

**USING VIDEO CLIPS TO IMPROVE THE SPEAKING SKILLS OF
THE STUDENTS OF THE FOURTH GRADE OF
SENGON ELEMENTARY SCHOOL 3 (SES 3)
IN THE ACADEMIC YEAR OF 2011/2012**

A Thesis

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



By:

Esti Ermawati

07202244110

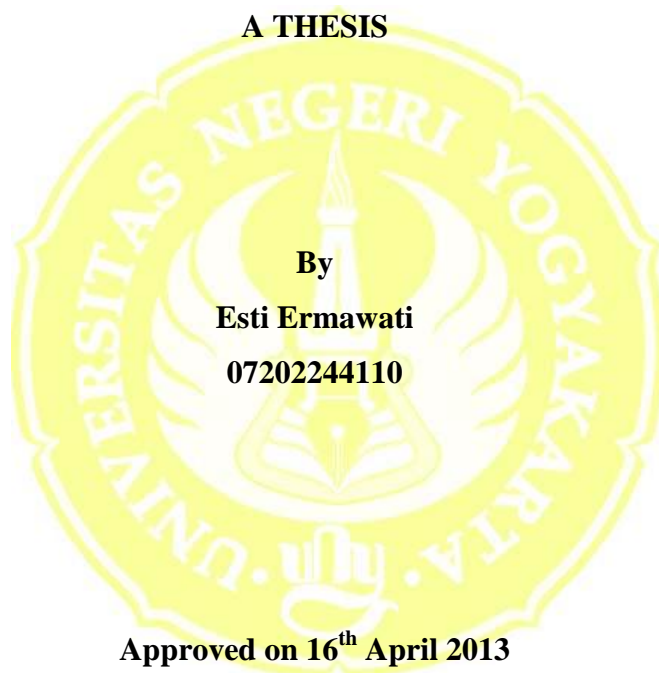
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2013

APPROVAL

**USING VIDEO CLIPS TO IMPROVE SPEAKING SKILLS OF THE
STUDENTS OF THE FOURTH GRADE OF SENGON ELEMENTARY
SCHOOL 3 (SES 3) IN THE ACADEMIC YEAR OF 2011/2012**

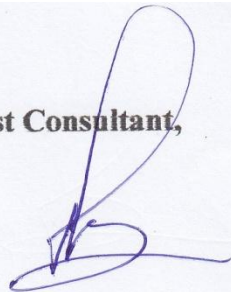
A THESIS



**By
Esti Ermawati
07202244110**

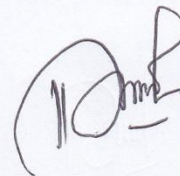
Approved on 16th April 2013

First Consultant,



**Bambang Sugeng, Ph. D.
NIP. 19520122 197603 1 001**

Second Consultant,



**Lusi Nurhayati, M. App. Ling.
NIP. 19790205 200312 2 001**

RATIFICATION

USING VIDEO CLIPS TO IMPROVE SPEAKING SKILLS OF THE STUDENTS OF THE FOURTH GRADE OF SENGON ELEMENTARY SCHOOL 3 (SES 3) IN THE ACADEMIC YEAR OF 2011/2012

A Thesis

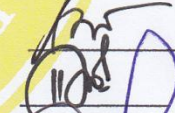
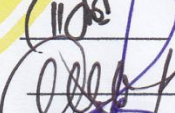

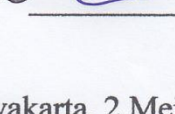
By:

Esti Ermawati

07202244110

Accepted by the Board of Examiners of the English Education Department,
Faculty of Languages and Arts, State University of Yogyakarta on 16th April 2013
and declared to have fulfilled the requirements to attain the *Sarjana Pendidikan*
Degree in English Language Education

Board of Examiners

Position	Name	Signature	Date
Chairperson	Dr. Agus Widyantoro, M. Pd.		<u>14-6-2013</u>
Secretary	Lusi Nurhayati, M. App. Ling.		<u>14-6-2013</u>
First Examiner	Dr. Margana, M. Hum, M. A.		<u>14-6-2013</u>
Second Examiner	Bambang Sugeng, M. Pd, Ph. D.		<u>24-6-2013</u>

Yogyakarta, 2 Mei 2013
Faculty of Languages and Arts
Yogyakarta State University

Dean,

Dr. Zamzani, M. Pd.
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : Esti Ermawati

NIM : 07202244110

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

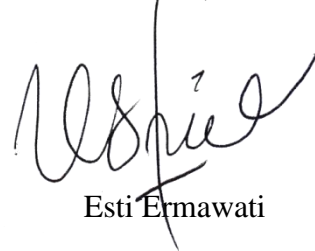
Judul Karya Ilmiah : *Using Video Clips to Improve the Speaking Skills of the Students of the Fourth Grade of Sengon Elementary School 3 (SES 3) in the Academic Year of 2011/2012*

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

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

Yogyakarta, 30 April 2013

Penulis,



Esti Ermawati

DEDICATIONS

This thesis is fully dedicated to:

Allah SWT

Prophet Muhammad Saw

My beloved Mom and Dad

My Sweetheart

My beloved Mom and Dad to be

My brothers and sisters

My friends

MOTTOS

*“Truly, my prayers and my sacrifice,
my life and my death, my study are (all)
for Allah SWT,
the Cherisher of the world, and the prophet
Muhammad Saw”.*

(QS. AL-AN’AM: 162)

ACKNOWLEDGMENTS

Alhamdulillahirobbil'alamin. All praise be to Allah SWT, who always gives his creations peaceful life. This thesis would have never been done without the blessings of Allah SWT.

The writer would like to express her special gratitude to her first advisor, Bambang Sugeng, Ph. D., for his patience in guiding and supervising her during the process of this thesis writing. The writer would like to express her great appreciation to her second advisor, Lusi Nurhayati, M. App. Ling. (Tesol), who has helped her in giving the necessary inputs and suggestions for the betterment of this thesis. The writer's special thanks go to Sukarjo, S, Pd. (the school principal), Mrs. Titik Suryani (the English teacher), and all the fourth grade students for their kindness in giving her a chance to conduct the study in Sengon Elementary School 3 (SES 3).

The writer would also like to express appreciation to Jennia Stephanie Bellinda, the best friend who has always given the writer supports and encouragements to finish this thesis. The writer's appreciation will not be complete without mentioning some of her friends such as Refrilia, Raisa, Windi, Wulan, Brian, Yunita, Adit, all of the members of the L class, and the other friends who could not be mentioned one by one for their togetherness during the process of this thesis writing.

The writer would like to dedicate her big appreciations to her beloved family, Mr. Purwohardjono, Mrs. Sugiyatmi, two brothers, Sigit and Rusdi who have loved her tenderly, waited for her graduation patiently, given all prayers for her success, and understood her condition. The writer also thanks her parents-in-law to be, Mr. Sugeng and Mrs Ning, and all of the writer's brothers- and sisters-in-law to be who always love and strengthen her.

Last but not least, the writer's acknowledgement goes to Febri Hartoyo who waits for this thesis for so long and who is always there cheering and standing by the writer through the good and bad times. The writer also thanks who indirectly contributed in the accomplishment of this research.

Yogyakarta, April 25th, 2013.

TABLE OF CONTENTS

TITLE	i
APPROVAL	ii
RATIFICATION	iii
PERNYATAAN	iv
DEDICATIONS	v
MOTTOS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
ABSTRACT	xv
CHAPTER I INTRODUCTION	1
A. Background of the Study.....	3
B. Identification of the Problem.....	5
C. Limitation of the Problem.....	5
D. Formulation of the Problem.....	6
E. Objective of the Study.....	6
F. Significance of the Study.....	6
CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	7
A. Speaking Skills.....	7
1. Definition of Speaking Skills.....	7
2. Aspects of Speaking Skills.....	8
a. Fluency.....	8
b. Accuracy.....	8
c. Pronunciation.....	9
d. Vocabulary.....	9
3. Teaching Speaking Skills to Children.....	10

a. Presenting New Language Orally	10
b. Controlled Practice	11
c. Guided Practice	12
d. Dialogue Works	13
e. Free Activities	14
B. Teaching English to Children	15
1. Children’s Characteristics.....	15
a. Talkative	15
b. Short in Attention Span.....	16
c. Full of Creation, Expression, and Imagination	18
d. Having Multiple Sensory Inputs.....	18
2. Children’s Developments	19
a. Physical Development	20
b. Cognitive Development	21
c. Social and Emotional Development.....	22
1) Social Development.....	22
2) Emotional Development.....	24
3. Principles in Teaching English to Children	24
C. Video Clips	27
1. Definition of Video Clips	27
2. The Advantages of Using Video Clips	28
a. Language in Use.....	29
b. Cross Cultural Awareness.....	29
c. Motivation.....	30
3. The Techniques of Using Video Clips.....	31
a. Pre-viewing	32
b. While-viewing.....	32
c. Post-viewing	33
D. Conceptual Framework and Research Questions	34
1. Conceptual Framework.....	34
2. Research Questions.....	35

CHAPTER III RESEARCH METHOD	37
A. Research Design.....	37
B. Setting of the Study	37
C. Subjects of the Study	38
D. Research Instruments.....	38
1. Types of Data.....	38
2. Instruments of the Study.....	38
a. Classroom Observation Guide.....	39
1) Validity.....	39
2) Reliability.....	41
b. Interview Guide.....	41
1) Validity.....	41
2) Reliability.....	43
c. The Speaking Test.....	43
1) Validity.....	43
2) Reliability.....	44
b. Techniques of Data Collection	44
1. Observation.....	45
2. Interview.....	45
3. The Speaking Test	45
F. Data Analysis Techniques.....	46
1. Qualitative Data.....	46
a. Assembling the Data.....	46
b. Coding the Data.....	46
c. Comparing the Data.....	46
d. Building Interpretation.....	47
e. Reporting the Outcomes.....	47
2. Quantitative Data.....	47
G. The Validity and Reliability of the Data.....	47
1. The Validity of the Data.....	47
2. The Reliability of the Data.....	48

H. Research Procedure.....	49
1. Reconnaissance	49
2. Planning	49
3. Implementing and Observing the Actions	50
4. Reflection	51
CHAPTER IV RESEARCH FINDINGS.....	52
A. Reconnaissance	52
1. Identification of the Field Problems	53
2. Determining the Actions to Solve the Field Problems	54
3. The Relationship between the Field Problems and the Actions	55
B. Research Findings.....	58
1. The Use of the Video Clips in the Learning of Speaking.....	58
a. Using Classroom English during the Teaching and Learning Process.....	59
b. Presenting Materials by Using the Video Clips.....	61
1) Introducing Material Topics.....	61
2) Presenting Words and Expressions.....	63
3) Pronouncing the Words and Expressions.....	64
c. Asking the Students to Perform in front of the Class.....	66
d. Giving Feedbacks to the Students' Performances.....	67
e. Providing Interesting Class Activities.....	68
2. The Improvements of the Students' Speaking Skills.....	70
a. Qualitative Data.....	71
b. Quantitative Data.....	74
3. The Students' Responses to the Use of Video Clips.....	76
a. The Students' Attitudes and Behaviors.....	76
b. Solutions to some Obstacles	78
C. Summary.....	80
CHAPTER V CONCLUSION AND SUGGESTIONS.....	84
A. Conclusion.....	84
B. Suggestions	87

REFERENCES	90
APPENDIX A: INSTRUMENTS OF THE STUDY	93
APPENDIX B: FIELD NOTES	104
APPENDIX C: INTERVIEW TRANSCRIPTS	115
APPENDIX D: LESSON PLANS	126
APPENDIX E: COURSE GRID	145
APPENDIX F: THE RELIABILITY AND VALIDITY OF TEST ITEMS.....	147
APPENDIX G: THE STUDENTS' PRE-TEST AND POST TEST SCORES.....	149
APPENDIX H: PHOTOGRAPHS.....	151

LIST OF TABLES

Table 1: Blueprint of Classroom Observation Guide.....	40
Table 2: Specification Aspects Asked in the Interview (Interview Guides)..	42
Table 3: Specification Table of Speaking Rubrics.....	44
Table 4: The Field Problems Concerning the Teaching Learning Processes of English in the Fourth Grade of Sengon Elementary School 3 (SES 3).....	53
Table 5: The Field Problems concerning the Learning of Speaking in the Fourth Grade of Sengon Elementary School 3 (SES 3)	54
Table 6: The Action Applied in the Study.....	55
Table 7: The Relationship between the Actions and the Field Problems.....	56
Table 8: The Mean Scores of Speaking Skill Aspects.....	75
Table 9: Result of <i>t</i> -Test.....	75
Table 10: Summary of the Research Findings.....	83

LIST OF FIGURES

Figure 1 : The Example of Presenting New Language Orally.....	11
Figure 2 : The Example of Controlled Practice.....	12
Figure 3 : The Example of Guided Task.....	12
Figure 4 : The Example of Dialogues Works.....	13
Figure 5 : The Example of Survey Game	14
Figure 6 : The Example of Talkative.....	16
Figure 7 : The Example of Children' Short Attention Span.....	17
Figure 8 : An Example of Self Description by a Child of 9 years old.....	23
Figure 9 : Representation of the Video of Telling Time.....	62
Figure 10 : The Example of Survey Game.....	69

**Using Video Clips to Improve the Speaking Skills of the Fourth Grade
Students of Sengon Elementary School 3 (SES 3) in the Academic Year of
2011/2012**

By

Esti Ermawati

07202244110

ABSTRACT

The research study was aimed at improving the students' speaking skills through the use of video clips in the teaching learning process at Sengon Elementary School 3 (SES 3). To focus on the aspects to be analyzed in this study, the researcher formulated three research questions: (1) How are the video clips used in the teaching learning process of speaking in the classroom?; (2) How do the video clips improve the students' speaking skills?; (3) What are the students' responses to the use of video clips?

The study was action research in two cycles with three meetings in each cycle. In this study, the researcher collaborated with the English teacher and fourth grade students of the Sengon Elementary School 3 (SES 3). Data of this study were qualitative in nature supported by quantitative data. The qualitative data were obtained from the results of the classroom observations and collaborators' discussion. The quantitative data were obtained from the pre-test and post-test results. The instrument for collecting the data were observation guides, interview transcripts, and the student's pre-test and post-test. A *t*-test was used to analyze the quantitative data.

The findings of the study show that the use of video clips in the teaching of speaking improves the students' confidence, motivation, involvement, and aspects of speaking skills. Based on the qualitative data, the students can respond to the language functions appropriately, speak at the normal speech without pausing, say the words and expressions in correct pronunciation and appropriate intonation, use language functions without grammatical errors, and join enthusiastically the teaching and learning process. The quantitative data show the improvement of the mean scores of the aspects of the speaking skills. They are 1.05 for fluency, 0.60 for accuracy, 0.81 for pronunciation, and 0.25 for vocabulary. There is also an increase of the average scores of 0.91857 from 6.7686 (pre-test) to 7.6871 (post test). According to the *t* statistic, the difference is significant at $p < 0.05$.

CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, the teaching of English for elementary schools has been started since 1994. It is one of the government's efforts to give students basic knowledge of English for the next level of education. English teaching in elementary schools is faced with many problems in its implementation. One of them is that the rule of teaching English does not have certain aims and compatibilities. To solve the problem, the government creates the rules in the Government Rule Number 19 in 2005 and the Decree of the Educational Minister Number 22 in 2006. Based on the rules above, the teaching of English at the elementary school has two objectives. The first objective is to develop the students' communicative competence in classroom actions in the school context. The second is to build the students' awareness of the nature and importance of English in order to be ready in the junior high school level of education.

Like other elementary schools, Sengon Elementary School 3 (SES 3) teaches English from the first grade up to the sixth grade. The school is located in Sengon, Prambanan, Klaten. The school has six classrooms, a teachers' room, a library, a canteen, and a parking area. It also has some facilities such as a set of computers, LCD, and VCD. There is only one meeting of English in a week covering a duration of 70 minutes per session. The focus of the lesson is to introduce English and to

motivate the students who have just started learning English in the school. By the end of their elementary education, the students are expected to be able to carry out simple communication to interact in the next level of education.

Based on the researcher's observation when she was at the school, there were two problems occurring in the teaching of English. The first problem was related to the instructional media in the English classes. There were media and equipment in that school. However, the available media and equipment were not used to optimally support the teaching of English. In the classroom, the media were only put on the table. The other media were stored in the cupboard in the teachers' room. The media looked dirty and broken. There were no educational kits such as visual aids, songs, or games for the learning process. The second problem was related to the speaking skills of the students. Based on the interview, the researcher found that the speaking performance of the students was low. The English teacher said that the average score of the students was 6.8. It was because the students were shy to speak English. When a student made mistakes, the other students would laugh at him/her.

Based on the problems above, the researcher thinks that efforts need to be done to help the students to be more successful in mastering English speaking skills. To accomplish this purpose, some alternatives are considered. One of them is by using video clips.

B. Identification of the Problem

In identifying the problems related to the teaching and learning process, the researcher conducted some observations in the class. The researcher also interviewed the English teacher and the students about the English teaching and learning process in the classroom. After observing and interviewing, she formulated some problems related to the teacher, the students, the materials, and the media.

The first problem was related to the teacher. The problem was concerned with the technique that the teacher used in delivering materials. She did not use many interesting teaching techniques. She used a student worksheet (*Lembar Kerja Siswa* in Indonesian, abbreviated as LKS) as her primary guidance and a textbook published by the government as her supplement textbook. She thought that teaching by using the LKS and textbook was enough. During the English teaching learning process, she stood in front of the class explaining the material from the LKS, while the students wrote down what the teacher had written on the blackboard. And after that she had the students do the tasks from the LKS. She also rarely used English classroom expressions so that the students did not get sufficient exposure to English. It seemed that the teacher found it difficult to make the English teaching and learning process interesting.

The second problem was related to the students. During the English lesson, the students worked individually and did not interact with the other students. This condition happened because they were engaged in the tasks from the LKS. In fact, the

LKS mainly provided the students with some writing tasks in individual techniques. Whenever the teacher gave an opportunity to them to speak, the students were too shy to speak in English. They rarely asked the teacher questions because they tended to laugh at other students who were called by the teacher and gave wrong answers to the teacher's questions. It seemed that the students were never engaged in some kind of activities that gave them the opportunity to interact with other students. They seemed to be bored and uncomfortable during the English lesson. They talked and played with other students, slept on the table, or did some tasks of another lesson.

The third problem had to do with the English learning materials. The learning materials were taken from the worksheets (LKS) being used. It presented materials first and then tasks employing its grammar rules. For example, the students were asked to fill in the blanks with the correct use of a certain tense. As a result, the teaching and learning process was focused on the written form. The students also did not pay attention to the LKS because it was not colorful.

The last problem was related to the use of media. Actually, there were a small number of ready-to-use teaching media that would support the English teaching in this school. There were a set of CDs consisting of topics such as fruits, numbers, and alphabets topics, LCD projector, computer, etc. Unfortunately, those media were useless because the teacher tended to use the LKS. This condition made the media not effectively support the English lesson.

C. Limitation of the Problem

It is necessary to limit the study from this wide scope. In this case, the researcher is going to conduct research focused on the third problem, the media presented in the teaching and learning English. The researcher is going to improve the speaking skills of the students by using video clips as media in the English teaching and learning process.

The researcher limits the use of video clips to improve speaking skills because of some reasons. Firstly, the school has some equipment such as TV, VCD, LCD, and a set of computer to conduct the teaching of English through video clips. Secondly, the video clips provide pronunciation, expressions, and gestures through the moving pictures and sounds. Finally, the video clips deliver language in contexts and help the students understand the message. It is expected that the use of video clips gives more meaningful and effective teaching and learning processes. By providing the students with pronunciation, expressions, gestures, and understanding in the English teaching and learning process, the researcher expects that the students can improve their speaking skills. The video clips that are used to improve the students' speaking skills include lists of words and expressions. The duration of the video clips is approximately from one to five minutes.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the research question is formulated. The research question is stated as follows: How does the use of video clips improve the speaking skills of the 4th grade students of SES 3?

E. Objective of the Study

The objective of this study is to improve the speaking skills of the 4th grade students of SES 3.

F. Significance of the Study

This study is expected to give contributions to the following parties: the academic society, the teachers, and the students. For the academic society, this research may give more information about the use of video clips in teaching learning processes. As this study discusses the way to improve speaking skills through the use of video clips, it is expected that the use of video clips give contribution as valuable media to the language teaching and learning process. For the English teacher, she/he can use this media to improve the students' speaking skills. Otherwise, he/she can develop his/her video clips using this study as a reference. For the students, the video clips give many advantages. They provide important visual stimulus for language production and practice such as settings, actions, emotions, expressions, gestures, illustrations, visuals, or pictures to improve their speaking skills.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This study is aimed at improving the speaking skills of the fourth grade students of the elementary school by using video clips. Some theories are reviewed to support the understanding of the problem formulated in Chapter I that is related to the speaking skills and video clips. The discussion will be presented into four sub headings. Those are speaking skills, teaching English to children, video clips and conceptual frameworks.

A. Speaking Skills

This subchapter presents the basic theory of speaking skills. In this subchapter, the researcher presents three points of speaking skills. They are definition of speaking skills, aspects of speaking skills, and teaching speaking skills to children.

1. Definition of Speaking Skills

Speaking is a productive skill in the organs of speech to express meaning which can be directly and empirically observed (Cameron, 2001: 40; Brown, 2004: 140). There are three important points within this definition of speaking skills. First, by productive skill is meant the ability of a person to actively produce the language by coordinating the organs of speech such as the lips, tongue, teeth, vocal cords, larynx, pharynx, etc. Second, to express meaning means that the purpose of producing language in verbal communication is to deliver ideas and experiences so that the speaker can convey meaning to the listener. Third, being able to be directly

and empirically observed means that the implementation of speaking can be directly heard or seen and empirically measured in the speaking process by looking at the correctness and effectiveness of the speaker.

2. Aspects of Speaking Skills

Experts have proposed various aspects of speaking skills. Brown (2001:268) proposed four aspects of speaking skills namely fluency, accuracy, pronunciation, and vocabulary

a. Fluency

The first aspect is related to fluency. It is the ability to speak quickly and automatically that has signs including the speed of speaking and few pauses which are used to characterize a person's level of communication proficiency (Harris and Hodges, 1995:14; Brown, 2001:10; Richards, 2006:108-109). In this definition, a person is said to be a fluent speaker of a language if he/she can use the grammatical structures and patterns accurately, quickly, and automatically at the normal conversation speed when they are needed. Fluency is considered to be the ability to keep going when speaking spontaneously. It also has signs that indicate that the speaker does not spend a lot of time to search the language items needed to express the message.

b. Accuracy

The second aspect is related to accuracy. Accuracy is the ability to produce correct sentences using correct grammar and vocabulary in natural interaction (Brown, 2001:268). It means that accuracy is achieved by allowing the speaker to

focus on the elements of phonology, grammar, and discourse in their spoken output. The aspect of accuracy in the speaking class is set by providing opportunities for the learners to be engaged in the context of daily life. The teacher should give the students communicative tasks and activities such as games, conversation, role play, debates, etc. Those kinds of activities can engage the learners in the natural interaction process whenever possible.

c. Pronunciation

The third aspect is related to pronunciation. Having a good pronunciation of the language can be helpful in a normal communication, particularly for intelligibility (Derwing and Munro, 2005). Pronunciation deals with phonemes, phonemic patterns, intonation, rhythms, and stresses. It is the way for speakers to produce clearer language when they speak. To be able to have a successful communication, the speaker of the language needs to be able to understand each other's skills and competences. It should be taught integratively with the other skills and competences in the class.

d. Vocabulary

The fourth aspect is related to vocabulary. It is one of the important aspects in learning a foreign language. With limited vocabulary, anyone will also have a limited understanding in terms of listening, speaking, reading, and writing. Willis (1990: 42) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary has to do with the appropriate diction which is used in

conversation. Without having a sufficient vocabulary, someone cannot communicate effectively to express ideas in both oral and written forms.


3. Teaching Speaking Skills to Children

As children understand more easily what people say, they also become proficient in expressing their own thoughts, ideas, and wishes. This proficiency does not exist by itself. There are several factors including better organs of speech such as the mouth and tongue, the syntactic and semantic knowledge, the awareness of the people who are appropriate to know and believe acquisition of the abstract things, etc. Therefore, the important thing in developing the speaking skills of children is through practice.

To make students able to speak English, the teacher should provide appropriate activities for them to practice. Those activities should be well organized according to the level of difficulty and teacher's roles. Scott and Ytreberg (1990:34) divided speaking activities into four stages. They are presenting new language orally, controlled practice, guided practice, and free activities. They also put dialogue works to bridge between guided practice and free activities. The stages are presented below.

a. Presenting New Language Orally

When children start learning, they need to be given language before they can produce it by themselves. There are some ways that teachers can use to present new language orally such as involving the children by using mascots, pictures, puppets, silhouettes, drawing, etc. Below is an example of presenting new language orally by using a mascot called Teddy.

<p>“Teddy, do you like an apple?” “Ugh, no!” “Do you like an orange?” “Yes, I like it.” “What about bananas?” “Yes, I love them.”</p>	
---	--

**Figure 1: The Example of Presenting New Language Orally
(Scott and Ytreberg, 1990:35)**

From the example above, the teacher does not have to present oral work by herself. Most oral work directed toward someone and asked for a response from someone and having another speaker of English around can make the situation get across more easily.

b. Controlled Practice

Controlled practices are related to presentation since it is sufficient for children to try out new language as soon as they have heard it. The aim is to train children to use correct, simple, and useful language within a situation or context. Children may have to repeat sentences, be corrected, and practice them frequently. Therefore, activities which become the basis for oral work are useful. Below is an example of a control practice activity in the topic of “Telling Time”.

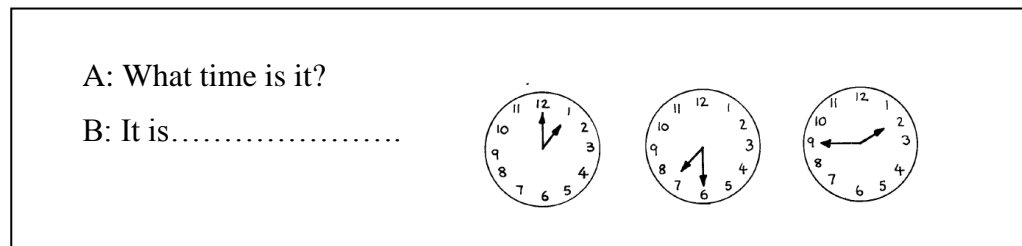


Figure 2: The Example of Controlled Practice(Scott and Ytreberg, 1990:37)

In the controlled practice, there is a little chance for children to make mistakes. If the pattern is established with the class, they can happily do it in pairs. In addition, familiarity and safety help children to build up security in the language.

c. Guided Practice

In the use of language, controlled practice is followed by guided practice. It is usually done in pairs or small groups. It also gives children some sort of choices, but the choice of language is limited. Mimics, gestures, pictures, or objects are helpful to support contents and performances. An example of guided practice is presented below.

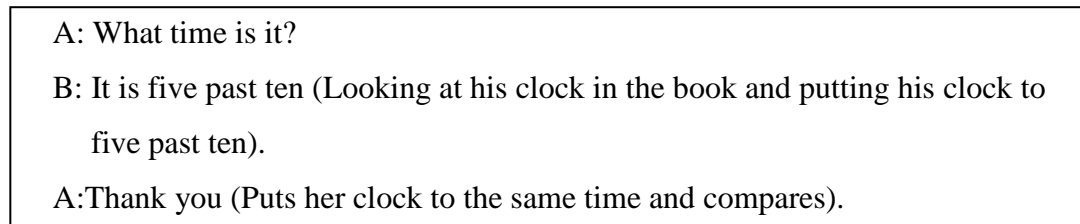


Figure 3: The Example of Guided Task(Scott and Ytreberg, 1990:38)

In this activity, student A acts as a person who has a watch which is un-set. Then, student A asks student B about the correct time. After getting the correct time, student A resets his/her watch. The language remains the same, but student A

never knows what the time is going to be. The activity is just a bit more meaningful because student A has to do something after she gets the information from student B.

d. Dialogue Works

Before children do the free activities, they should be ready for dialogue works first. Putting the children into pairs for doing the dialogue is a simple way of organizing even large classes. The dialogues with some sort of actions and movements work best with the young children. The activities can be done by using objects or role plays. An example of dialogue works is presented below.


<p>A: Good morning. Can I help you? B: Yes, please. I'd like an ice cream. A: Here you are. B: How much is that? A: Rp. 5000, 00. Thank you. B: Good bye. A: Good bye.</p>	
--	---

Figure 4: The Example of Dialogues Works (Scott and Ytreberg, 1990:40)

Using those kinds of dialogues, children can get some advantages. They are learning to ask and answer questions, use short complete bits of language and respond to it, and use words, tones of voice, stresses, intonation, and facial expressions appropriately.

e. Free activities

The previous activities give a good background for the freer activities where children can say what they want to say. Free activities focus on meaning more than correctness. In other words, fluency is more important than accuracy. The teacher's control is minimal during the activity, but the teacher should make sure that children have sufficient language to do the tasks. There is always a game element in the activity in which the atmosphere is in-formal and the competitive spirit is low so that all children can win. Below is an example of free activities in form of a survey game.

Which day do you like best?

name	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Salim				✓			

Figure 5: The Example of Survey Game
(Scott and Ytreberg, 1990: 47)

The teacher should be careful in selecting activities for older children. The activities should be motivating but not too difficult. It will be helpful to create a positive learning environment because children will speak up and participate in the lesson if they feel happy and safe. Children also need purposeful and meaningful activities that create a communicative need and enhance their motivation to use the language.

B. Teaching English to Children

It has been mentioned in the previous chapter that the subjects of the research are students of the fourth grade of the elementary school. Their ages range from nine to ten years old. Therefore, it is necessary to discuss some theories that are related to children's characteristics, children development, and principles in teaching English to children.

1. Children's Characteristics

Children have unique characters which differentiate them from adults. Some experts have identified their characteristics such as presented below.

a. Talkative

One of the children's characteristics is love to talk. Most children at this age (7-10 years old) love to talk and want to get responses and can carry on lengthier discussions about a single issue or event (Grugeon,*et al.*, 2005:84;Owens, 2008 in McDevvitandOrmrod,2010:332). It means that children like to have conversation with others. Besides, as children grow older, their conversations with others increase in depth and length. However, they tend to be short in the early conversation. Most of them are quite willing and able to introduce new topics into a conversation, but they have different ways in maintaining the interchange of the topic. Below is an example of children who have a willingness to introduce a topic into conversation (Grugeon*et al.* in McDevvitandOrmrod, 2010: 334).

Alex : Mrs. Smith, Mrs. Smith. I was sick seven times last night and my grandma's gone to Spain.

Hannah: Mrs. Smith, Mrs. Smith. My hamsters bite us.

Stephen: Mrs. Smith, Mrs. Smith. Have you heard the joke about three pieces of string who went into a pub?

Jamie : Do you believe in all that God stuff, Mrs. Smith?

Jessica: Mrs. Smith, how do seedless grapes make more seedless grapes if they haven't got any seeds in?

Danny : Mrs. Smith, Mrs. Smith. Is the steam from coffee different from the steam from tea?

Amrit : Don't you talk them words to me.

David : You f..... b.... You never listen! I hate you! I f...ing I hate you!

Billy : Mrs. Smith, Mrs. Smith. I know a song from Dublin. My uncle taught it me. I want to sing it you.

**Figure 6: The Example of Talkative
(McDevvitandOrmrod, 2010:334)**

From the example above, adults should give opportunities to the children's discussions, conversations, stories, and anecdotes to show the responses and rewards for them. It is useful to develop their self-confidence in social relationship. Developing a sensitive and trusting relationship with the children is the most powerful and effective strategy to stimulate talk. Through the good relationships that develop during these friendly talk times, the children grow more comfortable speaking in more formal learning situations.

b. Short in Attention Span

One of the main differences between adults and children is related to attention span. It is an extent to how long a person is able to hold full attention in a teaching learning process (Spratt, *et al.*, 2005:53, Brewster *et al.*, 2004: 28). At this point, attention span is related to the concentration that influences children to develop their

ability. It is generally connected to the age of the person. Children around nine to ten have the attention span of 30 to 35 minutes. They have the characteristics of getting bored easily, like to move, and cannot concentrate for long time. Children can be categorized as having a short attention span. They are likely to be impatient while listening and waiting for their turn to speak and have a hard time returning to an unfinished task interrupted. Below is an example of a short attention span of children in class activities.



**Figure 7: The Example of Children' Short Attention Span
(McDevitt and Ormrod, 2010: 475)**

From the figure above, it can be seen that six children move around the class and two children make a conversation. Only three children focus on the teaching and learning process.

At this point, the teacher should give interesting and fun activities. It can be done by giving animated and enthusiastic materials, giving a sense of humor, and increasing the students' curiosity toward the lesson. By knowing the students' attention span, it will enable to the teacher to appropriately schedule the steps in the process of language teaching.

c. Full of Creation, Expression, and Imagination

In their own language, children enjoy playing language in some ways to express emotions; communicate intentions, reactions, fantasies, imaginations; explore language; and make fun of it (Owens, 2008 in McDevitt and Ormrod, 2010: 333; Scott and Ytreberg, 2004:33; Pinter, 2006:2). Even with limitation of the language, children have the willingness to express ideas, wishes, gestures, and expressions through the ways. They express it freely without referring to grammatical aspects. They usually insert their mother language when they cannot find the words in their second language. Children often use narratives or pretend to play in order to exercise their imagination. Their creativities in speaking skills can be expressed in many ways including stories, jokes, poems, and songs. Sometimes, they do the activities beyond the expectation of adults. For example, a seven-year-old Mario tells his parents a joke that he gets after he feeds a bird. He relates the jokes in English, *What did the bird say when his cage got broken?* His parents have no idea what the bird said, so he tells him *“cheap, cheap!”* (McDevitt and Ormrod, 2010:334).

The sound of “cheap” is similar with the sound of a bird. Therefore, no one even the parents will guess this answer. Those kinds of jokes and other activities not only encourage the children to be creative but also help the children to identify parallels between seemingly dissimilar objects or events.

d. Having Multiple Sensory Inputs

Children use all of their five senses to acquire language (Brown, 2001:89). Therefore, the teacher should give activities that stimulate their sensory input. They

should be supported by auditory and visual modes that the teacher considers sufficient for a classroom. Such activities as having children act in a role play and playing games or participating in Total Physical Response activities are suitable to stimulate the physical senses of the children. In addition, project and hands-on activities help the children to internalize the language. Besides, the sensory aids here and there help the children develop the concepts of language in their mind. For example, the activities that can be used are singing a song, doing Total Physical Response (TPR), etc. In these activities, the students are engaged to use their senses such as seeing, hearing, and touching. The students need to have all of the five senses stimulated. At this point, the activities should provide visual and auditory modes that are sufficient in the classroom context. Without an understanding of the child's perceptions and characters, effective learning environments will not occur.

2. Children's Developments

Middle childhood (6-10 years) has specific developments. This stage is the time of sustained attention to real word activities that become the turning point of children's cognitive development (McDevitt and Ormrod, 2010:21; Piaget in Pinter, 2006: 7). It means that children develop the ability to apply logical reasoning in several areas. They have an effort to master the customs and tools and accumulate knowledge from their community and culture. They build commitments in peers and compare their performance with others. For example, when they play marbles in the school, they find friends, measure the capacity of their friends, and compare the ability with themselves. From those games, they accumulate the knowledge of the

procedure of playing marbles, the use of motor skills, and the relationship among friends.

The illustration above shows that children have several domains in their development. They can be divided into physical development, cognitive development, and social and emotional development proposed by some theorists.

a. Physical Development

Physical development means the changing in the system of the body, brain, and age which are related to the change of motor skills and health behavior. As their physical development occurs, children find so many challenges. The middle childhood (6-10 years) typically shows slow but steady gain in height and weight, improves further in motor skills, and is aware of their physical appearances (McDevitt and Ormrod, 2010:161; Chu, 2000; Dohnt and Tiggemann, 2006 in McDevitt and Ormrod, 2010:162). In this stage, the physical development of the middle childhood grows faster without changing the structure. They grow more slowly than they do in infancy or early childhood (2-6). For example, their height increases slowly. In addition, their motor skills improve further with the psychological maturation and cognitive advances. These can be seen from their abilities of riding a bicycle, imitating complex physical movements, or participating in organized sports. Their writing becomes more detailed, smaller, smoother, and more consistent. In addition, self-consciousness increases as they get close to puberty. They notice the physical appearance because it is related to the social relationship. It affects how children assess themselves. By knowing the physical development of the middle

childhood, the parents and the teacher can understand the needs and obstacles in the teaching and learning process so that they can decide on the appropriate activities.

b. Cognitive Development

Cognitive development is the systematic change in reasoning, concept memory, and language. Children's cognitive development in the concrete operational stage (7-11 years old) begins to resemble 'logical' adult-like thinking in the current level, deal with assimilation and accommodation, and use variety of different strategies spontaneously (Piaget in Pinter, 2006:7; Siegler, 2006 in McDevitt and Ormrod, 2010: 14). It means that in this stage, the children develop the skills to apply logical reasoning in several areas of knowledge and in immediate contexts. Assimilation means that children construct knowledge by making sense of their environment. Accommodation means that children change their way of thinking to accommodate new ideas when they get explanation from adults. For example, when they see a bird is hatched from an egg, they think that all animals come from eggs (assimilation). However, their way of thinking will change when they make conversation or see the birth of a cow. From these, they will conclude that not all animals are hatched from eggs. In cognitive development, children solve problems impulsively by trying a range of solutions and repeating procedures which seem effective and adaptive for them. For example, in solving the problem of $2+3=?$, children may count using their fingers, using the arithmetic tools, recalling their memory, or asking questions to adults. There are several concerns to support children which are related to the theories above in achieving educational needs. Here, adults

can sustain the children by helping them acquire habits and expectations that facilitates them in assigning academic work, promoting mastery of basic academic skills, and enhancing their education through family involvement and recreation.

c. Social and Emotional Development

Social-emotional development refers to the change of emotion, self-concept, motivation, social relationship, moral reasoning, and behavior of a person. Children' social and emotional development is influenced by the environments and people surrounding them. These developments are divided into 1) social development and 2) emotional development supported by some theorists.

1) Social Development

Children gradually develop understanding about themselves and other people. It is influenced by the sense of self and social cognition. The sense of self is related to children's knowledge, beliefs, judgments, and feelings about themselves. Middle childhoods (ages 6-10) are more aware in physical and psychological terms and more realistic(Boufford*et.al.*, 2003in McDavvit and Ormrod, 2010:450). Children at that age can describe themselves in terms of traits such as kind, responsible, handsome, pretty, etc. For example, Shea (9 years old) can describe herself in the form of a song shown below.

Song of Myself

I am Shea
 Above me are the bright colored leaves on the tree
 Before me are seeds waiting to become flowers next spring
 Before me are years to come full new things to be learned
 Behind me are memories I've forgotten
 All around me are my friends lending me a helping hand
 I see children having fun
 I smell the sweet scent of flowers
 I hear the birds talking to each other
 I feel the fur of helpless baby bunny
 I move like wind as I run through the grass
 I am old like the planets who have been here from the beginning
 I am young like a seed waiting the sprout
 I am the black of a panda's patches
 I am the gold of the sun
 I am Shea, a child of honesty
 May I walk in peace

Figure 8: An Example of Self Description by a Child of 9 years old
(McDevvitandOrmrod, 2010: 451)

They also have many opportunities to compare themselves with others and become more able to make comparison. In addition, they become more realistic about their talents and limitation that influence their choosing in some activities and work towards an achievable goal. The other factors that influence sense of self are quality of relationship with parents, teachers, and peer behavior; inherited characteristics; gender; culture; and ethnic backgrounds.

Children also have goals in their social relationship such as becoming part of mutually supportive groups, meeting social obligation and keeping interpersonal commitment, achieving status and prestige within a peer group, gaining other people's approval, assisting and supporting others, and ensuring their welfare. It

means that children have good social cognitive behaviors. Social cognitive behaviors are processes of thinking about how other people likely to think, act, and react and choosing one's own interpersonal behavior. The social cognition of the middle childhood (6 -10 years) includes recognizing that people's actions do not always reflect their true thoughts and feelings, growing realization that other people interpret (rather than remember) their experiences, and decreasing in rigid stereotypes of particular groups of people.

2) Emotional Development

Emotion is the feelings that people have in response to events which energize thinking and acting in ways that are often adaptive to present circumstance (Goleman and Saarni *et al.*, 2006 in McDevitt and Ormrod, 2010: 419). It means that the mood of the person that is associated to the action is personally relevant to his/her needs and goals. For example, sadness may lead a child to find comfort from others, while happiness may prompt a child to share positive feelings with others and pursue a similar experience in the future.

Age and experience change the way of children's expressions, understanding, and coping with emotions. The middle childhood (6-10 years old) have their own characteristics of emotional and personal developments

3. Principles in Teaching English to Children

Teaching English to children is different from teaching English to adults since they have different characteristics. To fit their characteristics, the principles of teaching English to children should be different from those of teaching English to

adults. Some experts suggest the principles of teaching English to children as presented below.

Stern in Brown (2000:50) gives some arguments to recommend foreign language teaching principles based on the first language acquisition. The points are presented below.

First, when children learn a foreign language, they need a lot of practice. They need to repeat things many times as what they do in their first language. Second, a teacher should be a model so that children have a good understanding. The teachers' action and behavior become the example in the teaching and learning process for children. Third, foreign language learning is started by practicing the separated sounds, then words, then sentences. That is the natural order that is right for language learning. Fourth, the right order in presenting language skills is like what happens in children's language development. For example, listening precedes speaking skills. Fifth, the right order of the first and second language learning is listening, speaking, reading and writing. Sixth, it is not necessary to use translation in foreign language learning. When a child learns a first language, he can do it well without translation. He should be able to learn the foreign language in the same way. Seventh, it is not necessary to use grammatical conception in learning the foreign language. A little child simply uses language and does not learn grammar explicitly.

The arguments above show that first and second language learning has a relationship in the process and condition. The comparison of the process and condition between the first and second language learning indicates that there are

certain principles which a teacher needs to be aware of (Brewster *et al.*, 2004:39-40).

The principles are summarized below.

First, children are excellent observers who can understand their first language from body language, intonation, gestures, facial expressions, social contexts, and the language itself. To help the children use these skills, teachers can provide visual supports and ensure that language learning is contextualized. Second, in learning their first language, children often repeat words and phrases and repetitions stop when they feel that they have learned the words and phrases. It is important for teachers to include repetitions with variety but they should pay attention on children's reaction to know the time to stop. Third, children have used their hypothesis-testing skills in acquiring their first language. Teachers can provide inductive exercises in the second language but the language should be contextualized and motivating. Fourth, children are good in guessing and predicting. Teachers can help the children to practice these skills for learning to learn. Fifth, children love to talk even if they do not know much language. They should be encouraged to do the same things in learning a second language. Teachers should give a lot of opportunities for meaningful communication activities. Sixth, providing supports and challenges in language learning should be balanced. Over-guided language work makes it too easy but too difficult work can make the children unmotivated. Seven, children tend to be good risk-takers in the learning of the first language. The willingness to take risks should be encouraged. Teachers should avoid giving too much correction and creating strict atmospheres in the teaching and learning process.

It is important that teachers provide materials and activities that are appropriate for the children's capabilities. Teachers can apply this principle to make sure that they do not underestimate the children. Children do not come to class empty-handed, but with some experiences. They can do more than what the teachers' think they can. However, the teacher should not overestimate the children either. If the children are expected to do something beyond their ability, it will discourage them in learning.

C. Video Clips

This subchapter presents the basic theory of video clips. In this subchapter, the researcher presents three points of discussions of video clips. They are definition of video clips, advantages of using video clips, and techniques of using video clips.

1. Definition of Video Clips

A video clip is a selection of and sequence of messages in an audio-visual context that can portray settings, actions, emotions, eye contacts, facial expressions, and gestures which can provide important visual stimuli for language practice and learning which have a duration of one to five minutes (Mayer, 2002 in Balakrishnan and Yelow ,2011: 170; McKinnon, 2011 in Balakrishnan and Yelow, 2011:173; Canning and Wilson, 2000:5). It means that video clips are multimedia consisting of verbal and non-verbal presentations that can enhance the teaching of language as videos can provide great visual stimuli through their combination of illustrations, sounds, graphics, and texts. Mixtures of sounds, pictures, mental images, perceptions, figures, texts, and others can facilitate students' engagement in and improve the

teaching and learning process. Video clips are different from other videos because of the duration of time.

The use of video clips is not new in the field of education. The students like learning language through the use of videos since 1970s (Canning and Wilson, 2000:5; Harmer, 2001: 283). The rapid technological advancement supports the use of video clips in the young generation. The popularity of the risen video clips can be searched by the students as young generation in several general sites such as *YouTube*, *Yahoo Video*, and *Google Video*. There are many videos to search and download. For language teaching and learning, videos can be downloaded from such links as *Real-English*, *BBC Learning English*, *5 Minutes Video.com*, *Learning Upgrade*, *Let's Talk*, *School House Rock*, *Teacher Mario*, *Wildcatter Productions*, etc. The use of videos has grown since decades and provided positive factors in improving the teaching and learning process.

2. The Advantages of Using Video Clips

Video clips can be used as tools for the teaching of speaking to enhance speaking experiences of students, especially for students of English as a Foreign Language (EFL) who lack authentic environment in language learning. There are many advantages of using video clips in the learning teaching process. The advantages of the teaching of EFL by using video clips proposed by experts are presented below.

a. Language in Use

Video clips provide important visual stimuli for language production and practice such as settings, actions, emotions, expressions, gestures, illustrations, visuals, pictures, perceptions, mental images, figures, impressions, likenesses, cartoons, charts, graphs, colors, replicas, and reproductions (Harmer, 2001: 282; Intajuck, 2010:3; Canning and Wilson, 2000: 2). By watching video clips, students do not only hear the language but also see it. Furthermore, the visual aspect can be used to enhance the meaning of the message to be conveyed by speakers through the use of paralinguistic cues. All such paralinguistic features give valuable meaning clues and help students interpret the text deeply. For example, intonation of an utterance which is matched with facial expressions can differentiate the meanings of messages.

b. Cross Cultural Awareness

Utilizing video clips in the foreign language classroom facilitates the retention of cultural information and increases awareness of other cultures by the teaching of appropriateness and suitability (Herron and Halley, 1992 in Makhemeir, 2011: 11; Arthur, 1999 in Canning and Wilson, 2000: 8; Harmer 2001: 282). Video clips allow students to see situations beyond the classroom. They offer background information that activates previous knowledge and schemata which are essential in stimulating speaking activities in the classroom. For example, after watching the video about Celebrations Day in America, students have description about American's celebrations, what they wear, special foods that the people eat in each celebration, and expressions that they use.

c. Motivation

Video clips provide strong positive effects on interesting and motivating clues to accompany audio or written inputs, thereby aiding comprehension and production of foreign language input and output (Intajuck, 2010: 3; Harmer, 2001:282; Hanley, *et.al.*, 1995 in Mekheimer, 2011: 11; Herron, *et. al.*, 1995 in Mekheimer, 2011: 11; Wen, 1989 in Mekheimer, 2011: 11; Weyers, 1999 in Mekheimer, 2011: 11). One of the greatest strengths in language teaching is the ability to communicate with viewers on an emotional communication, as well as a cognitive level. Due to the ability to reach viewers' emotions, the video can have a strong positive effect on both motivation and affective learning.

There are three theories that explain how learning may occur via a well-selected video which is related to motivation especially on the ability of the entertaining media to engage the learner, activate emotional states, initiate interest in a topic, allow for absorption, and process information (Marshall in Cruse, 2002: 7). They are the arousal theory, short-term gratification theory, and interest stimulation theory. The arousal theory deals with how communication messages evoke varying degrees of generalized emotional and how related behavior can be affected while a person is in certain stage. The short-term gratification theory deals with affective and motivational components such as enthusiasm, perseverance, and concentration. Finally, the interest stimulation theory posits that entertainment promotes learning and creativity by sparking students' interest in and imagination about a topic. The students show an

increased level of interest when they have a chance to see language in use as well as hear it, and this is coupled with interesting tasks.

3. The Techniques of Using Video Clips

The use of television and videos in successful and productive schools has increased dramatically over the last decades. As the technology continues to grow both more sophisticated and more user-friendly, teachers continue to become more adept at integrating these media into their instruction. Over a period of 20 years, the Corporation for Public Broadcasting (CPB) conducted surveys of classroom by using televisions(TV) and videos that reveal an improvement and satisfaction with videos in the classroom. In the most recent survey, 92% of teachers said that using TV and video helped them teach more effectively, and 88% said that it enabled them to be more creative in the classroom (CPB, 1997).

In line with educational technologies, the value of videos relies on how they are used in the classroom. Reviews and meta-analyses of the research indicate that positive learning and affective outcomes are greatly enhanced and extended when the video is integrated into the rest of the lesson.

Through a variety of activities using videos, learners' language speaking skills can be practiced and enhanced. There are three steps of integrating videos into classroom instruction effectively. They are pre-viewing, while-viewing, and postviewing (Reeves, 2001 in National Teacher Training Institute, retrieved on 29-

04-2012;Rogow, 1997 in Harmer 2001: 286).From each step above, teachers can choose the most appropriate activities for their students and classes.

a. Pre-viewing

Previewing activities can be done before assigning students to view the video.

The students can follow the activity as presented below.

- 1) Free writing on the question about the events.
- 2) Predicting the events.
- 3) Discussing the video from its title.
- 4) Pre-teaching any unusual vocabulary and grammatical points in context.
- 5) Practicing to pronounce words to develop their aural perception of the words.

b. While-viewing

While watching the video, these activities can be selected and assigned for the students to do.

- 1) Watching for relaxation without taking notes.
- 2) Identifying general topics of videos.
- 3) Making more detailed information on each item in the second viewing.
- 4) Checking information with students' partners or groups.
- 5) Focusing on details e.g. signs, notices, buildings, vehicles, etc.
- 6) Working in pairs.For example, student A closes his eyes, while student B watches the video and describes what is happening.
- 7) Interpreting meaning of what they hear with sounds only e.g. screams, footsteps, music, etc.

- 8) Framing or pressing the pause button during a video sequence with freeze, predicting what is coming next, what she is going to say next, what is going to happen next, or interpreting facial expressions and body language (how does he feel?), and possibly focusing on things such as cultural information (buildings, notices, etc.), or specific details (what is he wearing?).
- 9) Working in pairs, memorizing everything they see and hear. Eliciting class-level feedback, then playing back to confirm.
- 10) Listening for general comprehension and specific information (names, dates, numbers, etc.).

c. Post-viewing

After viewing the video, the students can do activities for specific language skill practices as presented below.

- 1) Reviewing and answering general comprehension questions.
- 2) Using freeze-frame options to check comprehension and answer unanticipated questions.
- 3) Describing scenes, people, objects, etc.
- 4) Discussing events, particular topics, body languages, actions, etc. and predicting or guessing the end of the video.
- 5) Playing the sound only and asking students to discuss what the scene might look like.
- 6) Predicting the outcome of the events.

- 7) Doing information-gap activities. The viewers are eyewitnesses and the others are journalists. They interview the first group about the event.
- 8) Viewing and generating an appropriate dialogue for the scene. The actual dialogue can be used as a model from which to adapt the students' efforts.
- 9) Practicing stresses and intonations. For example, the teacher asks students to mark stresses and intonations in a copy of the script, underline content words, and let them try to imitate the model on the video tape.
- 10) Giving a commentary on some parts of the video with the sound turned down.
- 11) Making role play sequences about what they have seen or whatever they guess from having seen the video and asking them to answer a series of true/false questions or to put series of events in order.
- 12) Watching and summarizing a short paragraph of what they have heard.

D. Conceptual Framework and Research Questions

This sub chapter presents important matters concerning the study. It is presented in two headings. They are conceptual framework and research questions.

1. Conceptual Framework

Teaching speaking for children should fit the children's characteristics. Fourth grade students of elementary schools, who are about nine to ten years old, are talkative and full of creation, expression, and imagination. They also have a developed sense of fairness and ability to work with others and learn from others. It is a good idea to provide them with fun activities in pair or group works.

Young students need to learn speaking skills in the ways that are enjoyable and stimulate real feelings. It means that students enjoy activities without forcing them to do what the teacher asks. Real contexts are important here to create meaningful contexts and encourage the students to participate in the communication.

Video clips can be used as tools for the teaching of speaking to enhance students' speaking experiences for students, especially in an EFL situation where students often lack authentic environment of language learning. They create fun and interactive atmosphere in the actions done. They also consist of sounds, situations, gestures, expressions, and cultures that make students have clear explanation. In addition, they provide dialogues with situations. From those aspects above, students have a clear description about materials being learnt. They can imitate the words and expressions and learn gestures and facial expressions in the key pictures. Video clips can be repeated and paused for many times so that students who mispronounce can correct the mistakes. They also allow students to see other cultures and situations beyond the classroom.

In this study, the researcher decided to use video clips as the media to promote speaking skills for the fourth grade students. It was expected that video clips could improve the students speaking skills by providing non-threatening atmospheres and give them meaningful communication.

2. Research Questions

In designing possible actions in this study, the first step that is done by the researcher is finding the main problem faced in the teaching learning process of

English. By knowing the problem faced in the teaching and learning process, the researcher can take effective ways to solve the problems. In this study, the problem faced by the fourth grade students of Sengon Elementary School 3 (SES3) is the students' lack of speaking skills. This problem brings about unfavourable effects to the students in the English class. Since their skills in mastering speaking are low, the students feel it difficult to communicate with other students and teachers in English. Many of them also get unsatisfactory results in every test. In this study, the researcher uses video clips to solve the problem. She expects that the students' speaking skills will improve by using video clips.

Based on the research problem, the researcher formulates three questions to lead to more specific topics of discussion. The questions are presented below:

1. How are video clips used in the teaching of speaking for the fourth grade students of Sengon Elementary School 3 (SES3)?
2. How do video clips improve the speaking skills of the fourth grade students of SES 3?
3. What are the students' responses to the use of video clips?

CHAPTER III

RESEARCH METHODS

This chapter presents the discussion of the research method of the study. In this chapter, there are eight headings. They are research design, setting of the study, subjects of the study, research instruments, the validity and reliability of data, data collection techniques, data analysis techniques, and research procedure.

A. Research Design

This study was categorized into action research. The researcher and all of the research team members collaborated and worked together in identifying the problems, collecting data, planning the solution, conducting the action in the class, and evaluating and reflecting the use of the action done (Kemmis and McTaggart in Burns, 2010: 7-8). The aim of this study was to show the process of the students' speaking improvement. In this process, the researcher worked together with an English teacher and students to identify and investigate problems occurring in the teaching of English. The researcher and teacher planned the possible solution to solve problems, carried out actions in the class, and analyzed the use of video clips to improve students' speaking skills.

B. Setting of the Study

This research was conducted in Sengon Elementary School 3 (SES 3). It was located in a small village in Sengon, Prambanan, Klaten. The schools' location was quite strategic because it was located near the main street. The school consisted of 11

rooms. They were six classrooms, a teacher room, a library, a storage room, and two toilets for teachers and students. The school also had an outdoor parking area for teachers, students, and guests. There were two fields in the school, the small one for conducting ceremonies and the big one for conducting sports, campings, etc. This school conducted English subjects from the first to the sixth grade. The research involved the researcher, the English teacher, and the fourth grade students in the academic year 2011/2012.

C. Subjects of the Study

The subjects of this study were the fourth grade students in the academic year of 2011/2012. There were 21 students in the fourth grade class. They were 9 male students and 12 female students. The age of the students were about 9 up to 10 years old. They came from different family backgrounds. Their parents were sellers, farmers, laborers, and merchants. Most of their parents were farmers who came from low and middle economical backgrounds.

D. Research Instruments

1. Types of Data

In this study, the data were qualitative and quantitative. The qualitative data were obtained from the observations and interviews, whereas the quantitative data were obtained from the pre-test and post test.

2. Instruments of the Study

The instruments for collecting the data in this study were a test instrument and a non-test instrument. The test instrument included test items and non-test

instruments consisted of observation and interview guides. The data of the test instruments were in the form of numeric data. Meanwhile, the data of the non-test instrument were in the form of field notes and interview transcripts.

a. Classroom Observation Guide

The observation was intended to get information that was needed by the researcher. In the guide, five variables were observed. They were the students, the teacher, learning media, class management, and the students' speaking skills. Every variable involved several aspects to be observed in the English class.

During the observation, the researcher was supposed to collect data by watching and being engaged in the teaching and learning process. Then, she was supposed to record the results of the observation in the form of field notes

1) Validity

To show the validity of the classroom observation, the researcher used construct validity. The researcher discussed with the first consultant to check whether the observation guide had the capability to measure what it was intended to measure. The researcher also used some theories related to the students, the teacher, the media, the time management, and speaking skills (Tuckman,1988:34; Henning *et al.*,2009:65; Spratt *et al.*,2005:121and 145; Pinter,2006:55). Every variable involved several aspects to be observed in the class. The aspects can be seen in table 1 below.

Table 1: Blueprint of Classroom Observation Guide

No	Purposes	Aspects	Indicators	References
1	To find some information related to the students' behaviors	The students	<ul style="list-style-type: none"> • The students' attention to the teacher's explanation • The students' attitudes during the meeting • The students' responses to the teacher's question • The students' grammatical errors during the meeting 	Tuckman (1988:34)
2	To find some information related to the teacher's techniques	The teacher	<ul style="list-style-type: none"> • The teacher's technique in presenting materials • The teacher's volume of voice • The teacher's interaction with students • The teacher's English classroom expressions 	Henning <i>et al.</i> (2009:65)
3	To find some information related to the media	The media	<ul style="list-style-type: none"> • The students' interest in using media • The media use in teaching and learning process 	Spratt <i>et al.</i> (2005: 121)
4	To find some information related to the classroom management	The classroom management	<ul style="list-style-type: none"> • The class formation • The time management 	Spratt <i>et al.</i> (2005: 145)
5	To find some information related to the students' speaking skills	Speaking skills	<ul style="list-style-type: none"> • The students' ability in pronouncing words • The students' fluency in English speaking • The students' accuracy in English speaking • The students' ability to understand and respond to conversations in English • The students' ability to imitate the expressions and body language in English. 	Pinter (2006: 55)

2) Reliability

In order to ensure the reliability of the observation, the researcher used interrater reliability. Interrater reliability referred to the consistency of two or more raters in evaluating the same data using the same scoring criteria at a particular time (Stemler, 2004). To fulfill the interrater reliability, the teacher and an English Education Department student as the correspondents conducted the classroom observation using the same observation guide. After the completed observation guides were given back to the researcher, the researcher made the recapitulation to check whether they agreed in most of the categories of the observation guide to make it consistent and reliable. It was found out that the results were similar. Based on the results, the respondents were consistent in observing what was happening in the class during the teaching and learning process.

b. Interview Guide

The interview guide was intended to be used as the guideline for the researcher in giving questions to the fourth grade students and teacher before and after doing the research treatment. In this study, the interview guides involved four variables. They were time management, class activities, the use of video clips, and students' speaking skills. Every variable involved several aspects to be asked during the research. The results of the interviews were recorded in the interview transcripts.

1) Validity

For the validity of the interview guide, the researcher also used construct validity. It was used to check whether the interview guide had the capability to

measure what it was intended to measure. The interview guideline consisted of several variables related to the time management, class activities, use of video clips, and speaking skills. Every variable involved several aspects to be interviewed in the class. The aspects can be seen in Table 2.

Table 2: Specification Aspects Asked in the Interview (Interview Guides)

No	Purposes	Aspects	Indicators	References	Items	Number
1	To find some information related to the time management	Time management	<ul style="list-style-type: none"> The application of time duration 	Spratt <i>et al.</i> (2005: 145)	4	1,2,3,4
2	To find some information related to the class activities	Class activities	<ul style="list-style-type: none"> The appropriate class activities to explore speaking performances Students' interests in the class activities given 	Pinter (2006: 57)	6	5,6,7,8,9,10
3	To find some information related to the use of video clips	The use of video clips	<ul style="list-style-type: none"> The effectiveness of video clips to present materials for speaking skills The effectiveness of video clips to memorize words, expressions, and their meanings The effectiveness of video clips to imitate the expressions and gestures 	Harmer (2001: 281)	11	11,12,13,14,15,16,17,18,19,20,21
4	To find some information related to the students' speaking skills	Speaking skills	<ul style="list-style-type: none"> The students' ability in pronouncing words. The students' fluency in English speaking. The students' accuracy in English speaking The students' ability to understand and respond to conversation in English. The students' ability to imitate the expressions and body language in English 	Pinter (2006: 55)	4	22,23,24,25

2) Reliability

In order to ensure the reliability of the interview guide, the researcher used interrater reliability in which two or more raters scored the same on the given aspects at a particular time (Stemler, 2004). For this, a teacher and an English Education Department student conducted the interview to the students. After the completed interview guides were given back to the researcher, the researcher made the recapitulation to check whether they agreed in most of the categories of the interview guide. It was found out that the results were similar. Based on the results, the interview guides were consistent and reliable.

c. The Speaking Test

The speaking test was in the form of a rubric of the students' speaking performances proposed by Dick, Gall, and Borg, 1983: 571 with some modification. The test was used for both pre-testing (before the research treatment) and post testing (after the research treatment). During the performance test, the researcher and the English teacher gave scores on the students' speaking skills based on the rubric. The rubric consisted of four aspects: fluency, accuracy, vocabulary, and pronunciation. Each aspect was scored 1 to 10 in which every score had a different indicator: the higher the score, the more complicated the indicator, and vice versa.

1) Validity

In order to obtain the validity of the test, the researcher used content validity by showing that the content of the test was a representative sample of the domain that

was to be tested (Fulcher and Davidson, 2007: 6). For this, the grammar, vocabulary, and functional contents of the test were selected on the basis of the course syllabus.

Table 3: Specification Table of Speaking Rubrics

No.	Name	Scores of the Speaking Aspects				Total
		Fluency	Pronunciation	Accuracy	Vocabulary	
Total						

(Adapted from Fulcher and Davidson, 2007: 6)

2) Reliability

In order to get the reliability of the test, the researcher administered the test to a sample of fourth grade students from another school. There were 24 students who participated in the try out. The scores were then subjected to the Cronbach's Alpha statistic to find the reliability of the test items. The reliability coefficient of the questionnaire was 0.835. This means that the questionnaire had a very high reliability.

E. Techniques of Data Collection

As mentioned above, the study involved two types of data: the qualitative data and the quantitative data. The qualitative data were obtained by observation and interview. The quantitative data were obtained by the speaking test.

1. Observation

The observation was done to obtain data about everything that happened in the class. There were three activities. For each observation, the researcher sat on the back of the classroom and noted down the activities in the teaching and learning process. For example, the researcher observed the students' attention to the teacher's explanation. The observation results were recorded in the form of field notes.

2. Interview

The interview was done to know the effectiveness of the actions. In this case, the researcher administered the interview to the English teacher and the students. The teacher was interviewed in the teachers' office after each of the treatment classes. For example, the researcher asked the teacher whether the time for conducting the English teaching learning process using video clips was sufficient or not. For the students, the researcher interviewed them one by one during break times. The results of all the interviews were recorded in the interview transcripts.

3. The Speaking Test

The test was administered at the beginning of the treatment as a pre-test and at the end of the treatment as a post test. In both occasions, the test was administered by the researcher and the English teacher in the fourth grade classroom. There were 21 students in both the pre-test and post test. The test took place in about 70 minutes using the class times. Scoring was done by using the rubric and the data were in the form of interval scores from 1 to 10.

F. Data Analysis Techniques

The data of this study were qualitative and quantitative. The qualitative data which were obtained from the observation and interview were analyzed based on the qualitative data analysis techniques (Burns, 1999: 165- 166). The quantitative data were analyzed by using descriptive statistics.

1. Qualitative Data

The qualitative data were analyzed in five steps. These were assembling data, coding data, comparing data, building interpretation, and reporting outcomes.

a. Assembling the Data

The first step was collecting the data over the period of the research including field notes and interview transcripts. In this step, broad patterns were compared and contrasted to see the fitness of the data.

b. Coding the Data

In this step, the data were categorized into phenomena. These categories were called codes. Based on the codes, the data were labeled for storing and retrieving. Data coding made it possible to reduce the large amount of data that were collected to more manageable categories.

c. Comparing the Data

After the data had been categorized, relationships or connections were made among different sources of data. This stage is aimed at describing and displaying the data rather than explaining or interpreting them.

d. Building Interpretation

In this stage, data were interpreted based on the previous steps to make some sense of the meaning of the data.

e. Reporting the Outcomes

The final stage of the data analysis was reporting the major processes and outcomes that were well supported by the data.

2. Quantitative Data

The quantitative data in the form of students' speaking scores were analyzed by calculating the means of the scores of the speaking test. The means of pre-test and post test were compared to know whether or not there was an increase in the students' performances before and after the research treatment.

G. Validity and Reliability of the Data

1. Validity of the Data

In this study, the researcher used three of the five types of validity suggested by Anderson *et al.*, (1994) in Burns (1999). There were democratic, process, and dialogic validities.

For democratic validity, the researcher gave opportunities for the English teacher and students to give their opinions and responses about the action. For example, the researcher asked the students about the difficulties in understanding the materials in using the video clips during the teaching and learning process. For the process validity, in collecting the data by observation and note-taking, the researcher

emphasized on the process of the activity. For the dialogic validity, the researcher provided dialogues with other researchers and did a peer interview in collecting the research data. For example, the researcher asked questions to other researchers about possible ways or actions to reduce difficulties met during the study.

2. Reliability of the Data

To enhance the trustworthiness of the data and to reduce subjectivity in analyzing the data, the researcher used triangulation techniques (Burns, 1999). The aim of triangulation was to gather multiple perspectives on the situation being studied. For this purpose, the writer conducted time, space, investigator, and theoretical triangulations (Burns, 1999: 163).

First, for time triangulation, the researcher monitored the periods of time in collecting the data in six meetings. In this process, the researcher noted-down the developments of the changes of the processes over the research period of time. Second, for space triangulation, the researcher checked the data which were collected across different groups of respondents. This process was intended to avoid the limitation of the study conducted concerning differences among and within groups. Third, for investigator triangulation, the researcher involved more than one observer in the same research setting to avoid biased interpretation. Fourth, for theoretical triangulation, the researcher conducted data analysis through more than one perspective. For example, in the present study, the researcher used both qualitative and quantitative data analysis techniques.

H. Research Procedure

The research used a procedure of action research proposed by Kemmis and Taggart (1988) in Burns (2010: 8) with some modification. The procedure consisted of four steps as presented below.

1. Reconnaissance

In this step, the researcher and the English teacher found out information related to the students' speaking skills. She observed the English teaching and learning process and interviewed the English teacher and the students to identify the existing problems related to the students' speaking skills. The result of this step was used as a basis for doing the second step, planning.

2. Planning

After doing observation in the reconnaissance step, the researcher made some plans to choose actions that were feasible to be implemented in the field. In planning the action, the researcher worked together with the English teacher. The aim of the planning was to improve students' speaking skills by using video clips. This step resulted in four action plans to be carried out in the next step.

The first plan was determining the materials that were tested in the pre-test and post test. In this action plan, the researcher would conduct speaking performance tests. The topic of the test was "Greeting and Self Introduction". The researcher would ask the students to perform in pairs in front of the classroom. In this action plan, the researcher would formulate the test items taken from several resources such as the students' worksheet, textbooks, etc. that focused on the topic 'Introducing and

Greeting”. In addition, the researcher would try to formulate the test items based on the syllabus of English for the fourth grade of the elementary school in the first semester.

The second plan was providing the teaching of speaking materials by using video clips. In this action, the researcher would provide video clips which had limited time to present words and expressions with the topics of ‘Introducing and Greeting’, ‘Like and Dislike’, etc.

The third plan was determining the class activities. In this action, the researcher would use some interesting activities that could encourage the students to communicate actively. This action plan had the aim to help students learn about expressions, gestures, and cultures by using video clips.

The last plan was determining the time duration in doing the class activities. Here, the researcher planned the time limit to be applied in every class activity. The time limit was determined based on duration of video clips and the difficulty level of the tasks.

3. Implementing and Observing the Actions

In this step, the researcher implemented the four action plans that had been planned in the previous step in the learning teaching processes. In this step, the teacher and the researcher exchange places. While the teacher conducted the actions in the class, the researcher observed and monitored the activities. Conversely, while the researcher acted as the class teacher, the class teacher acted as the observer.

4. Reflection

In this step, the researcher and the teacher evaluated the actions that were conducted in the implementation phase in the end of each class session. In evaluating the actions, the researcher and the teacher focused on the activities that were judge to be successful or less successful. The results of this step were used to determine whether the cycle was terminated or whether it was continued with a next cycle.

CHAPTER IV

RESEARCH FINDINGS

This study was action research in a natural setting. The purpose of the study was to improve the speaking skills of the fourth grade students of Sengon Elementary School 3 (SES 3) by using video clips. This chapter presents findings in two main sections of reconnaissance and research findings. In the reconnaissance, the researcher reviews the problems. The research findings are presented in three sections. The first section presents the reports of the relation to the use of video clips in the teaching and learning process. The second section presents the improvement of the speaking skills as a result of the use of video clips. The last section presents the students' responses to the use of video clips in the teaching of speaking. At the end of the chapter, the researcher presents a summary of the findings of the study. The data presented in this section are selected pieces while the complete data can be seen in the Appendixes.

A. Reconnaissance

At the beginning of the study, the researcher had a discussion with the English teacher about the English teaching and learning processes in the fourth grade, conducted interview with the fourth grade elementary school students, and did observation of the English teaching and learning process. The results are presented as follows.

1. Identification of the Field Problem

Based on the discussion and observation during the study, the researcher identified 25 problems related to the English teaching and learning processes in the fourth grade class. The problems are shown in Table 4 below.

Table 4: The Field Problems Concerning the Teaching Learning Processes of English in the Fourth Grade of Sengon Elementary School 3 (SES3)

No	Problems	Code
1.	The students were afraid of being active in speaking activities.	S
2.	The students did not understand the teacher's explanation in English.	S
3.	The students often did not give any responses to the teacher's questions in English.	S
4.	The students preferred keeping silent to answering the teacher's questions.	S
5.	It seemed hard for the students to have conversation with their friends in English.	S
6.	The students were shy to express their idea in English	S
7.	The students were afraid of being mocked by the other students when they made a mistake.	S
8.	The students found difficulty in pronouncing many English words.	S
9.	The students lacked vocabulary.	S
10.	The students had little opportunity to act out dialogues in front of the class.	S
11.	The students had little opportunity to practice their English in the class.	S
12.	The students could not carry out simple dialogues with adequate fluency.	S
13.	The students did not know what they intended to speak in English.	T
14.	The English teacher did not greet the students in the beginning of the class.	T
15.	The teacher seldom gave speaking activities during the English teaching and learning process.	T
16.	The teaching techniques used by the teacher to present materials were not interesting.	TT
17.	The teacher focused on doing the writing task in the handbook.	T
18.	The English teaching and learning process was monotonous.	TT
19.	The teacher seldom gave speaking activities during the English teaching and learning process.	T
20.	The teacher found difficulties in managing the class.	T
21.	The students were asked to ask and answer questions mostly in written forms.	T
22.	The teacher did not know how to modify the speaking lessons.	T
23.	The activity during the English teaching and learning process was not interactive and communicative.	LM
24.	There were not many media in the English teaching learning process.	LM
25.	The time was not enough to do the exercises	TM

S: Student

TM: Time Management

T: Teacher

TT: Teacher's Techniques

LM: Learning Media

From the table above, it can be seen that the problems occurring during the teaching of English were related to the students, the teacher, the teaching techniques, learning media, and the time management. Since the researcher focused on speaking, she selected the problems that were related to the learning of speaking.

Table 5: The Field Problems concerning the Learning of Speaking in the Fourth Grade of Sengon Elementary School 3 (SES 3)

No	Problems	Code
1	The students were afraid of being active in speaking activities.	S
2	The students often did not give any responses to the teacher's questions.	S
3	The students preferred keeping silent to answering the teacher's questions.	S
4	It seemed hard for the students to have conversations with their friends.	S
5	The students were afraid of being mocked by the other students when they made a mistake.	S
6	The students found difficulty in pronouncing many English words.	S
7	The students had little opportunity to act out dialogues in front of the class.	S
8	The students had little opportunity to practice their English in the class.	S
9	The students could not carry out simple dialogues with adequate fluency.	S
10	The students did not know what they intended to speak in English.	S
11	The teacher seldom gave speaking activities during the English teaching and learning process.	T
12	There were not many media in the English teaching learning process.	LM
13	The time was not enough to do the exercises.	TM

S: Student

T: Teacher

LM: Learning Media

TM: Time Management

1. Determining the Actions to Solve the Field Problems

After having discussion with the English teacher, the researcher determined four actions to solve the problems. First, the teacher used the classroom English during the teaching and learning process. Second, the teacher presented materials

by using video clips. Third, the teacher asked the students to make a dialogue and perform it in front of the class. Fourth, the teacher gave feedbacks to the students' performances. Besides the four actions above, the researcher also planned an additional action of presenting interesting class activities to explore the use of video clips. This was a result of a discussion with the advisors. In conducting the action, the researcher used the presentation, practice, and production (PPP) technique of teaching.

Table 6: The Action Applied in the Study

No	Actions
1	Using classroom English during the teaching and learning process
2	Presenting the materials by using video clips
3	Asking the students to make a dialogue and perform it in front of the class
4	Giving feedbacks to the students' performances
5	Providing interesting class activities

2. The Relationship between the Field Problems and the Actions

After the actions had been designed, the researcher matched the field problems and the actions to see that the action plans were relevant with the research problems. This scheme can be seen in Table 4 below.

Table 7: The Relationship between the Actions and the Field Problems

Actions	Problems
1. Using classroom English during the teaching and learning process.	<ul style="list-style-type: none"> • The students were not familiar with classroom English. • The students often did not give any responses to the teacher's questions in English. • The teacher seldom used English expressions in the teaching and learning process.
2. Presenting materials by using video clips	<ul style="list-style-type: none"> • The media in the school were not attractive. • The media did not support the materials.
3. Asking the students to make a dialogue and perform it in the class	<ul style="list-style-type: none"> • The students had little opportunity to act out dialogues with the other students. • The students had little opportunity to practice their English in the class. • The students could not carry out simple dialogues with adequate fluency. • The students did not know what they intended to speak in English. • The teacher seldom gave speaking activities during the English teaching and learning process. • The students had low motivation in expressing their idea orally.
4. Giving feedbacks to the students' performances	<ul style="list-style-type: none"> • The students made many grammatical errors during the teaching and learning process. • The students mispronounced some words and expressions.
5. Providing interesting class activities	<ul style="list-style-type: none"> • The students easily got bored during the English class activities. • The activities in the class focused on the written form.

From the table above, it can be seen that the first action was using classroom English to introduce the language functions to the students. This action had an aim to stimulate students to speak English. It was also as a bridge in presenting materials. The classroom English was used to open the lessons, give instructions, explain materials, give feedbacks, etc.

The second action was presenting materials through video clips. This action had an aim to solve the problems concerning the students' speaking skills. Here, video clips with their principles such as using moving pictures, colors, expressions, gestures, pronunciations, etc. could be models for students to get the description of the language functions.

The third action was asking the students to make a dialogue and perform it in front of the class. This action was done to give ample opportunities to the students to practice their English. In this part, the improvements of the students could be monitored by involving the students in the speaking performances.

The fourth action was giving feedbacks to the students' performances. This action had an aim to give correction of the errors including pronunciation, grammar, intonation, etc. By giving feedbacks, the teacher expected the students not to make the same mistakes so that they became more confident in the next performances. The action was conducted after the students' performances.

The fifth action was developing interesting class activities. This action had an aim to solve the problems related to the lack of the teacher's ideas in developing or creating interesting class activities. Here, the teacher needed to explore the students' speaking skills in interactive activities. The activities made the students more confident and built interactions among them. The activities also needed to be presented in simple ways in order that the students understood the procedures so that they could participate in the class activities.

B. Research Findings

In this chapter, the researcher presents the findings to answer the research questions in Chapter II. The findings are related to how the video clips are used in the learning of speaking, how the use of the video clips improves the students' speaking skills, and what the students' responses to the use of the video clips are. The findings are presented into three parts: The actions of the study that report the use of the video clips in the learning of speaking, the improvements of the students' speaking skills as a result of using the video clips, and the students' responses to the use of the video clips in the teaching of speaking.

1. The Use of the Video Clips in the Learning of Speaking

As mentioned in the limitation of the problem in Chapter I, the researcher limited the study to the problem of learning activities related to the students' speaking skills. After conducting observations and discussions with the English teacher and the students, the researcher decided to use the video clips to solve the problem. Here, the researcher used the video clips as media to present materials and to improve the students' speaking skills.

The use of video clips in the learning of speaking covered five actions. They were using classroom English during the teaching and learning process, presenting materials through the video clips, asking the students to make a dialogue and perform it in front of the class, giving feedbacks to the students' performances, and providing interesting class activities. Before performing the actions, the researcher planned several activities in the form of individual, pair, and group works. The activities and

materials were arranged based on the syllabus of the fourth grade and the conditions of the school.

a. Using Classroom English during the Teaching and Learning Process

The classroom English was used in every meeting to make students more familiar with English. It was used in some ways such as to greet the students in the beginning of the lesson, to elicit materials, to explain materials, to give instructions of the materials or activities, to give feedbacks, and to end the class.

In the first meeting, the researcher introduced and greeted the students in English. However, some of the students looked confused. The class became noisy because the students did not understand many of the words and expressions. Therefore, the researcher asked them to listen to a song in the video the title of which was “Hello, how are you?” When the researcher played the video, the students were enthusiastic and interested to watch the video. After that, both the researcher and students sang the song together. The students felt happy because there were no existing pressures joining the class activities. Then, the researcher gave an explanation of how to introduce and greet persons.

In the next meeting, the researcher asked the leader of the class to lead the prayer in English such as, “Before we start our lesson today, let’s say a prayer, shall we.” It was done in the beginning and the end of the meeting. The researcher also gave instructions in English. Some students did not understand the words and expressions. However, they tried hard to find the words they did not know by asking questions to the teacher or other students. The proportion of using classroom English and Bahasa Indonesia in the class

was approximately 50:50. This finding can be seen in the following quotation in the field notes.

R asked the students, “*What do we learn today, class?*” The students were confused and did not answer the question. Then, the researcher translated it into Bahasa Indonesia “*Apa yang telah kita pelajari hari ini?*” Most of the students answered “*Hobbies and Sports, Miss*”. After this, R asked “*Can you mention the kinds of sports and hobbies?*”. The students did not answer the question. Then, R repeated the question in Bahasa Indonesia “*Tolong sebutkan apa saja sports and hobbies itu?*” The students competed to answer the questions, “*Football, basketball, tennis, swimming, car racing, boxing*”. Most of the students mispronounce words so that R showed how to pronounce them correctly.

(Appendix B/ Fieldnote 3)

From the quotation, it can be seen that the use of English instructions in the teaching and learning process mixed with Bahasa Indonesia could make the students understand what they learned and stimulated the students’ awareness to speak English. However, it was not effective to make the students more familiar with English since the researcher only used approximately 50% of classroom English.

In the next meeting, the researcher decided to use classroom English without Bahasa Indonesia. For this, she used gestures and mimics to make the explanation clearer for the students. It was not easy at the first time because of the students’ lack of vocabulary. As time went by, the students were able to understand instructions through simple classroom English. She also repeated instructions to make them clear. This finding can be seen through the interview transcript below.

- R : *Sejauh ini, apakah adek paham ketika Miss menerangkan materi pelajaran dengan bahasa Inggris? (So far, did you understand when I explained materials in English?)*
- S1 : *Pertama nya tidak paham Miss, tetapi setelah Miss mengulanginya beberapa kali saya jadi paham (At first, I did not understand, Miss, but then I understood because you repeated it many times.)*
- S2 : *Sedikit-sedikit, Miss. Ini lho miss, kalo miss pake gerakan itu jadi lebih paham. (Just a little bit, Miss. Your gesture was helpful to grasp the materials.)*
- S3 : *Iya, Paham kok kalo Miss ngomongnya ga pake kata- kata yang susah (Yes. I understand if you speak by using simple language functions.)*

(Appendix C/ Interview transcripts 8, 9, 10)

Based on the interview transcripts above, it can be concluded that the use of the classroom English without Bahasa Indonesia was effective because the students were more familiar with the English words. It brought their sense about materials learned during the teaching and learning process easily.

b. Presenting Materials by Using the Video Clips

There were three steps done by the English teacher when she presented vocabulary items by using video clips. The first was introducing material topics to the students. The second was presenting vocabulary items and expressions by using video clips. The third was asking the students to pronounce the words and expressions. As it had been mentioned before, in this action, the researcher used the PPP technique (Presentation, Practice, and Production) as the mode of the teaching and learning process.

1) Introducing Material Topics

The first meeting was conducted on Wednesday, 27 March 2012. The students learned how to tell time in English. At the beginning of the lesson, the researcher played the video about time telling to elicit or introduce the topics. It had the aim to capture the students' attentions so that they focused on the teaching and learning process. The figure below represents the video clip of "Telling Time".

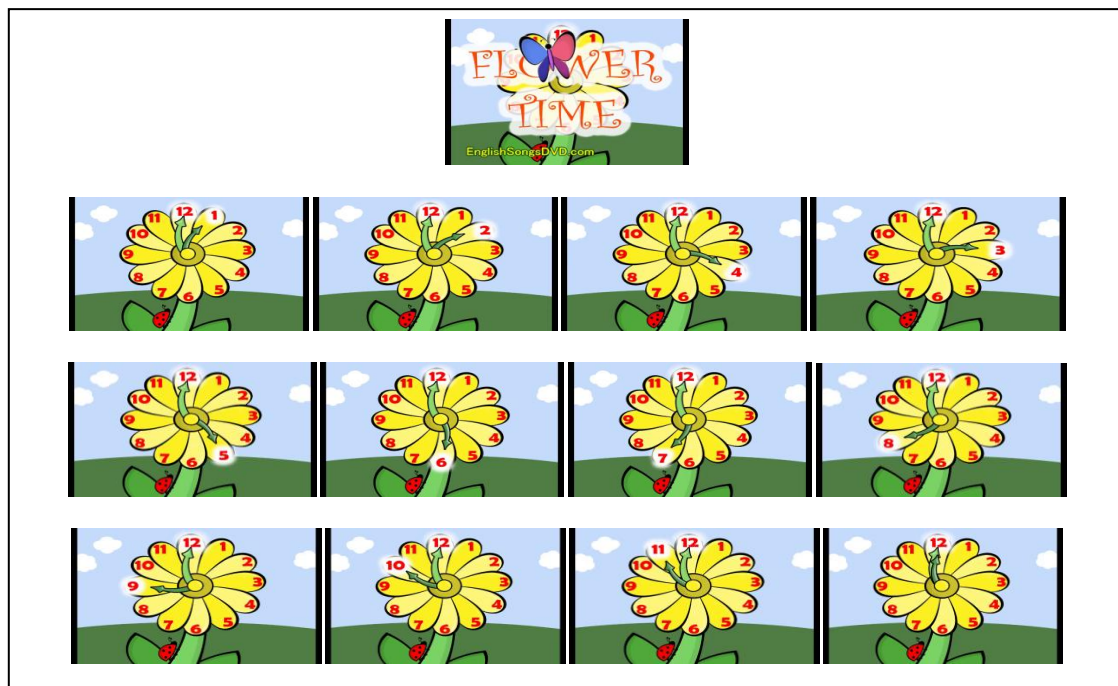


Figure 9: Representation of the Video of Telling Time
(Taken from You-tube: *Video of Telling Time*, 18/3/2012)

The students were enthusiastically joining the class activities. They paid attention to watch the video. They tried to identify the content of the video with other students such as the colorful pictures, how the native pronounced the words, the sounds of each words, etc. They also imitated the pronunciation of words and

expressions in the video. Those made the class become noisy. Sometimes, a student warned other students who made noises. It indicated that the students were interested in the teaching and learning process by using video clips.

In the next meeting, the researcher played the videos about “Sport and Hobbies”. The findings showed that the use of video clips helped the researcher present the material topic to the students easily. The moving pictures in the video clips gave the students description about the name of the things, the way to pronounce words, and gestures of the speaker to deliver the message. This finding could be seen in the following quotation of the field notes.

R pointed at the kinds of sports and hobby in the video and said “*Look at the video. What should we learn today?*” “*Olahraga, Miss*” answered some of students. “*Ok. In English please*” asked R. “*Sport.*” One of student answered the question loudly. “*Right, our topic today is “Sport and Hobbies”*” said R.
(Appendix B/ field note 4)

From the quotation, it can be seen that the moving picture of the video clips gave illustrations for the students about kinds of sports and hobbies. By viewing the illustration, the students had description of materials clearly. In addition, it built student’s awareness to use classroom English since the video clips contained English words and expressions.

2) Presenting Words and Expressions

After introducing the topic to the students, the researcher played a video about the English words of telling the time. The students watched the video which consisted of words such as *time, o’clock, past, half*, etc. The finding showed that the video clips could be used as models for students to describe and pronounce the words. Here, the

words were presented by the key moving pictures. It can be seen in the evidence below.

R played the video *“Vocabulary for Sports and Hobbies”* after introducing the topic. *“After watching the video, can you mention the names of the sports and hobbies?”* asked R. The students kept silent for long time. Then R repeated the question in Indonesian *“Ada yang bisa menyebutkan olahraga dan hobi apa saja yang ada di video tadi?”*. Most of the students answered in Bahasa Indonesia *“Sepak bola, Miss. Voly, Tinju.”*. *“In English, please”* said the researcher. One of student answered *“Football!. Ok. Good. What else?”* Asked R. *“Tinju, Miss”*. Ninda answered *“What do you say it in English?”* Asked R. Students were confused to say it in English. *“Bahasa Inggris e opo...”* Asked Adi in Javanese. *“Boxing”* Answered Sabila. *“Badminton, voley ball, basket ball, car racing, dancing”* answered other students.

(Appendix B/ field note 5)

From the quotation of the field note above, it can be concluded that the use of key pictures in every episode of the video clips helped the teacher present the words and their meanings to the students. In addition, the video clips consisted of moving pictures and sounds that made students have clear explanation of what was discussed about from the situations, gestures, expressions, and cultures. The students were able to imitate the ways to pronounce the words and expressions. They know the names of sports and hobbies in English by watching this video. It was also a fun activity for the students to stimulate their long term memory.

3) Pronouncing the Words and Expressions

In this action, the teacher pronounced the words and expressions first. Then, she was followed by the students. After that, both of the teacher and the students pronounced them together. The students were divided into small groups to check

mispronunciation. Then, the researcher asked each group to pronounce the words and expressions. They competed to pronounce them correctly and loudly. The group who was able to pronounce the words and expressions the best got a reward to go out of the class first in the break time. Then, the researcher pointed at the students individually to check whether or not all of the students pronounced the words correctly. The students who pronounced the words and expressions correctly got additional scores in their group. If they made mistakes, their friends in the same group could help them to correct them, e.g. pronunciation, intonations, stress, etc. This was effective to motivate all of the students to participate in the class activities. They were courageous to answer because they pronounced the words in group competitions. This action can be shown in the field note below.

R asked "Then, how do you ask your friend about his hobby and favorite sport?" Then, Hendri answered the question "What your hobby?. Is it true?" asked R. Laras raised his hand and said "No Miss. What is your hobby?". "That's right" said R. The students in the same group cheered happily to the right answer. Then R repeated the correct answer and other students followed it. However, there were some students who mispronounced the words. They said "What" /wɒt/ into / wat/.

(Appendix B/ field note 6)

The finding shows that asking the students to pronounce words is important to help the English teacher check the students' pronunciation. The teacher needed to correct the students' pronunciation when they made mistakes in pronouncing the words and expressions. This activity was done after the teacher presented the words and expressions by using the video clips.

c. Asking the Students to Perform in front of the Class

Based on the interview and observation, it can be summarized that students lacked the opportunity to speak English. As a result, they were shy and reluctant to perform in front of the class. They were not only shy but also afraid of making mistakes. It was because they would be mocked by other students when they made mistakes.

After following the actions above, the students were asked to make a dialogue in pair or group works based on the topic being learned. Then, they performed it in front of the class. The teacher gave the opportunity for the students who were ready to perform earlier. Meanwhile, other students had to pay attentions to the performers. The students who made noise would get the punishment to perform in the next turn. Before performing the tasks, they were monitored by the teacher. The performance task was aimed at improving the students' confidence in speaking skills. Besides, it gave an opportunity to practice English in front of the class. This activity reduced the pressure because they did it with their partner. The researcher also gave time to practice and monitored them before performing. The support from the partner and practice made them confident to perform. It was shown by the interview transcript below.

- R : *Apa pendapatmu mengenai percakapan di depan kelas hari ini? (What do you think about performing in front of the class today?)*
- Ss1 : *hehe.... takut, Miss. Tetapi tadi Ajeng membantu saya membuat percakapan yang ringkas. (hehe...I am afraid, Miss. However Alya helped me to make the simple dialogues.)*
- Ss3 : *Saya punya kesempatan untuk menunjukkannya di depan teman-teman saya. (It gives me a chance to show it in front of my friend.)*

Ss4 : *Pertamanya grogi. Tapi senang dan lega setelah maju.* (I feel nervous at the first time. After performing, I feel relieved and happy.)

Ss5 : *Sebelum maju saya bisa menyiapkan dan membahasnya terlebih dahulu.* (I can prepare and discuss it first before performing.)

Ss9 : *Saya ragu bisa maju di depan kelas tetapi Miss membantu saya sewaktu saya latihan.* (I doubt it but you help me to correct the pronunciation when I practice.)

(Appendix C/ Interview transcript 6,8, 9,10)

Based on the interview above, it can be seen that asking students to perform in front of the class not only improved their speaking skills but also self- confidence. The good preparation and support from others break the reluctant to perform. They brave to express and make sense of English.

d. Giving Feedbacks to the Students' Performances

When the students perform in front of the class, some of them pronounced words incorrectly. It occurred in the three meetings. The researcher noticed the students' mispronunciation in the words such as *morning, what, it is, badminton*, etc.(Field note 5, March 13 2012). They pronounce the words by saying /'mɔ:rnɪŋ/ , /wad/ , /ɪz/ /ɪs/ , /'bæd.mɪn.tən/. The researcher corrected the students' pronunciation in every meeting by giving feedbacks. It was done during pronouncing the words and in the end of the class. The researcher corrected the words and expressions while the students imitated to pronounce them together. If there was a student who mispronounced, the teacher asked him/her questions individually. Correcting the students' pronunciation was important. The researcher viewed that by correcting the students' pronunciation, they did not make the same mistakes next time. Moreover,

when the researcher gave the model of the correct pronunciation, some of the students were enthusiastic to know the correct pronunciation of the words. They imitated with funny facial expressions. Even, some of them asked to the researcher about the pronunciation of the other words. It could be seen in the extract below.

...When the researcher told the students about correct pronunciation of those words, some of students were enthusiastic to imitate what the researcher said. Moreover, there were students who asked how to pronounce the words *cycling, fencing, and car racing*.

(Appendix B/ field note 7)

The findings shows that giving feedbacks helps the students correct their pronunciation, grammar, intonation, etc. By giving the feedbacks, they are active to correct their pronunciation . It means that the students' awareness to learn English is built. Besides, the students will not make the same mistake so that they will be more confident in the next performances.

e. Providing Interesting Class Activities

Providing interesting class activities had the aim to encourage students to practice their speaking skills. It could be a problem solving for the teacher related to the lack of the teacher's ideas in developing or creating interesting class activities to explore the students' speaking skills. The activities also needed to be presented in simple ways in order that the students understood the procedures so that they were able to participate in the class activities. The class activity in the speaking skills included a survey game, group competitions, etc.

For example, in a survey game, the students were given a task to ask their friends about their favorite sports and hobbies. The expressions that were used in this game were ones such as “*Do you like?*”. In this activity, the students changed the information so that there was two-way communication. It focused on checking the students’ vocabulary mastery and speaking skills in pronouncing the names of the favorite sports and hobbies. Moreover, this activity was also aimed at making the students accustomed to the expressions of asking questions about favorite sports and hobbies. The task of the activity was presented in a table which was to be completed with some pictures of sports and hobbies. The students should ask five friends who were sitting around them to find information about their friends’ sports and hobbies. Below is the example of a task in the survey game.

NO	Name						

Figure 10: The Example of Survey Game

The observation results showed that the students enjoyed moving around the class to do the survey. This made the situation in the classroom become a little bit uncontrolled. To ask them to go back to their seats quickly, the teacher counted 1 to 10 and all went back to their seats before the count down was finished. After playing a survey game, the students’ self-confidence improved. It was because they got the

same challenges to get the information. While students practiced, the teacher monitored them to avoid dishonest behavior and gave them correction. After this, the students presented the result orally such as “*Andi likes badminton.*” Almost all of them raised their hands to present their results. The clear procedure and participation of the students became the main parts to conduct the activity. It provided ample opportunity for students to exchange information among them. It was also a free and fun activity to improve the students’ speaking skills. The evidence for this activity can be shown in the interview transcript below.

R : *Ketika Ibu Guru memberikan peraturan tentang survey game, apakah adek bisa melaksanakannya dengan baik?*(When the teacher was giving instruction to do the survey game, could you do it correctly?)

S1 : *Iya, bisa* (Yes, I could.)

S2 : *Iya, Miss* (Yes, Miss)

R : *Apa yang membuat kamu paham dan bisa melakukan permainannya?* (What makes you understand and do the instruction?)

S1 : *Karena paham maksudnya.* (Because I knew the meanings of words.)

S2 : *Kalo menurutku, perintahnya itu ga ribet dan kita bermain sama teman yang lain* (In my opinion, the procedure is simple and we do it together.)

R : *Apakah kamu suka kegiatannya?* (Do you like the activity?)

S1 : *Iya, Miss* (Yes Miss.)

S2 : *Tentu aja, Miss* (Of course, Miss.)

R : *Kenapa kamu suka gamesnya?* (Why do you like it?)

S1 : *Kegiatannya itu bebas. Saya bisa memilih siapa saja dikelas untuk di tanya-tanya* (It is a free activity. I can choose whoever in the class to ask questions.)

S2 : *Gamesnya seru karena saya bisa bergantian dengan teman bertukar informasi* (It is a fun activity because I can exchange information with my friends.)

(Appendix C/ Interview transcript 7 and 8)

2. The Improvements of the Students' Speaking Skills

In this finding, the students' speaking improvements were related to some aspects of the students' skills including fluency, accuracy, pronunciation, and vocabulary. The results of the study are presented in qualitative and quantitative data.

a. Qualitative Data

The use of video clips during the teaching and learning process gave positive effects to the improvement of the students' speaking skills especially in their pronunciation, fluency, accuracy, and vocabulary. The first aspect was pronunciation. After completing the actions, the students were able to differentiate to pronounce similar words including *bad* /bæd/ and *bat* /bæt/, *it* /ɪt/ and *eat* /i:t/ , *no* /nəʊ/ and *now* /naʊ/. The improvement of students' pronunciation increased their understanding and self confidence to perform in front of the class. They were more active in the class activities. The facts can be seen in the interview transcript below.

R : *Jadi, bisa tidak video clips meningkatkan bahasa Inggris adek?* (So, can the the video clips improve your English?)

S20 : *mmm...iya, Miss. Saya jadi lebih paham pelajarannya sekarang.*
(mmmm....yes, Miss. Now, I understand materials better.)

R : *Peningkatannya seperti apa?* (What kind of improvement?)

S20 : *Pengucapan.* (In pronunciation.)

R : *Ada lagi?* (What else?)

S20 : *Jadi lebih percaya diri, Miss* (In self-confidence, Miss)

(Appendix C/interview transcript 8)

In the end of the meeting, the teacher corrected the students' pronunciation by giving feedbacks. She expected that by giving feedbacks, the students would not mispronounce next time. The facts can be seen in the interview transcript below.

R: *Jadi, apa pendapat mu tentang pemberian saran pada pengucapanmu?* (So, what is your opinion about the giving of feedbacks on your pronunciation?)

S: *Seneng, Miss* (It is fun, Miss.)

R: *Kenapa?* (Why?)

S: *Kita suka. Kalo ngomong bentuk mulutnya jadi lucu* (We like it. The shape of the mouth is so cute.)

R: *Hahaha... ada yang lain?* (Hahaha... is there anything else?)

S: *Kita jadi tahu saat pengucapan kita salah* (It makes us understand when we make incorrect pronunciation.)

R: *Jadi, apakah kamu merasa ada peningkatan sehubungan dengan pengucapan?* (So, do you feel any improvement related to the pronunciation?)

S: *Ya, Miss. Ini membuat kita jadi sadar untuk menghindari kesalahan yang sama lain kali* (Yes, Miss. It makes us aware to avoid the same mistakes next time.)

(Appendix C/ interview transcript 3)

The following interview between the researcher and the collaborator also shows the improvements of the students' pronunciation.

R: *Menurut ibu, bagaimana saat saya memberikan saran? Apakah siswa takut?* (What do you think about my giving feedbacks, Ma'am? Do the students feel afraid?)

C: *Bagus, Miss. Saya rasa hal ini efektif untuk mengurangi mispronunciation.* (It is good, Miss. I think it is effective to minimize mispronunciation.)

R: *Iya, Bu. Ada yang lain bu sehubungan dengan pronunciation siswa?* (Ok, Ma'am. Is there anything else about the students' pronunciation?)

C: *Mmmm..... Mereka berbicara dengan jelas meskipun masih terdengar medok Jawanya. Intonasinya sudah meningkat, Miss* (Mmm.... they speak clearly even if it sounds Javanese. The intonation improved, Miss.)

(Appendix C/ interview transcript 4)

Based on the quotation above, it can be seen that giving feedbacks was useful to improve the students' pronunciation after watching the video clips. It was needed in

order that the teacher could correct the students' pronunciation when they made mistakes. It could improve the students' pronunciation because they knew how to pronounce the words correctly. It was expected that the students would not make the same mistakes next time.

The other improvement was in the students' accuracy. In the beginning, the students used English expressions with many incorrect word orders and articles. They expressed "What time is it?", "Do you like tennis?", "It is five o'clock.", etc. into "What time it is?", "Are you like tennis?", "Is is five o'clock.". After they heard the expressions from the video clips many times, their grammatical mistakes decreased. The facts can be seen in the interview transcript below.

R: *Kemudian, bagaimana dengan penggunaan video clips? Apakah ada peningkatan, Bu?* (Then, what about the use of video clips? Is there any improvement, Ma'am?)

T: *Iya, Miss. Setelah melihat video, penggunaan article pada kalimat sudah benar. Mereka lebih mengenal struktur grammar* (Yes, Miss. The use of articles in the sentences was correct after they watched the video clips. They were more familiar with the grammar pattern.)

(Appendix C/ interview transcript 5)

The improvement also occurred in the students' vocabulary in that, after watching the video clips, the students memorized words and expressions in the long term memory. It was because the video clips provided interesting moving pictures and sounds so that students enjoyed following the action and understood the meaning of the words and expressions. After learning by using the video clips, the students

communicated with language functions in a normal speed without hesitation and pauses. The facts can be seen from the interview transcript below.

R : *Apakah dengan menonton video clips membantu adek untuk mengingat kata- kata dalam bahasa Inggris?* (Did watching video help you to memorize the vocabulary words?)

Ss : *Iya* (Yes, it did.)

S12: *Yes, Miss. The video could be replayed many times. (Iya, Miss. Video nya dapat diputar beberapa kali.)*

(Appendix C/ interview transcript 8)

The teachers' opinions on the students' vocabulary and fluency can be seen in the extract below.

R: *Menurut ibu apakah penggunaan video clips dalam pertemuan tadi telah efektif?*(Do you think that the use of video clips in that meeting has been effective, Ma'am?)

T: *Iya, Miss. Siswa mampu berbicara dalam bahasa Inggris dengan lancar.Mereka mampu mengingat kata- kata dengan baik* (Yes, it has, Miss. The students spoke English fluently. They memorized vocabulary well.)

R: *Iya, Bu. Mereka lebih lancar dalam penggunaan bahasa. Kebanyakan dari mereka tidak ragu.*(Yes, Ma'am. They were more fluent in using language functions. Mostly, they did not pause.)

T: *Iya* (Yes, they did.)

R: *Dibandingkan dengan fluency pada meeting sebelumnya, bagaimana mereka sekarang, Bu?* (Compared with their fluency in the previous meeting, how was theirs today?)

T: *(Dalam hal fluency, mereka lebih lancar sekarang. Berdasarkan pengamatan saya, mereka terlihat seperti berkomunikasi satu sama lain. (Their fluency was better today. They were more fluent. It seemed to me that they really communicated with each other.)*

(Appendix C/ Interview transcripts 10)

b. Quantitative Data

The quantitative data are in the forms of students' pre-test and post test scores. Here, the researcher compares the students' pre- and post test scores in several aspects including fluency, accuracy, pronunciation, and vocabulary.

Table 8: The Mean Scores of Speaking Skills Aspects

Scores	Aspects			
	Fluency	Pronunciation	Accuracy	Vocabulary
The Mean Score of Pre-test	6.45	7.12	6.75	6.73
The Mean Score of Post test	7.40	7.93	7.35	7.98

The researcher also uses a *t*-test to know whether or not there is significant difference in the pre- and post test scores. The data can be seen from the students' average scores before and after they get treatment. The result of the *t*-test is presented below.

Table 9: Result of *t*-Test

<i>Scores</i>	<i>Mean</i>	<i>N</i>	<i>t</i>	<i>P</i>
Pre- test Score	6.7686	21	-	-
Post test Score	7.6871	21	-	-
Pre- test and Post test Score	0.91857	21	-16.692	.000

Based on the table of the results of the statistical analyses above, there is an increase of the average scores of 0.91857 from 6.7686 (pre-test) to 7.6871 (post test). According to the t statistic (-16.692), the difference is significant at $p < 0.05$.

3. The Students' Responses to the Use of Video Clips

The findings in this part are based on the results of the interviews as described in Chapter III. The evidences related to the students' responses to the use of video clips in teaching of speaking are presented below.

a. The Students' Attitudes and Behaviors

The findings show that the use of the video clips during the learning of speaking made the students become more courageous to perform in front of the class, interested to participate in the class activities, and competitive with other students. The findings can be reinforced by students' responses in the quotations of the interview transcript below.

- R : *Apa pendapatmu mengenai pembelajaran bahasa Inggris dengan menggunakan video clips?* (What was your opinion related to the learning English by using the video clips?)
- S1: *Saya suka, Miss. Kalo maju jadi ada gambaran dari gambar-gambar di video.* (I liked them, Miss. The moving pictures gave me descriptions to perform.)
- S2: *Menarik . Kita dapat belajar mengucapkan kata-kata dan ucapan dari video clips.* (They were interesting. We can learn how to pronounce the words and expressions from the video clips.)
- S3: *Di video ada contohnya untuk menirukan gerak tubuh.* (They gave me examples to imitate the gestures.)
- S4: *Bagus, Miss. Kita suka.* (They were good, Miss. We enjoyed them.)
- S5: *Iya. Saya suka kalo disuruh maju berkali-kali.* (Yes. I like to perform in front of the class for many times.)
- S6: *Menyenangkan, Miss.* (It was fun, Miss.)
- S7: *Saya pengen kalo maju itu mirip sama yang ada di video* (I wanted to make the same performances just like in the video clips.)
- S8: *Kita bisa belajar dengan mudah* (We can learn easily.)

S9: *Besok kita kaya gitu lagi ya, Miss* (I wanted to do it again in the next meeting, Miss.)

S10: *Seneng, Miss. Gambarnya lucu-lucu* (I was happy because the moving pictures were so funny.)

(Appendix C/ Interview transcript 4)

From the students' responses to the interview transcript above, it can be seen that the students liked the use of video clips in the speaking class. They felt happy and safe in participating in the activities. Those feelings enhanced the self confidence of students to perform in front of the class. The interesting moving picture and students' curiosity of each episode also increased the students' behaviors. They warned the other students who made any noise. This made the condition of the class more conducive. From the evidences above, the improvement can be seen such as that they did the activities happily, they were curious to finish the activity, and they were involved actively in the teaching and learning process.

From the interviews, the researcher also found the facts related to the students' favorite things in the learning of speaking by using the video clips. The evidences can be strengthened by the students' responses in the quotation of the interview transcript below.

R : *Hal apa yang kamu sukai saat belajar bahasa Inggris dengan menggunakan video clips?* (What are your favorite things in the learning of English by using the video clips?)

S1: *Gambar-gambarnya, Miss. Bagus* (The moving picture, Miss. It was good.)

S2: *Kita bisa menirukan gerak tubuhnya, Miss.* (We can imitate the gesture, Miss.)

S3: *Saya suka menonton video soalnya berwarna-warni gambarnya.* (I like watching videos because they were colorful.)

S4: *Videonya memberikan gambaran yang jelas.*(The videos gave me a clear description.)

S5: *Saya paham setelah menyaksikan video.* (I understood after watching the video.)

S6: *Sekarang, pelajaran bahasa Inggris tidak terlalu menakutkan dan susah.* (Now, I thought that English subject was not too difficult and frightening.)

S7: *Videonya lucu dan banyak gambar-gambarnya.* (The videos were fun and a lot of moving pictures.)

S8: *Pengucapannya jelas, Miss* (The pronunciation was clear Miss.)

S9: *Kalo saya tidak paham, Miss memutar videonya lagi.* (If I do not understand, you would replay the video.)

S10: *Bagus, Miss. Saya suka yang kartun.* (They were good. I love the cartoons.)

(Appendix C/ Interview transcript 5)

From the students' responses in the interview transcript above, it can be seen that the students liked the use of video clips in some aspects such as the clear pronunciation, the good moving picture, and the flexibility of the video clips that could be replayed many times. Hence, the video clips could improve the students' motivation to participate in the class activities.

b. Solutions to some Obstacles

During the use of video clips in the teaching of speaking, some obstacles were detected from the interviews with students. They were technical problems related to the loudspeakers and the video projector. At one time, the loudspeaker was not audible enough so that the students could not hear the sounds clearly. Meanwhile, also at one time, the projector did not work very well so that only a half of the moving pictures could appear. However, the obstacles could be solved.

In the case of the loudspeaker, the researcher went to the office and replaced the loudspeaker with a better one. The new loudspeaker worked well. In the case of the projector, the researcher replaced the projector with a TV set using a VCD. This

problem was also solved. After these two incidents, the students stated that they had no serious problems in the use of video clips in the teaching and learning processes. This can be reinforced by the students' responses in the quotations of the interview transcript below.

R : *Masalah apa yang kamu hadapi selama belajar bahasa Inggris dengan menggunakan video clips?* (What is your obstacle during learning English by using the video clips?)

S1: *Saya rasa tidak ada, Miss* (I think there were no obstacles, Miss.)

S2: *Tidak ada.* (Nothing.)

S3: *Tidak ada, Miss. Saya senang.*(Nothing, Miss. It was fun.)

S3: *Menurut saya tidak ada* (In my opinion, there was nothing.)

S4: *Tidak ada masalah* (There were no obstacles.)

S5: *Semuanya menyenangkan* (Everything was fun.)

S6: *Saya tidak menemukan hal-hal yang mengganggu, Miss* (I did not find anything annoys, Miss.)

S7: *Saya senang. Saya tidak menemui kendala* (I enjoyed it. I did not find obstacles.)

S8: *Tidak ada.* (There was nothing.)

S9: *Tidak ada.*(Nothing.)

S10: *Semuanya baik-baik saja* (All was well.)

(Appendix C/ Interview ranscript 4,5,8, 9, and 10)

The quotations above show that all of the students loved to the use of video clips. In relation to technical problems, the students emphasized that there was no serious problem that could not be solved and that everything went well in the teaching of speaking by using video clips.

C. Summary

The summary of the study covers the findings that are related to the three questions. First is the summary of the use of video clips in the teaching of speaking. It is done as action plans in the study in the efforts to improve the students' speaking skills. The second summary is related to the improvements of the student's speaking skills by using the video clips. It is done as the second process of the study consisting of actions and observations to gain the data. The last summary is related to the students' responses to the use of video clips in the teaching of speaking.

The first findings are related to the use of video clips in the teaching of speaking. There are five topics of the discussion. They are using classroom English during the teaching and learning process, presenting the materials through the video clips, asking the students to make a dialogue and perform it in front of the class, giving feedbacks to the students' performances, and providing interesting class activities. First, it can be shown that applying classroom English during the teaching of speaking by using the video clips can make the students more familiar with the English words. It can increase the opportunities to speak English in the class since the researcher and students communicate in English. For example, when the researcher gives a question, the students answer it in English. Second, it can be seen that the use of video clips can make the students more actively engaged in the English teaching and learning process. Through the video clips, the students learn the situation, gestures, expressions, and cultures in the instructional materials and activities. Learning by using the video clips is also a fun activity for the students that

stimulates their long term memory. Those kinds of elements in the video clips above help the students to understand the materials easily. Third, it can be seen that the aim of asking the students to perform in front of the classroom gives adequate opportunities to the students to practice their English. The preparation and support from others break the reluctance to perform. They are brave to express and make sense of English. It does not only improve their speaking skills but also their self-confidence. Fourth, it can be seen that giving feedbacks to correct the students' pronunciation can make the students know how to pronounce the English words correctly so that they do not make the same mistakes in the next activities. In this case, the students are enthusiastic to know the correct pronunciation. As a result, their self-confidence to speak English increases. Finally, it can be seen that interesting class activities can improve the students' speaking skills. The clear procedure and participation of the students become the main parts to conduct the activities. It provides the great opportunity for students to exchange information among them. It is also a free and fun activity that explores the students' imagination and expression.

The second findings are related to the improvements of the students' speaking skills by using the video clips. The findings show that the use of video clips in learning of speaking can help the students improve their confidence, motivation, and involvement because the activities are presented in fun ways and in the forms of pair or group works. In this case, the improvement of the students' confidence, motivation, and involvement can make the students speaking skills improve.

The last findings are related to the students' responses to the use of video clips. There are two topics of discussions. The first is related to the students' attitudes and behaviors when they learn speaking by using the video clips. The findings show that the use of video clips in the learning of speaking makes the students become courageous to perform in front of the class, expressive in delivering opinions, and active in participating in the class activities. In this part, the students also give responses related to the favorite things when they learn speaking skills by using the video clips. Based on the findings of these topics, it can be stated that the students love to use the video clips because they consist of moving pictures and sounds which give them clearer description. The last is related to technical obstacles during the use of video clips in the learning of speaking. In this case, students stated that they have no serious problem during the teaching and learning process by using the video clips.

Table 10: Summary of the Research Findings

No	Actions	Improvements
1.	Using classroom English during the teaching and learning process	<ul style="list-style-type: none"> a. The students could respond to greetings, instructions, leave taking, etc. appropriately. b. The students gave responses to the teacher's questions in English.
2.	Presenting the materials by using the video clips	<ul style="list-style-type: none"> a. The students were more actively engaged in the English teaching and learning process. b. The students could memorize vocabulary words well. c. The students could use the words in the language functions.
3.	Asking the students to make a dialogue and perform it in front of the class	<ul style="list-style-type: none"> a. The students were active to perform in front of the class because they had prepared it in the pair and group works. b. They were courageous to express their ideas in English.
4.	Giving feedbacks to the students' performances	<ul style="list-style-type: none"> a. Almost all of the students pronounced the words correctly in the appropriate stress and intonation. b. The improvement of students' pronunciation increased the students' self-confidence to perform.
5.	Providing interesting class activities	<ul style="list-style-type: none"> a. The students were engaged in the teaching and learning process more actively.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents two main points. They are conclusion and suggestions. Each point is presented below.

A. Conclusion

The findings of this study are based on the research questions. They are (1) the actions of using video clips during the teaching and learning of speaking, (2) the improvements of students' speaking skills by using video clips, and (3) the students' responses to the use of video clips.

The first finding is related to the actions of using video clips during the teaching and learning of speaking. The use of video clips runs well during the teaching and learning of speaking. It creates fun and interactive atmospheres for the actions done in the classroom. The actions by using video clips include introducing material topics and presenting and pronouncing vocabulary words and expressions. The moving pictures of the video clips make students get clear descriptions about the materials being learned. The use of key pictures in every episode of the video clips helps the teacher present words and their meanings. In addition, the video clips include sounds, situations, gestures, expressions, and cultures that make students have clear explanations. From those aspects above, students can imitate the way to pronounce the words and expressions more easily after watching the video clips. It

can be concluded that video clips can be used during the teaching and learning process of speaking.

The second finding is related to the improvements of the students' speaking skills by using video clips. There are two improvements of the students' speaking skills by using video clips. They are the students' behaviors and the aspects of the students' speaking skills. The findings show that the use of video clips in the learning of speaking is useful to improve the students' behaviors. Their confidence, motivation, and involvement increase because the activities are presented in fun ways and in the forms of pair or group works. Improvements can be seen in that they do the activities happily, they are eager to finish the activity, they compete to perform, and they are involved actively in the teaching and learning processes. In this case, the improvements of the student's confidence, motivation, and involvement contribute to the students' speaking skill improvement.

The improvements also occur in all aspects of speaking including fluency, accuracy, pronunciation, and vocabulary. The improvement of students' fluency can be seen from the increase in the pre-test and post test mean scores from 6.45 to 7.40. After the use of the video clips, students use language functions in a normal speed without hesitation and pauses. Next is the improvement of students' accuracy. The mean score of the students' accuracy shows an improvement from 6.75 to 7.35. In the beginning of the actions, the students use English expressions with many incorrect word orders and articles. After they hear the words and expressions from the video clips many times, their grammatical mistakes decrease. The improvement also occurs

in the students' pronunciation. The improvement of the pre-test and post test scores from 7.12 to 7.93 indicates that the students' pronunciation improves. The students are not shy to express their opinions in English since they watch the moving pictures in the video clips. The last is the improvement of the students' vocabulary. This can be seen from the increase of the mean scores of the vocabulary pre-test and post test from 6.73 to 7.98. After watching the video clips, the students can memorize the words and expressions in long term memories. It is because the video clips provide moving pictures and sounds so that students understand the meanings of the words and expressions more clearly. The *t*-test score (0.91857) shows that the difference of the pre-test and post test scores is significant.

The third finding is related to the students' responses to the use of video clips. There are two topics of discussions. They are the students' attitudes and behaviors and the technical obstacles. First, the findings show that students' responses to the use of video clips are good. They like the video clips and want to watch them in every meeting. They are actively engaged in the learning activities by using video clips because they like moving pictures and sounds which give them clearer descriptions of the materials. The video clips also present models with situations, gestures, and cultures so that students can imitate them. Those make students become courageous to perform in front of the class, to express opinion, and to participate in the class activities. Second, the technical obstacles found in the use of video clips can be solved. From the interview transcripts, the students state that they have no serious problems during the teaching and learning process by using the video clips.

Overall, it can be concluded that the use of video clips and other accompanying actions can improve the students' speaking skills. The students become more confident and enthusiastic to perform their work in front of the class. They become courageous to perform in front of the class, express their opinions, and participate in the class activities. From the results of the students' responses, it can be seen that the students have no serious problem during the learning of English by using video clips. The students also state that they love to the use of video clips and do not find obstacles during the learning of speaking by using video clips.

B. Suggestions

Based on the conclusion, some suggestions are offered related to the findings of this study. The suggestions are addressed to the English teacher and the other researchers who are interested in this field of study. These are presented as follows. The first findings show that the use of video clips in the teaching of speaking improves students' confidence, motivation, and involvement. The video clips consist of moving pictures and sounds that promote learning and creativity by sparking students' interest and imagination about material topics. Therefore, the English teachers of the elementary school are suggested to use video clips in the teaching of speaking. To maintain the students' interest, different video clips and additional activities should be used. The English teacher can use video clips added with some activities such as survey games, performance tasks, role plays, etc. It is also necessary to know the characteristics of the students and match them with the video clips. The second findings indicate that, by using video clips, the aspects of speaking skills can

be improved in terms of fluency, accuracy, pronunciation, and vocabulary. The English teachers are suggested to use video clips to improve the aspects of the speaking skills. To cover all aspects, the teachers should use various techniques in using video clips by pre- and post viewing, repeating, pausing, etc. It is also necessary to use simple language functions to give instructions to the students so that they understand the procedure to participate in the activity.

Due to the limited time, the researcher only uses six video clips entitled “*English for ES Telling Time*”, “*Flower Time*”, “*Vocabulary Sports and Hobby*”, “*Do you Like?*”, “*Vocabulary of Telling Time*”, and “*What are your Favorite Sports and Hobbies?*”. The English teachers may expand this list by other titles of various video clips so that students will be more motivated in the teaching and learning processes. They can search and download materials for video clips from many educational sources such as *Real-English*, *BBC Learning English*, *5 minutes video.com*, *Learning Upgrade*, *Lets’ Talk*, *School House Rock*, *Teacher Mario*, *Wildcatter Productions*, etc.

The findings of the study may be used as references for other researchers who are interested in conducting research related to speaking skills as well as the use of video clips in the teaching and learning process. For example, it is possible to intensify the use of video clips by giving more time in the treatment. Another possibility is to use video clips in other classes with other students to verify or strengthen the findings of the present study. One other design may be to use other possible classroom techniques by using video clips for the same purpose. In this

scheme, the other language skills of reading, writing, and listening can be used as the target variables since the use of video clips is adaptable.

REFERENCES

- Balakhrisnan, M. and Yelow, S. 2011. *Managing and Utilizing Online Video Clips for Teaching English Language: Views of TESOL Pre Service Teachers*. Singapore: IACSIT Press.
- Brewster, J., Ellis, G., and Girard, D. 2004. *The Primary English Teaching Guide: New Edition*. London: Penguin Books Ltd.
- Brown, H. D. 2000. *Principles of Language Learning and Teaching*. New York: Pearson Education.
- _____. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education.
- _____. 2004. *Language Assessment. Principle and Classroom Practices*. New York: Pearson Education.
- Burns, A. 1999. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- _____. 2010. *Doing Action Research in English Language Teaching*. New York: Routledge.
- Canning, C. and Wilson. A. 2000. Practical Aspects of Using Video in the Foreign Language Classroom. *The Internet TESL Journal*, Vol.VI, No 11, Nov 2000 retrieved from <http://iteslj.org/Articles/Canning-video> on March 22, 2012.
- Cameron, L. 2001. *Teaching Languages to Young Learners*. New York: Cambridge University Press.
- Corporation for Public Broadcasting . 1997. Using Film and Video Clips. *The TESL Journal*, Vol. III, retrieved from <http://betterefteacher.blogspot.com/> on March 24, 2012.
- Cruse, E. 2002. Using Educational Video in the Classroom: Theory, Research, and Practice . *The Internet TESL Journal*, Vol. II retrieved from <http://article26.asp.htm> on March 22, 2012.
- Departemen Pendidikan Nasional. 2006. *Garis-Garis Besar Program Pendidikan: Bidang Study Bahasa Inggris*. Jakarta: Depdikbud.

- Derwing, T. M. and Munro, M. J. 2005. *Second Language Accent and Pronunciation Teaching: A Research-Based Approach*. Alberta, Canada: TESOL Quarterly.
- Dick, R., Gall, M. D., and Borg, W. R. 1983. *Educational Research*. New York: Longman.
- Fulcher, G., and Davidson, F. 2007. *Language Testing and Assessment: An Advance Resource Book*. London: Routledge.
- Grugeon, E., Lorraine, H., Carol, S., and Lyn, D. 2005. *Teaching Speaking and Listening in the Primary School*. London: David Fulton Publishers.
- Haldfield, J. 2005. *Intermediate Communication Games*. Addison Wesley: Longman.
- Harris, T. L., and Hodges, R.E. 1995. *The Literacy Dictionary: The Vocabulary of Reading and Writing*. New Castle: International Reading Association.
- Harmer, J. 2001. *The Practice of English Language Teaching*. 3rd ed. Cambridge: Pearson Education.
- Henning, J. E., Stone, J. M., and Kelly, J. L. 2009. *Using Action Research to Improve Instruction: An Interactive Guide for Teachers*. London: Routledge.
- Hutchinson, T. and Waters, A. 1987. *English for Specific Purposes*. Cambridge: Cambridge University Press.
- Intajuck, Y. 2010. Maximizing the Utilization of Video in the EFL/ESL Classroom. *The TESL Journal*, Vol. III retrieved on 22 April 2012, from <http://lookingagead.heinle.com/Mejia.htm>.
- Kozma, R.B. 1991. Learning with Media. *Review of Educational Research*, Vol 2 No 61, pp. 179-212 retrieved on 02-04-2012.
- Makhemeir, M. A. 2011. The Impact of Using Videos on Whole Language Learning in EFL Context. *The Arab World English Journal AWEJ*, Vol. 2, No 2, April 2011 retrieved from <http://www.awej.org/index.php> on March 22, 2012.
- Mc Devvit, M, T. and Ormrod, E, J. 2010. *Children Development and Education*. Concord: Pearson Education.

- National Teacher Training Institute. Using Video in Teacher Education. *The Internet TESL Journal*, Vol. III retrieved from: <http://gora.edublogs.org/my-e-books/> on April 29, 2012.
- Pinter, A. 2006. *Teaching Young Language Learners*. Oxford: Oxford University Press.
- Richards, J. C. 2006. *Communicative Language Teaching Today*. New York: Cambridge University Press.
- Richards, J. C. and Rodgers, T. S. 2000. *Approaches and Methods in Language Teaching*. Beijing: Foreign Language Teaching Press.
- Riddle, D. 2003. *Teach Yourself: Teaching English as a Foreign Language*. Chicago: McGraw Hill.
- Scott, W. A. and Ytreberg, L. H. 1990. *Teaching English to Children*. London: Longman.
- Spratt, M., Pulverness, A., and Williams, M. 2005. *The TKT Course*. Cambridge: Cambridge University Press.
- Stemler, S. E. 2004. A Comparison of Consensus, Consistency, and Measurement Approaches to Estimating Interrater Reliability. Practical Assessment, Research and Evaluation, *The Internet TESL Journal*, Vol. IV. Retrieved on May 21st, 2011 from <http://PAREonline.net/getvn.asp?v=9andn=4>.
- Stemplesky, S. and Tomalin, B. 1990. *Video in Actions: Classroom Techniques and Resources*. New York: Prentice Hall.
- Thornbury, S. 2002. *How to Teach Speaking*. Edinburgh: Longman.
- Tong, L. and Mark, B. 2002. *Exploring East Asian Culture through Video Clips*. Columbus, Ohio: the Association for Asian Studies, Inc.
- Turk, C. 2003. *Effective Speaking: Communicating in Speech*. London: Spon Press.
- Tuckman, B. W. 1988. *Conducting Educational Research*. San Diego: Harcourt Brace Jovanovich.
- Willis, D. 1990. *The Lexical Approach*. Birmingham: Centre for English Language Studies.

APPENDIX A: INSTRUMENTS OF THE STUDY

**Table 1: Specification aspects observed in the class
(Observation guides)**

**Table 2: Specification aspects asked in the interview
(Interview guides)**

Pre- test and Post test batteries

Table 1: Blueprint of Classroom Observation Guide

No	Variables	Indicators	Descriptions
1	The students	<ul style="list-style-type: none"> • The students' attention to the teacher's explanation • The students' attitudes during the meeting • The students' responses to the teacher's question • The students' grammatical errors during the meeting 	
2	The teacher	<ul style="list-style-type: none"> • The teacher's technique in presenting materials • The teacher's volume of voice • The teacher's interaction with students • The teacher's English classroom expressions 	
3	The media	<ul style="list-style-type: none"> • The students' interest in using media • The media using in teaching and learning process 	
4	The classroom management	<ul style="list-style-type: none"> • The class formation • The time management 	
5	Speaking skills	<ul style="list-style-type: none"> • The students' ability in pronouncing words • The students' fluency in English speaking • The students' accuracy in English speaking • The students' ability to understand and respond conversations in English • The students' ability to imitate the expressions and body language in English 	

Table 2: Specification Aspects Asked in the Interview (Interview Guides)

No	Variables	Indicators	Items	Number
1	Time management	<ul style="list-style-type: none"> • The application of time duration 	4	1,2,3,4
2	Class activities	<ul style="list-style-type: none"> • The appropriate class activities to explore speaking performances • Students' interests in the class activities given 	6	5,6,7,8,9,10
3	The use of video clips	<ul style="list-style-type: none"> • The effectiveness of video clips to present materials for speaking skills • The effectiveness of video clips to memorize words, expressions, and their meanings • The effectiveness of video clips to imitate the expressions and gestures 	11	11,12,13,14,15,16,17,18,19,20,21
4	Speaking skills	<ul style="list-style-type: none"> • The students' ability in pronouncing words. • The students' fluency in English speaking. • The students' accuracy in English speaking • The students' ability to understand and respond conversation in English. • The students' ability to imitate the expressions and body language in English 	4	22,23,24,25

A list of questions for the English teacher and students that are related to the aspects in Table 2 of interview guides.

T: Teacher

S: Students

- 1) Apakah semua aktifitas kelas yang sudah di rencanakan dapat terealisasi semua? (T)
- 2) Apakah waktu yang tersedia cukup untuk menyampaikan semua materi? (T)
- 3) Bagaimana dengan menetapkan batas waktu di setiap kegiatan kelas. Apakah itu penting? (T)
- 4) Apakah aktifitas atau tugas yang ibu berikan dapat mengeksplere *speaking performance* yang baru saja dipelajari siswa? (T)
- 5) Apakah ada hubungan erat antara media dengan *speaking performance siswa*?
- 6) Menurut ibu video clips sebagai salah satu media untuk mempresentasikan Speaking menarik atau tidak? (T)
- 7) Apakah video clips memberi kemudahan pada ibu dalam mengenalkan ekspresi dan bahasa tubuh dalam bahasa Inggris? (T)
- 8) Apakah video clips dapat memfokuskan perhatian siswa pada materi yang sedang ibu terangkan? (T)
- 9) Apa kesulitan yang dihadapi oleh para siswa berhubungan dengan pembelajaran berbahasa Inggris dalam skill speaking? (T)
- 10) Apakah video clips digunakan untuk meningkatkan penguasaan kosakata siswa? (T)
- 11) Adik suka tidak dengan aktifitas di kelas tadi? (S)
- 12) Apakah adik dapat menyelesaikan tugas yang diberikan guru tepat waktu? (S)
- 13) Waktu yang diberikan oleh guru untuk mengerjakan soal latihan cukup tidak? (S)
- 14) Menurut adik, aktifitas/ latihan yang di berikan oleh guru tadi dapat mengeksplere percakapan yang baru saja adik pelajari? (S)
- 15) Adik suka tidak dengan aktifitas- aktifitas kelas yang di berikan guru tadi? (S)
- 16) Menurut adik, penggunaan video clip menarik tidak? (S)
- 17) Apakah video clip dapat memotivasi adik untuk belajar bahasa Inggris? (S)
- 18) Setelah menggunakan video clip apakah adik dapat meningkatkan kemampuan speaking bahasa Inggris adik? (S)

- 19) Apakah setelah menggunakan video clip adik mengalami peningkatan dalam hal pengucapan berbahasa Inggris dan gerak tubuh tidak? (S)
- 20) Apakah adik bisa menirukan dialog dalam berbahasa Inggris dengan benar? (S)
- 21) Apakah mengecek pengucapan siswa terhadap kosakata bahasa Inggris diperlukan? (S)
- 22) Aktifitas kelas seperti apa yang menarik buat adik? (S)
- 23) Apakah cara guru mengajarkan cara pengucapan kata-kata dalam bahasa Inggris tadi sudah jelas? (S)
- 24) Apakah video clip yang digunakan untuk menerangkan bahasa Inggris sudah baik? (S)
- 25) Apakah aspek- aspek yang ada pada video klip, seperti gambar, bahasa tubuh, pengucapan,dll dapat membantu adik untuk menguasai bahasa Inggris? (S)

PRE-TEST

I. *Listen to your teacher and respond orally.*

1. Good morning?
2. How are you today?
3. What is your name?
4. Where is your address?
5. What is your hobby?

II. *Make a dialogue with your friends about greeting and introducing. Perform it in front of the class.*

III. *Listen to your teacher and respond it orally.*

- | | |
|-----------------------------|-----------------------------------|
| 1. Do you like football? | 6. Do you like dancing? |
| 2. Do you like badminton? | 7. Do you like collecting stamps? |
| 3. Do you like tennis? | 8. Do you like singing? |
| 4. Do you like basket ball? | 9. Do you like watching TV? |
| 5. Do you like volleyball? | 10. Do you like reading a book? |

IV. *Make a dialogue with your friends using the expression "Like and Dislike" related to the sports and hobbies. Perform it in front of the class.*

V. *Take a picture of time. Asked your friend related to the time in the picture.*

POST TEST

I. *Listen to your teacher and respond orally.*

1. Good morning?
2. How are you today?
3. What is your name?
4. Where is your address?
5. What is your hobby?

II. *Make a dialogue with your friends about greeting and introducing. Perform it in front of the class.*

III. *Listen to your teacher and respond it orally.*

- | | |
|----------------------------|---------------------------------|
| 1. Do you like football? | 6. Do you like dancing? |
| 2. Do you like boxing? | 7. Do you like playing games? |
| 3. Do you like tennis? | 8. Do you like fishing? |
| 4. Do you like car racing? | 9. Do you like watching TV? |
| 5. Do you like swimming? | 10. Do you like reading a book? |

IV. *Make a dialogue with your friends using the expression "Like and Dislike" related to the sports and hobbies. Perform it in front of the class.*

V. *Take a picture of time. Asked your friend a question related to the time in the picture.*

VI. *Your watch need to be restored. Asked your friend a question related to the right time.*

Rubric

1. Fluency

Criterion: speaking fluently in natural hesitation.

Indicators:

Score	Indicators
10	The student speaks very fluently in communication to perform the expected competency.
9	The student speaks fluently in communication to perform the expected competency, but there are natural hesitations.
8	The student speaks quite fluently in communication to perform the expected competency although there are hesitations which are not quite natural.
7	The student speaks quite fluently in communication to perform the expected competency although there are often hesitations which are not quite natural.
6	The student does not speak quite fluently in communication to perform the expected competency; sometimes he/she is impeded by language problems so that he/she speaks rather slowly and hesitantly ; sometimes those problems disrupt the performances.
5	The student does not speak quite fluently in communication to perform the expected competency; sometimes he/she is impeded by language problems so that he/she speaks slowly and hesitantly ; those problems disrupt the performance.
4	The student does not speak quite fluently in communication to perform the expected competency; sometimes he/she impeded by language problems like repeating and searching for words so that he/she speaks hesitantly and sometimes pauses quite long ; those problems strongly disrupt the performance.
3	The student speaks very slowly and discontinuously (like speaking per word with simple patterns) even pauses very long in communication to perform the expected competency.
2	The student speaks very slowly and often discontinuously (like speaking per word with simple patterns) even suddenly stops in communication to perform the expected competency.
1	The student communicates very difficult to perform the expected competency; he/she speaks very slowly and always discontinuously (like speaking per word with very simple patterns) and even then stops.

2. Pronunciation

Criterion: speaking in unambiguous sounds and use appropriate intonation and pauses.

Indicators:

Score	Indicators
10	The student never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.
9	The student almost never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.
8	The student rarely makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood.
7	The student sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress are not quite appropriate; some sounds are ambiguous but can be understood.
6	The student often makes pronunciation mistakes in performing the expected competency; intonation and stress are inappropriate; some sounds are ambiguous and rather difficult to be understood.
5	The student makes pronunciation mistakes very often in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.
4	The student almost always makes pronunciation mistakes in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.
3	The student always makes pronunciation mistakes in performing the expected competency; many sounds are ambiguous because pronunciation is not clear; speaks without considering intonation and stress.
2	The student always makes pronunciation mistakes in performing the expected competency; such as many sounds are ambiguous because pronunciation is not clear.
1	The student cannot pronounce well at all in performing the expected competency.

3. Accuracy

Criterion: using simple and complex grammatical structures correctly.

Indicators:

Score	Indicators
10	The student never makes any grammatical mistakes in performing the expected competency; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like complex sentences).
9	The student always never makes any grammatical mistakes in performing the expected competency; both in basic grammatical structure (like phrases, simple, and compound sentence) but makes very few mistakes in complex structure (like complex sentence), however those mistakes do not impede meaning.
8	The student makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple, and compound sentence) and makes few mistakes in complex structure (like complex sentence), in performing expected competency so that they rather impede meaning.
7	The student rarely makes grammatical mistakes very rare in basic grammatical structures (like phrases simple, and compound sentence) and makes some mistakes in complex structure (like complex sentence), in performing expected competency so that they rather impede meaning.
6	The student sometimes makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple, and compound sentence) and makes quite a lot mistakes in complex structure (like complex sentence) in performing expected competency so that they rather impede meaning.
5	The student often makes grammatical mistakes in basic grammatical structures (like phrases, simple, and compound sentence) and makes quite a lot mistakes in complex structure (like complex sentence) in performing expected competency so that they strongly impede meaning
4	The student makes grammatical mistakes very often in basic grammatical structures (like phrases, simple, and compound sentence) and makes so many mistakes in complex structure (like complex sentence) the mistakes strongly impede communication in performing expected competency.
3	The student almost always makes grammatical mistakes in basic grammatical structures (like phrases, simple, and compound sentence); cannot use complex structure (like complex sentence) well, the mistakes strongly disrupt communication in performing

	expected competency.
2	The student always makes grammatical mistakes in most of the basic grammatical structures (like phrases, simple, and compound sentence) and there is no effort to use complex structure well, the mistakes strongly disrupt communication in performing expected competency.
1	The student has no mastery of grammar to perform the expected competency so that the grammatical structures are entirely incorrect.

4. Vocabulary

Criterion: using many vocabulary variations and appropriate word choices.

Indicators:

Score	Indicators
10	The student uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The student uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency.
8	The student uses quite many vocabulary variations and makes few mistakes in word choices, but those are sufficient and do not impede meaning in performing the expected competency.
7	The student uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/she sometimes has to explain ideas to get the appropriate words.
6	The student uses very few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/she needs to explain ideas to get the appropriate words.
5	The student uses limited vocabulary and inappropriate word choices in performing the expected competency, he/she explain ideas because of the insufficient vocabulary.
4	The student uses limited vocabulary and very inappropriate word choices in performing the expected competency, he/she often explain ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain ideas.
3	The student uses limited vocabulary to perform the expected competency so that communication is rather difficult to understand , he/she often ask the teacher to express the ideas.
2	The student uses very limited vocabulary to perform the expected competency so that communication is difficult to understand , he/she has to ask the teacher o express the ideas.
1	The student has no vocabulary mastery to perform the expected competency so that communication is unclear and very difficult to understand, he/she always asks the teacher to be able to express the ideas.

APPENDIX B: FIELD NOTES

R : Researcher

KS: Kepala sekolah

ET: English teacher

Ss : Students

Field note 1

Selasa, 2 Agustus 2011

(08.00)

Tempat: Ruang tamu sekolah

R datang di SD N 3 Sengon pada saat jam pelajaran berlangsung. Pada saat itu R menemui KS dan mengutarakan keinginannya untuk melaksanakan penelitian di sekolah tersebut. KS menyambut baik maksud dan tujuan R yang datang kesekolah itu dan meminta R untuk berkonsultasi langsung dengan ET. Karena ET sedang mengajar, maka R diminta menunggu. Pada saat jam istirahat R menyampaikan tujuannya untuk melaksanakan penelitian dan sudah mendapat ijin dari KS. ET kemudian menanyakan apa saja hal yang bisa dibantu. Kemudian R mengutarakan ingin melakukan observasi tentang sekolah dan pembelajaran dalam kelas. ET mempersilahkan untuk datang dimana pelajaran bahasa Inggris berlangsung yaitu dihari Rabu dan Kamis. R menyanggupi tawaran tersebut. Setelah istirahat berakhir, ET meminta ijin untuk melanjutkan mengajar. R mengucapkan banyak terimakasih. Setelah itu, R menemui KS kembali untuk menanyakan beberapa hal menyangkut observasi tentang sarana dan prasarana dan alat penunjang pembelajaran di dalam kelas. Setelah mendapatkan informasi R berterimakasih dan pamit pulang, namun sebelumnya R bertukar nomor handphone dengan KS dan menyampaikan bahwa besok R akan ke datang ke sekolah lagi.

Field note 2

Rabu, 3 Agustus 2011

(06.50)

Tempat : Ruang Kelas 4 (empat)

R sampai di sekolah sebelum bel berbunyi karena pelajaran bahasa Inggris dimulai pada jam pertama dan jam kedua. Kemudian R menyapa dan bersalaman dengan guru-guru yang lain. Setelah bel berbunyi R dan ET menuju ke kelas. Disana R mengamati proses pembelajaran bahasa Inggris dikelas 4. Sebelumnya ET memperkenalkan R dan mengutarakan maksud R untuk melaksanakan penelitian di sekolah ini . R mengambil kursi dari luar kelas dan duduk dibelakang kelas. Setelah Ss menyiapkan kelas dan berdoa, pelajaran pun di mulai. ET membuka pelajaran tanpa menggunakan sapaan bahasa Inggris. ET langsung mengucapkan salam “selamat pagi anak-anak?. Ss pun menjawab tanpa menggunakan sapaan panggilan guru bahasa Inggris (Mr/Mrs) “ Selamat pagi bu.”

ET kemudian membuka buku *LKS* yang dibawanya dan meminta anak-anak membuka halaman yang sama yaitu 6. Ada 3 Ss yang terlihat enggan untuk mengeluarkan bukunya dan bermalas-malasan. Kemudian ET menegur salah satu Ss “ Novian, hayo bukune di tok ke”. Ss tersebut tidak bergeming dan menjawab “ora nggowo bu, ketinggalan”. Akhirnya ET hanya mendiamkan Ss tersebut asal tidak mengganggu Ss yang lain. ET meminta Ss membaca beberapa vocabulary tentang *Numbers*. Kemudian ET meminta mengerjakan latihan yang terdapat di *LKS* tersebut. Sesaat setelah itu ET keluar kelas. Ss terlihat ribut dan ada beberapa yang mengerubungi R menanyakan “ngopo e mbak?. R hanya tersenyum dan meminta Ss untuk kembali ketempat duduknya masing-masing.

Field note 3

Rabu, 4 April 2012

(07.15)

R memasuki ruangan kelas 4 agak sedikit terlambat karena ada briefing dari KS. Ss yang kurang mengenal R hanya terdiam. R langsung menyapa SS dengan menggunakan Salam dan sapaan bahasa Inggris Good morning.” and “How are you today?”. . Kebanyakan Ss hanya terdiam Ada beberapa yang menjawab “morning”. R lalu mengajarkan bagaimana cara menjawab sapaan salam bahasa Inggris contohnya Good morning, Miss” and “ I am fine. Thank you and you?” Setelah mengucapkan secara berulang- ulang, R mengulangi sapaan itu lagi dan Ss bisa menjawab dengan benar. Kemudian R memperkenalkan diri dalam bahasa Inggris dan bahasa Indonesia.

Setelah itu, R mengecek kehadiran Ss dengan mengatakan “Who is absent today?”. Ss yang tidak tahu artinya hanya bertanya satu sama lain. Hal ini membuat suasana menjadi gaduh. Kemudian R mengambil buku kehadiran Ss. Namun Ss tetap saja tidak paham. Akhirnya, R mengartikan dalam bahasa Indonesia dan mengajarkan menjawab pertanyaan R. Setelah itu R mengulang lagi pertanyaan dan Ss menjawab dengan jawaban “ No, Miss”.

Kemudian R meminta Ss Ss untuk melihat video ““ Vocabulary Sports and Hobbies” yang sebelumnya telah dipersiapkan. Ss merasa senang dan antusias. R memutar video sebanyak tiga kali agar Ss lebih paham. “After watching the video, can you mention the names of the sports and hobbies?” tanya R. Ss hanya terdiam saja karena tidak mengetahui artinya. Kemudian R menanyakan dalam bahasa Indonesia “Ada yang bisa menyebutkan olahraga dan hobi apa saja yang ada di video tadi?”. Banyak Ss yang menjawab dengan bahasaindonesia “Sepak bola, Miss. Voly, Tinju “. ”In English, please” kata R. Salah satu Ss menjawab ” Football!. Ok. Good. What else?” kata R. “Tinju, Miss”. Jawab Ss4 . “What do you say it in English? ” tanya R. Ss bingung untuk menjawabnya dalam bahasa Inggris dan menanyakan kepada temannya.

“Bahasa Inggris e opo...”Tanya Ss2 dalam Bahasa Jawa. “Boxing” Jawab Ss 12. “Badminton, voley ball, basket ball, car racing, dancing” Jawab Ss yang lain.

Ss telah mampu menyebutkan beberapa kata sesuai dengan topic Sports and Hobbies, namun pengucapan mereka masih banyak yang salah. R memutuskan untuk memimpin Ss mengucapkan kata-kata yang berhubungan dengan topic di atas secara bersama-sama. Setelah itu R memisahkan Ss menjadi 4 kelompok berdasarkan tempat duduk. Setiap kelompok memilih nama-nama buah sebagai tanda pengenal contohnya grapes, strawberry, blueberry, watermelon, dll. Disaat R memutar ulang dan mem “pause” video, Ss diminta untuk mengucapkan kata-kata dalam kelompok secara bersama-sama. Jika teman satu kelompoknya tidak kompak dan salah dalam hal pengucapan, Ss yang lainnya wajib memberitahu atau menegur. Kelompok yang kompak dan baik dalam pengucapan akan menjadi pemenang. Pemenang berhak untuk keluar kelas terlebih dahulu. Sambil memutar video, R memperhatikan beberapa Ss yang masih kurang dalam hal pengucapan. Kemudian, R meminta Ss tersebut untuk mengucapkan kata-kata sesuai dengan topic sendiri-sendiri. R memperbaiki dan memberikan contoh cara pengucapan yang benar. Dalam hal ini Ss terlihat antusias menanyakan beberapa pengucapan kata seperti “car racing, stamps, baseball, dll.” Meskipun R lebih memfokuskan dalam hal pengucapan karena dalam hal mengartikan, Ss lebih paham. Ini karena video clips terdiri dari gambar bergerak dan suara yang jelas.

Setelah Ss paham cara mengucapkan kata-kata bertema Sports dan Hobbies, R meminta Ss melihat video “Sports and Hobbies”. Dalam video tersebut terdapat dua orang yang bercakap-cakap menanyakan hobi dan olahraga kesukaan mereka contohnya A menanyakan “ Do you like football?”, kemudian B menjawab “ Yes, I do”. Ss diminta memperhatikan secara seksama dari berbagai hal seperti pengucapan, gerak tubuh, mimic, dll. Ss fokus melihat video dengan tenang. Tiba-tiba terdengar ada yang mengetuk pintu ruang kelas, Bapak Tri selaku guru olahraga mengingatkan bahwa pelajaran bahasa Inggris hampir usai dan dilanjutkan olahraga. Beliau meminta R agar memberikan waktu Ss untuk berganti pakaian olahraga dan

mempersiapkan diri. Ss bersorak “Yaaaah”. Ss terlihat kecewa. Namun R meyakinkan mereka bahwa minggu depan R akan melanjutkan pelajaran bahasa Inggris. R menutup dengan doa.

Field note 4

Rabu, 11 April 2012

(07.00)

R memasuki ruang kelas disambut dengan jabat tangan Ss. Mereka membantu mempersiapkan peralatan seperti kabel, meja untuk proyektor, dll. Mereka menanyakan beberapa hal terkait pembelajaran hari ini. Contohnya : Hari ini kita nonton lagi, bu? Bu, nanti kita kayak kemarin ya?,etc. R hanya tersenyum mendengar pertanyaan dr Ss yang antusias. Setelah semuanya siap, R meminta ketua Ss untuk memimpin doa dalam bahasa Inggris. R memberikan contoh terlebih dahulu “ Let’s start our prayer, shall we?. Dan diakhiri dengan kata : Thank you.

R meminta ketua Ss untuk menirukannya. Setelah diulang 2x maka Ss pun bisa mengikuti. Selesai berdoa Ss mengulang yang telah dipelajari minggu lalu. What should we learn last meeting, class? Ss hanya diam saja. Lalu R mentranslate nya dalam bahasa Indonesia “apa yang kita pelajari minggu lalu?. Macam- macam olahraga, bu. Can you mention kinds of sport?. S hanya diam saja. Right, let’s see the video of “*Vocabulary for Sports and Hobbies*”. kata R. **R menunjuk pada video dan berkata “Look at the video. What should we learn today?” “Olahraga, Miss” jawab beberapa Ss. “Ok. In English please” pinta R. “Sport.” Salah satu Ss menjawab dengan keras. “Right, our topic today is “Sport and Hobbies” kata R.**

Setelah menyaksikan video tersebut dan mengulang pengucapan beberapa kata yang berhubungan dengan topic Sports and Hobbies, maka R melanjutkan ke langkah selanjutnya. R menanyakan kepada Ss bagaimana menanyakan olahraga dan hobi yang disukai teman mereka. Now, how do you ask your friends about their favorite sports and hobbies? Tanay R. Ss hanya terdiam saja. Kemudian cara menanyakan olahraga dan hobi yang paling disukai kepada teman kalian?. Ss hanya tersenyum-senyum. Kemudian R berkata “ well, let us see the next video. Ss melihat video dengan seksama. Ada beberapa Ss yang bercanda, amun teman didekat mereka mengingatkan agar mereka tenang dan tidak mengganggu pelajaran. Setelah selesai menonton video, **R menanyakan ”Then, how do you ask your friend about his hobby and favorite sport?”** kemudian Ss 1 menjawab pertanyaan R **”What your hobby?”**. **“Is it true?”** tanya R. Ss 4 mengacungkan tangan dan menjawab **”No Miss. What is your hobby?”**. **“That’s right”** kata R. Ss yang satu kelompok dengan Ss4 bersorak kegirangan dengan jawabannya yang benar. Akan tetapi, ada beberapa Ss yang masih salah dalam pengucapan, mereka mengucapkan kata. **“What ”/wɒt/ into / wat/**. R memberikan kembali memutar video sebagai model agar Ss bisa membetulkan pengucapan mereka.

Setelah Ss dirasa mampu mengucapkan beberapa kata dan ekspresi dalam bahasa Inggris, maka Ss di minta untuk membuat dialogue secara berpasangan. R meminta dua Ss untuk maju ke depan kelas dan di jadikan model. R memilih Ss yang dianggap mampu untuk menjadi model. Hal ini dilakukan agar Ss tidak takut untuk menekspresikan diri di depan kelas. Ss di beri kesempatan berlatih sebelum maju kedepan kelas. Pada saat sslatihan, Rr dan ET memonitor mereka. Ada beberapa Ss yang malu saat di pantau, mereka diam jika didatangi Et atau R. Namun ada beberapa Ss yang berani dan aktif saat di pantau. Mereka menanyakan beberapa pertanyaan mengenai pengucapan dan perasaan. Mereka berkata bawamereka grogi dan tidak percaya diri. R meyakinkan Ss bahwa performance dan pronunciation dalam latihan mereka bagus. Pelajaranberakhir saat Ss sedang berlatih. R mereviewpelajaran yang

menanyakan kepada Ss “ What has we learn today? Tanya R. Ss hanya berisisk karena tidak tahu artinya. “ Apa yang telah kita pelajari hari ini, nak? Tanya R. Ss menjawab dengan bahasa Inggris beberapa nama olahraga dan hobi. R memberikan apresiasi kepada Ss. Kemudian R menanyakan kesulitan yang dihadapi. Ss mengungkapkan beberapa kesulitan pada saat pengucapan dan suara speaker yang kurang jelas. R meminta Ss untuk berlatih di rumah karena minggu depan Ss akan diminta maju secara berpasangan. Setelah semua djelaskan, R meminta ketua kelas menutup dengan doa. Beberapa Ss membantu R dalam merapikan semua peralatan sebelum mereka keluar kelas

Field note 5

Rabu, 19 April 2012

(07.00)

Pelajaran dimulai pukul 07. 10 dikarenakan hujan sehingga Ss banyak yang datang terlambat. Seperti pertemuan sebelumnya, pelajaran dibuka dengan doa dan salam dengan bahasa Inggris. Sambil menunggu beberapa Ss yang belum hadir karena hujan, R mengajari lagu Good morning dan Good bye kepada Ss. Ss merasa senang dan ketegangan mereka untuk maju pun sedikit teratasi. R memberian waktu 5 menit untuk berlatih sejenak sebelum maju. Setelah waktu habis, R menanyakan kepada Ss apakah ada yang ingin maju dahulu. Hampir separuh dari Ss mengacungkan tangannya. Mereka antusias dan terlihat siap. Ss diminta tenang. Yang paling tenang akan diminta terlebih dahulu untuk maju kedepan kelas. Ss maju secara berpasangan, mereka mengekspresikan hoby dan olahraga mereka dalam dialogue yang singkat menggunakan kata “ Do you like....”. Ada 2 pasang Ss yang enggan untuk maju kedepan dan 1 Ss yang tidak memiliki pasangan karena teman sebnagkunya tidak berangkat. 2 pasang Ss tersebut enggan karena mereka takut salah dan takut dihina oleh Ss yang lain. Setelah diberi penjelesan oleh R, maka ke 2 pasang Ss tersebut mau untuk maju kedepan. Sedang 1 Ss diminta untuk memilih partner yang cocok untuk dy. Setiap Ss yang maju kedepanmenhabiskan waktu kurang lebih 5 menit. Hal ini dkarenakan mereka hanya menggunakan dialogue yang

singkat. Mereka juga menaati peraturan untuk tenang dan memperhatikan Ss yang berdialogue didepan kelas.

Setelah semua Ss maju ddpan kelas, maka R memberikan feedback kepada mereka. Ss sudah terlihat bagus dalam pengucapan dan grammar walaupun masih terasa bahasa Jawanya. Namun dalam hal gesture, mereka masih kaku dan belum natural. R menyarankan untuk memperhatikan lebih detail dan berlatih gerakan. Pelajaran di akhiri dengan menyanyikan lagu Goodbye dan doa bersama.

Field note 6

Rabu, 26 April 2012

(07.00)

Pada pertemuan ini, Ss diminta untuk melaksanakan permainan Survey Game. R menjelaskan procedure dengan memberikan contoh dan gambar. Ss diminta menanyakan olahraga dan hobi kesukaan 5 teman mereka. Setelah itu mereka memberikan tanda centang untuk hoby yang disuka dan tanda silang untuk hoby yang tidak disukai. Ss diperbolehkan untuk berjalan- jalan didalam kelas dan menghampiri teman yang mereka inginkan. Pada awal kegiatan, Guru dsamping kelas mengeluh bahwa Ss mengganggu terlalu ramai. Namun setelah melihat kegiatan mereka, guru tersebut mengerti dan membiarkan Ss berlatih. R dan ET memonitor kegiatan mereka untuk mengurangi kecurangan. R melihat ada peningkatan karena semua Ss berpartisipasi aktif. Mereka tidak seperti sedang berakting, Ss terlihat natural dalam berdialogue. Bahkan mereka terlihat senang. Beberapa Ss memperlihatkan hasil pekerjaan mereka kepada R dan ET. Mereka terlihat sangat bangga dengan apa yang mereka kerjakan. Setelah waktu berakhir, mereka diminta mempresentasikan pekerjaan mereka. R member contoh dengan membut kalimat “ Agus likes football”. Ss antusias untuk melaporkan hasil pekerjaan mereka. Namun ada beberapa hal yang masih belum terlihat perkembangannya, seperti dalam hal intonasi dan stress patern . classroom English Ss juga masih kurang. R memutuskan untuk memfokuskan hal tersebut dalam pembelajaran selanjutnya. Pelajaran berakhir dengan gembira. Ss

tidak lagi merasa bahwa pelajaran bahasa Inggris adalah momok yang menakutkan. Pelajaran diakhiri dengan doa.

Field note 7

Rabu, 3 Mei 2012

(07.00)

Pada pertemuan ke 7, R memberikan materi bertema “ Telling Time”. R memutuskan untuk menggunakan bahasa Inggris lebih banyak dari pada pertemuan sebelumnya. R akan menggunakan gesture dan mimic agar Ss lebih memahami perintah jika menggunakan classroom English. R memberikan lead taking dengan menayakan waktu kepada Ss “ What time do you go to school?”. Ada satu Ss yang menjawab dengan Bahasa Indonesia.” Tujuh, Bu”. R berkata “ Right, Seven O’clock”. How do you ask your English teacher? Tanya R. “ Miss” Jawab Ss serempak. “Well, today, we will learn about time (Sambil menunjuk kea rah jam). Lets take a look on the video.”kata R. R kemudian memutar video yang bergambar bunga yang menunjukkan arah jarum jam dan waktu. Video tersebut berjudul “ Vocabulary telling the time”. Setelah memutar video sebanyak 2x, maka R mengucapkan kata- kata tersebut secara bersamaan. Dalam topic ini tidak banyak kata- kata yang sukar. Ss hanya mengucapkan beberapa kata misalnya o’clock, a half, time, what, dll. Setelah selesai mengucapkan kata- kata tersebut, R menayakan kepada Ss bagaimana menyakan waktu dalam bahasa Inggris. “ How dou ask time to your friend? Tanya R. Beberapa Ss menjawab nya dengan menggunakan bahasa Indonesia. “ Ya tinggal tanya aja, Miss, jam piro?. “How do you say it in English? “Tanya R. “ Time, Time gitu ya miss”. Seluruh Ss hanya tertawa, mereka kembali mengolok- olok Ss yang melakukan kesalahan. Kelas kembali tenang setelah R memberikan pengertian bahwa tidak apa- apa melakukan kesalahan, asal mau mencoba daripada hanya berdiam diri dan hanya bisa mentertawakan. Setelah itu, r meminta Ss menyaksikan video dengan tema “ What time is it?”. Siswa diminta untuk mencari tahu bagaimana menanyakan waktu dalam bahasa Inggris. Sehabis itu,

siswa berlatih pengucapan secara bersama- sama dalam kelompok kecil. R memperhatikan siswa yang pengucapannya masih kurang dan meminta untuk mengucapkan sendiri. Setelah itu, R membagikan gambar jam kepada Ss. Ss diminta untuk menggambar jarum jam sesuai keinginan mereka. Kemudian mereka diminta untuk berdialogue berpasangan. Mereka sukadengan gambar jam yang bermacam-macam, ada yang bergambar kura- kura, kelinci, dll. Ss yang telah siap, diminta untuk mempresentasikan hasil latihan mereka. Namun hanya beberapa Ss saja yang tampil karena waktu telah habis. Pertemuan di tutup dengan doa.

Field note 8

Rabu, 10 Mei 2012

(07.00)

Pelajaran dimulai pukul 07. 05. Seperti pertemuan sebelumnya, pelajaran dibuka dengan doa dan salam dengan bahasa Inggris.. Pada awal pertemuan, R mereview pelajaran minggu sebelumnya. Kemudian R meminta siswa menggambar jam sesuai keinginan dengan bentuk kotak, hati, bulat, elips, dll. Mereka di minta perform didepan kelas. R memberikan waktu 15 menit untuk membuat dan berlatih. Setelah waktu habis, R menanyakan kepada Ss apakah ada yang ingin maju dahulu. Hampir separuh dari Ss mengacungkan tangannya. Mereka antusias dan terlihat siap. Ss diminta tenang. Yang paling tenang akan diminta terlebih dahulu untuk maju kedepan kelas. Ss maju secara berpasangan, mereka mengekspresikan hoby dan olahraga mereka dalam dialogue yang singkat menggunakan kata “ What time is it?” Semua Ss maju dengan baik, hanya ada beberapa yang masih ada beberapa yang malu dan volume suaranya kecil. Namun dari segi pengucapan kata dan grammar, mereka sudah mengalami banyak peningkatan. Setiap Ss yang maju kedepan menghabiskan waktu kurang lebih 5 menit. Hal ini dikarenakan mereka hanya menggunakan dialogue yang singkat. Mereka juga menaati peraturan untuk tenang dan memperhatikan Ss yang berdialogue didepan kelas.

Setelah semua Ss maju ddpan kelas, maka R memberikan feedback kepada mereka. Ss sudah terlihat bagus dalam pengucapan dan grammar. Dalam penampilan, mereka terlihat lebih natural. Hal ini dikarenakan mereka telah terbiasa melakukannya. R mengutarakan bahwa pembelajaran bahasa Inggris dengan R telah berakhir, R memohon maaf dan minta ijin pamit. Ss terlihat kecewa. Mereka menanyakan beberapa pertanyaan tentang kapan R bisa mengajar lagi dan dimana tempat tinggal R. Pelajaran di akhiri dengan menyanyikan lagu Goodbye dan doa bersama.

APPENDIX C: INTERVIEW TRANSCRIPTS

NB: R: Researcher

HM: Headmaster

S: Students

Interview 1

(Monday, January 23rd, 2012)

R : “Selamat pagi Bu...”

T : “Pagi. Sudah lama menunggu mbak?”

R : “Lumayan bu.”

T : “oh ya, mari. Ini ada perlu apa ya mbak?”

R : “Saya Esti bu, mahasiswa UNY jurusan bahasa Inggris. Maksud kedatangan saya menemui ibu untuk meminta izin melaksanakan penelitian pembelajaran bahasa Inggris di SD N Sengon 3 ini”

T : “O...Mahasiswa UNY...Ini tugas dari kampus?”

R : “Kebetulan untuk tugas skripsi saya bu. Saya membutuhkan informasi mengenai pembelajaran bahasa Inggris di sini. Boleh tidak ya bu?”

T : “O..ya, Monggo. Tapi ini Bu Titik, guru bahasa Inggrisnya tidak hadir hari ini mbak. Besok sampai jum’at baru ada ?”

R : “ Iya bu, tidak apa-apa. Saya mewawancarai ibu saja dahulu. Besok saya kembali.

HM: Iya mbak, bisa. Nanti saya sampaikan ke Bu Titik. Kalo mau datang sebaiknya jam 9 kurang sudah disini ya mbak. Sekarang, apa yang mau ditanyakan?

R : Menurut ibu pembelajaran bahasa Inggris di sekolah ini seperti apa ya bu?”

T : “, pembelajaran bahasa Inggris sudah lama di selenggarakan di sekolah ini. Kalau tidak salah sejak tahun 1999 sudah dijadikan sebagai muatan lokal. Dari kelas 1 kami sudah memperkenalkan bahasa Inggris mbak. Ada ekstrakurikuler bahasa Inggris juga untuk siswa kelas 4,5 dan 6. Tapi ya sampai saat ini masih banyak kekurangan.

R : iya bu. Kekurangan seperti apa ya bu yang ada dalam pembelajaran bahasa Inggris disekolah ini?

T : “Ada beberapa mb, contohnya media pembelajaran, buku-buku dan masih banyak lagi. Untuk keterangan lebih lengkapnya nanti ke Bu Titik saja.

R : Owh iya bu. Seandainya saya ingin mengadakan penelitian untk skripsi saya di SD ini, apakah ibu mengijinkan?

HM: Silahkan saja mbak. Saya dulu juga pernah merasakan menjadi mahasiswa, ya memang harus seperti ini, harus skripsi. Hehe

Nanti berkoordinasi saja langsung dengan Bu Titik, guru bahasa Inggrisnya.

R : Terimakasih banyak ya, Bu. Insya Allah besok saya kesini lagi sekitar jam 9.

HM : Begini saja mbak, saya minta no nya mbak Esti. Nanti saya sms kalo Bu Titik sudah rawuh.

R : Iya bu. Terimakasih sekali.

HM : Iya mb.

R : Bu, saya rasa hari ini informasi yang saya kumpulkan sudah cukup. Jadi saya mohon ijin pulang.

HM : Oh ini mau langsung ke kampus ya?

R : Iya bu.

HM : Ya sudah. Semoga lancar ya mba. Hati-hati di jalan.

R : Terimakasih bu. Assalamu'alaikum.

Interview 2

(Tuesday, January 24th 2012)

T : selamat pagi mbak.

R : Selamat pagi bu. Perkenalkan nama saya Esti.

T : Owh iya, saya Titik. Guru bahasa Inggris disini. Kemarin Bu Kepala sudah memberitahukan kepada saya niat dan tujuan mbak Esti kesini. Ini selanjutnya terus gimana? saya manut saja

R : Iya bu, pertama-tama saya ingin menanyakan beberapa pertanyaan tentang pembelajaran bahasa Inggris di SD N Sengon 3 dahulu?

T : iya mbak. Silahkan

R : Selama ini bagaimana pembelajaran bahasa Inggris di SD Sengon 3?

T : Sebenarnya saya baru 3 tahun mengajar disini mbak. Selama ini saya mengajar menggunakan buku-buku yang dari pemerintah mbak. Peralatan dan media mengajar adapatapi jarang saya gunakan.

R : Selama ini kesulitan terbesar apa yang ibu hadapi?

T : Anak-anaknya itu mbak, mereka pasif kalo diajar. Ya mungkin mereka belum menyadari pentingnya bahasa inggris.

R : Aktivitas apa yang siswa biasanya lakukan dalam pembelajaran bahasa Inggris bu?

T : Ya saya terangkan kemudian siswa mengerjakan latihan dibuku atau LKS mbak.

R : Owh. Apa tidak ada media yang digunakan?

T : sebenarnya ada mbak. Namun saya jarang menggunakannya.

R : media apa saja bu yang terdapat di sekolah ini?

T : gambar-gambar, VCD, ada computer dan LCD juga mbak bantuan dari dinas pendidikan.

- R : Wah. lumayan lengkap juga ya bu?
- T : Iya mbak.
- R : Lha kenapa tidak digunakan bu? Apa ibu tidak bisa memakainya?
- T : Bisa mbak. Saya diajari sama guru yang lain. Tapi saya masih canggung menggunakannya.
- R : owh begitu ya bu? Kalo dari ke 4 skill: listening, speaking. Reading sama writing. Skill mana yang paling sulit untuk siswa bu?
- T : Mereka suka nya menulis mbak. Tapi kalo disuruh ngomong apalagi maju didepan kelas sulit sekali.
- R : Jadi speaking skill mereka masih rendah ya bu? Wah, jam istirahat sudah selesai bu. Mungkin ibu ada jadwal mengajar lagi sesudah ini.
- T : Iya mbak. Saya mengajar kelas 5 sehabis ini. Kalau mau nanti kembali lagi kesini jam 2 mbak apa besok di jam-jam istirahat.
- R : Iya bu. Mungkin besok saja saya kesini lagi. Ini saya mau lanjut ke perpustakaan kampus.
- T : oh iya mbak. Besok kita lanjut lagi.
- R : Terimakasih ya bu atasketersediaan waktunya.
- T : Sama-sama mbak
- T : “Memang sebaiknya dari usia dini, siswa dibekali dengan bahasa Inggris agar nanti di jenjang yang lebih tinggi, siswa sudah tidak kaget menerima pelajaran bahasa Inggris.”
- R : “Pak, adakah kendala saat pelajaran bahasa Inggris berlangsung?”
- T : “kalau kendala pasti ada mbak. Terutama berkaitan penguasaan kosakata bahasa Inggris siswa yang masih minim.”
- R : “Apa pak kesulitan siswa dalam belajar kosakata bahasa Inggris?”
- T : “Mereka kesulitan untuk menghafalkan kosakata bahasa inggris dan memahami makna katanya.”
- R : “apa pak dampak dari the lack of vocabulary siswa terhadap kesiapan mereka dalam belajar bahasa Inggris?”
- T : “Banyak dari mereka yang tidak bisa memahami kalimat baik lisan maupun tulisan yang diberikan dalam bahasa inggris. Contohnya saat mereka di beri ulangan di mana mereka tidakdiper bolehkan open the book. Hasil yang mereka dapatkan tidak memuaskan dan saat mereka di suruhuntuk merespon pertanyaan dalam bahasa inggris, banyak dari mereka yang tidak bisa.”
- R : “Begitu ya pak.”

- T : “Saya kira iya.”
- R : “Jadi sebenarnya penguasaan kosakata itu memiliki peran penting dalam pembelajaran bahasa Inggris ya pak?”
- T : “Pastinya mbak. Sedangkan di SD sendiri, pembelajaran bahasa Inggris juga lebih ditekankan pada pengenalan- pengenalan kosakata bahasa Inggris, dimana nantinya kemampuan mereka dalam menguasai kosakata bahasa Inggris diterapkan dalam aktifitas kelas.”
- R : “Kalau kendala lainnya pak?”
- T : “Tidak tersedianya media pembelajaran bahasa Inggris di sekolah ini juga menjadi kendala.”
- R : “Dampak dari ketiadaan media pembelajaran sendiri apa pak?”
- T : “Ada materi yang perlu media dalam penyampainanya, seperti mengenalkan kosakata bahasa Inggris. Kalau tidak ada media pembelajaran, materinya tidak bisa diterangkan dengan jelas.”

Interview 3

Thursday, February, 18th 2011

Students: Adimas and Anisa

- R : “Selamat siang adik-adik?”
- S (all): “Siang mbak, ada apa ya mbak?”
- R : “Ehmmm, kalian sibuk ga dek, mbak mau nanya-nanya nih boleh gak?”
- S1 : “Haduh, tapi jangan susah-susah ya mbak.”
- R : “Iya nggak kok dek, bentar aja kok dek.”
- S(all): “Okelah mbak, hehee..”
- R : “Tolong nanti dijawab sejujur-jujurnya ya dek, ga usah takut sama bu Titik. Jawaban adek ga ngaruh sama nilai kok.”
- S(all): “Iya mbak, Tanya aja.”
- R : “Mbak kan nanti mau penelitian disini, jadi mau Tanya-tanya gitu. Ini namanya siapa aja ya?”
- S1 : “Aku Dimas mbak.”
- S2 : “Aku Ani mbak.”
- R : “Ok. Mulai ya. Sebenarnya adek-adek ni suka ga sama pelajaran bahasa inggris?”
- S1 : “Mmmm, ya gitu mbak, biasa aja sie mbak. Ga suka-suka banget.”
- S2 : “ Gimana ya mbak, aku ga gitu suka e.”
- R : “Lho kenapa, emang susah ya bahasa inggris menurut kalian?”
- S1 : “Iya mbak susah. Kadang juga ngebosenin pelajaranya.”
- S2 : “Kalau aku tu paling susah sama vocabulary. Soalnya belajar bahasa inggrisnya cuma disekolah e mbak.”

- S1 : “Terus grammarnya juga mbka, aku paling males kalo disuruh ngomong, apalagi kalo harus ngomong di depan kelas...malesss..”
- R : “Oh begitu ya dek, terus apa lagi kesulitannya dek?”
- S1 : “Ya itu mbak, kalo disuruh ngomong tu bingung mau ngomong apa, ga tau arti dalam bahasa inggrisnya sie, hehehee...”
- S2 : “Ummm...malu juga mbak kalo salah ngomong.”
- R : “Mmmm begitu ya, terus menurut kalian Bu Titikseperti apa mengajarnya? Apakah beliau sering memakai media gambar atau apa gitu?”
- S2 : “Haduhh gimana ya mbak, kalo pake gambar sie udah mbak, soalnya di buku juga ada gambarnya. Kalo pas listening aja ga pake speaker, soalnya disini belum ada laboratoriumnya e.”
- S1 : “Kadang Bu Titik suaranya kurang keras mbak, jadi yang dibelakang ga denger. Ngebosenin kadang..hehehe”
- R : “Terus dari materinya yang diberikan oleh Bu Titik sejauh ini gimana dek?”
- S(all): “Materinya udah menarik og mbak.”
- S1 : “Tapi kadang kecepatan mbak, jadi bingung. Soalnya kelas sering rame e mbak. Kadang ibunya cuma ngejelasin mulu, kurang latihan”
- S2 : “ Seringnya cuma nulis mbak sama listening. Terus ngerjain LKS atau buku materi.”
- R : “Ok mbak rasa ini udah cukup. Makasih ya adik-adik udah mau diwawancarai.”
- S(all): “Ok mbak, sama-sama.”

Interview 4

The interview was done with the students in the pre-action.

Thursday, May 9th, 2012

- R : “Selamat siang adik-adik.”
- S(all): “Siang mbak, cari siapa ya mbak?”
- R : “Mmmm, sibuk ga dek? Mau nanya sebentar nih dek, mau ga?”
- S(all): “Boleh aja mbak, tapi bentar ya, hehehee..”
- R : “Iya tenang aja, tapi nanti dijawab yang sejujur-jujurnya ya, ini ga akan ngaruh ke nilai adek-adek kok.”
- S1 : “Iya mbak.”
- R : “Oiya, kenalan dulu deh. Ini namanya siapa aja ya?”
- S1 : “Aku Airlangga mbak.”
- S2 : “Aku Alan mbak.”
- R : “okay deh. Mbak mulai yah. Sebenarnya kalian suka ga sie sama pelajaran bahasa inggris?”

- S1 : “Kalo aku sie suka banget mbak, soalnya dari kelas 1 SD udah diajarin. Aku juga les diluar sekolah juga lho mbak.”
- S2 : “Aku sie ga gitu suka mbak, susahh e..”
- R : “ Emang yang bikin susah apa sie dek.”
- S2 : “Itu lho mbak, ngafalin vocabularinya susah. Kadang gurunya juga terlalu cepet kalo ngajar, pokoknya bahasa inggris susah dimengerti deh.”
- R : “Kalo menurut Airlangga gimana, tadi kan katanya suka bahasa inggris?”
- S1 : “Iya mbak, asik aja sie mbak. Walaupun kadang bu guru suka ngejelasinya kecepatan tapi asikk kok mbak.”
- R : “Selain kesulitan vocabulary yang lain apa?”
- S2 : “Itu mbak susah nyusun kata-kata e kalo mau ngomong, jadi takut e kalo mau ngomong. Takut kalo ngucapinya salah.”
- S1 : “Ya grammar dikit-dikit lah mbak.”
- R : “Ok deh, terus menurut kalian Bu Titikseperti apa mengajarnya? Apakah beliau sudah memanfaatkan fasilitas yang ada?”
- S1 : “Kalo dari fasilitas kita ga ada laboratorium mbak.”
- S2 : “Bu Titiklumayan enak ngajarnya kok mbak, ga galak.”
- S1 : “Iya mbak Bu Titikenak-enak aja ngajarnya. cuma kadang aktivitasnya ngebosenin soalnya cuma baca dialog, jarang ada variasinya.”
- R : “Mmmm begitu ya, kalo dari materinya gimana?”
- S2 : “Kadang menarik kok mbak, pake gambar.”
- S1 : “Seringnya teori mbak, jarang nulis sama ngomong, kadang cuma hafalan dialog saja. Kalo listening juga cuma ibunya yang ngomong.”
- R : “Gitu ya dek, nah sekarang pertanyaan terakhir ni. Nanti kan mbak mau kasi materi tentang berbicara atau speaking, kira-kira apa kesulitan kalian pas berbicara?”
- S1 : “Apa ya mbak, nah itu mbak males e kalo mau ngomong, ga tau artinya sie, malu juga kalo harus ngomong maju ke depan kelas.”
- S2 : “Hmmm, kalo mau ngomong tu susahnya kosakata mbak, ga tau artinya. Terus mau ngomong apa juga bingung. Cara baca kata-katanya juga masih banyak yang salah e.”
- R : “Ok mbak rasa ini udah cukup. Makasih ya adik-adik buat waktunya.”
- S(all): “Ok mbak sama-sama.”

Interview 5

Interview was done with the students after Cycle 1 done.

Thursday, March, 31st 2011

- R : “Siang dek, kok ga ke kantin, kan istirahat?”
- S : “Lagi males aja mbak.”
- R : “Kebetulan dong, mbak boleh nanya-nanya bentar boleh ga?”

- S : “Boleh aja mbak, mau nanya apa?”
- R : “Ini lho dek tentang pelajaran tadi, gimana menurut adek, ada yang beda ga?”
- S : “Iya mbak, tadi mbak pas ngajar pake bahasa inggris terus e mbak.”
- R : “Terus kamu ngerti ga pake bahasa inggris?” dong ga sama pelajarannya?”
- S : “Ya lumayan sie mbak, tapi banyak kata-kata yang ga ngerti juga sie mbak. Ya sedikit masi bisa dipahami lah mbak.”
- R : “Emmm, ga ngerti artinya apa gimana dek?”
- S : “Iya mbak, banyak yang belum pernah didenger e, jadi ga ngerti.”
- R : “Owh, kalo ga ngerti trus adek gimana?”
- S : “Ya kadang tanya sama temen, kalo ga ya diem aja, heee..”
- R : “Suah ada peningkatan belum dek?”
- S : “Ya sedikit mbak.”
- R : “Apa aja dek yang sekiranya udah lebih meningkat?”
- S : “Ya jadi nambah kosakata mbak.”
- R : “Wah begitu ya dek, udah bel nih, udah dulu ya mbak tanya-tanya nya. Makasi ya dek.”
- S : “Iya mbak, sma-sama.”

Interview 6

Interview was done with the students after Cycle 1 done.

Thursday, March, 31st 2011

Student: Dwi and Ika

- R : “Heeii dek, boleh ganggu bentar ga?”
- S1 : “Emmm, ada apa ya mbak?”
- S2 : “Mau nanya apa ya mbak?”
- R : “Ini lho dek tentang pelajaran tadi. Menurut kalian gimana, ada yang beda ga? Kan tadi pas pelajaran kebanyakan pake bahasa inggris tuh.”
- S1 : “Iya sie mbak, banyakan pake bahasa inggris.”
- S2 : “Iya e mbak, bingung.”
- R : “Bingung gimana dek, tapi paham kan sama materi tadi?”
- S1 : “Lumayan mbak, lumayan banyak ga ngertinya, heheee...”
- R : “Lhoo kok gitu?”
- S2 : “Materinya menarik sie mbak, banyak kata-kata baru, ya bisa nambah kosakata juga.”
- R : “Emmm, ya malah bagus kan dek, jadi tambah banyak koleksi kosakata bahasa inggrisnya?”
- S2 : “Iya mbak, jadi kepake kamusnya buat nyari artinya, hehehe..”
- S1 : “Ah aku males kalo buka kamus, mending tanya ke gurunya langsung e.”
- R : “Terus tentang dialognya gimana dek? Kesulitan ga pas buat dialognya?”

- S1 : “Engga sie mbak, menarik kok, soalnya ada gambarnya juga.”
- S2 : “Agak susah juga sie mbak, soalnya waktunya sedikit.”
- R : “Tadu kesulitan gak pas buat dialog?”
- S2 : “Kadang ada kata-kata yang gak tau bahasa inggrisnya, terus cara bacanya juga masi ada yang ga bisa, apalagi kalo pas didepan masi grogi mbak.”
- S1 : “Kalo aku sie cara merangkai kalimatnya mbak, susah. Waktunya sedikit e mbak.”
- R : “Jadi menurut kalian waktunya kurang gitu?”
- S2 : “Iya mbak.”
- R : “Malu ga tadi pas disuruh maju ke depan buat berdialog.”
- S1 : “Agak malu sie mbak, masih grogi mbak nek ngomong di depan kelas, soalnya tadi belum siap juga.”
- S2 : “Aku sie gak malu mbak, lha wong ada temenya ini, hehee..”
- R : “Gitu ya dek, terus pendapat kalian tentang aktivitas yang baru itu lho, Belajar dengan menggunakan video clips itu, menurut kalian gimana?”
- S1 : “Lumayan asik sie mbak.”
- S2 : “Iya mbak, kayak diskusi tapi menarik gitu.”
- R : “Menarik gimana dek?”
- S1 : “Soalnya bisa kerjasama sama teman yang lain gitu mbak, kaya diskusi.”
- R : “Sebelumnya Bu Titik pernah pake Belajar dengan menggunakan video clips ga dek?”
- S1 : “Gak pernah mbak. Ini pertama kali”
- S2 : “Iya mbak ga pernah, paling cuma diskusi biasa aja.”
- R : “Oh gitu, menurut kalian ada kesulitannya ga?”
- S1 : “Awalnya sie agak gak dong mbak sama aturannya, tapi lama-lama bisa kok.”
- S2 : “Iya mbak, ada pindah-pindahnya jadi agak ribet sie, tapi kitanya jadi aktif mbak.”
- R : “Emmm, bagus dong kalo semakin aktif, kira-kira kalian jadi sering ngomong ga?”
- S2 : “Iya mbak, kita jadi lebih sering tampil trus jadi banyak ngomong juga.”
- S1 : “iya mbak, lumayan menyenangkan, speakingnya jadi lebih aktif.”
- R : “Hehehe.. yasudah kalo gitu dek, makasi ya buat waktunya.”
- S (all) : “Iya mbak sama-sama.”

Interview 7

Interview was done with the teacher after Cycle 1 done.

Thursday, March, 31st 2011

Teacher: Bu Titik

R : “Selamat Pagi bu Titik.”

T : “Selamat pagi mbak.”

- R : “Mengenai pembelajaran pada siklus pertama lho Bu, menurut pendapat ibu gimana? Apakah sudah berhasil?”
- T : “Sebenarnya saya sudah terbiasa memakai bahasa inggris di kelas mbak, tapi tidak full pakai bahasa inggris, jadi kadang-kadang saya campur pakai bahasa Indonesia mbak. Soalnya masih banyak siswa yang kadang ga tau artinya. Kadang mereka cuma diem aja kalo diperintah soalnya mereka ga tau artinya.”
- R : “Menurut Ibu apa ada kesulitan jika memakai classroom English di kelas?”
- T : “Oh iya pasti ada, kita kan tau kalau mereka mungkin tidak terbiasa mendengar kata-kata tertentu dalam bahasa inggris. Kadang saya harus mengulang beberapa kali untuk membuat mereka mengerti apa yang saya ucapkan.”
- R : “Lalu bagaimana cara ibu mengatasi siswa yang tidak mengerti instruksi dan penjelasan ibu?”
- T : “Kadang saya harus memperagakan apa yang saya perintahkan supaya mereka mengerti dan akhirnya melakukan perintah saya.”
- R : “Gimana pendapat Ibu mengenai manfaat classroom English?”
- T : “Banyak mbak, siswa jadi terbiasa dengan kata-kata bahasa inggris, mereka jadi tau cara pengucapan yang benar juga.”
- R : “Bagaimana menurut pendapat ibu tentang Belajar dengan menggunakan video clips yang telah di laksanakan hari ini Bu?”
- T : “Untuk pertemuan pertama tadi, sepertinya masi banyak siswa yang agak bingung dengan aturan-aturan kegiatan. Memang ini sepertinya agak ribet karena siswa harus berpindah tempat.”
- R : “Menurut Ibu kekurangan apa yang harus diperbaiki dari pelaksanaan hari ini?”
- T : “Mungkin peraturan tentang teknik ini harus lebih diperjelas, biar para siswa tidak bingung, terus pengaturan waktu juga harus efektif. Lalu pembagian kelompok juga mungkin harus lebih adil biar siswanya lebih kompak.”
- R : “Terus kelebihanya menurut Ibu apa aja ya?”
- T : “Siswa jadi lebih aktif, melatif kerja sama juga dengan teman yang lain, bias bertukar pikiran dengan yang lain juga. Materinya juga tersampaikan karena mereka bertanggung jawab buat menguasainya.”

Interview 8

Thursday, May 14th, 2012

Students: Airlangga and Dimas

- R : “Haloo adik-adik, lagi apa ini? Kok ga ke kantin?”
- S1 : “Eh mbaknya, lagi ngobrol-ngobrol aja mbak.”
- S2 : “Iya mbak, lagi males ke kantin.”

- R : “Wahh kebetulan ini mbak mau tanya-tanya nih?”
- S1 : “Iya mbak tanya aja, seneng malah kalo ngobrol sama mbak, hehehe..”
- S2 : “Huuu dasar, mau nanya apa mbak?”
- R : “Gimana tadi menurut kalian pembelajarannya?”
- S1 : “Agak lain sie mbak, pelajarannya sekarang pake bahasa inggris terus. Lumayan menantang mbak.”
- S2 : “Iya mbak, tapi aku malah seneng kie, jadi nambah kosakata baru trus jadi tau cara ngomongnya yang bener.”
- R : “Tapi paham ga sama apa yang diomongin tadi? Paham gas sama perintah-perintahnya?”
- S1 : “Udah banyak yang ngerti sie mba kata-katanya, misalnya kalau bertanya kita udah tahu maksud yang ditanyakan.”
- R : “Oh gitu ya, menurutmu bermanfaat ga kalau Bu Titikselalu pakai bahasa inggris?”
- S2 : “Pasti mba, kita jadi terbiasa dengan kata-kata dalam bahasa inggris, jadi ga bingungan gitu mba.”
- R : “Ya malah bagus to dek, terus tadi pas buat dialognya gimana? Kan disuruh maju ke depan tuh?”
- S1 : “Seneng-seneng aja sie mbak soalnya kerja bareng sama temen sebangku.”
- S2 : “Iya sekarang udah mulai berani mbak, ga kaya pas kemarin-kemarin, masih grogi, sekarang udah ga.”
- R : “Oya, terus ada peningkatan buat speaking kalian ga? Misalnya kalian jadi lebih banyak ngomong gitu?”
- S1 : “Iya mbak, sekarang sering ngomong, jadi lebih pinter speakingnya, hehehe...”
- S2 : “Pastinya mbak.”
- R : “Terus menurut kalian pemberian poin ke siswa kalo mau maju ke depan gimana? Ada manfaatnya ga?”
- S2 : “Iya mbak, kita jadi lebih semangat ngerjain terus maju ke depan.”
- S1 : “Apalagi dapat nilai mbak, asik mbak pokoknya.”
- R : “Hehehe, gitu ya dek, terus yang aktivitas Belajar dengan menggunakan video clips itu menurut kalian gimana?”
- S1 : “Asik-asik aja mbak, anggota kelompoknya banyak jadi bisa share ide juga mbak. Bisa jalan-jalan ke kelompok lain juga buat sharing”
- S2 : “Iya mbak, udah lumayan ngerti dibanding yang pas pertemuan kemarin-kemarin.”
- R : “Kesulitannya apa dek?”
- S1 : “Hemm ga ada sie mbak.”
- R : “Trus speakingnya meningkat ga dek?”
- S2 : “Ya lumayan mbak.”

- R : “Apanya yang meningkat dek?”
 S1 : “Ya dari kosakatanya nambah, lebih beTitik ngomong, trus tau cara pengucapannya yang bener.”
 S2 : “Sama mbak.”
 R : “Ya sudah dek, makasi ya buat waktunya.”
 S (all) : “Ya mbak sama-sama.”

Interview 9

Thursday, May 14th, 2012

- R : “Hai dek, boleh ganggu bentar ga?”
 S1 : “Iya mbak, nanya aja mbak.”
 R : “Menurut adek-adek gimana pendapatnya tentang pembelajaran kemarin?”
 S1 : “Seru mbak, lama-lama udah beTitik ngomong nih.”
 S2 : “Iya mbak lebih seruuu.”
 R : “Seru gimana dek?”
 S1 : “Aktivitasnya mbak, kita jadi lebih aktif, lebih beTitik ngomong juga.”
 S2 : “Pake gambar-gambar juga mbak jadi ga ngebosenin.”
 R : “Oiya kan pas pembelajaran pake bahasa inggris terus tuh, paham ga?”
 S1 : “Paham mbak walaupun ada yang ga diterjemahin ke bahasa Indonesia.”
 S2 : “Udah banyak yang tau artinya mbak sekarang.”
 R : “Trus udah ada peningkatan belum dek?”
 S1 : “Kosakatanya nambah, cara bacanya juga udah banyak yang tau.”
 S2 : “Jadi ga grogi lagi kalo maju.”
 R : “Mengenai Belajar dengan menggunakan video clips menurut adek-adek gimana? Masih bingung ga cara membuat dialognya?”
 S1 : “Udah ga mbak, menyenangkan mbak, anggota kelompoknya juga enak-enak orangnya, lebih kompak.”
 S2 : “Enak aja mbak bisa mikir bareng temen-temen.”
 R : “Pembagian kelompoknya menurut adek gimana, udah pas belum?”
 S1 : “Iya mbak, jadi yang sekarang lebih teratur mba, ga kaya dulu, jadi ada yang bisa mengimbangi kalau ada yang pintar di kelompok.”
 R : “Kalau topiknya sendiri susah ga?”
 S2 : “Engga kok mba, asiikk soalnya ada gambarnya juga”
 R : “Ada peningkatan ga dek speakingnya?”
 S1 : “Ya mbak, jadi lebih aktif sekarang, kosakatanya nambah, cara pengucapan yang benar juga udah tahu.”
 S2 : “Ya mbak ada peningkatan lah.”
 R : “Yasudah dek, makasi buat waktunya ya.”
 S (all) : “Sama-sama mbak.”

Interview 10**Friday, May 19 2012**

R : “Adek-adek, mbak boleh nanya-nanya bentar ya? Kenapa c kalian menyukai pembelajaran bahasa Inggris menggunakan video clips.

S1 : “Soalnya kita belum pernah nyobain sebelumnya sih mbak, ternyata asik juga kegiatannya.”

S2 : “Iya mbak, menarik, kita jadi lebih banyak ngomong sama teman-teman lain, ga cuma sama teman sebangku aja.”

R : “Kalau menurutmu gimana dek?”

S3 : “Sama sih mba, lebih fun, gambar nya bagus, terus suaranya jelas jadi bisa niru buat latihan ngomong bahasa inggris terus.”

R : “Ya sudah dek, makasih ya buat waktunya?”

S 1,2,3: “Iya mbak sama-sama.”

APPENDIX D: LESSON PLANS

Rencana Pelaksanaan Pembelajaran

(RPP)

A. Identitas

Satuan Pendidikan	: SD N Sengon III
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: IV (empat) / II
Topik	: Sports and Hobbies
Waktu	:2x 35'

B. Standar Kompetensi: 6.Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

C. Kompetensi Dasar : 6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: meminta iin, memberi ijin, menyetujui, tidak menyetujui, menyangkal dan memberi kejelasan.

D. Tujuan

1. Siswa dapat menyebutkan berbagai macam olahraga dan hobi
2. Siswa dapat menggunakan ekspresi suka dan tidak suka dalam dialog yang benar

E. Indikator:

Pada akhir pembelajaran siswa mampu:

1. Menyebutkan bermacam- macam olahraga dan hobi.
2. Mengungkapkan ekspresi suka dan tidak suka.
3. Merespon ekspresi suka dan tidak suka.
4. Menggunakan ekspresi suka dan tidak suka dalam dialog yang benar.

F. Materi Pembelajaran

- Vocabulary :

Sports: Football, basketball, volleyball, boxing, rowing, badminton, swimming, jogging, running, chess, tennis, etc.

Hobbies: singing, dancing, painting, playing music, cooking, gardening, reading, collecting stamps, etc.

- Ekspresi Like and Dislike

Does/ Do + S+ like + N (nama hobi) ?

Contoh :

A: Does Chiko like playing music?

B: Yes, he does.

G. Metode Pembelajaran

PPP (Presentation, Practice, Production)

H. Kegiatan Pembelajaran

Pertemuan I

1. Kegiatan Pendahuluan

Langkah- Langkah Pembelajaran	Kegiatan
a. Greeting	<ul style="list-style-type: none"> • Guru menyapa siswa
b. Role taking	<ul style="list-style-type: none"> • Guru mengecek kehadiran siswa
c. Lead-in	<ul style="list-style-type: none"> • Guru bertanya tentang kesukaan/hobi siswa. Contoh :“What is your hobby?” • Guru memperlihatkan video “<i>English Vocabulary: sports and Hobbies.</i>” (Terlampir dalam CD) • Guru memberitahukan indicator yang akan dicapai.

2. Kegiatan Inti

Langkah- Langkah Pembelajaran	Kegiatan
a. Presentation b. Practice c. Production	<ul style="list-style-type: none"> • Guru mengajak siswa untuk menirukan pengucapan jenis-jenis hobi yang ada di video. • Guru menunjuk siswa mengucapkan jenis-jenis hoby yang ada di video secara berpasangan. • Guru menunjuk siswa mengucapkan jenis-jenis hoby yang ada di video secara individu.

3. Kegiatan Penutup

Langkah-Langkah Pembelajaran	Kegiatan
a. Summarizing b. Reflection c. Closing	<ul style="list-style-type: none"> • Guru mereview apa yang telah dipelajari hari ini. • Guru menanyakan kesulitan siswa. • Guru menawarkan kepada siswa untuk bertanya. • Guru menutup pelajaran

Pertemuan II

1. Kegiatan pendahuluan

Langkah Pembelajaran	Kegiatan

a) Greeting	<ul style="list-style-type: none"> • Guru menyapa siswa • Guru mengecek kehadiran siswa • Guru mengecek pemahaman siswa tentang materi yang dipelajari sebelumnya.
b) Role taking	<ul style="list-style-type: none"> • Guru mengajarkan lagu “ <i>do you like baseball?</i>” • Guru memperlihatkan video <i>English Conversation :Likes and dislikes.</i> (Terlampir dalam CD)
c) Lead-in	<ul style="list-style-type: none"> • Guru memberitahukan indicator yang akan dicapai.

2. Kegiatan Inti

Langkah-Langkah Pembelajaran	Kegiatan
a) Presentation	<ul style="list-style-type: none"> • Guru memberikan contoh dialog yang menggunakan ekspresi likes and dislikes • Contoh : Do you like football? • Siswa menirukan dialog /ekspresi yang disampaikan guru Guru menjelaskan tentang ekspresi <i>likes and dislikes</i>
b) Practice	<ul style="list-style-type: none"> • Guru menyuruh siswa bekerja secara berpasangan untuk melengkapi percakapan di buku panduan halaman 114 “Question and Answer!” • Guru menunjuk siswa untuk mempraktekkan percakapan tersebut secara berpasangan
c) Production	<ul style="list-style-type: none"> • Guru menunjuk siswa secara berpasangan untuk membuat dialogue berdasarkan hobi siswa. • Guru meminta siswa mempraktekkannya di depan kelas.

3. Kegiatan Penutup

Langkah- Langkah Pembelajaran	Kegiatan
a) Summarizing	<ul style="list-style-type: none"> • Guru mereview apa yang telah dipelajari hari ini. • Guru mengulas penampilan siswa secara keseluruhan.
b) Reflection	<ul style="list-style-type: none"> • Guru menanyakan kesulitan siswa. • Guru menawarkan kepada siswa untuk bertanya.
c) Closing	<ul style="list-style-type: none"> • Guru menutup pelajaran

Pertemuan ke 3

Langkah- Langkah Pembelajaran	Kegiatan
Production	<ul style="list-style-type: none"> • Siswa melanjutkan untuk mempraktekkan dialogue di depan kelas. • Guru menguji beberapa siswa dengan mengajak berdialog dan siswa menjawab secara lisan. • Guru meminta siswa secara individu untuk melaksanakan survey games. • Secara individu siswa harus

	melaporkan secara lisan kepada guru mengenai nama dan hobi siswa yang diajak berdialog.
--	---

Kegiatan Penutup

Langkah-Langkah pembelajaran	Kegiatan
a) Summarizing	<ul style="list-style-type: none"> • Guru mereview apa yang telah dipelajari hari ini. • Guru mengulas penampilan siswa secara keseluruhan. • Guru bersama siswa menyimpulkan materi pembelajaran.
b) Reflection	<ul style="list-style-type: none"> • Guru menanyakan kesulitan siswa. • Guru menawarkan kepada siswa untuk bertanya.
c) Closing	<ul style="list-style-type: none"> • Guru menutup pelajaran

I. Sumber Pembelajaran

- Purwanti, Ryryn dkk. 2002. Kreatif Berbahasa Inggris. Jakarta: Dinas P dan K
- KKG. 2011. Cakrawala. Klaten: Dian Prima
- Lagu : Do you like football?
- video English Conversation : Likes and dislikes.
- video "English Vocabulary: Sports and Hobbies.

J. Evaluasi Pembelajaran

Make a dialogue based on your hobby. Do with your partner.

K. Rubrik Penilaian

Score	Aspek Penilaian			
	Accuracy	Fluency	Pronunciation	Vocabulary
5	Grammatical and lexical accuracy extremely high.	Speak fluently without hesitation or searching for words.	Very clear ; stress and intonation help to make meaning clear.	effective word choice
4	Quite accurate; some errors, but meaning is always clear.	Some hesitation and sometimes has to search for words.	Generally clear ; reasonable control of stress and intonation.	mostly effective word choice
3	Frequent errors; meaning is not always clear.	Quite hesitant; limited range of vocabulary and structures.	Frequent errors ; not always clear enough to understand.	frequently error in word choice
2	Very frequent errors; difficulty in making meaning clear.	Extremely hesitant; very limited range of language available.	Very frequent errors ; often very difficult to understand	ineffective word choice
1	Almost unable to communicate.	Almost unable to communicate.	Almost unable to communicate	Almost unable to communicate.

Score maksimum: $5 \times 10 = 50$

Nilai siswa : Score perolehan (A+F+P+V)

5

Yogyakarta, 4 April 2012

Mahasiswa,

(Esti Ermawati)

NIM.07202244110

Lampiran

Latihan 1.

Question and answer !

Example :

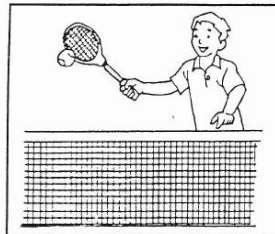
1.



Question : Does Bagyo like playing basketball ?

Answer : Yes, he does.

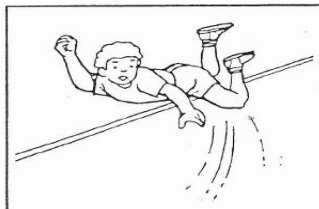
2.



Question : Does Singgih like playing tennis ?

Answer :

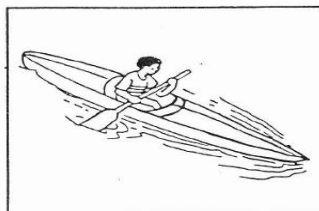
3.



Question : Does Indri like high-jumping ?

Answer :

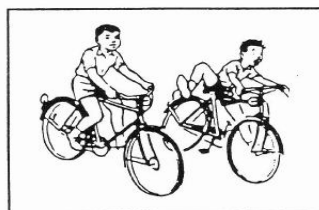
4.



Question : Does Tarno like rowing ?

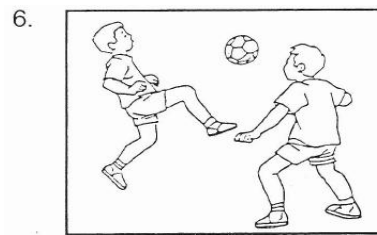
Answer :

5.



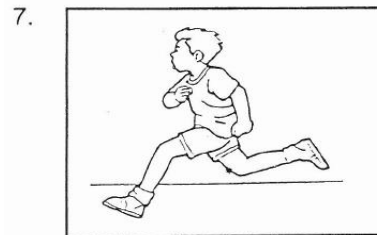
Question : Do Seto and Seno like cycling ?

Answer :



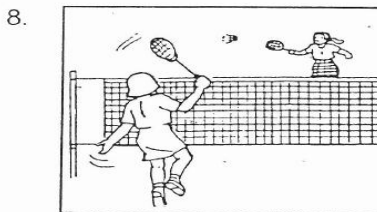
Question : Do the boys like playing basketball ?

Answer : No, they don't.
They like playing football.



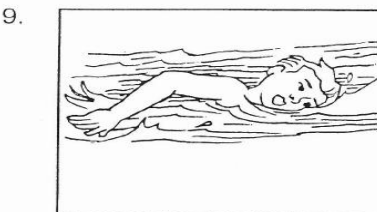
Question : Does Arman like swimming ?

Answer : •
•



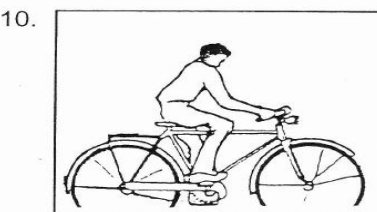
Question : Do Tuti and Yanti like playing chess ?

Answer : •
•



Question : Does Topo like jogging ?

Answer : •
•



Question : Does Ari like rowing ?

Answer : •
•

Kunci Jawaban**Questions and answer.**

1. Question : Does Bagyo like playing basketball?
Answer : Yes, he does.
2. Question : Does Singgih like playing tennis?
Answer : Yes, he does.
3. Question : Does Indri like high jumping?
Answer : Yes, he does.
4. Question : Does Tarno like rowing?
Answer : Yes, he does.
5. Question : Do Seto and Seno like playing basketball?
Answer : Yes, They do.
6. Question : Do the boys like playing basketball?
Answer : No, they don't.
They like playing football
7. Question : Does Arman like swimming?
Answer : No, he doesn't.
He likes jogging
8. Question : Do Tuti and Yanti like playing chess?
Answer : No, they don't.
They like playing badminton.
9. Question : Does Topo like jogging?
Answer : No, he doesn't.
He likes swimming.
10. Question : Does Ari like rowing?
Answer : No, he doesn't.
He likes cycling.

Rencana Pelaksanaan Pembelajaran

(RPP)

A. Identitas

Satuan Pendidikan : SD N Sengon III
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : IV (empat) / II
 Topik : Telling Time
 Waktu : 2x 35'

B. **Standar Kompetensi:** 6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

C. **Kompetensi Dasar :** 6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: meminta iin, memberi ijin, menyetujui, tidak menyetujui, menyangkal dan memberi kejelasan.

D. Tujuan

Siswa dapat berinteraksi secara lisan dengan guru dan teman dalam bahasa Inggris secara sederhana dalam hal bertanya dan memberikan informasi tentang waktu (*asking for and telling times*)

E. Indikator:

Pada akhir pembelajaran siswa mampu:

1. Siswa dapat menyebutkan waktu dalam bahasa Inggris dengan lafal dan intonasi yang tepat
2. Siswa dapat bertanya jawab tentang waktu dengan lafal dan intonasi yang tepat

F. Materi Pembelajaran

- Vocabulary :
 Time: O'clock, to, past, half, quarter, what time.

Ekspresi Asking for and telling times

Contoh :



Episode 1.

Curly: Hi, Micky. Wake up.

Pipy: What time is it?

Curly: Look. It is seven o'clock.

Pipy: Oh. It is seven o'clock.

Thank you Curly.

Episode 2

Curly: Oh. Pipi. look at this. What time is it?

Pipy :It is twelve o'clock in the afternoon.

I lunch at twelve o'clock.

Episode 3

It is nine o'clock in the evening

A. Metode Pembelajaran

PPP (Presentation, Practice, Production)

B. Kegiatan Pembelajaran**Pertemuan I****1. Kegiatan Pendahuluan**

Langkah- Langkah Pembelajaran	Kegiatan
a. Greeting	<ul style="list-style-type: none"> • Guru menyapa siswa
b. Role taking	<ul style="list-style-type: none"> • Guru mengecek kehadiran siswa

Curly: Hi, pipy.

What time is it?

Pipy: It is 8 o'clock.

Its time to listening music at 8 o'clock

Ok Curly. See you later

Curly: Bye

Episode 4

Curly: Wow. Are you sure to move?

Look. What time is it?

Pipy: It is eight o'clock, right?

Curly: Look again little Buddy.

Pipy: Good night Curly.

Curly: Good night Pipy.

c. Lead-in	<ul style="list-style-type: none"> • Guru bertanya tentang waktu kepada siswa. Contoh :“What time is it, class?” • Guru memperlihatkan video “<i>English Vocabulary - Telling Time</i>” • Guru memberitahukan indicator yang akan dicapai.
------------	---

2. Kegiatan Inti

Langkah- Langkah Pembelajaran	Kegiatan
<p>a. Presentation</p> <p>b. Practice</p> <p>c. Production</p>	<ul style="list-style-type: none"> • Guru mengajak siswa untuk menirukan pengucapan pernyataan waktu yang ada di video secara bersama-sama. Guru menekankan pada ekspresi dan intonasi yang benar. Siswa memperhatikan percakapan di video dan menirukan pengucapannya. • Guru mengundang dua siswa untuk membuat dialog yang sama, sebagai model. Setelah melihat dua contoh tersebut, para siswa diminta membuat dialog seperti contoh dengan melihat <i>Video 1st Person Daily Actions 10- Kids ESL English Conversation</i> terlebih dahulu. • Siswa berlatih memperagakan dialog secara berpasangan. Guru memantau berkeliling, untuk memonitor dan memastikan bahwa para siswa berlatih berdialog dalam bahasa Inggris. • Guru meminta siswa membuat dialogue mengenai ‘<i>asking for and telling time</i>’ secara berpasangan • Guru meminta siswa mempraktekkannya di depan kelas secara berurutan. • Guru juga membuat catatan tentang <i>performance</i> siswa.

3. Kegiatan Penutup

Langkah-Langkah Pembelajaran	Kegiatan
a. Summarizing b. Reflection c. Closing	<ul style="list-style-type: none"> • Guru mereview apa yang telah dipelajari hari ini. • Guru menanyakan kesulitan siswa. • Guru menawarkan kepada siswa untuk bertanya. • Guru menutup pelajaran

Pertemuan II

Langkah- Langkah Pembelajaran	Kegiatan
Production	<ul style="list-style-type: none"> • Siswa melanjutkan untuk mempraktekkan dialogue di depan kelas. • Guru menguji beberapa siswa dengan mengajak berdialog dan siswa menjawab secara lisan.

Kegiatan Penutup

Langkah-Langkah pembelajaran	Kegiatan
a) Summarizing	<ul style="list-style-type: none"> • Guru mereview apa yang telah dipelajari hari ini. • Guru mengulas penampilan siswa secara keseluruhan. • Guru bersama siswa menyimpulkan materi pembelajaran.
b) Reflection	<ul style="list-style-type: none"> • Guru menanyakan kesulitan siswa. • Guru menawarkan kepada siswa untuk bertanya.

c) Closing	<ul style="list-style-type: none"> • Guru menutup pelajaran
------------	--

C. Sumber Pembelajaran

- Purwanti, Ryrin dkk. 2002. Kreatif Berbahasa Inggris. Jakarta: Dinas P dan K
- KKG. 2011. Cakrawala. Klaten: Dian Prima
- video English Conversation : Asking and telling time.
- *Video 1st Person Daily Actions 10- Kids ESL English Conversation*

D. Evaluasi Pembelajaran

Make a dialogue based on the time in video. Do with your partner.

E. Rubrik Penilaian

Score	Aspek Penilaian			
	Accuracy	Fluency	Pronunciation	Vocabulary
5	Grammatical and lexical accuracy extremely high.	Speak fluently without hesitation or searching for words.	Very clear ; stress and intonation help to make meaning clear.	effective word choice
4	Quite accurate; some errors, but meaning is always clear.	Some hesitation and sometimes has to search for words.	Generally clear ; reasonable control of stress and intonation.	mostly effective word choice
3	Frequent errors; meaning is not always clear.	Quite hesitant; limited range of vocabulary and structures.	Frequent errors ; not always clear enough to understand.	frequently error in word choice
2	Very frequent errors; difficulty in making meaning clear.	Extremely hesitant; very limited range of language available.	Very frequent errors ; often very difficult to	ineffective word choice

			understand	
1	Almost unable to communicate.	Almost unable to communicate.	Almost unable to communicate	Almost unable to communicate.

Score maksimum: $5 \times 10 = 50$

Nilai siswa : Score perolehan (A+F+P+V)


5

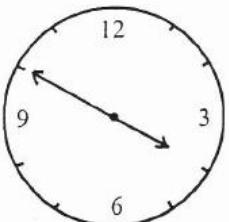
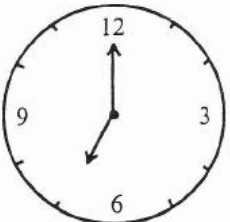
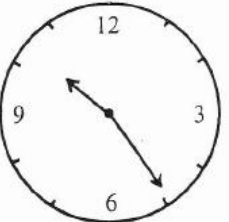
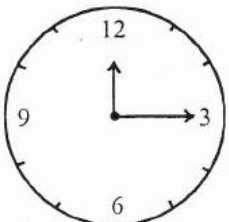
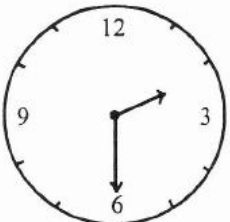
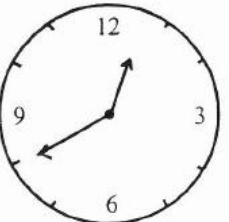
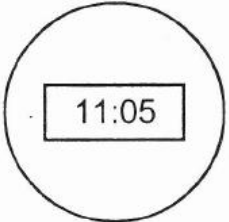


Yogyakarta, 28 Januari 2012

Mahasiswa,

(Esti Ermawati)

NIM.07202244110

 What time is it ?

 <p>It is</p>	 <p>.</p>	 <p>.</p>
 <p>.</p>	 <p>.</p>	 <p>.</p>
 <p>.</p>	 <p>.</p>	 <p>.</p>

APPENDIX E: COURSE GRID

Cycle	Standard Competency	Basic Competency	Topic	Language Focus	Example of Expression	Vocabulary	Functional Text	Media	Indicators
1 (1 st -4 th meeting)	6.Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas	6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memintai, memberi ijin, menyetujui, tidak menyetujui, menyangkal dan memberi kejelasan.	Hobbies	Expressing likes and dislikes	<ul style="list-style-type: none"> ▪ Does Arman like swimming? ▪ Where does Arman swim? ▪ When does Arman swim? 	Football, tennis, chess, basketball, ping pong, badminton.	Short functional text of Like and Dislike	<ul style="list-style-type: none"> • The video clips of “English Vocabulary: sports and Hobbies” • The video clips of “English Conversation: Likes and Dislike” 	<p>Students are able to:</p> <ul style="list-style-type: none"> • Pronounce the names of hobbies correctly. • Use the expression of like and dislike. • Respond the expression of like and dislike. • Use the expression of likes and dislikes in a dialog.
2 (1 st -4 th meeting)	6.Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks	6.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak	Telling Times	<ul style="list-style-type: none"> • Asking for Information • Giving Information 	<ul style="list-style-type: none"> ▪ A: What time is it? ▪ B: It is twelve o'clock. 	O'clock To Past Half What time	Short functional text of Asking and Giving Information	<ul style="list-style-type: none"> • The video clips of “English Vocabulary: Telling 	<p>Students are able to:</p> <ul style="list-style-type: none"> • Pronounce the names of hobbies correctly.

	kelas	tutor: meminta iin, memberi ijin, menyetujui, tidak menyetujui, menyangkal dan memberi kejelasan.						Time <ul style="list-style-type: none"> • The video clips of “ESL for Kids : Telling Time 	<ul style="list-style-type: none"> • Use the expression of like and dislike. • Respond the expression of like and dislike. • Use the expression of asking and giving information in a dialog.
--	-------	---	--	--	--	--	--	---	--

APPENDIX F: THE RELIABILITY AND VALIDITY OF TEST ITEMS

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.835	.841	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
fluency	42.3333	26.381	.657	.511	.803
accuracy	42.4667	26.695	.758	.578	.747
pronunciation	42.2000	32.743	.550	.365	.838
vocabulary	42.2000	31.457	.739	.562	.770

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-.91857	.25218	.05503	-1.03336	-.80378	-16.692	20	.000

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest & posttest	21	.838	.000

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.835	.841	4

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	6.7686	21	.37728	.08233
posttest	7.6871	21	.46235	.10089

APPENDIX G: THE STUDENTS' PRE-TEST AND POST TEST SCORES

The Students' Speaking Scores in the Pre-Test

No	Name	ASPECTS								TOTAL MARKS		SCORES		Mean /student
		Fluency		Pronunciation		Accuracy		Vocabulary						
		R	T	R	T	R	T	R	T	R	T	R	T	
1.	Adhimas	7	6	7	7	6	6	7	7	27	26	6,75	6,5	6.63
2.	Akbar	7	7	8	8	7	8	8	8	30	31	7,5	7,75	7.63
3.	Alya Dewi	6	6	7	7	6	7	7	7	26	27	6,5	6,75	6.63
4.	Alya Latifa	6	7	7	7	7	7	7	7	27	28	6,75	7	6.86
5.	Annisa	7	7	8	8	7	7	7	8	29	30	7,25	7,5	7.38
6.	Arif	6	7	7	7	7	7	7	6	27	27	6,75	6,75	6.75
7.	Bima	7	6	7	7	7	7	6	7	27	27	6,75	6,75	6.75
8.	Chrismi	6	7	7	7	7	7	7	7	27	28	6,75	7	6.86
9.	Haris	6	6	7	7	6	7	7	7	26	27	6,5	6,75	6.63
10.	Kaffatufiddin	6	6	7	7	6	7	6	6	25	26	6,25	6,5	6.38
11.	Larasati	6	7	7	8	7	7	7	7	27	29	6,75	7,25	7
12.	Mahendra	6	6	7	7	6	6	6	6	25	25	6,25	6,25	6.25
13.	Maulana	6	7	7	6	7	7	6	7	26	27	6,5	6,75	6.63
14.	M. Afinanto	7	7	8	8	7	8	7	7	29	30	7,25	7,5	7.38
15.	M. Muttaqin	7	6	7	7	6	7	7	7	27	27	6,75	6,75	6.75
16.	Nabila	6	6	6	7	6	6	6	6	24	25	6	6,25	6.13
17.	Ninda	6	7	7	6	7	6	6	7	26	26	6,5	6,5	6.5
18.	Reisma	6	7	7	7	7	6	6	7	26	27	6,5	6,75	6.63
19.	Sabila	6	7	7	7	7	6	6	7	27	28	6,75	7	6.86
20.	Sidqi	7	7	7	8	7	7	7	7	28	29	7	7,25	7.13
21.	Turas Nur	6	6	7	7	6	7	6	6	25	26	6,25	6,5	6.38
Total		133	138	149	150	139	143	139	144	561	576	140,25	144	128,76
Mean		6,33	6,57	7,09	7,14	6,61	6,80	6,61	6,85	26,71	27,4	6,69	6,85	6,13
Mean Score		6,45		7,12		6,75		6,73		27,01		6,77		6,13
Percentage(%)		12,9		14,23		13,41		13,46		54,11		13,54		61,3

The Students' Speaking Scores in the Post Test

No	Name	ASPECTS								TOTAL MARKS		SCORES		Mean
		Fluency		Pronunciation		Accuracy		Vocabulary						
		R	T	R	T	R	T	R	T	R	T	R	T	
1.	Adhimas	7	8	7	7	7	7	8	8	29	30	7,25	8	7.63
2.	Akbar	8	9	9	9	8	8	9	9	34	35	8,5	8,75	8.63
3.	Alya Dewi	7	7	8	8	7	7	8	8	30	30	7,5	7,5	7.5
4.	Alya Latifa	7	8	8	8	7	7	8	8	30	32	7,5	8	7.75
5.	Annisa	8	8	9	8	8	8	9	8	34	32	8,5	8	8.25
6.	Arif	7	7	8	8	7	7	7	8	29	30	7,25	7,5	7.38
7.	Bima	7	8	8	8	7	7	8	8	30	31	7,5	7,75	7.63
8.	Chrismi	7	8	7	7	7	7	8	7	29	29	7,25	7,25	7.25
9.	Haris	7	7	8	8	7	8	8	8	30	31	7,5	7,75	7.63
10.	Kaffatufiddin	7	8	7	7	7	8	8	8	29	31	7,25	7,75	7.5
11.	Larasati	7	7	8	8	7	7	8	8	30	30	7,5	7,5	7.5
12.	Mahendra	7	7	8	8	7	7	7	8	29	30	7,25	7,5	7.38
13.	Maulana	8	8	8	8	7	8	8	8	30	32	7,5	8	7.75
14.	M. Afinanto	8	8	9	9	8	9	9	9	34	35	8,5	8,75	8.63
15.	M. Muttaqin	7	7	7	8	8	7	7	7	29	29	7,25	7,25	7.25
16.	Nabila	7	7	7	7	7	7	7	7	28	28	7	7	7
17.	Ninda	7	8	8	8	7	7	8	8	30	31	7,5	7,75	7.63
18.	Reisma	7	8	8	8	7	7	8	8	30	31	7,5	7,75	7.63
19.	Sabila	7	7	8	8	8	8	8	9	31	32	7,75	8	7.88
20.	Sidqi	8	8	9	9	8	8	9	9	34	34	8,5	8,5	8.5
21.	Turas Nur	7	7	7	8	7	7	7	7	28	29	7	7,25	7.13
Total		152	160	166	167	153	156	167	168	637	652	159,2	7.65	7.63
Mean		7,2	7,61	7,90	7,95	7,29	7,42	7,95	8	30,33	31,04	7,55	7,80	7,45
Score Mean		7.40		7,93		7.35		7,98		29.06		7.63		7.45
Percentage(%)		14,81		15,85		14.71		15.95		58.12		15.54		7.45

APPENDIX H : PHOTHOGRAPHS



The headmaster observed the teaching and learning process by using video clips



The students watch the video carefully



The students practice to make a dialogue.



The students practice to make a dialogue.



The students giving example in front of the class



The students perform in front of the class