

**1. OPENING ACTIVITIES**

- Greeting to the students
- Checking students' attendance list
- Checking students' readiness

**2. MAIN TEACHING LEARNING ACTIVITIES**

**a. Pre Watching**

- Brainstorming and mind-mapping students knowledge about descriptive text
- Asking the characteristic of the descriptive text
- Ask one volunteer to describe himself in front of the class

**b. Whilst Watching**

- **Write the important things in the text**
  - The characteristic of Borobudur that is described
- **Note the words they do not understand the meaning**

**d. Post Watching**

- Ask students about the important things and difficult words
- Ask them to make simple descriptive text about their self

**3. CLOSING ACTIVITIES**

- Giving conclusions about the materials that have been learnt.
- Discussing the students' difficulties in understanding the materials.
- Encouraging the students to keep study at home.

**X. Assessment**

Perform in front of the class to describe them self.

**LESSON PLAN**

**(Control Class)**

School : SMP PGRI 1 Kebumen
Subject : English
Grade/Semester : VIII/2
Meeting : 1
Allocated time : 2x40 minutes
Skill : Speaking

**I. Standard of Competence :**

Expressing meanings in functional spoken discourses and simple short monologues in the forms of narrative and recount to interact with surrounding environment

**II. Basic Competency :**

Expressing meanings in simple monologues using various spoken discourses accurately, fluently, acceptably to interact with surrounding environment in the forms of narrative and recount texts

**III. Indicators :**

- Students are able to perform a short narrative
- Students know how to use verb II
- Students how to make sentence in past tense form

**IV. Learning Objectives :**

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

- Understand how to perform a short narrative
- Identify the characteristics of a narrative text
- Express meaning in simple monologues of narrative

## V. Learning Materials

### A. Text!

Read simple narrative text about Cinderella and Malin Kundang

### B. Identify the structure of the text!

*Orientation, complication, resolution*

### C. Answer oral questions about the text!

Questions:

1. Who is she/he?
2. Where does she/he live?
3. What is she/he?

### D. Study about the characteristic of a narrative text!

1. **Narrative text** is kind of text that is used to entertain and amuse the readers. It is a fiction text.
2. Generic Structure:
   a. **Orientation** : tells who was involved, what happened, where the events took place, and when it happened.
   b. **Complication** : show the problems in the story
   c. **Resolution** : how to solve the problem in the story
   d. **Coda** : to give the moral value of the story.

**VI. Teaching and Learning Method** **:** Three Phase Technique

**VII. Media** **:** LCD

**VIII. Place** **:** Classroom

**IX. Teaching and Learning Process :**

**1. OPENING ACTIVITIES**

- Greeting to the students
- Checking students' attendance list
- Checking students' readiness

**2. MAIN TEACHING LEARNING ACTIVITIES**

**a. Pre reading**

- Brainstorming and mind-mapping students knowledge about Narrative text
- Asking the characteristic of the narrative text
- Ask one volunteer to perform narrative monologue

**b. Whilst reading**

- **Write the important things in the text**
  - The person on the text
  - Find the characteristic of her/him
- **Note the words they do not understand the meaning**

**e. Post reading**

- Ask students about the important things and difficult words
- Ask them to make simple narrative text

**3. CLOSING ACTIVITIES**

- Giving conclusions about the materials that have been learnt.
- Discussing the students' difficulties in understanding the materials.
- Encouraging the students to keep study at home.

**X. Assessment**

Perform in front of the class to perform narrative monologue.

**LESSON PLAN**

**(Control Class)**

School : SMP PGRI 1 Kebumen
Subject : English
Grade/Semester : VIII/2
Meeting : 1
Allocated time : 2x40 minutes
Skill : Speaking

**XI. Standard of Competence :**

Expressing meanings in functional spoken discourses and simple short monologues in the forms of narrative and recount to interact with surrounding environment

**XII. Basic Competency :**

Expressing meanings in simple monologues using various spoken discourses accurately, fluently, acceptably to interact with surrounding environment in the forms of narrative and recount texts

**XIII. Indicators :**

- Students are able to perform a short narrative
- Students know how to use verb II
- Students how to make sentence in past tense form

**XIV. Learning Objectives :**

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

- Understand how to perform a short narrative
- Identify the characteristics of a narrative text
- Express meaning in simple monologues of narrative

**XV. Learning Materials**

**E. Text!**

Read simple narrative text about Snow White and Pinocchio

**F. Identify the structure of the text!**

*Orientation, complication, resolution*

**G. Answer oral questions about the text!**

Questions:

4. Who is she/he?
5. Where does she/he live?
6. What is she/he?

**H. Study about the characteristic of a narrative text!**

3. **Narrative text** is kind of text that is used to entertain and amuse the readers. It is a fiction text.
4. Generic Structure:
   e. **Orientation** : tells who was involved, what happened, where the events took place, and when it happened.
   f. **Complication** : show the problems in the story
   g. **Resolution** : how to solve the problem in the story
   h. **Coda** : to give the moral value of the story.

**XVI. Teaching and Learning Method** **:** Three Phase Technique

**XVII. Media** **:** LCD

**XVIII. Place** **:** Classroom

**XIX. Teaching and Learning Process :**

**1. OPENING ACTIVITIES**

- Greeting to the students
- Checking students' attendance list
- Checking students' readiness

**2. MAIN TEACHING LEARNING ACTIVITIES**

**a. Pre watching**

- Brainstorming and mind-mapping students knowledge about Narrative text
- Asking the characteristic of the narrative text
- Ask one volunteer to perform narrative monologue

**b. Whilst watching**

- **Write the important things in the text**
  - The person on the text
  - Find the characteristic of her/him
- **Note the words they do not understand the meaning**

**f. Post watching**

- Ask students about the important things and difficult words
- Ask them to make simple narrative text

**3. CLOSING ACTIVITIES**

- Giving conclusions about the materials that have been learnt.
- Discussing the students' difficulties in understanding the materials.
- Encouraging the students to keep study at home.

**XX. Assessment**

Perform in front of the class to perform narrative monologue.

**LESSON PLAN**

**(Experimental Class)**

School : SMP PGRI 1 Kebumen
Subject : English
Grade/Semester : VIII/2
Meeting : 1
Allocated time : 2x40 minutes
Skill : Speaking

**I. Standard of Competence :**

Expressing meanings in very simple short monologues and functional spoken discourses in the forms of descriptive and recounts to interact with the environment

**II. Basic Competency :**

Expressing meanings in simple short monologues using various spoken discourses accurately, fluently, acceptable to interact with surrounding environment in the forms of descriptive and recount texts

**III. Indicators :**

- Students are able to describe their self
- Students know how to use adjective
- Students how to make sentence in present tense form

**IV. Learning Objectives :**

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

- Understand how to describe their self
- Identify the characteristics of a descriptive text
- Express meaning in simple monologues of descriptive

## V. Learning Materials

### A. Movie!

Watch simple descriptive audio visual film about Victoria Caroline Beckham

### B. Identify the structure of the movie!

*Identification, description (1,2, and 3)*

### C. Answer oral questions about the movie!

Questions:

1. Who is she?
2. Where does she live?
3. What is she?

### D. Study about the characteristic of a narrative text!

1. **Descriptive text** is kind of text that is used to give information about things or person.
2. Generic Structure:
   a. **Identification** : identifies things or person to be described.
   b. **Description** : describe characteristic of the things or person.

**VI. Teaching and Learning Method** **:** Three Phase Technique

**VII. Media** **:** LCD

**VIII. Place** **:** Classroom

**IX. Teaching and Learning Process :**

**1. OPENING ACTIVITIES**

- õ Greeting to the students
- õ Checking students' attendance list
- õ Checking students' readiness

**2. MAIN TEACHING LEARNING ACTIVITIES**

**a. Pre watching**

- Brainstorming and mind-mapping students knowledge about descriptive text
- Asking the characteristic of the descriptive text

- Ask one volunteer to describe things in front of the class

**b. Whilst watching**

- **Write the important things in the text**
  - The name of the person that is described
  - Find the characteristic of her
- **Note the words they do not understand the meaning**

**c. Post watching**

- Ask students about the important things and difficult words
- Ask them to make simple descriptive movie about tourism resort in Kebumen

**3. CLOSING ACTIVITIES**

- Giving conclusions about the materials that have been learnt.
- Discussing the students' difficulties in understanding the materials.
- Encouraging the students to keep study at home.

**X. Assessment**

Perform in front of the class to describe them self.

**LESSON PLAN**

**(Experimental Class)**

| | |
|---|---|
| School | : SMP PGRI 1 Kebumen |
| Subject | : English |
| Grade/Semester | : VIII/2 |
| Meeting | : 2 |
| Allocated time | : 2x40 minutes |
| Skill | : Speaking |

**I. Standard of Competence :**

Expressing meanings in very simple short monologues and functional spoken discourses in the forms of descriptive and recounts to interact with the environment

**II. Basic Competency :**

Expressing meanings in simple short monologues using various spoken discourses accurately, fluently, acceptable to interact with surrounding environment in the forms of descriptive and recount texts

**III. Indicators :**

- Students are able to describe their self
- Students know how to use adjective
- Students how to make sentence in present tense form

**IV. Learning Objectives :**

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

- Understand how to describe their self

- Identify the characteristics of a descriptive text
- Express meaning in simple monologues of descriptive

**V. Learning Materials**

**E. Movie !**

Watch simple descriptive audio visual film about Borobudur

**F. Identify the structure of the movie!**

*Identification, description (1,2, and 3)*

**G. Answer oral questions about the tesxt!**

Questions:

1. Where is Borobudur located?
2. How to go there?
3. What story that is craft in the wall of Borobudur?

**H. Study about the characteristic of a descriptive movie!**

3. **Descriptive text** is kind of text that is used to give information about things or person.
4. Generic Structure:
   c. **Identification** : identifies things or person to be described.
   d. **Description** : describe characteristic of the things or person.

**VI. Teaching and Learning Method** **:** Three Phase Technique

**VII. Media** **:** LCD

**VIII. Place** **:** Classroom

**IX. Teaching and Learning Process :**

**1. OPENING ACTIVITIES**

- õ Greeting to the students
- õ Checking students' attendance list
- õ Checking students' readiness

**2. MAIN TEACHING LEARNING ACTIVITIES**

**a. Pre Watching**

- Brainstorming and mind-mapping students knowledge about descriptive text
- Asking the characteristic of the descriptive text
- Ask one volunteer to describe himself in front of the class

**b. Whilst Watching**

- **Write the important things in the movie**
  - The characteristic of Borobudur that is described
- **Note the words they do not understand the meaning**

**d. Post Watching**

- Ask students about the important things and difficult words
- Ask them to make simple descriptive text about their self

**3. CLOSING ACTIVITIES**

- Giving conclusions about the materials that have been learnt.
- Discussing the students' difficulties in understanding the materials.
- Encouraging the students to keep study at home.

**X. Assessment**

Perform in front of the class to describe them self.

**LESSON PLAN**

**(Experimental Class)**

School : SMP PGRI 1 Kebumen
Subject : English
Grade/Semester : VIII/2
Meeting : 1
Allocated time : 2x40 minutes
Skill : Speaking

**I. Standard of Competence :**

Expressing meanings in functional spoken discourses and simple short monologues in the forms of narrative and recount to interact with surrounding environment

**II. Basic Competency :**

Expressing meanings in simple monologues using various spoken discourses accurately, fluently, acceptably to interact with surrounding environment in the forms of narrative and recount texts

**III. Indicators :**

- Students are able to perform a short narrative
- Students know how to use verb II
- Students how to make sentence in past tense form

**IV. Learning Objectives :**

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

- Understand how to perform a short narrative
- Identify the characteristics of a narrative text

- Express meaning in simple monologues of narrative

## V. Learning Materials

**A. movie!**

Read simple narrative text about Cinderella and Malin Kundang

**B. Identify the structure of the movie!**

*Orientation, complication, resolution*

**C. Answer oral questions about the movie!**

Questions:

1. Who is she/he?
2. Where does she/he live?
3. What is she/he?

**D. Study about the characteristic of a narrative text!**

1. **Narrative text** is kind of text that is used to entertain and amuse the readers. It is a fiction text.
2. Generic Structure:
   a. **Orientation** : tells who was involved, what happened, where the events took place, and when it happened.
   b. **Complication** : show the problems in the story
   c. **Resolution** : how to solve the problem in the story
   d. **Coda** : to give the moral value of the story.

**VI. Teaching and Learning Method** **:** Three Phase Technique

**VII. Media** **:** LCD

**VIII. Place** **:** Classroom

**IX. Teaching and Learning Process :**

**1. OPENING ACTIVITIES**

- õ Greeting to the students
- õ Checking students' attendance list
- õ Checking students' readiness

**2. MAIN TEACHING LEARNING ACTIVITIES**

**a. Pre watching**

- Brainstorming and mind-mapping students knowledge about Narrative text
- Asking the characteristic of the narrative text
- Ask one volunteer to perform narrative monologue

**b. Whilst watching**

- **Write the important things in the text**
  - The person on the text
  - Find the characteristic of her/him
- **Note the words they do not understand the meaning**

**e. Post watching**

- Ask students about the important things and difficult words
- Ask them to make simple narrative text

**3. CLOSING ACTIVITIES**

- Giving conclusions about the materials that have been learnt.
- Discussing the students' difficulties in understanding the materials.
- Encouraging the students to keep study at home.

**X. Assessment**

Perform in front of the class to describe them self.

**LESSON PLAN**

**(Experimental Class)**

School : SMP PGRI 1 Kebumen
Subject : English
Grade/Semester : VIII/2
Meeting : 1
Allocated time : 2x40 minutes
Skill : Speaking

**XI. Standard of Competence :**

Expressing meanings in functional spoken discourses and simple short monologues in the forms of narrative and recount to interact with surrounding environment

**XII. Basic Competency :**

Expressing meanings in simple monologues using various spoken discourses accurately, fluently, acceptably to interact with surrounding environment in the forms of narrative and recount texts

**XIII. Indicators :**

- Students are able to perform a short narrative
- Students know how to use verb II
- Students how to make sentence in past tense form

**XIV. Learning Objectives :**

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

- Understand how to perform a short narrative

- Identify the characteristics of a narrative text
- Express meaning in simple monologues in form of narrative

**XV. Learning Materials**

**E. Movie!**

Watch simple audio visual movie about Snow White and Pinocchio

**F. Identify the structure of the movie!**

*Orientation, complication, resolution*

**G. Answer oral questions about the movie!**

Questions:

4. Who is she/he?
5. Where does she/he live?
6. What is she/he?

**H. Study about the characteristic of a narrative text!**

3. **Narrative text** is kind of text that is used to entertain and amuse the readers. It is a fiction text.
4. Generic Structure:
   e. **Orientation** : tells who was involved, what happened, where the events took place, and when it happened.
   f. **Complication** : show the problems in the story
   g. **Resolution** : how to solve the problem in the story
   h. **Coda** : to give the moral value of the story.

**XVI. Teaching and Learning Method** **:** Three Phase Technique

**XVII. Media** **:** LCD

**XVIII. Place** **:** Classroom

**XIX. Teaching and Learning Process :**

**1. OPENING ACTIVITIES**

- õ Greeting to the students
- õ Checking students' attendance list

õ Checking students' readiness

**2. MAIN TEACHING LEARNING ACTIVITIES**

**a. Pre watching**

- Brainstorming and mind-mapping students knowledge about Narrative text
- Asking the characteristic of the narrative text
- Ask one volunteer to perform narrative monologue

**b. Whilst watching**

- **Write the important things in the text**
  - The person on the text
  - Find the characteristic of her/him
- **Note the words they do not understand the meaning**

**f. Post watching**

- Ask students about the important things and difficult words
- Ask them to make simple narrative text

**3. CLOSING ACTIVITIES**

- Giving conclusions about the materials that have been learnt.
- Discussing the students' difficulties in understanding the materials.
- Encouraging the students to keep study at home.

**XX. Assessment**

Perform in front of the class to describe them self.

**COURSE GRID**

**School** **: SMP PGRI 1 Kebumen**
**Subject** **: English**
**Class** **: VIII**
**Standard Competence** **:** Expressing meanings in very simple short monologues and functional spoken discourses in the forms of descriptive and recounts to interact with the environment

| Text Type | Basic competence | Learning materials | Learning activity | Indicators | Assessment | Media |
|---|---|---|---|---|---|---|
| **Descriptive Meeting 1** | Expressing meanings in simple short monologues using various spoken discourses accurately, fluently, acceptable to interact with surrounding environment in the forms | Articualate Engage about Victoria Caroline Beckham | **1. OPENING ACTIVITIES**<br>• Greeting to the students<br>• Checking students' attendance list<br>• Checking students' readiness<br>**2. MAIN TEACHING LEARNING ACTIVITIES**<br>**a. Pre Watching**<br>• Brainstorming and mind-mapping students knowledge about descriptive text<br>• Asking the characteristic of the descriptive text<br>**b. Whilst Watching**<br>➢ **Write down the important things**<br>• Ask students to write down some interesting things from the movie.<br>➢ **Write down difficult words**<br>**c. Post Reading** | • Students are able to recognize the difficult words from the text<br>• Students are able to answer questions related to the descriptive monologues<br>• Students are able to identify the simple short monologues of in the form of descriptive<br>• Students are able to use present tense and adjective<br>• Students are able to make the | • Technique: Spoken<br>• Form: short monologues<br>• Instruments: movie of Victoria Caroline Beckham | Articulate Engage |

| | | | | | | |
|---|---|---|---|---|---|---|
| | of descriptive and recount texts | | • Ask students about the interesting things and difficult words<br>• Ask them to make simple descriptive movie about tourism resort in Kebumen<br>**3. CLOSING ACTIVITIES**<br>• Giving conclusions about the material that have been learnt<br>• Discussing the students' difficulties in understanding the material<br>• Encouraging the students to keep study at home | simple short monologues of in the form of descriptive | | |
| **Descriptive Meeting 2** | Expressing meanings in simple short monologues using various spoken discourses | Articulate Engage of short monologues about Borobudur | **1. OPENING ACTIVITIES**<br>• Greeting to the students<br>• Checking students' attendance list<br>• Checking students' readiness<br>**2. MAIN TEACHING LEARNING ACTIVITIES**<br>**a. Pre watching**<br>• Asking the students about the movie given the last meeting | • Students are able to recognize the difficult words from the text<br>• Students are able to answer questions related to the descriptive monologues<br>• Students are able | • Technique: Spoken<br>• Form: short monologues<br>• Instruments: movie of Borobudur | |

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|---|---|---|---|---|---|---|
| | accurately, fluently, acceptable to interact with surrounding environment in the forms of descriptive and recount texts | | • Lead the students to the next movie<br><br>**b. Whilst Watching**<br>➢ **Ask students to pay attention on the movie**<br>• Note the interesting things on movie<br>➢ **Write down difficult words**<br><br>**c. Post Reading**<br>• Asking the similarity between the previous movie and current one<br>• Ask them about things relate to the movie<br>• Ask them to make the similar short monlogues<br><br>**3. CLOSING ACTIVITIES**<br>• Giving conclusions about the material that have been learnt<br>• Discussing the students' difficulties in understanding the material<br>• Encouraging the students to keep study at home | to identify the simple short monologues of in the form of descriptive<br>• Students are able to use present tense and adjective<br>• Students are able to make the simple short monologues of in the form of descriptive | | |
| **Narrative Meeting** | Expressing meanings in simple | | **1. OPENING ACTIVITIES**<br>• Greeting to the students<br>• Checking students' attendance list | • Students are able to recognize the difficult words | • Technique: Spoken | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **1** | monologues using various spoken discourses accurately, fluently, acceptably to interact with surrounding environment in the forms of narrative and recount texts | Short narrative movie of Cinderella and Malin Kundang | • Checking students' readiness<br>**2. MAIN TEACHING LEARNING ACTIVITIES**<br>**a. Pre watching**<br>• Brainstorming and mind-mapping students knowledge about narrative text<br>• Asking the characteristic of the narrative text<br>**b. Whilst Watching**<br>➢ **Noted interesting things**<br>➢ **Noted difficult words**<br>**c. Post Reading**<br>• Discussing the movie<br>• Ask them to make the simple one<br><br>**3. CLOSING ACTIVITIES**<br>• Giving conclusions about the material that have been learnt<br>• Discussing the students' difficulties in understanding the material<br>• Encouraging the students to keep study at home | from the movie<br>• Students are able to answer questions related to the movie<br>• Students are able to identify the story character of a narrative monologues<br>• Students are able to find the events from a narrative text<br>• Students are able to sequence events in a story | • Form: short monologues<br><br>• Instruments: movie of Cinderella and Malin Kundang | |

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|---|---|---|---|---|---|---|
| **Narrative Meeting 2** | Expressing meanings in simple monologues using various spoken discourses accurately, fluently, acceptably to interact with surrounding environment in the forms of narrative and recount texts | Short movie of Snow White and Pinocchio | **3. OPENING ACTIVITIES**<br>• Greeting to the students<br>• Checking students' attendance list<br>• Checking students' readiness<br>**4. MAIN TEACHING LEARNING ACTIVITIES**<br>**d. Pre watching**<br>• Asking the students about the movie given the last meeting<br>• Lead the students to the next movie<br>**e. Whilst Watching**<br>➢ **Noted interesting things**<br>➢ **Noted difficult words**<br>**f. Post Reading**<br>• Discussing the movie<br>• Ask them to make the simple one<br>**3. CLOSING ACTIVITIES**<br>• Giving conclusions about the material that have been learnt<br>• Discussing the students' difficulties in understanding the material<br>• Encouraging the students to keep study at home | • Students are able to recognize the difficult words from the movie<br>• Students are able to answer questions related to the movie<br>• Students are able to identify the story character of a narrative monologues<br>• Students are able to find the events from a narrative text<br>• Students are able to sequence events in a story | • Technique: Spoken<br>• Form: short monologues<br>• Instruments: movie of Snow White and Pinocchio | |

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