

**IMPROVING STUDENTS' SPEAKING SKILLS THROUGH THE USE OF
VIDEO CLIPS OF THE EIGHT GRADE STUDENTS OF SMP IT ABU
BAKAR YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

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



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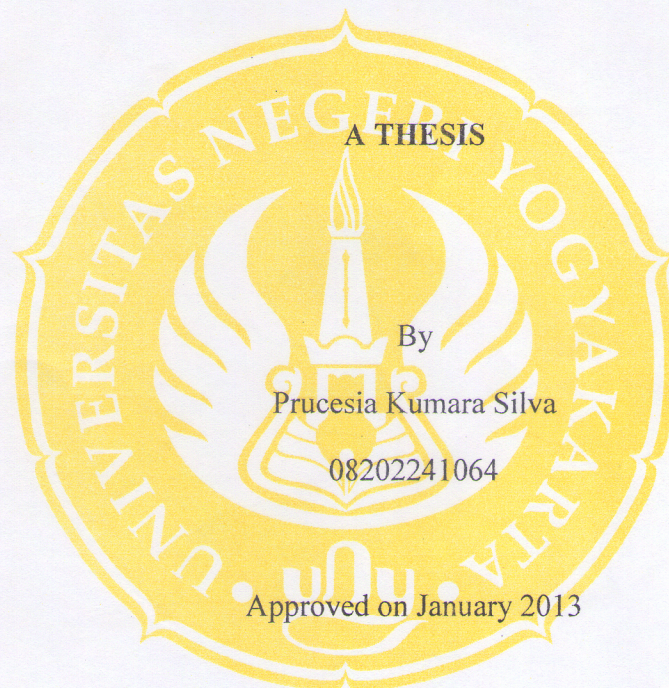
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2013**

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IMPROVING STUDENTS' SPEAKING SKILLS THROUGH THE USE OF
VIDEO CLIPS AT GRADE VIII OF SMP IT ABU BAKAR YOGYAKARTA
IN THE ACADEMIC YEAR OF 2012/2013



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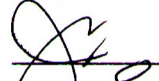
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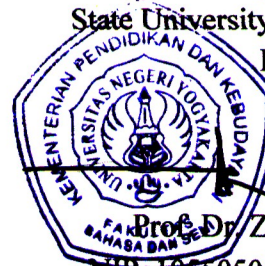
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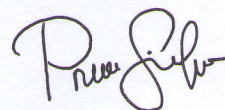
IMPROVING STUDENTS' SPEAKING SKILLS THROUGH THE USE OF VIDEO CLIPS OF THE EIGHT GRADE STUDENTS OF SMP IT ABU BAKAR YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013

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Yogyakarta, Januari 2013

Penulis



Prucesia Kumara Silva

DEDICATIONS

*I faithfully dedicate this thesis to:
my beloved mom,
who always shows a great patience,
loves, and supports me
and my deceased dad,
who gave me beautiful memories in my life.*

MOTTOS

What is destined will reach you, even if it be underneath two mountains.

*What is not destined, will not reach you, even if it be between
your two lips.*

(An Arabic Proverb)

*A successful person is one who can lay a solid foundation from the bricks
others have thrown at them.*

(David Brinkley)

Each of us must be the change we want to see in the world.

(Mahatma Gandhi)

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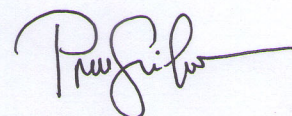
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I hope that this thesis is useful for the readers and beneficial for the English teaching and learning process. However, I realize that this thesis I made is far from being perfect. Therefore, any criticisms, ideas and suggestions for the improvement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

Yogyakarta, January 2013



Prucesia Kumara Silva

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**Prucesia Kumara Silva
08202241064**

ABSTRACT

This study was aimed at investigating how the use of video clips could improve students' speaking skills of the class VIII G students of SMP IT Abu Bakar Yogyakarta in the academic year of 2012/2013.

This particular research was categorized as action research. The actions were implemented in two cycles based on the class schedule. This research involved the 30 students of class VIII G of SMP IT Abu Bakar Yogyakarta in the academic year of 2012/2013 and the English teacher as the research participants. The data of the study were in the forms of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process of speaking, interviewing the students of class VIII G and the English teacher, holding discussions with the collaborator, and taking pictures and video recording. Meanwhile, the quantitative data were acquired through pre-test, post-test, and speaking tasks. The validity of the data was obtained by applying democratic validity, dialogic validity, catalytic validity, process validity, and outcome validity.

The research findings showed that the use of video clip as the teaching media combined with the use of speaking activities and classroom English was proven to be effective to improve the students' speaking skills. It could draw students' attention and increased their learning motivation. The students could have better understanding about the use of English in real situation since they got appropriate models of English through the native speakers' talks. They also had adequate opportunities to practice speaking in order to speak fluently and confidently. The students who just gained 6.8 in the pre-test were able to increase their score up to 13.89 in the post-test. It indicated that they made a considerable improvement in some aspects of speaking skills such as fluency, pronunciation, grammar, vocabulary, and comprehension.

CHAPTER I INTRODUCTION

A. Background of the Study

Nowadays English becomes an international language in modern and global communication. In this competitive world where English is used in many fields such as science, technology, business and education, the ability to speak in this language in order to survive in global society is really needed. Many jobs and professions look for qualified job applicants who are capable in English, both in the written and spoken form. Therefore, it is no wonder that English is taught to more and more people all over the world in early age especially in non-speaking English countries to prepare qualified human resources in the future.

In non-speaking English country such as Indonesia, English as a foreign language is yet often considered difficult to learn. Many students especially junior high school students still have low competencies especially in speaking this language. Good speaking is characterized by some factors of the most prominent one is fluency, but many students are hesitant and often make long pauses when they are speaking. In addition, students are demanded to speak accurately but many students make mistakes whenever they use the language. Students are also expected to speak appropriately but many students may use inappropriate language expressions, registers, implicatures, and other sociolinguistic features in certain contexts when they are expressing their ideas. Pronunciation including stress patterns, intonation, and articulation is also an important aspect of speaking.

However, many students still mispronounce words because they do not get an appropriate model of English. These problems may be caused by many factors such as the methods and techniques applied by the English teachers and the media used in the teaching and learning process.

Students interests and learning motivation also become the important factors to develop students' speaking ability. Therefore, the teacher should create enjoyable atmosphere, apply fun activities, and use interesting teaching media to present the materials in the class. The higher the motivation, the greater students' interests to join the English class. Thus, the goal of the teaching and learning process to develop students' speaking skills will be successfully achieved.

Based on the curriculum, the primary purpose of the English teaching in junior high school is to achieve communicative competence. Students are expected to speak and communicate in English in daily life, both in the written and spoken form. However, many teachers are not really aware of the problems in teaching speaking. They tend to emphasize more on receptive skills especially reading. They also tend to use textbook only in their English teaching. Appropriate English models to teach speaking are rarely presented. The teachers are the only models for students to learn pronunciation, fluency, accuracy and appropriateness in classroom setting because interactive media such as videos, movies, songs, realia, etc. are not optimally used in the teaching and learning process. The lack of media can cause boredom so that students do not feel interested in learning English and they cannot improve their language competence.

Although advanced technology has spread out and has given a big contribution to many fields such as science, business and educational field, it is not optimally and effectively used as media in teaching English. Internet connection, computers, and various interesting media can support and improve the teaching and learning process but there are some teachers who have not used those media optimally in their language teaching process.

SMP IT Abu Bakar Yogyakarta is one of developing junior high schools in DIY. English is taught as a compulsory subject in this school. Improvement of students' language skills and competence becomes one of the priorities in SMP IT Abu Bakar. The students are demanded to master English well so that they have good communicative competence to face globalization and modernization. The facilities in this school are quite good. A language laboratory, a computer laboratory and LCD are provided, but they are not used optimally in the teaching and learning process of English.

The use of video clips in the teaching and learning process has important roles to improve the four language skills, especially speaking. Video clips can attract students' attention through the sounds and moving pictures so that they can be more motivated in learning English. In addition, it can help the teacher transfer the knowledge and materials and make the students understand the materials easily. It also adds variety in the classroom learning so that the students can be more motivated and the teaching and learning process can be more interesting and communicative. Video clips enable the students to learn the use of English in real context and develop their listening, speaking and pronunciation skills through

exposures to the native speakers' talk. Therefore, it is likely reasonable that video clips can be utilized as one of learning media to improve students' speaking skills.

B. Identification of the Problem

People speak with fluency and accuracy to communicate and interact to other people. Fluency is speaking at normal speed without hesitation, repetition or self-correction and the smooth use of connected speech. Meanwhile accuracy in speaking is the correct use of grammar, vocabulary and pronunciation. In English as a Foreign Language (EFL) setting, fluency and accuracy still become aspects of speaking that is needed to be improved and developed.

Most of the teaching and learning processes of English especially in junior high school drill students' receptive skills but not the productive ones in terms of intensity. The teaching of speaking and listening is less than that of writing and reading. Students are insufficiently prepared for speaking in the world beyond the classroom setting. Moreover, little speaking opportunities are given to them when they are learning speaking in the classroom. As a result, students are unwilling to practice speaking inside and outside the classroom.

There are some factors that influence the teaching and learning process of speaking, particularly in class VIII G of SMP IT Abu Bakar Yogyakarta. They comprise students, teachers, media and materials, learning tasks and activities, and facilities and school environment.

1. The Problems Related to the Students

Most of the class VIII G students of SMP IT Abu Bakar Yogyakarta had low speaking ability. Most of them tended to speak in *Bahasa Indonesia*

instead of English during the lesson. When they were asked to practice in front of the class, they looked shy and reluctant to speak in English. In addition, they were afraid of making mistakes so that they speak hesitantly. Despite their low interests in learning this international language, they thought that this language is difficult to be learned. In addition, they had low confidence and their speaking learning achievement was still poor. They found many linguistic problems in expressing their ideas. Furthermore, they also tended to mispronounce words.

Besides linguistic problems described above, the students' eagerness to learn English was also affected by psychological factor. During the learning process, they did not give positive responses to the teacher's explanation. They were busy with their own activities since the learning tasks were boring.

2. The Problems Related to the Teacher

One of the teaching and learning problems came from the teacher. The teacher explained the materials monotonously, briefly and fast so that the students could not get the meaning. The teacher also tended to teach English based on the textbook and seldom used attractive audiovisual media such as cartoons, films, and videos. Pictures and cards were the most used media in teaching speaking because it did not take much time to prepare those media before the lesson started. When giving speaking practice, the teacher rarely gave sufficient opportunities and time to speak in English so that the students could not perform well. In addition, she seldom applied interactive techniques

and created fun activities. Moreover, she did not really consider the students' differences and competence in learning.

3. The Problems Related to the Media and Materials

The media and materials give a big contribution to achieve the goals of the teaching and learning process. Media become important things to transfer the knowledge to the students, especially that of speaking. By showing or using English video clips, students can get appropriate models to speak fluently, accurately, and intelligibly. Video clips have powerful functions to add variety in the classroom, to give appropriate models of exposures and pronunciation through native speakers' talks and to attract students' attention because of the sounds and moving pictures.

The lack of media used in the teaching and learning process in class VIII G could influence the students' learning motivation and speaking skills. Although the school provided facilities of electronic media such as computers and LCD, they were hardly used during the lessons. Interesting learning media such as videos were rarely presented to support the teaching and learning process. Appropriate models in teaching pronunciation were also not provided. For instance, the students were asked to listen to the teacher when she was reading a dialogue. Furthermore, based on the class observation, the materials chosen by the teacher sometimes did not attract the students' attention because the materials did not match the students' needs and interests. As a result, the students were getting bored and low motivated to learn English.

4. The Problems Related to the Learning Tasks And Activities

The learning tasks and activities applied by the teacher in the teaching of speaking were monotonous. Since the primary goal of English teaching in junior high school is to build communicative competence, the learning tasks and activities to improve speaking skills should be more various and provide sufficient opportunities to speak. In fact, the teaching portion of speaking and listening was less than that of writing and reading. One of the factors causing this problem was that listening and speaking were not assessed in the national examination. Most of the activities and questions were assessing reading and writing to measure the students' competency. Therefore, students' reading and writing skills became the priority.

In addition, in terms of speaking tasks, students were often asked to memorize dialogue and practiced it in front of the class. Speaking interactive activities such as discussions, games, information gap activities, and role plays were rarely carried out and implemented by the teacher when the students learnt speaking in the classroom. Individual practice was mostly used so that the interaction between students was limited. Therefore, the students were not engaged in the speaking lesson. The teaching of speaking was boring so that the students were low motivated to be active and involved in classroom activities.

5. The Problems Related to the Learning Facilities and School Environment

The learning facilities can support the teaching and learning process and will motivate the students to improve their learning motivation and

language competence. Actually, the learning facilities in SMP IT Abu Bakar Yogyakarta are good enough. The school has a library, a language laboratory and a computer laboratory. The LCD that can be used to support the teaching and learning process is also provided. However, the facilities were not optimally and maximally used. The school environment could also influence the teaching and learning process. The noisy class and inconvenience atmosphere could affect the effectiveness of the teaching and learning process. The students liked talking to their friends so they could not focus on the materials given by the teacher.

C. Limitation of the Problem

It is impossible to conduct a research study covering all of the problems mentioned in the previous sub-chapter. Students' speaking skills can be improved through a number of ways, one of them is by using video clips as learning media because it enables them to learn English and develop their speaking competence including pronunciation and grammar accuracy, fluency, vocabulary and comprehension through the exposures of the native speakers' talk.

Therefore, this study focuses on the use of video clips to improve the students' speaking skills of the eight grade students of SMP IT Abu Bakar Yogyakarta in the academic year of 2012/2013. The researcher will observe how video clips as learning media will effectively improve the students' speaking skills.

D. Formulation of the Problem

From the background, identification, and limitation of problem stated before, the problem of this research can be formulated into:

‘How can video clips improve the students’ speaking skills of the eight grade students of SMP IT Abu Bakar Yogyakarta in the academic year of 2012/2013?’

E. Objective of the Research

Related to the formulation of the problem, the objective of this research is to improve the students’ speaking skills of the eight grade students of SMP IT Abu Bakar Yogyakarta in the academic year 2012/2013 through the use of video clips.

F. Significance of the Study

This research hopefully could give contributions to parties related to English teaching and learning process.

1. For the students, it would be an effort to improve their learning motivation and speaking skills. The implementation of using video clips as learning media is hoped to be one of the ways to develop their communicative competence to face global communication.
2. For the English teachers, it would be a broad opportunity to improve the English teaching and learning process by using video clips. The implementation of using video clips as learning media is hoped to be

continuously performed to create enjoyable atmosphere in the classroom and to provide appropriate models of English to learn speaking.

3. For English Department of State University of Yogyakarta, it can be used as a research reference for other researchers who have similar topic and purpose.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents a literature review, review of relevant studies, and conceptual framework. In the literature review and review of relevant studies, the researcher examines some theories that become the frames of thoughts of the study. In the conceptual framework, the research relates the theories to the study.

A. Literature Review

The literature review presents the recent theories of the study. It is presented in two sub-chapters. The first part presents about the teaching of speaking. The second one discusses about the use of video clips as teaching and learning media.

1. Teaching Speaking

a. The Nature of Speaking

There are many definitions of speaking in language learning proposed by some experts. Clark and Clark (1977:3) define that communication deals with two basic activities: listening and speaking. In speaking, people express their thoughts through words and talk about perceptions, feelings and intentions they want other people to grasp and understand. Meanwhile, Spratt (2005:34) points out that using speech to convey meaning to others is involved in speaking. Unlike writing or reading, speaking also involves interaction which carries out a two-way communication using language and nonverbal codes to keep the listener pays attention to what the speaker is saying and to check that the listener understand

the speaker's meanings. While Brown and Yule (1983) in Nunan (1989:26) suggest that spoken language consists of short and often incomplete utterances in a level of pronunciation. Repetitions, the use of fillers such as 'well', 'oh-uh' and 'oh' and overlap between one speaker and another can be often found in speaking.

Thornbury (2001:5) argues that in the nature of speaking, speakers do some important parts to express their intentions. They should deal with speech production and self-monitoring, articulation of their words and should manage their talk accurately and fluently. In addition, the ability to speak fluently presupposes both knowledge of language features and the ability to process the language and information on the spot (Harmer, 1998:87). It means that the speakers should be able to express their ideas, to interact with others and to process the information the moment they get it.

In relation with spoken production, Harmer (2007:269) mentions four language features related to speaking ability. They are connected speech, expressive devices, lexis and grammar, and negotiation language. First, speakers should be able to produce both the individual phonemes of English (e.g. I would have gone for picnic) and the connected speech (e.g. I would've gone for picnic). Connected speech contains assimilation or sounds modification, elision or omitted sounds, contractions and stress patterning. Second, expressive devices deals with the stress and pitch changes of particular parts of utterances, variety of volume and speed, and the use of non-verbal codes and face-to-face interaction to show people's feeling. The use of these devices increases the ability to convey intentions. Third, the use of a number of common lexical phrases marks the

spontaneous speech, especially in the performance of certain language functions. Therefore, a variety of phrases and grammar for different functions such as apologizing, asking for permission, expressing sympathy, etc, should be provided by the teachers. Moreover, negotiation language used to ask for clarification and to show the structure of what people are saying can be very advantageous to maintain effective speaking that requires the ability to use the language appropriately in social contact.

In terms of spoken language types, Brown and Yule (1983) in Nunan (1989:27) mention two basic genres of speaking related to its function: transactional and interactional. Transactional conversation concerns with the transfer of factual information while interactional conversation is aimed to promote and maintain social relationship. In addition, Brown (2001:251) mentions two types of spoken language i.e. monologue and dialogue. In monologue, one speaker uses spoken language for any length of time, such as in lectures, speeches, news broadcasts, while the listener has to process long stretches of speech without interruption.

Monologues can be divided into planned and unplanned monologues. Planned monologues are quite difficult to comprehend because they exhibit little redundancy such as speeches and prewritten materials. On the other hand, unplanned monologues such as lectures and long stories in conversations manifest more redundancy so that they are easier to comprehend but the existence of other hesitations can either help or interfere comprehension.

Meanwhile, dialogues involve two speakers and can be classified into interpersonal and transactional conversations. Interpersonal conversations purpose to maintain social relationship among the participants while transactional conversations are aimed to share information. In each case, participants deal with shared knowledge or background information. Participants who have familiar interlocutors will be able to produce more assumptions and meanings to comprehend the conversation. On the contrary, if participants involved in the conversation are unfamiliar each other, they have to make the meanings more explicit to avoid misunderstanding.

According to Brown (2001:271), focusing on both the forms of language and the functions of language is very important in speaking so that the goals of teaching and learning process can be achieved. In addition, he proposes the microskills of oral communication that becomes the basic principles in teaching speaking as shown in the table:

Table 1: Microskills of Speaking proposed by Brown (2001:272)

- | |
|--|
| <ol style="list-style-type: none"> 1. Produce chunks of language of different lengths. 2. Orally produce differences among the English phonemes and allophonic variants. 3. Produce English stress patterns, words in stresses and unstressed positions, rhythmic structure, and intonational contours. 4. Produce reduced forms of words and phrases. 5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes. 6. Produce fluent speech at different rates of delivery. 7. Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message. |
|--|

(continued)

(continued)

8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups and sentences. Express a particular meaning in different grammatical forms.
10. Use cohesive devices in spoken discourse.
11. Accomplish appropriately communicative functions according to situations, participants, and goals.
12. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
13. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
14. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
15. Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Adopted from Brown (2001)

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

- a) developing the ability to articulate phonological features of the language intelligibly
- b) mastering intonation patterns, stress, and rhythm
- c) improving transactional and interpersonal competence
- d) developing acceptable fluency
- e) good skills in taking short and long speaking turns
- f) good competence in the management of interaction
- g) negotiation of meanings

- h) improving conversational listening skills (good listeners is required in conversations as well as good speakers)
- i) developing competence in knowing about and negotiating purposes of conversations
- j) using conversational fillers appropriately

b. The Teaching of Speaking

In teaching speaking, appropriate teaching methods and techniques should be applied. Brown (2001:14) defines a teaching method as a step-by-step and generalized set of classroom specifications for accomplishing linguistic objectives. Meanwhile, techniques are any of a wide variety of activities, exercises or tasks used in the classroom to achieve teaching and learning objectives. There are many methods and techniques that can be applied in teaching speaking. Students learn English in order that they can communicate in English fluently, accurately and appropriately in their everyday life.

Therefore, the methods and techniques used in teaching speaking should encourage students to use the target language in certain context and develop their speaking strategies. Brown (2001:275) proposes some principles for designing speaking techniques. Those principles are as follows:

- 1) using techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency.
- 2) providing intrinsically motivating techniques.

- 3) encouraging the use of authentic language in meaningful context.
- 4) providing appropriate feedback and correction.
- 5) capitalizing on the natural link between speaking and listening.
- 6) giving students opportunities to initiate oral communication.
- 7) encouraging the development of speaking strategies.

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

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

To achieve these goals, English teachers should create real-life context and provide appropriate materials or models when students learn how to speak English in the classroom.

In addition, Harmer (1998:87) mentions three basic reasons why it is good to give students speaking tasks. First, it is very important to give students opportunities to freely practice speaking in the classroom so that they can use English in their daily conversation. For example, getting students to have a free discussion gives them a chance to rehearse having a discussion outside the classroom. Second, speaking tasks provides feedback for both students and

teacher. It means that teachers can monitor how well their students perform, what language problems they have and how to solve the problems, while students can see what they need to improve their skills. Speaking tasks can improve students' motivation and self-confidence and with teacher guidance can encourage them into further study. Third, good speaking tasks should be highly motivating so that students can engage with the teaching and learning process. If teacher sets up the activities properly and can give useful feedback and all students are fully participating, they will get tremendous satisfaction from the activities.

c. Teaching Speaking in Junior High School

Teaching English to young learners or teenagers is considered the most challenging by some expert since students in this level have little knowledge of the target language (Brown, 2001:91). They have limited vocabulary, insufficient grammar, pronunciation and expressions to carry out meaningful conversations.

The English teaching in junior high schools in Indonesia is aimed at developing students' communicative competence which covers the four language skills: listening, speaking, reading and writing (SKKD, 2006). Students are expected to speak and communicate in English in everyday life, both in the written and spoken form. Therefore, to achieve the goal, the teaching of four language skills should be proportional. The teachers should improve both students' receptive and productive skills equally.

Speaking is one of the four major skills students should acquire. In the curriculum, the basic competence of speaking is the use of language variation accurately, fluently, and appropriately in daily conversations. Students have to be

able to convey meanings and intentions in English both inside and outside the classroom.

Based on the school-based curriculum, the teaching of speaking covers some learning objectives. In speaking, the students should be able to:

- 1) mention and spell the words that have been learnt
- 2) pronounce the words correctly
- 3) carry out a short and simple conversation fluently, accurately and appropriately.

The learning objectives mentioned above is line with the Standard of Competence and Basic Competence of English learning at *SMP* and *MTs* grade VIII (2006) which are set as the following:

Table 2: the Standard of Competence and the Basic Competence of SMP and MTs Grade VIII

Standard of Competency	Basic Competency
Expressing meaning in the form of simple transactional and interpersonal conversations in order to interact with others in the contexts of everyday life	<p>Expressing meaning in simple transactional and interpersonal conversations fluently, accurately, and appropriately in order to interact with others using the expressions of: asking for, giving and refusing help, asking for, giving and refusing things, denying and admitting facts, asking for and giving opinions.</p> <p>Comprehending and responding to simple transactional and interpersonal conversations fluently, accurately, and appropriately in order to interact with others using the expressions of: inviting, accepting and declining an invitation, agreeing and disagreeing, complimenting and congratulating</p>

(continued)

(continued)

Expressing meaning in short functional spoken texts and simple monologues in the form of descriptive and recount in order to interact with others in the contexts of everyday life	Expressing meaning in short functional spoken texts fluently, accurately, and appropriately in order to interact with others Expressing meaning in simple and short spoken monologues in the form of descriptive and recount in order to interact with others
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d. Classroom Speaking Activities

Brown (2001:269) states that theories of communicative competence emphasize the importance of interaction as human beings use language in various context to negotiate meaning or to get out of one's person head into head of another person. He defines that interaction is a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in interrelationship on each other. In speaking, interaction is an important aspect as well as registers, exposures and nonverbal language.

Classroom speaking activities should be interactive, communicative and give students sufficient chances to use the target language. According to Thornbury (2001:79), communicative tasks or activities fulfill two important roles and language learning needs. They are preparing students for real – life language use and encouraging the automatization of language knowledge. He also states that communicative activities or tasks are characterized by some aspects as follows:

- 1) the motivation of the activity is to achieve some outcome, using language
- 2) the activity takes place in real time

- 3) achieving the outcome requires the participants to interact i.e. to listen as well as speak
- 4) because of the spontaneous and jointly constructed nature of the interaction, the outcome is not fully predictable and
- 5) there is no restriction on the language used.

Varied classroom speaking activities should be provided so that the students have opportunities to practice oral communication. In designing activities, some considerations need to take into account. Richards and Renandya (2002) suggest that effective interactive activities should be meaningful, manipulative, and communicative. They also should: 1) enable students to practice and manipulate specific features of language; 2) be based on authentic source materials; 3) provide students an opportunity to rehearse, in class, communicative skills they need in the real world and life; 4) activate the psycholinguistic processes of learning.

Brown (2001:271) proposes six types of classroom speaking performance: imitative, intensive, responsive, transactional dialogue, interpersonal dialogue, and extensive or monologue. In imitative, instead of carrying out meaningful conversations, students are drilled to focus on some particular elements of language forms in a controlled activity. For example, they practice intonation patterns, pronounce words correctly, or try to point out a certain vowel sound accurately. Intensive speaking is more complex than imitative. It includes any speaking performances that are designated to practice some phonological or grammatical aspect of language. Responsive speaking deals with short replies to

teacher's or students' questions and comments. These replies are usually sufficient and do not extend into dialogues. The extended responsive speaking is dialogues which are classified into transactional and interpersonal dialogues. In transactional dialogue, students convey or exchange specific information. Unlike transactional dialogues, interpersonal dialogues are carried out to maintain social relationship among the participants. Meanwhile, monologues usually are in the form of oral reports, summaries, or short speeches. The registers used in monologues are more formal and deliberative.

Harmer (2007:271) suggests that there are six effective speaking activities students can do to improve their speaking skills. Those speaking activities are as follows:

1) Acting from a script

Students can be asked to act out scenes from plays in the classroom and sometimes make a video recording of the performance. It will encourage students to frequently perform in front of the class. The teacher has to give students time to rehearse the dialogues before they are asked to perform. When all students are practicing, the teacher can give attention to their intonation, stress, and speed. By giving students the practice before their final performance, as the result, acting out is both learning and a language producing activity.

2) Communication Games

Games are very effective to encourage many learners to make their interests and work sustainable. Games also help the teacher to create contexts

in which the language is useful and meaningful. For instance, pictures games which are designed to provoke communication between students usually depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange) or find similarities and differences between pictures.

3) Discussions

The difficulties of having discussion are that the students are shy and reluctant to share their opinion in front of the whole class and are not confident of the language they used to express their ideas. To avoid these difficulties, teachers can set up different types of discussion namely buzz groups, instant comment mini-activities, and formal debates.

Buzz groups give students a chance for quick discussions in small groups before any of them are asked to speak in front of the class or public. Meanwhile, instant comment mini-activities can train students to respond fluently and immediately. This activity involves showing students photographs or introducing topics and nominating them to say the first thing that comes to their mind.

In formal debates, students prepare their arguments or against various propositions. When the debate starts, the speakers produce well-rehearsed arguments whereas others as the audience pitch in with their own thoughts which are less scripted on the subject or topic as the debate progresses.

4) Prepared Talks

Another activity to perform speaking is prepared talks where a student (or students) makes a presentation based on a certain topic. Because they are prepared, students should speak from notes rather than from a script to avoid these activities being more writing-like.

5) Questionnaires

Questionnaires ensure that both questioner and respondent have something to say to each other so that it is very useful to make students speak. Students can design questionnaires on any appropriate topic they are interested. Teacher can act as a resource and help students in designing it. The results can form the basis for discussions or prepared talks.

6) Simulation and Role play

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

Moreover, Kayi (2006) proposes other activities to promote speaking so that students can practice and produce oral language well.

1) Information Gap Activities

Information gap activities have some purposes such as collecting information and solving a problem. In this activities, students work in pairs to share the information each person has. Each person has an important role since the task cannot be completed if a person does not give information the partner

needs. Information gap activities are effective because it encourages students to talk extensively in the target language.

2) Brainstorming

In brainstorming, students generate ideas in limited time based on particular context and given topics. This activity is effective to improve students' fluency since they are not criticized for their ideas. Students will be able to share their new ideas freely.

3) Interviews

Conducting interviews with other people helps students to socialize and give them opportunities to practice speaking both inside and outside the classroom. Given selected topics, students should prepare their own interview questions to develop their creativity and critical thinking. After interviews, each student can present his/her study to the whole class.

4) Storytelling

Students can summarize a tale or story they heard from someone or create their own stories to tell their classmates. Storytelling fosters students' creativity and self-confidence. It also helps them to express their ideas in sequence format of the beginning, development, and ending of the story, including the characters and setting a story should have.

5) Reporting

Students are asked to read a newspaper and magazine or watching news program on the television before coming to the class. Then, they should report

it to their classmates. To make a variety in the class, students can talk about their interesting experience in their daily life.

6) Picture describing

A way to make use of pictures in speaking activity is to provide students with pictures and make them describe the pictures. Students can work in groups and each group is given different pictures. After discussing the pictures, a spokesperson from each group should describe the picture to the class. This activity fosters students' imagination and creativity as well as their public speaking ability.

2. The Use of Video Clips as Learning Media

a. Definition of Media

Media is one of the important components in the teaching and learning process beside teacher, methods, techniques, and materials. It can help students to think or understand the materials and to relate their previous knowledge to the lesson they are learning. Gerlach and Evy (1980) defines that a medium is any person, material, or event that establishes condition which enables the learners to acquire knowledge, skills, and attitudes. The teachers, the textbooks, and the school are media. According to them, media are defined as the graphic, photographic, electronic or mechanical means for capturing, processing and reconstituting visual or verbal communication.

Media play an important and significant role in the English teaching and learning process in establishing students' motivation and enjoyment in learning

the language. Generally there are three kinds of media. They are visual (e.g. picture), auditory (e.g. songs) and audio visual (e.g. video cassettes). Leshin et al. (1992) in Arsyad (2002) mention five types of media. Those media are:

- 1) human-based media which include teachers, instructors, tutors, role plays, group activities, and field trips
- 2) print-based media which include books, guidelines, workbooks, assisted-tool activities, and handouts
- 3) visual-based media which include books, assisted-tool activities, charts, graphics, maps, transparencies, and slides
- 4) audiovisual-based media, which include videos, films, slide-tape programs, and televise
- 5) computer-based media which include CLA, interactive videos, and hypertext.

b. Effective Media for Teaching Speaking

Nowadays, advanced technology and teaching media have spread out and have given a big contribution to educational field to improve the teaching and learning process of English, especially speaking. Harmer (2007:134) proposes the use of various teaching aids or media that can be very helpful both for practical or motivational reasons to improve the teaching of speaking.

1) Pictures and Images

Pictures and images in the form of flashcards, large wall pictures, cue cards, photographs, and illustrations can be used to facilitate studentsto learn in

a multiplicity of ways such as drilling, understanding, communicative games, and discussions.

2) Realia

Objects which are intrinsically interesting can provide a good starting-point to learn a variety of language works and communicative activities. For instance, the teacher sometimes appears in the classroom with two telephones to stimulate phone conversation. Students can also use realia for simulation and role play or to act a script out.

3) Language Laboratory

Language laboratories can provide students a chance of speaking (apart from repetition and drilling) in a number of ways. Students' own talks and speeches can be recorded and then they can listen back and make adjustments. It also can encourage students to practise language which they have recently been focusing.

4) Computer-based Materials

Computer-based materials such as CD, DVD, videos, and movies can give students appropriate models of native speakers' talk and help students to improve their cultural awareness. It also provides real-life context in the classroom.

c. Definition of Video Clips

Arsyad (2002) defines that video is moving pictures fitted out with natural and appropriate sounds that portray real pictures and has attractive power. Stempleski in Richards and Renandya (2002:364) defines video as an extremely

dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language.

She also state that a video contains not only words but visual elements, sound effect, and music that provide essential evidence on behavior, characters, and contexts which are not usually in the script. Video is such a rich resource for language learning since it brings leisure and entertainment and can highly motivate students. Video can provide realistic listening practice and stimulate language use. Intajuck (no date) defines that video in language learning may mean the use of popular films on video to provide content, and the use of smaller pieces of broadcast materials such as short documentaries and television advertisements.

Therefore, it can be concluded that video clips are recording segments of moving pictures and sound which can be played on the computer or television to present language forms and functions of language. By watching video clips, students can experience real-life situation and realistic models.

d. Types of Video

There are three basic types of video that can be used in the classroom as learning media proposed by Harmer (2007:284):

1) Off-air Programs

It includes program recorders from a television channel that can be engaging for students. Some off-air videos are extremely difficult for students to understand, especially where particular accents or colloquial language are used. The best programs are ones which can be used for a range of activities

including prediction, teaching language, cross-cultural awareness or as stimuli for the students' own creativity.

2) Real-world Video

Real-world video deals with featured films, exercise manuals, wildlife documentaries, comedy etc. In selecting the videos, teacher needs to make a choice based on how engaging and comprehensible the extract is likely to be, whether it has multi-use potential and the length of the extract that match to time allocation of activities in the classroom.

3) Language Learning Videos

Language learning videos are free-standing videos to accompany coursebooks. The main advantage of these videos is that they have been designed for students at a particular level. Thus, they are comprehensible, designed to appeal to students' interests and multi-use as they can be used both for language study and a number of activities as well.

However, the disadvantage of language learning video is that they fail the quality of test since the production is poor, the situations and the language use are inauthentic, or the content is too unsophisticated. Therefore, if the teacher wants to use these videos as learning media, the choice has to be limited to those sequences which the students will accept and enjoy.

e. The Advantages of Using Video Clips

Shumin in Richards and Renandya (2002:209) points out that a possible way of stimulating learners to talk might be to provide them with extensive exposures to authentic language through audiovisual stimuli and with

opportunities to use the language. Harmer (2007:282) suggests that there are some reasons why a video can add special, extra dimension to the learning experience. First, by using video as learning media, students do not just hear the language; they can see gestures, expressions, and other visual clues which convey general meaning. Video can provide real models since they include all the characteristics of natural spoken English language in realistic situations.

Second, video uniquely allow students looking at situations far beyond their classroom. It can develop students' cultural awareness. For example, they can see how Americans greet the other, what kinds of food people eat in other countries and what they wear. Third, video can increase students' level of interest and motivation through its interesting moving pictures. Furthermore, Brewster et al (2002:204) mentions some benefits of using videos for young learners as follows:

1) Psychological Aspect

Video adds variety in the teaching and learning process so that students find it fun, stimulating and highly motivating. It can make learning experience successful and thus develop positive attitudes and confidence to the target language and to language learning.

2) Linguistic Aspect

Video presents or revises new words, phrases, and expressions. It shows all factors of communication; the language forms, nonverbal codes, negotiation of meanings, and interaction. Video also provides a full context of language use so that the learning is more accessible and memorable.

3) Cognitive Aspect

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

4) Cultural Aspect

From cultural aspect, video enables students to see the world beyond the classroom and improve their cultural awareness. It helps bridging the cultural gap by providing background cultural information.

f. Video Teaching Techniques

Harmer (2007:287) proposes two video-based activities which can be used in video-based lessons. One of them is video watching activities that match this study. A number of activities are designed for specific video situations. They explore the range of options for use with both 'off-air' and language learning videos. Video watching activities includes three sections as follows:

a) General Comprehension

The activity in this section are designed to have students watch a video in order to understand the gist of the video and then look back again for details. In this activity, students have to try and give as much as information about what they have seen. Then, in pairs, they have to agree on everything they heard and saw. When the discussions have been finished, the teacher reads out questions and the students have to write their answer. After that, they compare them with other pairs whether they all agree. They watch the video again to check their answers.

b) Working with Aspects of Language

The activity in this section shows the unique language works to the medium of video. A way of getting students in monolingual groups to focus on language is to get hold of English language films which have subtitles in students' language. The teacher can start by viewing the video without sounds and discussing film subtitles in general.

After the first viewing, both the teacher and students discuss what they have seen. The second viewing, the students have to write down what they think the original English words were. For the final viewing, they watch the extract with the sounds turned up to compare their English with the words that were actually spoken.

c) Video as a Springboard to Creativity

How video clips used to cause the start of students' creativity is showed in the activity of this section by encouraging interpretation, provoking thought, and asking for language use. In this activity, students watch a video clip and the teacher make sure that they understand it.

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

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

pre-viewing is aimed at introducing students with the material that they are going to view. This activity facilitate students to have easier and better comprehension, thus successful results in language teaching can be achieved. Consequently, teacher may design this activity to help students with their language skills.

In while-viewing activity, teacher plays the video and asks the students to work on the certain while-viewing activity such as identifying certain words, expressions or information. After the students have already viewed and listened to the segments, in post-viewing activity, the teacher will ask the students to work in pairs or groups to apply and practice the language form and function they got from the video. The following details present how the three-part section should be done in video-based lesson:

- a) Before presenting the video, teacher has to engage students' interest in what they will be doing, and prepare them to do it successfully.
- b) While learners view the video, teacher should remain in the classroom to observe students reactions, see what they do not understand and what bothers them and facilitate them.
- c) After the viewing, teacher should review and clarify some complex points, explain, encourage discussions, and assign follow-up activities.

B. Review of Relevant Studies

There are some previous studies done by researchers showing that the use of videos in English teaching and learning process can improve students' speaking

skills. Ikawati (2012) who conducted action research in SMK 1 Wonosari proposes the findings of her research as follow:

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

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

Video allows the learners to see body movement and speech rhythm in second language discourse through the use of authentic language and speed of speech in various situations. In addition, a video can stimulate and motivate students to be interested so that the students can be more actively involved in the lesson. The use of visuals overall can help learners to predict information, infer

ideas and analyze the world that is brought into the classroom via the use of video instruction.

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

C. Conceptual Framework

English as a foreign language becomes one of compulsory subjects in junior high school in Indonesia. One of the language skills which has to be mastered by foreign language learners is speaking or communicating using the target language. In fact, speaking English is often considered difficult to learn by Indonesian students. They cannot speak fluently, accurately, and appropriately because English is not their mother tongue. Most of students are shy and reluctant when they are asked to speak in front of the class. They are afraid of making mistakes when they are conveying their intentions. They do not get appropriate models so that they often use incorrect grammar, mispronounce words, and use wrong intonation and stress patterns,

In fact, the teaching of speaking also has great influence to the students' ability. The major problem in the teaching and learning process concerns with inappropriate techniques applied by the teacher. The English teacher tends to

teach speaking based on textbook instead of using interesting media. Besides, the lack of media used in English teaching may contribute to the failure of the teaching and learning process; particularly in achieving its goal i.e. students can have good communicative competence. In order to make students interested and motivated, the teacher should provide interesting learning media. Moreover, since the teaching of reading and writing has more portion, students have inadequate opportunities to practice speaking. This fact also leads students to have low speaking skills.

The use of video clips can give students visual clues and provide appropriate models in realistic situations so that students can enjoy the teaching and learning process and understand the materials easily. Considering the need of improving students' speaking skills, the use of video clips as learning media combining with the speaking activities can produce improvement both on quality of the teaching and learning process and the students' speaking skills.

CHAPTER III RESEARCH METHOD

A. Research Design

Based on the research objective, this research was categorized into action research. Action research is a study aimed at identifying problematic situation that the participants consider worth looking into more deeply and systematically (Burns, 2010). Henning, Stone and Kelly (2009) points out that action research is conducted in local setting and undertaken for the purpose of improving by introducing more effective teaching strategies.

Meanwhile, Burns (2010) states that the central idea of the action part of action research in educational field is to deliberately intervene in a problematic situation to result in changes and improvement in practice. The improvements in action research are based on the information or data gained during the process that the researcher collects systematically. She also mentions some essential features of action research. First, it involves teachers in evaluating and reflecting on the teaching and aims to result in continuing changes and improvements. Second, since the teaching and learning problems are investigated within a specific social situation, action research is a small-scale and contextualized study. Third, it is participatory and inclusive since the participants can get the opportunity to investigate issues collaboratively. Moreover, changes and improvements in practice will be based on collecting and analyzing data systematically.

There are some different models of action research proposed by some experts. However, this research would use the action research model proposed by Kemmis and McTaggart (Burns, 1999)

Based on the explanation above, this study was aimed to find the feasible problems needed to solve soon related to the teaching and learning process of speaking and to implement some actions to improve the students' speaking skills of the eight grade students of SMP IT Abu Bakar Yogyakarta in the academic year of 2012/2013 through the use of video clips. The researcher and the English teacher worked collaboratively to collect the data concerned with the weaknesses and the obstacles of the English teaching and learning process related to the students' speaking skills. Then, they identified the research problems, planned and implemented the actions, and finally evaluated and reflected the actions in a systematic way. (Kemmis, 1996).

B. Setting of the Research

1) Place of the Research

The research was conducted in SMP IT Abu Bakar Yogyakarta which is located in Umbulharjo, Yogyakarta. The actions would be carried out in class VIII G where there were 30 students in this classroom.

The researcher had observed some aspects and problems related to the teaching and learning process of speaking in this junior high school. The condition of the school and its facilities were good enough. There were a computer laboratory, a library, and a language laboratory. The LCD and internet

C. Participants of the Research

This research involved some participants who work collaboratively. They were the researcher who applied the action, the English teacher as the collaborator, and the students of class VIII G of SMP IT Abu Bakar Yogyakarta in the academic year of 2012/2013.

D. Research Instruments

The researcher played a role as an observer to collect the data and also the one who would implement the actions. While the researcher implemented the actions in the classroom, the English teacher as the collaborator acted out as the observer.

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

1) Observation Checklist

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

2) Interviews Guidelines

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

3) Speaking Rubric

Speaking rubric was used to assess and collect the data about students' speaking ability. The rubric focused on four aspects of speaking. They were

fluency, accuracy, vocabulary, pronunciation and comprehension. Each aspect had different indicator. If the score is getting higher, the indicator will be more complicated and vice versa.

E. Techniques of Collecting Data

The data of the research were qualitative and quantitative. The qualitative data were obtained through observation, interview, and documentation related to the teaching and learning process of speaking in the classroom including the techniques used by the teacher, the learning media and the classroom speaking activities.

1) Observations

Observations were conducted to discover valuable information related to the teaching and learning process, the students' speaking ability, the students' involvement during the lesson, the students' understanding of the given materials, the methods and techniques used by the teacher, and the media used to support the teaching. The results of observations were in the form of field notes. Field notes were useful to examine experience in order to understand it better by writing about it. It was used to record activities and situations during the research. By using field notes, the researcher could examine the data and deal with the problems of analysis.

2) Interviews

Interviews put the researcher in personal contact with the participant. Thus, it can provide an opportunity to ask follow-up questions, reveal rich insights

into the thinking of the participants and help explain why the participants made the choices they did or how they think about a particular issue (Henning, Stone and Kelly, 2009).

In the reconnaissance stages, the interviews focused on the teacher's perception of the students' English competence, the techniques and activities the teacher applied, the materials, the facilities and media in the teaching and learning process, the students' perceptions of the English lesson and the students' difficulties in speaking and learning English.

Meanwhile, in the reflection stages, the interviews focused on students' opinion about the actions, the improvement of their speaking skills, their difficulties during the actions, the collaborator's opinion about the actions, the condition of the class, and the students' involvement during the lesson.

3) Documentations

Documentations involved taking photographs, audiotape and videotape recording to monitor and to evaluate the actions.

Meanwhile, the quantitative data are gained through speaking tasks, pre-test, and post-test. Speaking tasks, pre-test and post-test were used to measure the improvement of students' speaking skills. The researcher worked collaboratively with the English teacher to conduct the speaking assessment.

F. Data Analysis Technique

The data gained were in the form of field notes, interview transcripts, and students speaking scores. To analyze the data, the researcher used the qualitative

and quantitative descriptive analysis. The qualitative data were analyzed by using stages suggested by Burns (1999) as follow:

1. Assembling the data
2. Coding the data
3. Comparing the data
4. Building interpretation
5. Reporting the outcomes

The quantitative data obtained from speaking performances were analyzed by using quantitative descriptive analysis. The quantitative data were presented in the form of tables and mean scores. The students' speaking performances were assessed by using speaking rubric. The results of the speaking performances in each task were used to determine whether there were any improvements on the students' speaking skills.

G. Research Procedure

The researcher used the procedure of action Research proposed by Kemmis and McTaggart (1988) in Burns (2010). The procedure is as follow:

a. Reconnaissance

In this stage, the researcher found out valuable information concerning on the students' speaking skills. The researcher identified the existing problems and obstacles in teaching speaking by observing and interviewing the teacher and students.

b. Planning

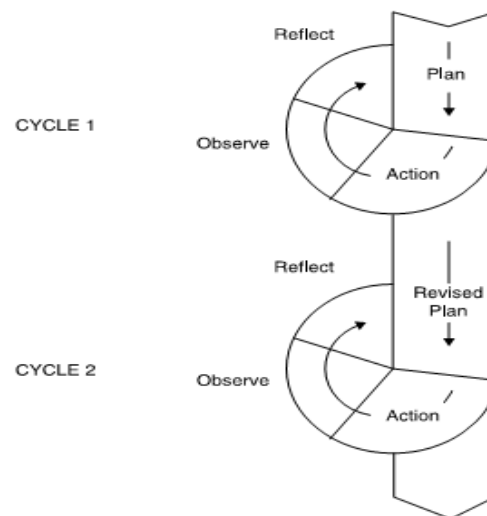
After doing observations and interviews in reconnaissance stage, the researcher made some plans to determine feasible actions to be implemented in the field. In planning the actions, the researcher worked together with the English teacher. The action plan was using video clips as teaching media and was aimed at improving the students' speaking skills.

c. Action and Observation of the Action

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

d. Reflection (evaluation and recommendation)

In this process, the researcher made some notes and reviews on the changes during the implementation with the collaborators. This reflection was carried out to decide whether there would be another cycle or not. If the actions were successful, the researcher would continue to implement it. However, if the actions were not successful, the actions would be modified or the researcher tried to find other suitable actions so that the condition would be better.



Picture 1: Research Procedure (Kemmis and Mc Taggart, 1998 in Burns 1999)

H. Validity and Reliability of Data

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

a. Democratic validity

It was related to the participants' personal opinion, ideas and comments about the implication. To get democratic validity, the researcher conducted an interview to ask the teacher's and students' opinion, ideas and suggestions.

b. Outcome validity

This criterion dealt with notions of actions leading to outcomes achieved within the research. The achievement of the result and outcome involved not only the solution of the problems but also the existence of new questions in the related research.

c. Process validity

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

d. Catalytic validity

Catalytic validity required that the participants were moved to take action on the basis of their heightened understanding of the subject of the study. It referred to the change in the students' and teacher's perspective and attitudes towards the speaking skills after the implementation.

e. Dialogic validity

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

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

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

Third, the theoretical triangulation was used when the data were analyzed from more than one researcher. The researcher would ask the English teacher to collect the data to be compared with her own.

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

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Reconnaissance

1. Identification of the Field Problems

In the reconnaissance stage, some steps were done to identify the field problems of the research. The first step was to conduct a preliminary observation of English teaching and learning process, especially in speaking skills of class VIII G SMP IT Abu Bakar Yogyakarta. The other one was to hold interviews with the English teacher and the students of class VIII G as the research participants.

Before going further on identifying the problems of the field, it was important to have a look at the facts on the teaching and learning process of speaking in class VIII G based on the preliminary observation held on 31 August 2012. The field note below became the initial data which was needed to be taken into account before implementing some actions in class VIII G SMP IT Abu Bakar Yogyakarta to improve the students' speaking skills.

NO	: FN.03
Day, Date	: Friday, 31 August 2012
Time	: 13.40 WIB
Place	: Class VIII G
Activity	: Preliminary Observation
Respondent, R	: researcher
	Ss : Students
	ET : English Teacher
<p>ET started the class by greeting and checking the students' attendance. The ET did not review the last meeting materials. She directly introduced the topic of the lesson i.e. asking and giving opinion. The ET gave lead-in questions by asking Ss's opinions about forbidden and allowed things to do such as smoking and swimming. <i>(continued)</i></p>	

(continued)

The ET asked, 'Is swimming good?' The Ss answered, 'Yes.' The ET asked again, 'Kenapa?' **Most of the Ss kept silent.** They looked shy, reluctant and doubtful to answer the teacher's question. **Some of them answered in Bahasa Indonesia,** 'Ya karena bikin kita sehat.' The ET asked another question, 'Kalau merokok?' S1 answered, 'Ngga sehat Ust.' After the Ss answered the questions, the ET mentioned what materials would be learnt.

The ET asked the Ss to open the textbook to see the expressions of asking and giving opinion which can be used in daily conversation. **The ET read aloud the expressions of asking and giving opinion and asked Ss to repeat after her,** 'Okay, *sekarang saya akan membaca ekspresi untuk meminta dan memberi pendapat, kalian tirukan ya.*' After that, the ET wrote those expressions on the whiteboard. The ET explained the meanings of each expression. Some of the Ss took notes and wrote the explanation in their books. However, when the ET were giving explanation, **many Ss were busy with their own activities such as sleeping, having some chats with their friends, and drawing.** Then, the ET gave the Ss opportunity to ask question related to today's materials. **Nobody gave response.** They were still busy with their own activities.

After giving the explanation, the ET asked the Ss to move around the class. They had to ask three classmates' opinions on a certain topic such as sport, movie and song. They also had to write the questions and their friends' answers. **The ET instructions were not clear** although she spoke in Bahasa Indonesia. The Ss looked confused. S2 asked, 'Maksudnya gimana sih ust? Bingung nih.' Therefore, the ET explained it again until the Ss understood. The ET asked the R to supervise the Ss because she had an urgent thing to do in the teacher's office. **During the speaking activity the class condition and atmosphere seemed to be very chaotic and uncontrolled.** Some of the Ss ran in the classroom, had jokes with their friends, sang aloud or danced. **They did not do the activity seriously.** Most of them tended to use Bahasa Indonesia when they were asking and giving opinions. **The rest of them spoke in English but they mispronounced words and used wrong stress patterns, intonation, and incorrect grammar.**

When the ET came back to the classroom, few minutes before the class ended, she asked the Ss to submit the written reports of the results of speaking activity in the next meeting. The ET did not either give feedback on Ss' work or summarize the lesson. She also did not preview the upcoming materials. The lesson was ended by praying.

*ET : English Teacher**Ss : Students*

After conducting a preliminary observation, the next step to gain the data was holding an interview and discussion with the English teacher to find the information concerning on the teaching and learning process of speaking to support the identification of the problems. The researcher also interviewed some students of class VIII G to get some input on their weaknesses in learning speaking and to acquire some suggestions related to the problems of the teaching and learning process of speaking.

During the interview session, the teacher mentioned that she wanted to cover the teaching of four language skills but the media and limited time became the major problems. Therefore, reading and writing had more portions to be taught than listening and, especially, speaking.

R : *Dapatkah ustadzah jelaskan bagaimana proses belajar mengajar bahasa Inggris di kelas VIII G ini? (Ustadzah, would you please explain the English teaching and learning process in this class?)*

ET : *Kalau secara keseluruhan, prosesnya itu saya ingin meliputi semua aspek yang empat skills itu tapi kadang saya terkendala terkait dengan media dan waktu juga. Untuk praktek speaking terutama, hanya beberapa kali pertemuan, jadi lebih banyak ke pengajaran writing dan reading. ('In general, I want to cover all four language skills, but I face problems related to the teaching media and time allocation especially for the teaching of speaking which was done in several meetings only compared to the teaching of reading and writing which has more portion.')*

Interview transcript 04

She also stated that there were some factors that caused the students to have low speaking skills. The first factor was that the students were lack of self-confidence and had low motivation in speaking English. Only few students were

confident to share their ideas in English but they did not pay attention to pronunciation or grammatical accuracy.

R : *Menurut ustadzah bagaimana kemampuan berbicara siswa di kelas ini?* ('What do you think about the students' speaking skills in this class?')

ET : *Kalau dilihat dari rasa percaya diri mungkin belum semua, hanya beberapa anak saja yang PD untuk ngomong tapi istilahnya yang penting asal ngomong bahasa Inggris, ngga peduli keakuratan atau aturannya begitu.* ('Seen from the students' self-confidence, only few of them are confident to speak in English. But, they do not pay attention to the accuracy or grammar, as long as they can speak, it's okay.')

Interview transcript 04

Furthermore, another factor was the limited media to support the teaching and learning process of speaking. The media such as videos, movies, and pictures were hardly used in the teaching of speaking.

R : *..., kalau dalam pengajaran speaking itu sendiri?* ('What about the teaching of speaking?')

ET : *Kalau pengajarannya, speaking itu untuk medianya yang masih minim. Anak – anak kan perlu melihat contoh cara asli ngomongnya gimana agar mereka bisa menirukan.* (The teaching of speaking is limited of supportive media. Actually, the students need to see the real models or examples so that they can imitate how to use the language.)

Interview transcript 04

In the interviews with the students of class VIII G SMP IT Abu Bakar Yogyakarta, they also mentioned that speaking was rarely taught in the English teaching and learning process. The English teaching and learning process focused more on improving students' reading and writing skills. This fact can be seen in this following interview transcript.

-
- R: *Kompetensi bahasa Inggris kan mencakup mendengarkan, berbicara, membaca dan menulis, yang paling sering diajarkan yang mana?* ('English competencies cover the skills of listening, speaking, reading and writing, which one is taught the most?')
- S1: *Menulis dan membaca.* ('Reading and writing.')

Interview transcript 01

Furthermore, the researcher found that the students had some difficulties or problems in mastering speaking. First, they could not easily choose appropriate exposures in a certain context. Second, they found difficulties in pronouncing words and using right intonations and stress patterns when they spoke in English. Third, they had limited vocabulary mastery which became constrains and barriers when they wanted to share their ideas. Moreover, they often made grammatical mistakes that caused them to have low self-confidence in speaking.

-
- R: *Kesulitan dalam belajar speaking apa?* ('What difficulties did you face in learning speaking?')
- S1: *Kalau speaking, ngomongnya itu beda ngga sesuai sama tulisannya.* ('In speaking, the pronunciation of the words is different from its written form.')
- R: *Selain itu?* ('Any other difficulties?')
- S1: *Intonasinya juga.* ('The intonation.')
- R: *Kalau susunan kata atau grammarnya susah tidak?* ('How about the aspects of vocabulary and grammar, is it difficult or not?')
- S1: *Agak sih.* ('Yes, it is quite difficult.')

Interview transcript 03

R: *Menurut Azaria, apakah belajar berbicara dalam bahasa Inggris itu sulit?* ('According to Azaria's opinion, is speaking in English difficult?')

S8: *Lumayan sih.* ('It is quite difficult.')

R: *Kesulitan apa yang adik hadapi?* ('What difficulties did you find in speaking?')

S8: *Vocabnya, grammarnya, sama cara pengucapan.* ('The vocabulary, grammar, and pronunciation.')

Interview transcript 05

The lack of media not only influenced the students' motivation but also their speaking skills. Interesting learning media such as videos, movies and songs were rarely used to support the teaching and learning process. Appropriate models in teaching pronunciation were not provided so they could not see how to use the language in real context. The students stated that the teacher was the only model for the students to learn pronunciation.

R: *Media apa yang biasa digunakan Ustadzah waktu mengajar speaking?* ('What media were usually used by Ustadzah to teach speaking?')

S14: *Pakai kertas aja yang ada contoh percakapan.* ('Only some handouts. It consisted of the examples of dialogues.')

R: *Apakah Ustadzah selalu menjadi contoh ketika mengucapkan kata, kalimat atau dialog?* ('Does *ustadzah* always become a model in pronouncing words, sentences, or carrying out a dialog?')

S 14: *Iya.* ('Yes.')

Interview transcript 02

The fact that the teaching and learning process of speaking lacked of proper media and appropriate models of English can be also seen in the field note below.

The ET asked the Ss to open the textbook to see the expressions of asking and giving opinion which can be used in daily conversation. **The ET read aloud the expressions of asking and giving opinion and asked Ss to repeat after her,** *'Okay, sekarang saya akan membaca ekspresi untuk meminta dan memberi pendapat, kalian tirukan ya.'* After that, the ET wrote those expressions on the board. The ET explained the meaning of each expression.

Field Note 03

Based on the preliminary observation and interviews, some existing problems related to the teaching and learning process of speaking were identified.

Those field problems are presented in the table below:

Table 4: The Field Problems in the English Teaching and Learning Process at VIII G Class of SMP IT Abu Bakar Yogyakarta

No.	Field Problems	Code
1.	The students were shy and reluctant to share their ideas.	S
2.	The students were not confident to speak English.	S
3.	The teacher used classroom English minimally.	T
4.	The teacher did not provide appropriate models to learn the target language.	T, Md
5.	The interesting teaching media were insufficiently used during the teaching and learning process.	Md
6.	The teaching of speaking was monotonous and boring.	TT
7.	Textbook was the only medium to teach speaking.	Md
8.	The speaking activities did not encourage the students to speak English optimally.	TT
9.	The students mispronounced words and used incorrect intonation and stress patterns.	S
10.	The students lacked of vocabulary mastery.	S

(continued)

(continued)

11.	The students often made grammatical mistakes.	S
12.	The students did not get involved actively in every class activity.	S
13.	The topic of materials did not really attract students' interest.	Mt
14.	The time allocation was not appropriate.	TT

S : Students Md : Media TT : Teaching Techniques
T : Teacher Mt : Materials

Pre-test was also conducted to measure the students' initial speaking skills before implementing the action. The researcher and the English teacher became the raters to score the pre-test and the post-test which conducted in the beginning and the end of the research. This was to check the reliability of both the pre-test and post-test and also to fulfill the democratic validity of the research.

Table 5: The Pre-Test Mean Score of Each Speaking Aspect

No.	Aspects of Speaking	Mean Score
1.	Fluency	2.00
2.	Pronunciation	1.30
3.	Grammar	1.16
4.	Vocabulary	1.30
5.	Comprehension	1.30

2. Selecting the Field Problems to Solve

Based on the observation in the classroom, the researcher found that the teaching and learning process of speaking in class VIII G at the first semester in the academic year of 2012/2013 seemed to be monotonous and lacked of media.

The only media used by the English teacher were the textbooks. It failed to draw the students' attention to follow the lesson seriously.

Besides, the speaking activities could not engage the students to actively learn the target language. In fact, to reach the goals of the speaking teaching and learning process, the class should be fun, interesting, and contextual. Moreover, the use of various media had to be provided to support the process of delivering the lesson. Those facts can be inferred from this following interview transcript

-
- R: *Media apa yang biasa digunakan ibu guru waktu mengajar speaking?* ('What media were usually used by *ustazah* to teach speaking?')
- S3: *Baru sekali speaking sih, waktu itu pakai buku.* ('The teaching of speaking was done only once. At that time, she used textbook.')
- R: *Apakah ibu guru selalu menjadi contoh ketika mengucapkan kata, kalimat atau membawakan dialog?* ('Did *ustazah* always become the model in pronouncing words, sentences or carrying out a dialogues?')
- S3: *Iya.* ('Yes.')
- R: *Menurut adik, media apa yang seharusnya digunakan dalam belajar speaking yang membuat kalian tertarik dan mudah memahami materi speaking?* ('In your opinion, what media should be used in teaching speaking which make you feel interested and easy to understand the materials?')
- S3: *Lagu, film, video.* ('Songs, movies, and videos.')
- R: *Aktivitas apa yang biasa dilakukan ketika belajar speaking di kelas?* ('What speaking activities did you usually do when you learnt speaking in the class?')
- S3: *Berpasangan terus cari grup, trs ngomong – ngomong gitu.* (In pairs, we looked for groups and we had a dialog or conversation.)

Interview transcript 03

Considering the time, energy, priority and feasibility of the problems to solve, it was difficult to overcome all the problems found in the field. As stated in

the beginning of Chapter I, the researcher only focused on improving the students' speaking skills through the use of video clips. Therefore, the list of feasible problems to solve was made based on the observation and interviews that have been conducted before. Those problems are formulated as follows:

Table 6: The Feasible Problems to Solve in the English Teaching and Learning Process at VIII G Class of SMP IT Abu Bakar Yogyakarta

No.	Field Problems	Code
1.	The students lacked of confidence and had low motivation in learning speaking.	S
2.	The students found difficulties in pronunciation.	S
3.	The students had inadequate abilities in grammar and vocabulary mastery.	S
4.	The teaching of speaking was monotonous and boring.	Md
5.	The teacher did not provide appropriate models to learn the target language.	T, Md
6.	The speaking activities were not applied well to encourage the students to speak.	TT
7.	The classroom English was not optimally used during the teaching and learning process.	T

S : *Students*

Md : *Media*

T : *Teacher*

TT : *Teaching Techniques*

After selecting the field problems to solve, the researcher and the collaborators discussed the possible causes of the problems that led the low students' speaking skills in order to identify the weaknesses and obstacles in relation to the field problems found. It was important to determine the action which would be implemented to solve the problems.

Table 7: Field Problems to Solve and the Possible Causes in the English Teaching and Learning Process at VIII G Class of SMP IT Abu Bakar Yogyakarta

No.	Field Problems	Code	Possible Causes
1.	The students lack of confidence and had low motivation in learning speaking.	S	The teacher did not encourage the students to speak in English since the practice and opportunities to speak were rarely given.
2.	The students found difficulties in pronunciation.	S	The teacher was the only model for the students to learn English.
3.	The students had inadequate abilities in grammar and vocabulary mastery.	S	The knowledge given to the students was not complete and the opportunities to use the language were rarely given.
4.	The teaching of speaking was monotonous and boring.	Md	The interesting teaching media were insufficiently used during the teaching and learning process.
5.	The teacher did not provide authentic models to learn the target language.	T, Md	Authentic materials were hardly provided during the speaking teaching and learning process.
6.	The speaking activities did not encourage the students to express their ideas by using English.	TT	The communicative speaking activities were not applied well during the lesson.
7.	The teacher did not give the students sufficient opportunities to use the target language	T	The classroom English was not optimally used during the teaching and learning process.

S : Students
T : Teacher

Md : Media
TT : Teaching Techniques

3. Determining Actions to Solve the Feasible Problems

Based on the feasible problems to solve and the possible causes mentioned above, in collaboration with the English teacher, the researcher designed some actions to overcome the problems. First, video clips would be used to support the teaching and learning process and to give the students authentic and appropriate models of the target language.

Second, in line with the use of video clips, some communicative speaking activities such as games, role play, information gap activity and picture describing would be applied to make the teaching and learning process more enjoyable and to give the students sufficient opportunities to practice speaking. Furthermore, classroom English would optimally used during the teaching and learning process so that the students could carry out a conversation using English in real context and could apply the information they got from the video watching activity.

To support the main actions mentioned above, the researcher and the collaborators would apply some supportive actions which had to be covered in the teaching and learning process. They were giving feedback on students' works including pronunciation, vocabulary and grammar and giving handouts of the materials as brief guidelines. Therefore, the time allocation could be more appropriate so that the students could do some tasks and activities which were important for them in order to absorb the knowledge properly. The relation between the solvable problems and the actions that would be implemented can be seen in as follows.

Table 8: the Feasible Problems to Solve and the Solutions

No.	Feasible Problems to Solve	Solutions
1.	The students lacked of confidence and had low motivation in learning speaking.	a. Using video clips consisting authentic models of English as teaching and learning media b. Applying some communicative speaking activities
2.	The students found difficulties in pronunciation.	Using video clips consisting authentic models of English as teaching and learning media
3.	The students had inadequate abilities in grammar and vocabulary mastery.	a. Using video clips consisting authentic models of English as teaching and learning media b. Giving feedback on students' works
4.	The teaching of speaking was monotonous and boring.	a. Using video clips consisting authentic models of English as teaching and learning media b. Applying some communicative speaking activities
5.	The teacher did not provide authentic models to learn the target language.	Using video clips consisting authentic models of English as teaching and learning media
6.	The speaking activities did not encourage the students to express their ideas by using English.	Applying some communicative speaking activities
7.	The teacher did not give the students sufficient opportunity to speak in English.	Using classroom English optimally during the teaching and learning process

To implement the actions, the researcher and the collaborator did some preparations and plans in order to make the actions as successful as possible. They were:

a) Developing the Research Instruments

The research instruments developed by the researcher included observation checklists, interview guidelines, speaking tests and speaking rubric. The observations would be conducted during the implementation of the actions and reflection. The interviews were carried out during the planning stage, the implementation of the actions, and the reflection stage. It was aimed to get some input related to the problems faced by the research participants and also their suggestions concerned with the implementation of the actions and the reflections.

Meanwhile, the speaking tests would be used to measure the students' speaking improvements and the speaking rubric would be used to assess and evaluate the students' speaking skills in pre-test, post-test and also the speaking practices during the implementations.

b) Selecting the Materials

The selection of materials used in the teaching and learning process was based on the Basic Competency and Standard Competency of the junior high school students grade VIII in the curriculum. The materials which would be taught were decided together by the researcher and the English teacher to meet the requirements of the curriculum. The materials would cover the practice of spoken language including dialogues and monologues which should be mastered by the students. The topics which would be given were asking, giving and rejecting help, inviting, accepting, and declining an invitation, and descriptive texts.

c) Selecting the Teaching Media

The video clips would be used as the main teaching media during the implementation. The selection of the media was based on the consideration that by watching the video clips, the students would be able to see the authentic models of English and could get adequate input and examples of the target language. They also could learn how to apply the language in real life contexts and daily conversations. Most of the video clips as recorded materials were taken from www.youtube.com.

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

d) Deciding the Teaching and Learning Activities

The video watching activities were combined with some communicative speaking activities such as games, picture describing, role-play, and information gap activities to achieve the teaching and learning goal, i.e. students were able to communicate in English fluently, accurately, and appropriately.

e) Making Course Grid and Lesson Plans

Course grid and lesson plans were made to design the materials and activities easier. They were designed by the researcher in collaboration with the English teacher and were revised based on the expert's judgement.

B. The Implementation of the Actions

1. The Report of Cycle I

a. Planning

Considering the feasible problems to solve mentioned in the previous sub-chapter, some efforts to overcome the problems were planned. The plans of the actions which would be implemented were expected to achieve the conditions and improvement in some aspects as follows:

Table 9: the Actions and the Expected Improvement to Achieve

No.	Actions	Expected Improvement to Achieve
1.	Using video clips consisting appropriate models of English as the teaching and learning media	The materials and classroom activities would be varied and would be more interesting.
		The students were highly motivated in learning the target language.
		The students had adequate mastery of pronunciation, grammar and vocabulary.
2.	Applying some communicative speaking activities	The students had higher self-confidence to express their ideas freely The students had sufficient opportunity to practice speaking.
		The students got involved actively in the lesson.
3.	Using classroom English optimally during the teaching and learning process	Classroom English were optimally used so that the students could improve their comprehension and were accustomed to listen English.
4.	Giving feedback on students' works	The students had adequate mastery of pronunciation, grammar and vocabulary.
5.	Giving handouts of today's materials	The time allocation could be appropriate so that the students could do some tasks which were important for them in order to absorb the knowledge.

The implemented actions focused on improving the students' speaking skills through the use of video clips. Based on the results of discussion with the English teacher, the researcher acted as the classroom teacher during the implementation. Meanwhile, the action plans which performed in the first cycle were:

1) Using Video Clips as the Teaching Media

As mentioned in the identification of the problems, video clips were used as the main teaching and learning media to improve the students' speaking skills. Video clips were employed as the input texts so that the students could get complete information and knowledge.

By watching the video clips, they could learn how to apply the language in real life context and daily conversations. Most of the video clips as recorded materials were taken from www.youtube.com. The selection of the video clips was based on the consideration between the researcher and the collaborators.

2) Applying Communicative Speaking Activities

Communicative speaking activities were applied in order to give the students opportunities to speak in English. Through practicing, they understood the language use in everyday conversations. The students could increase their confidence since they had to communicate in English as much as possible and to interact with their friends. The communicative speaking activities applied in the first cycle were games, picture describing, and role play.

3) Using Classroom English during the Teaching and Learning Process

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

The students mentioned that they could not understand the explanations because when the teacher spoke in English to explain the materials, she spoke quite fast. Thus, the classroom English was rarely used. To overcome this problem, during the implementations in the first cycle, the researcher would provide Indonesian translation in some occasions such as explaining the materials and giving the instructions.

In addition, some supportive actions which had to be covered in the teaching and learning process were also applied to make the efforts of improving the students' speaking skills more effective. Those actions were giving feedback on students' works including pronunciation, vocabulary, and grammar and giving handouts of materials. Feedback would be given in all meetings in cycle I. The feedback covered fluency, pronunciation and grammatical accuracy, and vocabulary. During the teaching and learning process in the opening, main activity and closing, the feedback was delivered whenever it was needed.

Moreover, during the observation, the researcher found that when the English teacher was explaining the materials, some of the students were taking notes so they could not focus on the teacher's explanation. Therefore, handouts

were given as brief guidelines for the students. They could focus more on the teacher's explanation. In addition, the time allocation could be managed properly.

b. Actions and Observations in Cycle I

The actions in the first cycle were carried out in three days of class meeting on 19th September, 28th September, and 5th October 2012. The actions focused on implementing video clips as authentic materials to improve the students' speaking skills. The data during cycle I were collected through observations, interviews, and documentations. In this cycle, the researcher shared duties with the collaborators in conducting the teaching and learning process of speaking. While the researcher implemented the actions, the English teacher observed the teaching and learning process at the back of the class and the other collaborator took photographs and videos of the teaching and learning activities in the classroom. The detail description is presented below.

1) The First Meeting of Cycle I

The first meeting of cycle I was conducted on 19th September 2012. The allocation time was 80 minutes. In the beginning of the lesson, the teacher greeted the students and checked the students' attendance. Then, the teacher introduced the topics of the lesson i.e. requesting, accepting, and refusing to do something by giving the students lead-in questions related to their experience in requesting, accepting, and refusing to do something in daily life. As planned before, the Indonesian translations of classroom English were given immediately after the researcher spoke certain expressions in English. However, students looked very

shy in answering teacher' questions and most of them kept silent. Because there was no volunteer answering the lead-in question, the teacher pointed one student to answer it. After giving lead-in questions related to the topics, the teacher informed the objective of the lesson to the whole class.

The teacher played some video clips as learning media to provide the students with appropriate models of English. The students seemed really interested and enthusiastic in watching the videos. While watching the videos, they identified the expressions of requesting, accepting, and refusing to do something. The teacher played the video clips several times so that the students could understand the materials and could get the expressions to use when they practiced speaking. The students repeated what the speakers said in the videos to learn the pronunciation. Handouts were also given to the students to make them remember the materials easily.



Picture 2: Video Watching Activity in the 1st Meeting

However, when the teacher prepared the teaching aids to watch the video clips, a technical problem dealing with the electricity occurred. The length of the cable was too short so that the LCD could not reach the electric socket in the corner of the class. Therefore, the LCD was moved to the corner of the class. It made the students sitting in another corner found it difficult to watch the video

clips. After watching video clips and identifying the, the students did vocabulary matching activity so when they practiced speaking they had adequate vocabulary to express their ideas.

Because of the limited time, the production stage which provided the students a freer speaking activity could not be done. Therefore, the teacher decided to continue it in the next meeting. When the allocated time was over, the teacher ended the lesson by summarizing the lesson and praying.

2) The Second Meeting of Cycle I

The second meeting of cycle I was conducted on 26th September 2012. In this meeting, the teacher continued the activities of practice and production stages that could not be done in the previous meeting. The allocation time was 80 minutes. In the beginning of the lesson, the teacher greeted and checked the students' attendance. The teacher found that many of the students were sleepy and low motivated to learn today's lesson. Therefore, she gave the students unplanned activity to raise their eagerness to follow the lesson. They did 'Tongue Twister' game as a warming-up activity. The whole class was divided into four groups. Each group was given a sentence and every member of the group who stood in a line had to forward the sentence. The students who stood up at the last of the line had to say the sentence. The first group reported the right sentence to the teacher was the winner.

After doing 'Tongue Twister' game, the students and the teacher reviewed the last materials i.e. asking for, giving and refusing help. The teacher asked some

of them to read aloud the dialog in the handout and gave the feedback on their pronunciation of certain words and sentences.

Then, to practice the information the students got, the students did a game called 'Do Me a Favor' as a guided speaking activity. The activity can be seen in the description below.

The whole class was divided into five groups. In a group, based on the cards they had, every member of the group had to ask their friends' help in doing household activity such as shopping, sweeping the floor, posting a letter, etc. Based on the observation during the teaching and learning process, although the students really enjoy the game, they faced problems when they did 'Do me a favor' game. They found difficulty in pronouncing words, using right intonation and stress patterns. In addition, their vocabulary mastery was still low. They were given pictures and had to ask their friends' help in doing household activities such as shopping, sweeping the floor, painting the door, etc. But they did not know some words used to describe what people do in some certain pictures. They also made some grammatical mistakes.

Field Note 06



Picture 3: Students got involved in 'Do Me a Favor' game.

In production stage, to practice speaking, the students were asked to make a free conversation and had to act it out in front of the class. During the speaking activities, the teacher observed the students. They still found difficulties in pronouncing words and arranging sentences or expressions with correct grammar.

When the allocated time was over, the teacher ended the lesson by summarizing the lesson and praying.

3) The Third Meeting of Cycle I

The third meeting of cycle I was conducted on 3rd October 2012. The allocation time was 80 minutes. In the beginning of the lesson, the teacher greeted the students and checked the attendance. The teacher tried to greet students by using different expression with the same meaning. The students kept silent because they did not understand what the teacher asked. Therefore, the teacher asked them again using the expression of greeting she usually used. The students answered enthusiastically.

In this meeting, the use of Indonesian translations of classroom English were used more on explaining the materials and giving instructions. Then, the teacher introduced the topics of the lesson i.e. describing people by giving the students lead-in questions related to one of their favorite idols. The students answered the questions enthusiastically. Most of them gave the correct answer. After giving lead-in questions related to the topics and getting the correct answers, the teacher informed the objective of the lesson to the whole class.

Learning from the experience in the first meeting, the long cable was available in this meeting so the LCD could be placed in the middle of the class. It was hoped that all students could watch the video clips well. However, another technical problem dealing with the teaching aids still occurred when the researcher prepared video watching activity. The researcher did not use her own speaker because the English teacher said she provided it.

However, the speakers were not really audible so that the students could not hear the sound clearly. Moreover, the LCD was different from the LCD used in the previous meeting. It presented capsized display because it were set as ready-used LCD in the classroom. The English teacher asked one of the school officers to fix up the LCD but it did not help. Therefore, the teacher changed the speaker with another one provided in the office. But there was no LCD left so that the students had to watch the video clips directly from the laptop.



Picture 4. Inconvenient Situation during the Video Watching Activity

After preparing the teaching aids, the teacher played some video clips as learning media to provide the students with appropriate models of speaking. The students seemed really interested and enthusiastic in watching the videos. While watching the videos, they identified the adjectives and verbs used for describing people's physical appearance and personality. The teacher played the video clips several times so the students could understand the materials and could get the expressions of describing people. The students repeated what the speakers said in the videos to learn the pronunciation. Handouts were also given to the students to make them remember the materials easily.

After watching video clips and identifying the expressions presented in the videos, the students did a game called ‘Who am I’ as a guided speaking activity in the practice stage. The whole class was divided into five groups. Each group was given a picture of famous people in the world. They had to discuss the people’s physical appearance and personality in the pictures.

Based on the observation during the teaching and learning process, the students did not face significant problems when they did a game namely ‘Who am I’. They found fewer difficulties in pronouncing words and arranging correct grammar of sentences or expressions they would use because they had a discussion and worked in group so that they could share their ideas and correct their friends’ errors. They enjoyed the game very much. After having a discussion, one spokesperson of each group had to describe the famous person in front of the class. When, a spokesperson of a group was describing the picture, other groups had to guess who the person is.



Picture 5. Student had a discussion in ‘Who am I’ game

In the production stage, the students did picture describing as a freer speaking activity. The whole class was divided into two groups. Each person brought a photograph of her lovely family members or best friend. The students

had to describe the person in the photograph to their friends in the group. Some students still mispronounced certain words and made grammatical errors. In addition, their lack of vocabularies also influenced their speaking ability. However, they showed their interest and enthusiasm in doing the activity. When the allocated time was over, the teacher ended the lesson by summarizing the lesson and praying.

c. Reflection

Having implemented some actions in Cycle I, the researcher and the collaborator conducted a discussion to make some reflections. The reflection was based on the observations and interviews conducted during the first cycle.

In the discussion, the data gained through observations and interviews were analyzed to evaluate the strengths and weaknesses of the actions carried out in the first cycle. It was to fulfill the democratic and the dialogic validity mentioned in chapter III. Everyone could freely express their ideas, opinions, and suggestions related to the implemented actions. These reflections were used to plan the actions implemented in the next cycle. The results of the reflections could be seen below.

a) Using Video Clips as teaching Media

To give appropriate models of speaking in English, the researcher used video clips as the main teaching and learning media. It was given as the input texts so that the students could get as much information as possible about the language use. By watching the video clips, they could learn how to apply the

language in real life context and daily conversations. The following extract shows students' opinion about the use of video clips.

R: *Setelah saya menggunakan video clips sebagai media dan input belajar, jadi lebih suka dan paham tidak dalam belajar speaking? ('After I used video clips as learning media and the input texts, could you understand the materials and did you feel interested?')*

S6: *Iya. ('Sure.')*

R: *Mengapa? ('Why?')*

S6: *Kan videonya bisa jadi contoh. Contohnya ngga Miss Silva doank. Ada percakapan, intonasi, ada benda – benda, gerak – geraknya juga ada, contohnya kan banyak. ('The video clips could be used as an example, so the model was not only you, Miss. The model of conversation and pronunciation were provided. I could see many things and nonverbal behavior. I found a lot of examples or models.')*

Interview transcript 10

R: *Apakah dengan menonton video membantu kamu dalam belajar berbicara bahasa Inggris? ('Did watching video clips help you to learn speaking?')*

S21: *Iya. ('Sure.')*

R: *Mengapa? ('Why?')*

S21: *Ya karena pengucapannya orang Inggris yang bener itu gimana jadi tahu, memfasihkan kita dalam berbicara bahasa Inggris. ('Because I knew how western people pronounce words. It made us fluent to speak in English.')*

Interview transcript 11

Meanwhile, other media such as pictures and flash cards were also provided to support the teaching and learning process of speaking. These supportive media were presented to guide them when they practiced speaking and performed a conversation.

Although the video clips could provide appropriate models through the native speakers' talk and attract the students' interest, there were some weaknesses related to the use of video clips. During the interviews, the students stated that the video clips were quite confusing. It was because the video clips

were discrete and played one by one. The cut of the video were also sloppy. Those facts are proven through this interview transcript.

S21: *Menurutku have fun sih, banyak gamesnya, tapi kalau nonton video atau film, jangan dipause – pause atau dipotong gitu.* (‘I found it interesting, there were a lot of games. But, do not pause or cut the video clips when it is played.’)

R: *Kenapa? (Why?)*

S21: *Jadi ngga seru miss, kalau dipause gitu, yang sebelumnya jadi lupa gitu lho.*(‘It was not interesting Miss if it was paused or cut. It made me forget the previous parts.’)

Interview transcript 11

R: *Dapatkah adik sebutkan kelebihan dan kekurangan video clips yang saya gunakan?* (‘Could you please mention the strengths and weaknesses of the video clips I used?’)

S12: *Kelebihannya bisa bikin lebih paham, kekurangannya sering dipotong – potong, jadi ngga ngeh.* (‘The strength was that the video clips could make me understand the materials easier, while the weakness was that the video clips were discrete. It is confusing me.’)

Interview transcript 12

In addition, the use of video clips was also quite time-consuming if it was not prepared well before the class started. This might be caused by some technical problems related to the teaching aids needed to play the video clips. First, the speakers were not really audible so that the students could not hear the sound clearly. Second, the LCD was not ready-used in the classroom so the preparation time was longer.

Moreover, some LCD also presented capsized displays because they were set as ready-used LCD in the certain rooms. The class condition during the video watching activity seemed little bit inconvenient since the students had to watch the video clips directly from the laptop although they still could enjoy the activity and got involved during the lesson.

b) Applying Communicative Speaking Activities

Generally, the speaking activities such as discussions, picture describing, and games could improve students' involvement and speaking ability because they had more opportunities to speak in English. Through practicing, they learnt how to use the language in daily conversation although some of them were still shy and reluctant when they performed dialogues. Though some of them still mispronounced certain words and used wrong intonation and stress patterns, they felt happy and interested in doing the activities. The discussions and group works increased the interaction between the students. They also could be more confident to speak in English since they got feedback from their friends if they made mistakes.

The unplanned activity, giving the students 'Tongue Twister' game as warming-up activity successfully motivated them to get involved to the lesson. They felt more enthusiastic because the game encouraged them to compete and to do the best in pronouncing some utterance.

However, some problems occurred during the implementation of communicative speaking activities. The problems were related to the classroom management which especially occurred in the first meeting. The teacher could not control the students during the teaching and learning process. Some of them made noises and tended to move and walk around the class. The researcher found a difficulty in controlling and observing the students. These problems influenced the time management. The time allocation became inappropriate. The first meeting could not cover all the teaching activities. Therefore, the researcher

arranged additional meeting to continue the practice and production stages that could not be done in the first meeting.

c) Using Classroom English during the Teaching and Learning Process

The classroom English was regularly used in the first cycle in order to make the students familiar with the English words. It was applied in the opening, main and closing activity. Generally, the use of classroom English could effectively improve students' speaking skills. It provided students an opportunity to speak in English during the teaching and learning process.

Furthermore, it could increase the students' self-confidence to communicate by using English in everyday conversation. In the first and the second meeting of cycle I, most of the students could respond the teacher's greeting and answer the teacher's simple questions in English. Therefore, the communication and interaction between the students and the teacher could happen. It can be seen in the extract below:

R stated the class by greeting and asking students' condition, 'Good afternoon, how are you? Ss replied, 'Good afternoon, I am fine.' Then, R checked students' attendance, 'Who is absent today? *Siapa yang tidak masuk hari ini?*' Ss gave response, ' *Nihil* Miss. (No one Miss.)'

Field Note 06

In some cases, the classroom English was not optimally employed in some parts of the activity such as giving instructions and explaining the materials. It was because the students found difficulties in understanding what the teacher said. Moreover, not all students were confident to speak in English or answer the teacher's questions. Some students were shy and reluctant to speak up so that the

researcher had to ask them more than one time. Sometimes, the researcher also needed to point a student to be a volunteer in replying the questions.

The R gave the students lead-in questions related to the students' experience in requesting, accepting and declining to do something, 'Has your mother ever asked you to help her?' Nobody answered the question. They looked shy and reluctant to share their ideas. Then, the R pointed S1 to answer, 'Hamda, has your mother ever asked you to help her?' S1 answered doubtfully, 'Yes Miss.' The R questioned again, 'How did she ask you?'. S1 replied, 'Maksudnya Miss?' The R spoke in Bahasa Indonesia, '*Bagaimana meminta atau bertanya?* (How did she ask you?)' S1 replied, 'Mmm, Hamda, tolong rapikan mejanya. (Hamda, tidy the table please.)'

Field Note 06

In addition, the students were confused if the researcher used different expressions to ask something although the expressions had the same meaning. For instance, when the researcher used the question such as 'How are you?' to greet the students, they could answer it well. But, when the researcher used different expressions such as 'How's life?' which had the same meaning to greet them, the students felt confused and they did not answer the teacher's questions. After the researcher changed the expressions which were usually used, the students could answer easily.

Meanwhile, feedbacks on students' works were given during the teaching and learning process generally improved students' vocabulary mastery, pronunciation and grammatical accuracy. Some feedbacks were given before they performed a dialog or when they had a discussion. The researcher drilled the students to pronounce certain words and to use right intonation. Furthermore, vocabularies were presented before the students practiced speaking. It could improve their fluency in speaking. Some students actively asked the teacher if

they did not know how to say certain words in English and how to pronounce them.

The handouts given during the implementation effectively helped the students in understanding and remembering the materials. The materials had been written in the handouts so that the students did not need to write all of the explanation. As the results, instead of making notes of all materials, they could focus on and understand the teacher's explanation easier.

d. Findings of Cycle I

Beside the observations and interviews conducted during the implementation and reflection, the speaking assessments were also carried out to measure the improvements of the students' speaking skills to support the data validity. The researcher created some indicators of the speaking performance including fluency, pronunciation and grammatical accuracy, vocabulary, and comprehension. The following table presents the students' mean scores on each aspect of speaking during the teaching and learning process.

Table 10: The Students' Mean Score of each Aspect in Cycle I

Aspect	Mean Score		
	Task 1	Task 2	Gain Score
Fluency	2.13	2.30	0.15
Pronunciation	1.36	1.76	0.40
Grammar	1.43	1.76	0.33
Vocabulary	1.36	1.83	0.47
Comprehension	1.36	1.63	0.27

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

(1) successful actions

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

(2) unsuccessful actions

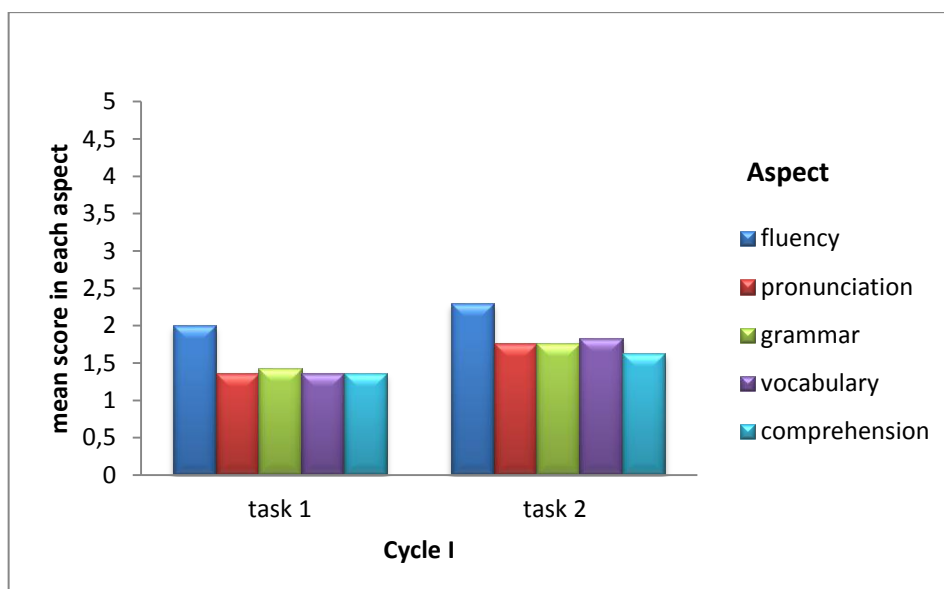
- (a) The students found the video clips quite confusing since the video clips were discrete and played separately.
- (b) There were technical problems during the preparation of the video watching activity. Those problems dealing with the LCD and speakers

were not really audible. Therefore, the preparation was quite time-consuming.

- (c) Some students still mispronounced words.
- (d) Some students still found difficulties in choosing appropriate words to express their ideas.
- (e) Some students still had low grammatical accuracy.

Before going further on the discussion to make the reflection, the researcher created some indicators of the research success including involvement, fluency, pronunciation and grammatical accuracy, vocabulary, and comprehension. Based on the observation during the implementation and reflection, there were some improvements on the students' speaking skills. The improvement of the students' speaking skills can be seen in the chart below.

Chart 1: The Mean Scores of the Students' Performance on Five Aspects in Speaking Skills during Cycle I



However, there were some problems faced by the students. The researcher and the collaborators decided to continue implementing some actions in the next cycle to improve students' speaking skills. In summary, this following table shows the findings of cycle I and the recommendations for cycle II.

Table 11: The Conclusions of the Actions in Cycle I

No.	Actions in Cycle I	Reflection in Cycle I	Recommendations for Cycle II
1.	using video clips consisting appropriate models of English as teaching and learning media	The video clips were discrete and played separately. It was quite sloppy and made the students confused during the video watching activities.	The video clips should be modified and set as a continuum so that they were well-organized. Therefore, the students did not feel confused during the video watching activities.
2.	applying some communicative speaking activities	The teacher found difficulties in controlling, monitoring and observing the students since they move around the class and did their own activities during the lesson.	The pair work activity and group discussions should be applied more so that it would be easier to handle the students. As the result, they would have enough time to do the tasks or speaking activities.
3.	Using classroom English during the teaching and learning process	The Indonesian translations were used too much in order to make the students understand what the teacher said. It was not really effective to increase their opportunity to speak English.	The amount of Indonesian translations should be decrease so that the students could get sufficient opportunity to share their ideas in English. It could be replaced by paraphrasing the expressions and using synonyms, simpler words and nonverbal clues.

(continued)

(continued)

4.	Giving the students' feedback on their works including pronunciation, vocabulary and grammar	The feedback given whenever it was needed was effective to help the students to know their mistakes or errors so that they could perform speaking well.	This action should be continued in the next cycle.
5.	Giving handouts of today's materials.	Giving handouts could make the time allocation more appropriate since the teacher did not need to write all the explanation on the board. It also made the students more focus on the teacher's explanation since they were not busy taking notes during the teacher's explanations.	This action should be continued in the next cycle.

2. Report of Cycle II

a. Planning

According to the reflection conducted in the first cycle, the researcher and the collaborator found that some problems still existed and needed to solve in this cycle. Those problems were presented in this following table.

Table 12: The Existing Problems in Cycle I

No.	Problems	Descriptions
1.	Students' Pronunciation	Students still mispronounced certain words and used incorrect intonation and stress patterns.
2.	Students' Grammar and Vocabulary	Students still found difficulties in using correct grammar and choosing proper words to express their ideas.

Based on the interview and discussions with the English teacher, it was decided that the implementation in cycle II still focused on the same problems found in cycle I that is improving the students' speaking skills through the use of video clips. However, the researcher implemented some new and improved actions with the hope that the teaching and learning process of speaking could be more enjoyable. Those actions were modifying the video clips, applying more pair work and group discussion, and decreasing the amount of Indonesian translations during the teaching and learning process. The descriptions of some improved actions were presented as follows.

1) Using Modified Video Clips as the Teaching Media

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

According to the reflection in cycle I, the video clips were modified in this cycle. The discrete video clips which played separately in the first cycle were set as a continuum so the students did not feel confused when they watched the videos. The movie extracts and a music video were added as a variety to present the materials in this cycle so the students did not feel bored.

2) Applying Communicative Speaking Activities

Communicative speaking activities such as information gap activity, picture describing, and role play were still applied in order to give the students opportunities to speak in English. Through practicing, they understand the language use in everyday conversation.

Instead of adopting the game from the books entitled *Elementary Communication Games* and *Beginners' Communication Games*, the researcher adapted the games and used the simpler ones so that the students did not find significant difficulties in practicing speaking. The communicative game implemented were 'Blind Date' game which would be conducted in the first meeting of cycle II. The information gap activity called 'Finding a Date' would also be implemented in the first meeting as freer speaking activity. Meanwhile, picture describing and role play were used in the second meeting when the students learnt descriptive texts.

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

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

Different from cycle I, Indonesian translations were not used in cycle II since the students have been familiar with the English words or expressions such

as greeting. In explaining the materials and giving instruction, the researcher applied simple words, synonyms, and maximize the use of nonverbal codes such as gestures and body language so that the students could get the meanings. Demonstrating were also be implemented before the students did the speaking activities so that they could understand well the rules of the communicative games.

The supplementary actions such as giving feedback and handouts of the materials were still employed in this cycle. Feedbacks were given in all meetings in cycle I. The feedback would cover fluency, pronunciation and grammatical accuracy and vocabulary. Meanwhile, handouts were given as a brief guideline for students. They could focus more on teacher's explanation since the materials were provided in the paper. They just made a note if there were additional information which were not presented in the handouts.

b. Actions and Observations

The actions in the second cycle were carried out two times on 12th October 2012 and 17th October 2012. The actions still focused on implementing video clips as the input texts to improve the students' speaking skills. The data during cycle II were collected through observations, interviews, and documentations. In this cycle, the researcher continued sharing duties with the collaborators in conducting the teaching and learning process of speaking. While the researcher implemented the actions, the English teacher observed the teaching and learning process and another collaborator took photographs and videos of the teaching and learning activities in the classroom. The detail description is presented below.

(a) The First Meeting of Cycle II

The first meeting of cycle II was conducted on 12th October 2012. The allocation time was 80 minutes. In the beginning of the lesson, the teacher greeted the students and checked the attendance. Then, the teacher introduced the topics of the lesson i.e. inviting, accepting and declining an invitation by giving the students lead-in questions related to their experience in daily life. The students answered the questions enthusiastically. Most of them gave the correct answer. The teacher did not need to point one or two students to answer her questions. After giving lead-in questions related to the topics and getting the correct answers, the teacher informed the objective of the lesson to the whole class.

The teacher and the collaborator prepared the teaching aids to watch the videos before the class started. There was no technical problems occurred during the preparation of video watching activity. After preparing the teaching aids, the teacher played some video clips as learning media. The video clips presented in this cycle were well-organized because they were set as a continuum so that the students did not feel confused. The students seemed really interested and enthusiastic in watching the videos.



Picture 6: Video Watching Activity

While watching the videos, they identified the expressions of inviting, accepting and declining an invitation. They also repeated those expressions the speakers said in the videos to learn the pronunciation. The teacher played the video clips several times so the students could understand the expressions needed to be used when they practiced speaking.

Handouts were also given to the students to make them remember the materials easily. By giving them handouts, they could pay full attention to the teacher's explanation because they did not need to take note when the teacher was explaining the materials.

After watching video clips and identifying the expressions presented in the videos, the students did a game called 'Blind Date' as a guided speaking activity in the practice stage. The activity could be seen in this following extract

After getting the input texts or materials from the video clips, the students played 'Blind Date' game. The T explained the rules of the game. The students were divided into two groups, group A and group B. Each person got a diary consisting their schedule in a week. Group A had to move around the class and invited group B who remained sitting to go swimming, picnic, to watch movie, etc. based on the date they were free. Students in group B had to accept or decline the invitation based on the diary they had. The game would end if every person had got a partner to go with. During the activity, the students look very enthusiastic and could get involved in the lesson.



Picture 7: Students were playing ‘Blind Date’ game

Based on the observation during the teaching and learning process, the students really enjoyed the game. They found fewer difficulties in pronouncing words and using right intonation. Their vocabulary mastery was also improved and they could use correct grammar of sentences or expressions. In the production stage, the students did information gap activity called ‘Finding a Date’. The following field notes describes how the activity ran well.

After playing the ‘Blind Date’ game, the students did an information gap activity called ‘Finding a Date’. They had to work in pairs, facing one another. Each person got a different diary consisting their agenda for one week. They should find a mutually convenient date for dinner. The students A invited the students B to have dinner together. They should take conversation in turns to discuss the possible date. The game is finished when all students had a partner to do their activity together. The students really enjoyed the game. They did not find significant difficulties in pronunciation. They also showed improvement in vocabulary and grammar mastery. They could speak appropriately during the activity.

Field Note 09

Students showed their interest and enthusiasm in doing the activity. They were highly motivated during the teaching and learning process. When the

allocated time was over, the teacher ended the lesson by summarizing the lesson and praying

(b) The Second Meeting of Cycle II

The second meeting of cycle II was conducted on 17th October 2012. The allocation time was 80 minutes. In the beginning of the lesson, the teacher greeted the students and checked the attendance. In this meeting, the use of Indonesian translations of classroom English was decreased. In giving instructions and explaining the materials, the teacher chose simpler words or expressions and used more nonverbal codes such as gesture and body language so that the students could get the meaning. Then, the teacher introduced the topics of the lesson i.e. describing places by giving the students lead-in questions. The students answered the questions enthusiastically. Most of them gave correct answers. The teacher did not need to point one or two students to answer her questions. After giving lead-in questions related to the topics and getting the correct answers, the teacher informed the objective of the lesson to the whole class.

The teacher and the collaborator prepared the teaching aids to watch the videos before the class started. There was no technical problems occurred during the preparation of video watching activity. After preparing the teaching aids, the teacher played some video clips as the input texts. The video clips presented in this cycle were well-organized because they were set as continuum so they could draw the students' attention. The students seemed really interested and enthusiastic in watching the videos.

While watching the videos, they identified the adjectives and verbs used for describing places. They also repeated what the speakers said in the videos to learn the pronunciation. The teacher played the video clips again and again so that the students could understand the materials and could get the expressions to be used when they were practicing speaking. Handouts were also given to the students to make them remember the materials easily. By giving them handouts, they could pay full attention to the teacher's explanation because they did not need to take note when the teacher was explaining the materials.

After watching video clips and identifying the expressions including adjectives and verbs presented in the videos, the students did a picture describing game as a guided speaking activity in the practice stage. The following vignette describes the activity.

The whole class was divided into five groups. Each group was given a picture of tourism objects in Indonesia. They had to discuss the characteristic of the tourism objects in the pictures. There was no significant difficulties they found in pronouncing words and arranging correct grammar of sentences or expressions they would use because they had a discussion and worked in group so that they could share their ideas and correct their friends' errors. After having a discussion, one spokesperson of each group had to describe the famous person in front of the class. When, a spokesperson of a group was describing the picture, other groups had to guess who the person is. The students looked very enthusiastic and they enjoyed the game very much.

Field Note 10

In the production stage, the students did a role-play, reporting their favorite place or room in the school, as a freer speaking activity. The whole class was divided into two groups. Each person had to be a school reporter and describe

one of rooms or places in the school. They showed their interest and enthusiasm in doing the activity. When the allocated time was over, the teacher ended the lesson by summarizing the lesson and praying.

c. Reflection

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

1) Using Simpler Video Clips as the Teaching Media

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

-
- R: *Kemajuan apa yang kamu rasakan setelah menggunakan video clips sebagai media belajar speaking? ('What improvements did you feel after using video clips as learning media?')*
- S15: *Intonasi jadi lebih baik, vocabulary bertambah. ('My intonation was getting better and the vocabulary mastery increased.')*
- S18: *Lebih menguasai dan lancar berbicara bahasa inggris, lebih PD juga. ('I could be more fluent in speaking English. I also became more confident.')*
-

In addition, the students felt interested and highly motivated to participate in the lesson. According to the students' opinion, the teaching and learning process of speaking were more enjoyable. During video watching activity, they not only looked enthusiastic and gave full attention to the videos but also could understand the materials easily. Moreover, at the second meeting in cycle II, when a music video was played, the students enjoyed singing together. They really got involved to the lesson. This following interview transcript shows the facts above.

P: *Apakah kamu menyukai belajar speaking dengan menggunakan video clips?* ('Did you like learning speaking by using video clips?')

S4: *Iya.* (Yes)

P: *Mengapa?* ('Why?')

S4: *Soalnya lebih masuk ke otak. Apalagi waktu ada lagunya Miss, suka, jadi lebih gampang inget – inget materinya.* ('Yes, I can comprehend the materials. Moreover, I like the song, I can remember the materials easily by listening it.')

P: *Apakah menggunakan video sebagai input dan contoh membantu kamu dalam berbicara bahasa Inggris?* ('Did using video clips as the media help you in speaking English?')

S4: *Hu umh, jadi tahu speaking yang bener itu gimana.* ('Yeah, I finally know how to speak in English well.')

Interview transcript 14

In the interviews with the English teacher, she mentioned that students showed a considerable improvement on their speaking skills. They were not only confident to express their ideas, but also had various vocabulary and better pronunciation and grammatical accuracy.

P: *Menurut Ustadzah, kemajuan apa yang dicapai siswa dalam cycle ini?* ('According to *Ustadzah*'s opinion, what improvements did the students achieve in this cycle?')

ET: *Kalau sekarang, pengucapan mereka lebih bagus, penggunaan ungkapannya sudah sesuai. Yang pertama mereka malu – malu dan kalimatnya simple aja, tapi yang kedua ini mereka lebih bervariasi dalam membuat dialog.* ('In this cycle, their pronunciation was getting better, the use of expressions was also appropriate. In the first cycle, they looked shy and used simple sentences, but they could arrange the varied one in performing a dialog.')

P: *Bagaimana dengan vocabulary dan grammatical accuracy-nya Ust?* ('How about their vocabulary mastery and grammatical accuracy?')

ET: *Vocabnya lebih banyak juga, mereka lebih ekspresif juga. Grammatiknya juga cukup meningkat. Dari awal mereka mungkin sudah belajar, di cycle ini mereka lebih berani dan tahu kesalahannya, bagian mana yang kurang tepat, sudah cukup tahulah.* ('They had more various vocabulary and were more expressive. The grammatical accuracy also increased. In this cycle, they little bit knew their mistakes, which part was not suitable.')

Interview transcript 19

Furthermore, the technical problems related to the video watching activity could also be avoided during cycle II. Therefore, the time management was more well-managed.

The students also mentioned that the content of the video clips was more interesting. It was not confusing anymore since the video clips were modified and set as a continuum. A music video also played so that it added variety in the teaching and learning process and presented an interesting way to learn English.

2) Applying Some Communicative Speaking Activities

Communicative speaking activities were successfully used to improve students' confidence and ability to speak in English. Their opportunities to speak up and applied the information they got in video watching activity increased. They could perform dialogues with proper words, correct grammars and

appropriate gestures. They also could pronounce words correctly and using right intonation.

Having discussions or working in groups had helped them to understand the materials. It increased their participation, involvement and interaction with others. Moreover, they found the teaching and learning process more exciting.

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

Using classroom English during the teaching and learning process had significantly improved the students' speaking skills. It was effective to provide the students with opportunities to speak in English. The use of simple words, synonyms, nonverbal codes and demonstration successfully helped the students to get the meanings of what the teacher said. They were already familiar with the English words in certain circumstances so that they could understand the expressions easily without listening to Indonesian translation.

Meanwhile, giving feedback successfully helped the students improve their speaking skills. They found no significant difficulties in pronouncing English words and using intonation and stress patterns. It also enriched their vocabulary and increased their grammar mastery so that they could be more fluent in expressing their ideas. Since feedback given on their works including pronunciation, vocabulary and grammar were followed by drilling, they rarely made the same mistakes.

In addition, the existence of handouts as brief guidelines had helped the students to focus on the lesson. They could be more focus on teacher's

explanation since the materials have been provided in the paper. They took a note if there were additional information which were not presented in the handouts.

d. Findings of Cycle II

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

Table 13: The Change Results of the Actions

No.	Cycle I	Cycle II
1.	The video clips used as teaching media provided appropriate models through the native speakers' talk and could attract the students' attention. However, it was quite confusing because the video clips were discrete. The cut of the video were quite sloppy.	The video clips were modified and set as a continuum so that the students did not feel confused during the video watching activity. A song and movie extracts were presented to increase students' motivation and to make them understand the materials easily in a fun and enjoyable atmosphere.
2.	Communicative speaking activities were given to provide the students with adequate opportunities to speak in English. However, the researcher found difficulties in controlling and observing the students because the students moved around the class to do their own activities during the implementation of communicative games.	Pair works and group discussions were applied more so that the researcher could control and observe the students easier.

(continued)

(continued)

3.	The use of classroom English was combined with Indonesian translations in order to make the students get the meaning easily.	Instead of using Bahasa Indonesia, demonstration, simple words, synonyms and nonverbal codes such as gestures and body language were used optimally so that the students could get the meanings.
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After reflecting on the implemented actions and scoring the students' speaking performance, the researcher and the collaborator concluded the findings of cycle II. There were some improvements during the implementation in this cycle. They were:

- (a) The goals of using video clips as teaching media to provide appropriate models of English for students and to present the real context of communication were successfully achieved.
- (b) Students found the video clips interesting and easier to comprehend since they video clips were modified and played as a continuum.
- (c) There were no technical problems during the preparation of the video watching activity so that it was not time-consuming.
- (d) Students could understand the materials easily through video watching activity.
- (e) Students got more sufficient opportunities to practice the target language in a real situation through the use of classroom English and communicative speaking activities.

- (f) Students' motivation and interest in learning English increased since the classroom activities were more varied and interesting.
- (g) Most of the students could pronounce words and use intonation correctly.
- (h) Students could speak confidently when they performed dialogues.
- (i) Students could choose proper words to express their ideas.
- (j) Students' grammatical accuracy and comprehension improved.

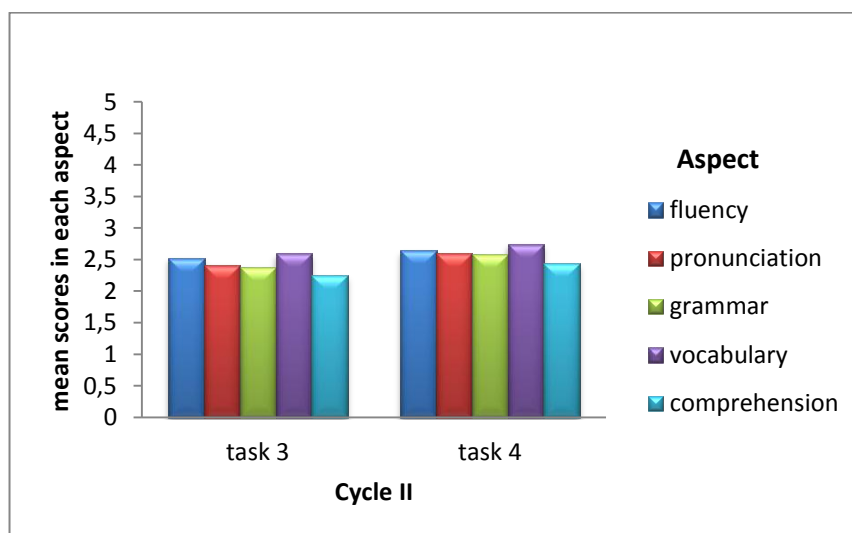
Beside the observations and interviews conducted during the implementation and reflection, the speaking assessments were also carried out to measure the improvements of students' speaking skills and to support the data validity and reliability. The researcher created some indicators of the speaking performance including fluency, pronunciation and grammatical accuracy, vocabulary, and comprehension. The following table presents the students' mean scores on each aspect of speaking during the teaching and learning process in cycle II.

Table 14: The Mean Scores of Student Performance in Cycle II

Aspect	Mean Score		
	Task 3	Task 4	Gain Score
Fluency	2.53	2.65	0.12
Pronunciation	2.42	2.60	0.18
Grammar	2.39	2.58	0.19
Vocabulary	2.60	2.75	0.15
Comprehension	2.25	2.44	0.19

Meanwhile, this following chart shows the improvements of the students' speaking skills.

Chart 2: The Mean Scores of the Students' Performance on Five Aspects of Speaking Skills during Cycle II



Considering the limited time and regarding the findings of cycle II that all actions were successful in improving the students' speaking skills and the objective of the research was achieved, the collaborators and the researcher agreed to end this research in this cycle.

C. General Findings

As had been stated before, the implementation of using video clips and its supplementary actions including applying some communicative speaking tasks, using classroom English during the teaching and learning process, giving feedback on the students' work, and giving handouts of the materials were successful in improving the students' speaking skills of the class VIII G students of SMP IT Abu Bakar Yogyakarta in the academic year 2012/2013. That finding

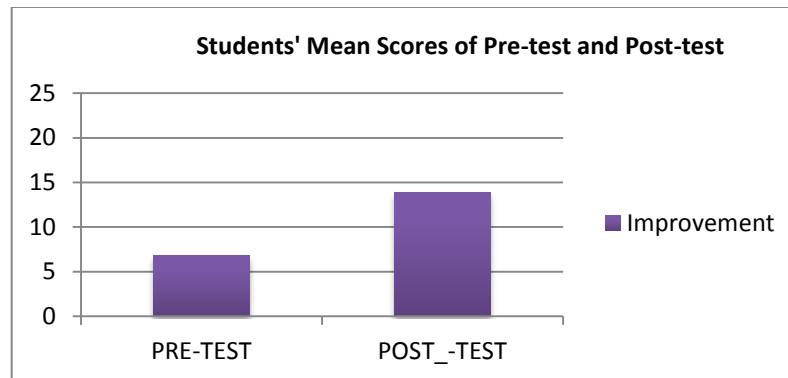
could be inferred from the observations and the interviews with the English teacher and the students during the research.

Before the implementation of the actions, the students' speaking skills were assessed through pre-test on 12th September 2012. In pairs, the students had to perform a dialog consisting expressions of asking, giving and refusing things. Meanwhile, the post-test was carried out after the implementation of the actions on 19th October 2012. The students had to carry out a conversation consisting expressions of inviting, accepting and refusing an invitation and to describe their family members or best friends. The table below shows the comparison between the pre-test and post-test results in general.

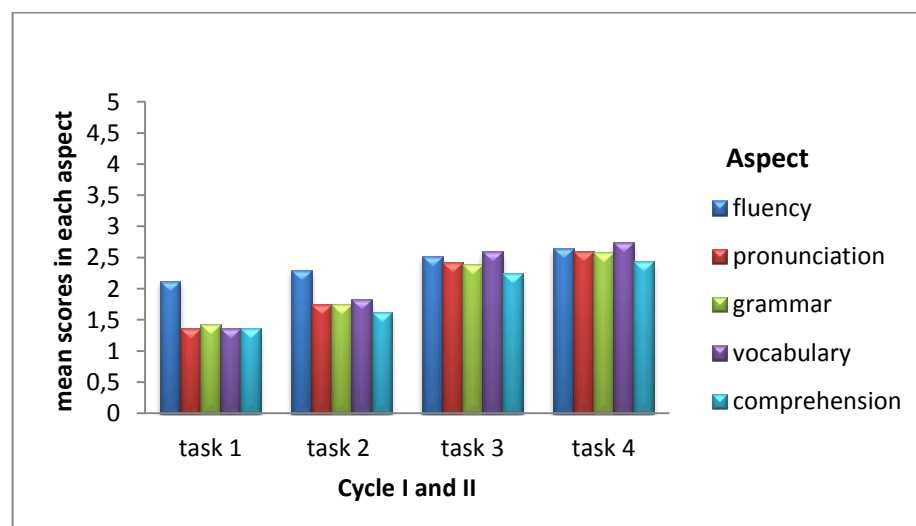
Table 15: the Comparison between the Pre-Test and Post-Test Results

Score	Pre-Test	Post-Test
Mean	6.8	13.89

The table above showed the changes on the students' scores which increased significantly. The students, who just gained 6.8 in the pre-test, were able to increase their score up to 13.89 in the post-test. It indicated that they were successful in making a considerable improvement. In conclusion, the use of video clips was proven to be effective to improve the students' speaking skills. The change between the results of pre-test and post-test can be seen in this following chart:

Chart 3: The Comparison between the Result of Pre-test and Post-test

Meanwhile, the results of the students' speaking performances during the implementation were also presented to support the finding that the use of video clips could improve the students' speaking skills. The improvement of student's speaking performance during the implementation of the actions can be seen in this following chart.

Chart 4: The Mean Scores of the Students' Performance on Five Aspects of Speaking Skills during the Implementation

The details of students' improvement on their speaking skills before and after the implementation can be seen in the table below:

Table 16: The Summary of the Conditions of the class VIII G Students Before and After the Implementation on Five Aspects of Speaking

Aspect of Speaking	Pre-Condition	Cycle I	Cycle II
Fluency	The students were not really confident in speaking which made their fluency in speaking very low since they were afraid of making mistakes and errors. In addition, their speaking habits also were not empowered which caused them to face difficulties to speak in English.	Most of the students still felt hesitate and made a lot of pauses and repetitions when they were expressing their ideas in English. Some of them still felt shy and reluctant to speak in English	Almost all the students made considerable progresses in fluency of speaking seen from the easiness of expressing their ideas. They did not afraid of making mistake. They were also able to speak without doing long pauses and did not show hesitation or too much repetition.
Pronunciation	Students often mispronounced word and used wrong intonation and stress patterns that made the speech virtually unintelligible.	Most of the students were able to pronounce word correctly. Some of them were still confused of appropriate intonation and stress patterns.	Almost all the students made considerable progresses in pronunciation. They could pronounce words correctly and use appropriate intonation and stress patterns.
Grammar	The students' ability in grammar was quite low that made the speech virtually unintelligible.	The students made slight improvement in the first task but they were successful to make significant progresses in the second and the third task. Some of them made errors of grammar and word order that occasionally obscure meaning.	Almost all students made considerable improvements in grammar. Although some of them still made errors, it did not obscure meaning.

(continued)

(continued)

Vocabulary	The students often misused words and had very limited vocabulary mastery which often stopped them to speak.	Most of the students made decent improvements although some of them still frequently used wrong words that made the conversation somewhat limited because of inadequate vocabulary.	Almost all students gained significant improvements in vocabulary. They could carry out conversation intelligibly since their vocabulary mastery improved.
Comprehension	The students found difficulty to understand the teacher's intention when she was giving instructions or explanations in English. They only could understand simple questions and statements if it delivered with slower speech, repetition or paraphrase.	The students made a progress during this cycle. Most of them could get the gist of most conversations topics that do not require specialized knowledge.	The students' comprehension is quite complete at a normal rate of speech. They could make a considerable improvement. Some of them could understand any conversation within the range of their experience.

CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, three points are presented. Those are conclusion, implication and suggestion. Each point is described as follows:

A. Conclusions

This particular research was implemented in class VIII G of SMP IT Abu Bakar Yogyakarta. The research which was categorized into action research began on 7th September and ended on 24th October 2013 during the first semester in the academic year of 2012/2013. The research participants involved the students of class VIII G and the English teacher.

This study focused on the use of video clips to improve the students' speaking skills. The implementations of the actions were carried out in two cycles. Combined with some supplementary actions i.e. applying some communicative speaking activities, using classroom English, giving feedbacks on the students' works and handouts of the materials, the use of video clips was proven to be effective to improve both the students' speaking skills and the teaching and learning process of speaking.

During the first cycle, it could be concluded that most of the students made some significant improvements on the aspects of speaking skills such as fluency, pronunciation, grammatical accuracy, vocabulary and comprehension. Their confidence in expressing their ideas in English also tended to increase. Moreover, they were highly motivated to get involved in every classroom activity

during the implementations although some of them failed to make any progresses. It was difficult at first to encourage the students to actively speak in English during the lesson since they were not familiar with English words and did not really accustom themselves to do it. Furthermore, the researcher faced some problems in controlling the classroom since the students were too enthusiastic and energetic and tended to make noise. Besides, because of some technical problems dealing with the teaching aids, the time allocation was not really appropriately managed so that the students did not have sufficient time to practice and to do the main speaking activities or tasks. However, in the second and the third meeting, the students started to realize the importance of practicing and the researcher could manage the class better. Finding the fact that the lessons were more enjoyable, the students showed positive attitudes towards the lesson and willingly performed every speaking task.

In cycle two, the students were found to be familiar with the target language and did not show any sign of objection to practice speaking. In fact, the students made considerable improvements on their speaking ability included some aspects of speaking skills such as fluency, pronunciation and grammatical accuracy, vocabulary, and comprehension since they got adequate input of English models through the use of video clips and they had sufficient opportunities to speak in English. They were engaged properly in each activity which was performed based on the plans made before by the researcher in collaboration with the English teacher. Besides, there were no technical problem occurred in this cycle so that the time allocation could be managed well.

After implementing the two cycles, it can be concluded that there were some effective ways to improve the students speaking skills in class VIII G of SMP IT Abu Bakar Yogyakarta in the academic year 2012/2013. First, using video clips as the teaching media could attract the students' attention during the teaching and learning process and could lift their motivation to follow the lesson. The use of video clips could give the students appropriate and authentic models of English so they could learn how to use the target language in real context of social situation. It also helped them to understand the materials easily.

Second, applying some communicative speaking activities such as games, information gap activities, role plays, and picture describing could provide the students with adequate opportunities to speak up and to apply the information they got in video watching activity. Meanwhile, having discussions or working in groups increased their participation, involvement and interaction with others.

Third, using classroom English during the teaching and learning process could increase the students' opportunities not only to speak but also to listen English exposures which can be used in everyday life. It was effective to make the students familiar with English words and to speak in English in daily conversations. Moreover, the feedbacks on the students' works also completely lifted their motivation to speak in English fluently, accurately, and appropriately. In addition, the handouts of the materials given in every meeting could make the time allocation be able to be managed properly so that the students had more time to watch the video clips and to do the speaking tasks.

To support the trustworthiness and the reliability of the research, the qualitative data and quantitative data were gained. The data analysis showed that there are some results obtained from the research:

- 1) The students had positive attitudes towards speaking as a skill which is important for them to be mastered.
- 2) The students got better understanding related to the use of the target language in real situation and complete knowledge in speaking skills which they did not have before.
- 3) The students' participation, involvement in every classroom activity and interaction with others increased.
- 4) The students made significant improvements in the aspects of speaking such as fluency, pronunciation, grammar, vocabulary, and comprehension which made their speaking skills far better than before.

B. Implication

According to the discussions explained in chapter IV and the conclusion which is stated in previous subchapter, the implementations of the actions applied during the research have some implications. Those implications are presented as follows:

- a) The use of video clips could improve the students' speaking skills in terms of fluency, pronunciation, grammar, vocabulary, and comprehension. It was because the students could get authentic and appropriate models of English in using certain expressions through video watching activity. They could learn

how to use the language in real context or daily conversation so that they knew how to speak in a fluent, accurate and appropriate way. It implies that the interesting teaching media such as video clips could support the teaching of speaking in order to make the students have better understanding related to the use of the target language in real situation.

- b) The use of video clips also made the teaching and learning process of speaking more enjoyable so that the students were highly motivated to get involved in the lesson. It could attract the students' attention and could increase their enthusiasm. It implies that interesting teaching media such as video clips should be provided in order to create a relaxed and fun atmosphere in the classroom during the teaching and learning process.
- c) The implementation of applying some communicative speaking activities could improve the students' speaking skills in terms of fluency, pronunciation, grammar, vocabulary, appropriateness and nonverbal behavior. It enabled the students to practice the expressions they had learnt from the video clips in different situations. It also increased students' participation, involvement and interaction with others. It implies various speaking activities have positive contribution to make the teaching and learning process more interesting and to encourage the students to practice speaking.
- d) The implementation of using classroom English during the teaching and learning process could improve the students' speaking skills since it increased their opportunities to speak in English. The students also became familiar

with English words and expressions which can be used in everyday conversation. It implies that if the teacher uses classroom English during the teaching and learning process, the students will be motivated to speak in English optimally.

- e) The implementation of giving feedback on the students' works could successfully help the students improve their speaking skills. Since feedback given on their works including pronunciation, vocabulary and grammar were followed by drilling, they rarely made the same mistakes. It implies that by giving the students feedback, they can be more confident since they do not make a lot of mistakes or errors.
- f) The implementation of giving handouts as brief guidelines had helped the students to focus on the lesson since the materials have been provided in the paper. They took a note if there were additional information which were not presented in the handouts. It implies that any handouts related to the materials which will be taught can make the time allocation more appropriate and well-managed so that the students have sufficient time to do watch the videos and to do the speaking tasks.

C. Suggestion

After covering up the conclusion and the implication, several suggestions proposed to the teacher of English, the students and the next researchers on this subject are presented as follows:

1) To the Teacher

It is important for the English teacher to make some actions to respond the findings of the research. The teacher should provide the students with varied media in order to make the students eager to focus to the process of teaching and learning in the classroom. The teacher should be creative in determining the activities performed in the classroom in order to enhance the students' motivation to learn. It has to be communicative which can draw the students' attention. The teacher should always give opportunities for the students to practice as they learn best when they experience the language themselves. In speaking, using video clips as teaching media to provide authentic models of English accompanied by applying some communicative speaking activities can be effective solutions to improve the students' speaking skills.

2) To the Student

The students should maintain their selves to always be in positive attitudes which can also motivate themselves to learn. The students should always practice to speak in order to build their speaking habits which will be very beneficial to improve their skills in speaking. They should participate actively in every task and activity which includes practices inside and outside the classroom in order to learn the language maximally.

3) To the Next Researchers

In conducting this research, the researcher found tehcnical problems dealing with the teaching aids i.e. LCD and speakers. Therefore, the

researcher suggests other researchers to prepare and make sure that the teaching aids can work well. The video clips used in the teaching and learning process of speaking also should be clear, attractive and set as a continuum so that the students do not feel confused when they get involved in video watching activities.

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APPENDIXES

A.
FIELD NOTES

NO	: FN.01
Hari, Tanggal	: Sabtu, 28 Juli 2012
Waktu	: 11.30 WIB
Tempat	: Kantor SMP IT Abu Bakar Yogyakarta
Kegiatan	: Izin Observasi
Responden, P	: Peneliti
	KS : Kepala Sekolah
	PTU : Pegawai Tata Usaha
<p>P datang ke sekolah pada pukul 11.00 WIB. P bermaksud menemui KS untuk meminta izin melaksanakan observasi dan penelitian di sekolah tersebut. Oleh salah satu PTU, P diminta menemui Ustadzah Atin yang bertugas sebagai penanggung jawab perizinan kegiatan di sekolah sebelum menemui kepala sekolah.</p>	
<p>P menemui Ustadzah Atin, memperkenalkan diri dan mengutarakan maksud kedatangan P di sekolah yaitu untuk melaksanakan penelitian skripsi dengan subyek penelitian siswa kelas VIII. Ustadzah Atin menerima dengan baik tujuan P dan menyarankan P untuk kembali dengan membawa surat izin observasi. P dapat menemui KS dan GBI untuk meminta izin sekaligus koordinasi ketika telah membawa surat izin observasi dari fakultas.</p>	

NO	: FN.02
Hari, Tanggal	: Senin, 6 Agustus 2012
Waktu	: 10.00 WIB
Tempat	: Kantor Guru dan Karyawan
Kegiatan	: Izin Observasi
Responden, P	: Peneliti
	KS : Kepala Sekolah
	GBI : Guru Bahasa Inggris
<p>P menemui Ustadzah Atin untuk memberikan surat izin observasi. Kemudian P dipersilakan menemui KS untuk meminta izin melaksanakan penelitian skripsi. KS menerima dengan sangat baik dan memberikan izin kepada P untuk melaksanakan penelitian di sekolah tersebut. KS juga menyarankan untuk segera menemui GBI yang bersangkutan. Setelah memohon izin kepada KS, P menemui Ustadzah Anik selaku GBI yang mengampu kelas VIII A – VIII F. Akan tetapi Ustadzah Anik</p>	

menginformasikan bahwa beliau telah membimbing satu mahasiswa dari universitas lain yang juga melaksanakan penelitian skripsi.

Ustadzah Anik menyarankan P untuk melaksanakan penelitian di kelas VIII G atau VIII H yang diampu oleh Ustadzah Arina. P kemudian dipertemukan dengan Ustadzah Arina. P menjelaskan mekanisme observasi yang akan dilakukan yang meliputi observasi kondisi sekolah dan fasilitasnya serta proses belajar mengajar bahasa Inggris di kelas terutama pengajaran *speaking*. Berdasarkan jadwal mata pelajaran dan kesepakatan dengan Ustadzah Arina, observasi akan dilakukan pada tanggal 31 Agustus 2012 di kelas VIII G karena sekolah libur akhir ramadhan dan libur Idul fitri pada tanggal 8 – 27 Agustus 2012. Siswa kelas VIII G dipilih sebagai subyek penelitian dengan pertimbangan bahwa siswa – siswa di kelas tersebut pada dasarnya cukup cerdas dan energetik namun kurang dapat berkonsentrasi dan memiliki kemampuan berbicara bahasa Inggris yang cukup rendah.

NO	: FN.03
Hari, Tanggal	: Jumat, 31 Agustus 2012
Jam	: 13.40 WIB
Tempat	: Kelas VIII G
Kegiatan	: Observasi
Responden, P	: Peneliti
GBI	: Guru Bahasa Inggris

P datang ke sekolah pada pukul 13.30 WIB. P menemui GBI untuk mengkoordinasikan mekanisme observasi di kelas VIII G. Ketika jam pelajaran ke-7 dimulai, P dan teman kolaborator langsung masuk ke kelas dan mengambil tempat duduk kosong yang tersedia di baris paling belakang. Sebelum memulai pelajaran, GBI meminta P dan kolaborator untuk memperkenalkan diri. P dan kolaborator memperkenalkan diri dan memberitahukan tujuan kedatangan mereka di kelas tersebut. Siswa tampak memahami dan pelajaran pun segera dimulai.

GBI memulai kelas pada hari tersebut dengan mengucapkan salam, menanyakan kondisi dan mengecek kehadiran siswa. Untuk memperkenalkan materi yang akan dipelajari hari itu yaitu *asking and giving opinion*, GBI memberikan lead-in questions yang berhubungan dengan pengalaman sehari – hari siswa dan meminta pendapat siswa tentang apa yang boleh dan tidak boleh dilakukan, ‘Menurut kalian apakah berenang itu baik untuk kesehatan?’ Hanya beberapa siswa yang menjawab, ‘Baik Ust’. GBI bertanya lagi, ‘Kalau merokok, apa pendapat kalian?’. Beberapa siswa saja yang menjawab dengan lantang, ‘Tidak baik buat kesehatan Ust.’ Siswa lain hanya

<p>berbisik – bisik, sebagian yang lain justru sibuk mengobrol dengan teman sebangkunya. Setelah siswa menjawab dengan tepat, GBI menjelaskan tujuan pembelajaran.</p>
<p>GBI meminta siswa membuka buku diktat bahasa Inggris untuk melihat ekspresi meminta dan memberi pendapat yang dapat digunakan dalam percakapan sehari – hari. GBI menuliskan beberapa ekspresi meminta dan memberi pendapat di papan tulis, membacanya dan meminta siswa untuk menirukan. GBI menjelaskan makna dari ekspresi – ekspresi tersebut agar siswa dapat memahami dan menggunakannya dalam percakapan. Saat GBI sedang memberikan penjelasan di depan kelas banyak siswa yang sibuk dengan kegiatan mereka masing – masing, seperti mengobrol dengan teman sebangku, tidur, dan menggambar. Kemudian GBI memberikan kesempatan pada siswa untuk bertanya terkait materi hari itu. Namun, tidak ada siswa yang merespon.</p>
<p>Setelah mendengarkan penjelasan guru, siswa diminta melakukan <i>class survey</i>. Siswa diberi topik yang berbeda yaitu sports, movies, . Siswa harus berkeliling kelas, menanyai pendapat teman yang berbeda berdasarkan topik tersebut dengan menggunakan ekspresi yang telah dijelaskan sebelumnya. Setelah memastikan siswa memahami aturan main class survey, GBI meminta siswa memulai kegiatan tersebut dan meminta P untuk mengawasi kelas. GBI akan meninggalkan kelas untuk sementara karena ada keperluan.</p>
<p>Selama aktivitas class survey berlangsung, banyak siswa yang melakukan kesalahan dalam mengucapkan kata dan merangkai kalimat serta tidak menggunakan intonasi dan stress pattern yang tepat dalam berbicara bahasa Inggris. Beberapa siswa juga menggunakan bahasa Indonesia ketika menanyai pendapat temannya. Setelah menyelesaikan aktivitas tersebut, siswa kembali sibuk dengan kegiatan masing – masing. Suasana kelas menjadi riuh dan tidak terkontrol karena banyak siswa yang berlarian dan menanyai di dalam kelas.</p>
<p>Setelah aktivitas tersebut selesai di akhir pelajaran, GBI meminta siswa untuk mengumpulkan laporan tertulis class survey pada pertemuan selanjutnya. Pelajaran hari itupun ditutup dengan doa.</p>
<p>Setelah pelajaran bahasa Inggris usai, P menemui GBI di kantor guru untuk mengkoordinasikan mekanisme penelitian di kelas VIII G. GBI memberikan silabus bahasa Inggris semester I kelas VIII yang biasa digunakan sebagai acuan untuk menyusun RPP.</p>

NO	: FN.04
Hari, Tanggal	: Selasa, 2 September 2012
Waktu	: 10.00 WIB
Tempat	: Perpustakaan, kelas VIII G
Kegiatan	: Interview
Responden, P	: Peneliti
GBI	: Guru Bahasa Inggris
Ss	: Siswa
<p>P datang ke sekolah pada pukul 10.00 WIB. P menemui GBI di perpustakaan dan mewawancarai beliau terkait proses pembelajaran speaking di kelas. Kemudian pada jam istirahat atau sekitar pukul 12.00, P masuk ke kelas VIII G untuk mewawancarai beberapa Ss.</p>	
<p>Hasil wawancara tersebut digunakan sebagai acuan awal dalam menentukan tindakan untuk mengatasi permasalahan yang terdapat dalam proses pembelajaran speaking.</p>	

NO	: FN.05
Hari, Tanggal	: Rabu, 12 September 2012
Waktu	: 10.40 WIB
Tempat	: Ruang kelas VIII G
Kegiatan	: Pre-test
Responden, P	: Peneliti
GBI	: Guru Bahasa Inggris
PTU	: Pegawai Tata Usaha
<p>P datang ke sekolah pada pukul 10.30 WIB. P masuk kelas pada pukul 10.40 WIB untuk mengadakan pre-test. Hasil pre-test ini digunakan untuk mengetahui kondisi awal siswa terkait kemampuan berbicara mereka dalam bahasa Inggris.</p>	
<p>P memulai kelas pada hari tersebut dengan mengucapkan salam, menanyakan kondisi siswa dan mengecek kehadiran siswa. P menyampaikan pada Ss bahwa pada hari tersebut akan dilaksanakan pre-test untuk mengukur kemampuan berbicara dan hasil pre-test tersebut akan dibandingkan dengan post-test yang akan dilakukan pada akhir penelitian nanti.</p>	
<p>P memberikan lead-in question terkait pengalaman siswa tentang meminta dan memberi sesuatu. P meminta siswa membuka buku bahasa Inggris untuk melihat</p>	

<p>ekspresi meminta dan memberi barang yang dapat digunakan dalam percakapan. P meminta beberapa siswa membaca dialog yang terdapat dalam buku tersebut. Lalu, P membaca dialog tersebut dan meminta siswa menirukannya.</p>
<p>Setelah diberi contoh, secara berpasangan, siswa membuat satu dialog atau percakapan. Setelah berlatih beberapa menit, siswa mempraktikkannya di depan kelas. Hasil penilaian dari kegiatan speaking siswa ini digunakan sebagai hasil pre-test.</p>
<p>Setelah pre-test, P menemui GBI pada jam istirahat dengan tujuan mengkonsultasikan RPP yang akan digunakan sebagai pedoman dalam mengajar. P menjelaskan bahwa RPP yang diberikan pada GBI telah diperiksa sebelumnya dan dikonsultasikan pada dosen pembimbing skripsi.</p>
<p>Berdasarkan observasi kelas dan wawancara yang telah dilakukan, P dan GBI sepakat bahwa akan ada tiga pertemuan dalam cycle pertama. Materi yang diberikan pada pertemuan pertama dan kedua adalah, sedangkan materi pada pertemuan ketiga adalah . Metode pembelajaran yang digunakan adalah PPP dan video clips menjadi media utama dalam proses pembelajaran speaking untuk meningkatkan kemampuan berbicara siswa dalam bahasa Inggris.</p>
<p>Setelah konsultasi RPP selesai, P menemui PTU untuk menyerahkan surat izin penelitian.</p>

NO	: FN.06
Hari, Tanggal	: Rabu, 19 September 2012
Waktu	: 10.40 WIB
Tempat	: Ruang kelas VIII G
Kegiatan	: Pertemuan 1
Responden, P	: Peneliti
GBI	: Guru Bahasa Inggris
Ss	: Siswa
<p>P datang ke sekolah pada pukul 13.20 WIB. P dan teman kolaborator menuju kantor guru dan meminjam LCD untuk digunakan sebagai fasilitas memutar video dalam kelas.</p>	
<p>P masuk kelas VIII G pada pukul 13.30 WIB dan melakukan persiapan seperti menyalakan LCD, laptop dan speaker, sebelum kelas dimulai pada pukul 13.40 WIB. P menemui kendala ketika melakukan persiapan yaitu kabel roll untuk LCD dan laptop kurang panjang sedangkan stop kontak berada di sisi kiri kelas sehingga LCD dipindah ke sudut ruang. Hal ini menyusahkan siswa yang duduk di sudut lain karena</p>	

mereka mengalami kesulitan dalam menonton video.

P memulai kelas pada hari tersebut dengan mengucapkan salam dan menanyakan kondisi siswa, 'Good afternoon, how are you? Ss menjawab, ' Good afternoon, I am fine.' P kemudian mengecek kehadiran siswa, 'Who is absent today? Siapa yang tidak masuk hari ini?' Ss menjawab, ' Nihil Miss.' Untuk memperkenalkan materi yang akan dipelajari hari itu yaitu *asking for, giving and refusing help*, P memberikan lead-in question yang berhubungan dengan pengalaman sehari – hari siswa dalam meminta, memberi dan menolak jasa, 'Has your mother ever asked you to help her?' Tidak ada siswa yang menjawab pertanyaan P. Mereka kelihatan tidak percaya diri untuk menjawab. Kemudian P menunjuk S1 untuk menjawab. S1 mau menjawab pertanyaan P akan tetapi dengan sangat ragu – ragu, 'Yes Miss.' P bertanya lagi, 'How did she ask you?' dan S1 menjawab dengan menggunakan bahasa Indonesia, 'Mmm, Hamda, tolong rapikan mejanya.' P bertanya lagi pada S2, 'How about you, have you ever helped your friend?'. S2 menjawab, ' Yes Miss, saya membantu mengembalikan buku ke perpustakaan.' Setelah siswa menjawab dengan tepat, P menjelaskan tujuan pembelajaran.

P mulai memutar video 1 yang berisi percakapan asking for and giving help. Siswa menonton dengan sangat tenang dan memperhatikan dengan seksama. P memutar video tersebut berulang kali dan siswa mengidentifikasi ungkapan asking and giving help yang terdapat dalam video tersebut. P kemudian menjelaskan bahwa intonasi yang digunakan untuk menanyakan verbal question adalah raising intonation. P memutar kembali video dan meminta siswa untuk menirukan si pelaku percakapan dalam video. Aktivitas tersebut dilakukan berulang kali untuk video lain dan cuplikan film yang berisi ungkapan giving and rejecting help. Kemudian, S melakukan kegiatan vocabulary matching secara berkelompok. S harus menjodohkan gambar dengan frase yang sesuai dengan gambar tersebut. Hal ini dilakukan untuk memperbanyak kosakata S agar mereka lebih lancar dalam berbicara bahasa Inggris.

Jam pelajaranpun usai, practice dan production stage tidak dapat dilaksanakan hari ini. Maka dari itu akan dilaksanakan pada pertemuan selanjutnya. P memberikan feedback terkait kegiatan yang baru saja S lakukan dan menanyakan kesulitan S selama KBM. KBM hari itu ditutup dengan salam.

NO	: FN.07
Hari, Tanggal	: Jumat, 28 September 2012
Waktu	: 13.40 WIB
Tempat	: Ruang kelas VIII G
Kegiatan	: Pertemuan 2
Responden, P	: Peneliti
GBI	: Guru Bahasa Inggris
Ss	: Siswa
<p>P masuk kelas VIII G pada pukul 13.40 WIB. P memulai kelas pada hari tersebut dengan mengucapkan salam, menanyakan kondisi siswa dan mengecek kehadiran siswa. Ss terlihat mengantuk dan kurang bersemangat hari itu, maka sebelum kegiatan inti dimulai Ss bermain game Tongue Twister sebagai <i>warming-up activity</i>.</p>	
<p>Setelah Tongue Twister game selesai, P menanyakan dan mereview materi yang dipelajari pada pertemuan yang lalu. Ss tampak masih ingat dan menjawab dengan lantang bahwa pada pertemuan sebelumnya mereka menonton video tentang asking for, giving and refusing help. Beberapa S juga menyebutkan ungkapan – ungkapan dalam bahasa Inggris yang dapat digunakan dalam percakapan sehari – hari untuk meminta, memberi dan menolak jasa.</p>	
<p>Untuk mengaplikasikan ilmu yang mereka dapat, S bermain game ‘Do Me a Favour’. P menjelaskan aturan main game tersebut dan memberikan kosakata yang akan digunakan dalam game. P mengucapkan kata – kata tersebut dan S menirukannya. Ketika bermain game, siswa berkeliling kelas dan bertanya kepada temannya untuk membantu mereka melakukan suatu hal seperti menyapu lantai, mengirimkan surat, berbelanja dan lain – lain. Mayoritas siswa menemui kesulitan dalam merangkai kalimat dan memilih kata yang akan digunakan. Siswa juga masih menunjukkan kesalahan dalam mengucapkan kosakata tertentu. Namun, mereka terlihat sangat antusias, semangat dan menikmati game tersebut.</p>	
<p>Kegiatan hari ini juga ditekankan pada Production Stage dari metode pembelajaran PPP yaitu Ss dengan lebih bebas dan mandiri mengaplikasikan materi yang telah didapat dalam sebuah percakapan. Kegiatan yang dilakukan agar S terlatih dan terbiasa berbicara adalah role-play. Secara berpasangan, S membuat sebuah contoh percakapan <i>asking for, giving and refusing help</i> dan mempraktikkannya di depan</p>	

kelas.
Waktu telah menunjukkan pukul 11.45 WIB ketika semua siswa telah mempraktikkan dialog mereka. P menanyakan pada S tentang apa yang telah mereka pelajari sebagai summary, memberikan umpan balik dan menanyakan kesulitan selama KBM. S menjawab tidak menemukan kesulitan selama mempelajari materi hari ini. P menginformasikan bahwa pada pertemuan selanjutnya S harus membawa foto atau gambar tokoh idola mereka karena materi yang akan dipelajari adalah teks deskriptif.
Setelah pelajaran usai, selama jam istirahat masih ada beberapa S yang tinggal di kelas. Maka P meminta Ss tersebut meluangkan waktu untuk diwanwancarai. Dengan senang hati mereka menjawab pertanyaan P terkait proses pembelajaran speaking di kelas sebelum penelitian.

NO	: FN.08
Hari, Tanggal	: Jumat, 5 Oktober 2012
Waktu	: 13.40 WIB
Tempat	: Ruang kelas VIII G
Kegiatan	: Pertemuan 3
Responden, P	: Peneliti
GBI	: Guru Bahasa Inggris
Ss	: Siswa
P datang ke sekolah pada pukul WIB. P dan teman kolaborator menuju kantor guru dan meminjam kabel, LCD, dan speaker yang digunakan untuk memutar video dalam kelas.	
P masuk kelas VIII G pada pukul WIB dan melakukan persiapan seperti menyalakan LCD, laptop dan speaker, sebelum kelas dimulai pada pukul WIB. Belajar dari pengalaman di pertemuan sebelumnya, penempatan LCD sudah lebih rapi karena ditempatkan di tengah kelas sehingga semua S di kelas tersebut dapat menonton video clips dengan nyaman. Akan tetapi, ketika LCD dinyalakan, gambar yang muncul terbalik. P dan teman kolaborator mencoba membetulkan pengaturan LCD akan tetapi tetap tidak ada hasil. Akhirnya GBI meminta bantuan salah satu karyawan sekolah. Menurut beliau, LCD yang digunakan adalah LCD yang terdapat di ruangan tertentu yang dipasang terbalik. Selain itu, suara yang dihasilkan oleh speaker yang disediakan sekolah tidak terlalu bagus sehingga siswa tidak dapat mendengarnya dengan baik. Maka GBI menyarankan untuk mengganti LCD dan speaker. Akan tetapi, tidak ada LCD yang tersedia di kantor guru karena telah digunakan untuk	

kegiatan lain sehingga dengan terpaksa, siswa harus menonton video di laptop secara bergantian. Persiapan hari itu memakan waktu cukup lama sehingga kelas baru dapat dimulai pada pukul 14.00 WIB

P memulai kelas pada hari tersebut dengan mengucapkan salam, menanyakan kondisi siswa dan mengecek kehadiran siswa. Untuk memperkenalkan materi yang akan dipelajari hari itu yaitu *descriptive texts*, P memberikan lead-in questions yang berhubungan dengan salah satu aktor dunia yaitu Daniel Radcliff. P bertanya, 'Do you know who he is? Apakah ada yang tahu siapa dia?' Mayoritas dari S menjawab, 'Harry Potter.' P memberi pujian dan bertanya lagi, 'Harry Potter is his role in his film, right? Anybody knows his name? Ada yang tahu namanya?' S1 menjawab, 'Daniel siapa gitu Miss. I forget.' P menimpali, 'Good, Daniel Radcliff.' Lalu P bertanya tentang ciri – ciri fisik dan kepribadian aktor tersebut berdasarkan gambar yang ditunjukkan. 'What colour of his hair?' S2 menjawab, 'Brown.' P bertanya, 'And his eyes?' S3 menjawab, 'Green.' S4 menimpali, 'ngga yo. Blue, Miss' P bertanya, 'how about his skin?' S4, 'Light skin.' P memberikan pujian dan bertanya kembali, 'Very good. Fair skin. What do you think about his personality based on the picture? Kira – kira bagaimana kepribadiannya dilihat dari gambar tersebut?' S5 menjawab, 'friendly Miss, murah senyum.' Setelah S menjawab dengan tepat, P menjelaskan tujuan pembelajaran.

P kemudian memutar video 1 yang berisi contoh pendeskripsian ciri – ciri fisik seseorang. Siswa menonton dengan sangat tenang dan memperhatikan dengan seksama. Beberapa kali mereka juga tertawa. Video 2 yang berisi contoh pendeskripsian kepribadian seseorang dan yang terakhir video clip 3 yang berisi penggunaan verb dalam mendeskripsikan seseorangpun diputar. P memutar video tersebut berulang kali sehingga siswa dapat lebih memahami dan mengidentifikasi kata sifat dan kata kerja yang biasa digunakan untuk mendeskripsikan seseorang.

Setelah mendapat input teks atau materi dari video yang diputar, S bermain game 'Who am I?'. Anggota kelas dibagi menjadi 5 kelompok. Masing – masing kelompok yang terdiri dari enam siswa diberi satu gambar tokoh dunia atau idola. Setiap kelompok berdiskusi untuk mendeskripsikan tokoh dalam gambar tersebut dan masing – masing juru bicara kelompok harus mendeskripsikan tokoh tersebut di depan kelas dan akan ditebak oleh kelompok lain. S sangat menikmati game ini. Mereka sangat antusias dalam mengikuti pelajaran hari ini. Selama berdiskusi, P memperhatikan kegiatan S. Kesulitan mereka dalam pronunciation, grammar dan vocabulary mastery sangat terbantu dengan adanya diskusi kelompok. Apabila ada seorang S yang kurang paham dengan pengucapan kata atau tidak tahu kata apa yang harus digunakan, S yang lain membantu dan memberikan feedback. Beberapa dari

mereka masih menemui kesulitan dalam mengucapkan kata tertentu dan menggubakan grammar yang tidak tepat. Maka P membantu S untuk membetulkan pronunciation dan grammar mereka.

Setelah bermain game, S bersiap – siap untuk kegiatan selanjutnya yaitu picture describing. S diminta untuk mendeskripsikan orang terdekat mereka. Selama 10 menit S memikirkan apa yang akan mereka deskripsikan berdasarkan foto yang mereka bawa. Kemudian anggota kelas dibagi dalam dua kelompok besar dan setiap S harus mendeskripsikan ciri – ciri fisik dan kepribadian tokoh idola mereka berdasarkan gambar atau foto yang telah mereka bawa di depan teman – teman satu kelompok.

Setelah semua S mendeskripsikan anggota keluarga atau sahabat mereka, P dan S bersama – sama mereview materi yang dipelajari hari itu. P menginformasikan bahwa materi yang akan dipelajari pada pertemuan selanjutnya adalah *inviting, accepting and refusing an invitation*. Kegiatan belajar mengajarpun ditutup dengan doa.

NO	:	FN.09
Hari, Tanggal	:	Rabu, 10 Oktober 2012
Waktu	:	10.40 WIB
Tempat	:	Ruang kelas VIII G
Kegiatan	:	Pertemuan 4
Responden, P	:	Peneliti
	GBI	: Guru Bahasa Inggris
	Ss	: Siswa

P datang ke sekolah pada pukul 10.20 WIB. P dan teman kolaborator menuju kantor guru dan meminjam LCD untuk digunakan sebagai fasilitas memutar video dalam kelas.

P masuk kelas VIII G pada pukul 10.30 WIB dan melakukan persiapan seperti menyalakan LCD, laptop dan speaker, sebelum kelas dimulai pada pukul WIB. Tidak terdapat kendala teknis seperti yang terjadi pada pertemuan sebelumnya. Persiapan untuk aktivitas menonton video berjalan dengan lancar. Kelaspun dapat dimulai tepat waktu.

P memulai kelas pada hari tersebut dengan mengucapkan salam dan menanyakan kondisi siswa, 'Good, how's life? Ss menjawab, ' Good, I am fine Miss.' S1 menimpali, 'And you Miss.' P menjawab, 'I'm fine too, thanks dear.' P kemudian mengecek kehadiran siswa, 'Who is absent today?' Ss menjawab, ' Nihil Miss.' Sebelum masuk ke kegiatan utama, P mereview materi sebelumnya.

Untuk memperkenalkan materi yang akan dipelajari hari itu yaitu *inviting, accepting and refusing an invitation*, P memberikan lead-in question yang berhubungan dengan pengalaman sehari – hari siswa, 'Has your friend ever invited you to come to her birthday party?' S merespon dengan baik, 'No Miss.' P bertanya lagi, 'How about going to the mall maybe?' S merespon, 'Going to Sunmor Miss?' P bertanya lagi pada S2, 'How did she asked you?'. S menjawab, 'Ayo ke Sunmor' P menimpali, 'Great. How do you say 'ayo ke sunmor' in English?' S merespon, 'Let's go to Sunmor.' P memberikan pujian, 'Excellent.' Setelah siswa menjawab dengan tepat, P menjelaskan tujuan pembelajaran.

P mulai memutar video yang terdiri dari cuplikan tiga video yang berisi percakapan *inviting, accepting and refusing an invitation*. Siswa menonton dengan sangat tenang dan memperhatikan dengan seksama. P memutar video tersebut berulang kali dan siswa mengidentifikasi ungkapan *inviting, accepting and refusing an invitation* yang terdapat dalam video tersebut. P kembali mengingatkan S bahwa intonasi yang digunakan untuk menanyakan verbal question adalah raising intonation. P memutar kembali video dan meminta siswa untuk menirukan ekspresi *inviting, accepting and refusing an invitation* dalam video. P kemudian membagikan handout yang berisi materi hari itu. Beberapa S diminta untuk membaca dialog yang terdapat dalam handout. Feedback diberikan ketika ada siswa yang mengucapkan kata atau menggunakan intonasi dengan tidak tepat. Lalu P memberikan beberapa kata beserta cara pengucapannya yang akan digunakan dalam kegiatan selanjutnya. S menirukan pengucapan kata yang telah disediakan

Setelah mendapat input teks atau materi dari video yang diputar, S bermain game 'Blind Date'. P menjelaskan aturan main game tersebut. Anggota kelas dibagi menjadi dua kelompok besar; kelompok A dan kelompok B. Masing – masing anggota kelompok mendapat satu kartu. Kelompok A berkeliling kelas dan mengundang atau mengajak kelompok B yang duduk di bangku masing – masing untuk pergi piknik, berenang, makan malam, dan sebagainya berdasarkan tanggal yang telah ditentukan dalam kartu yang mereka dapat. Game akan berakhir ketika semua siswa telah menemukan partner yang memiliki waktu luang dan kegiatan yang sama. Mereka terlihat sangat antusias, semangat dan menikmati game tersebut. Selama Blind Date game berlangsung, P mencermati S. Mayoritas dari mereka telah dapat mengucapkan kata, menggunakan intonasi dan stress patterns dengan tepat. Kelancaran dalam berbicara pun meningkat. S juga telah dapat memilih kata yang sesuai untuk mengungkapkan maksud mereka dan dapat menggunakan grammar dengan baik.

<p>Kemudian S bersiap – siap untuk kegiatan selanjutnya yaitu information gap activity, Finding a Date. S duduk berpasangan. Masing – masing S mendapat diary yang berisi agenda jadwal kegiatan mereka untuk minggu depan atau minggu berikutnya. Secara bergantian, mereka harus mengundang partner mereka dan mendiskusikan hari yang tepat bagi kedua siswa untuk makan malam bersama. Kegiatan ini akan berakhir ketika agenda keduanya untuk makan malam bersama telah disepakati pada hari tertentu.</p>
<p>Setelah S menyelesaikan information gap activity tersebut, P memberikan feedback terkait kegiatan yang baru saja dilakukan dan menanyakan kesulitan S selama KBM. P kemudian menginformasikan bahwa pada pertemuan selanjutnya materi yang akan dipelajari adalah describing places. KBM hari itu ditutup dengan doa.</p>

<p>NO : FN.10 Hari, Tanggal : Rabu, 17 Oktober 2012 Waktu : 13.40 WIB Tempat : Ruang kelas VIII G Kegiatan : Pertemuan 5 Responden, P : Peneliti GBI : Guru Bahasa Inggris Ss : Siswa</p>
<p>P datang ke sekolah pada pukul 13.20 WIB. P dan teman kolaborator menuju kantor guru dan meminjam kabel, LCD, dan speaker yang digunakan untuk memutar video dalam kelas.</p>
<p>P masuk kelas VIII G pada pukul 13.30 WIB dan melakukan persiapan seperti menyalakan LCD, laptop dan speaker, sebelum kelas dimulai pada pukul WIB. Tidak terdapat kendala teknis seperti yang terjadi pada pertemuan sebelumnya. Persiapan untuk aktivitas menonton video berjalan dengan lancar. Kelaspun dapat dimulai tepat waktu.</p>
<p>P memulai kelas pada hari tersebut dengan mengucapkan salam, menanyakan kondisi siswa dan mengecek kehadiran siswa. Sebelum masuk ke kegiatan utama, P mereview materi sebelumnya. Untuk memperkenalkan materi yang akan dipelajari hari itu yaitu <i>describing places</i>, P memberikan lead-in questions yang berhubungan dengan kehidupan sehari – hari S. P bertanya, 'Do you have your own room?' Mayoritas dari S menjawab, 'Yes Miss.' P melanjutkan pertanyaannya, 'Is your room BIG?' Mayoritas S menjawab, ' Not really.' P bertanya lagi dan memberi penekanan</p>

<p>pada kata tertentu, 'can you tell me how your room is? Is it CLEAN?' Beberapa S menjawab, 'Of course Miss.' Sedangkan yang lain menimpali, 'No Miss, it's dirty.' Setelah Ss menjawab dengan tepat, P menjelaskan tujuan pembelajaran.</p>
<p>P kemudian memutar video yang berisi contoh pendeskripsian ruangan atau tempat tertentu. Siswa menonton dengan sangat tenang dan memperhatikan dengan seksama. P memutar video tersebut berulang kali sehingga siswa dapat lebih memahami dan mengidentifikasi kata sifat dan kata kerja yang biasa digunakan untuk mendeskripsikan tempat. P membagikan handout yang berisi materi hari itu. P kemudian memutar video lagu yang berisi materi prepositions. Ss terlihat sangat antusias dan bersemangat. Merekapun menyanyi bersama. Setelah itu, Ss mengidentifikasi preposisi yang dapat digunakan untuk mendeskripsikan tempat.</p>
<p>Setelah mendapat input teks atau materi dari video yang diputar, S bermain game picture describing. Anggota kelas dibagi menjadi 5 kelompok. Masing – masing kelompok yang terdiri dari enam siswa diberi satu gambar tempat wisata yang terkenal di Indonesia. Setiap kelompok berdiskusi untuk mendeskripsikan tempat dalam gambar tersebut dan masing – masing juru bicara kelompok harus mendeskripsikan tempat tersebut di depan kelas dan akan ditebak oleh kelompok lain. S sangat menikmati game ini. Mereka sangat antusias dalam mengikuti pelajaran hari ini. Selama berdiskusi, P memperhatikan kegiatan S. Kesulitan mereka dalam pronunciation, grammar dan vocabulary mastery sangat terbantu dengan adanya diskusi kelompok. Apabila ada seorang S yang kurang paham dengan pengucapan kata atau tidak tahu kata apa yang harus digunakan, S yang lain membantu dan memberikan feedback. Mayoritas dari mereka tidak lagi menemui kesulitan dalam mengucapkan kata tertentu, memilih kata dan menggunakan grammar. P membantu beberapa S yang masih menemui kesulitan dalam pronunciation</p>
<p>Setelah bermain game, S bersiap – siap untuk kegiatan selanjutnya yaitu role play. S berperan sebagai reporter dan diminta untuk mendeskripsikan tempat favorit mereka di sekolah. Selama 10 menit S memikirkan tempat yang akan mereka deskripsikan. Kemudian anggota kelas dibagi dalam dua kelompok besar dan setiap S harus melaporkan dan mendeskripsikan salah satu ruangan atau tempat di sekolah, di depan teman – teman satu kelompok.</p>
<p>Setelah semua S mendeskripsikan tempat atau ruangan favorit mereka, P dan S bersama – sama mereview materi yang dipelajari hari itu. P memberikan feedback terkait kegiatan yang baru saja dilakukan dan menanyakan kesulitan S selama KBM. P kemudian menginformasikan bahwa pada pertemuan selanjutnya akan diadakan post-test. Setelah berdiskusi dengan Ss, tema yang akan diuji adalah inviting, accepting and refusing an invitation dan describing people. Untuk describing people,</p>

Ss diminta untuk membawa satu gambar atau foto anggota keluarga atau sahabat mereka. Setelah Ss merasa mendapat informasi yang cukup tentang post-test yang akan dilaksanakan pada pertemuan selanjutnya. KBM hari itu ditutup dengan doa.

NO	: FN.11
Hari, Tanggal	: Jumat, 19 Oktober 2012
Waktu	: 10.40 WIB
Tempat	: Ruang kelas VIII G
Kegiatan	: Post-test
Responden, P	: Peneliti
GBI	: Guru Bahasa Inggris
Ss	: Siswa

P masuk kelas pada pukul 10.40 WIB. P memulai kelas pada hari tersebut dengan mengucapkan salam, menanyakan kondisi siswa dan mengecek kehadiran siswa. P mengkonfirmasi bahwa pada hari ini akan dilakukan post-test untuk mengukur kemampuan berbicara siswa. P menginformasikan bahwa post-test akan meliputi dua aspek yaitu dialog inviting, accepting and refusing an invitation dan monolog, describing people dengan tema tokoh idola Ss.

Ss dibagi menjadi dua kelompok besar. P dan kolaborator berbagi tugas dan bekerja sama untuk mendampingi tiap kelompok. Dalam masing – masing kelompok, secara berpasangan S diminta untuk menampilkan sebuah percakapan yang berisi inviting, accepting and refusing an invitation. Mereka diberi waktu sekitar 10 menit untuk memikirkan konsep dialog mereka. Setelah semua Ss siap, penilaian pun dilakukan. Untuk monolog, masih dalam dua kelompok besar, Ss diminta untuk mendeskripsikan salah satu anggota keluarga atau sahabat mereka berdasarkan gambar atau foto yang telah mereka bawa di depan teman satu kelompok mereka.

Sesuai kesepakatan pada pertemuan sebelumnya, setelah post-test selesai, Ss mendapat kesempatan untuk menonton film. Lonceng pun berbunyi, Ss merasa kurang puas karena film yang disaksikan belum selesai maka mereka meminta satu pertemuan tambahan. Atas persetujuan GBI, kegiatan tersebut akan dilanjutkan pada pertemuan selanjutnya. Sebelum meninggalkan kelas, P memberikan informasi bahwa pada pertemuan selanjutnya akan dilakukan wawancara tahap akhir dan pemberian reward kepada Ss yang mendapat nilai terbaik dalam kelas speaking selama ini. KBM pun ditutup dengan doa.

NO	: FN.12
Hari, Tanggal	: Jumat, 19 Oktober 2012
Jam	: 13.40
Tempat	: Ruang kelas VIII G
Kegiatan	: Interview
Responden, P	: Peneliti
	GBI : Guru Bahasa Inggris
	Ss : Siswa

Kelas hari ini dimulai pada pukul WIB. Sesuai kesepakatan, kelas hari ini diisi dengan kegiatan menonton film bersama. 20 menit sebelum kelas berakhir, P memberikan reward kepada Ss yang telah mengumpulkan poin terbanyak selama proses pembelajaran. P memberikan sepatah kata untuk mengucapkan rasa terima kasih atas segala bentuk partisipasi dan bantuan Ss kelas VIII G dalam penelitian yang dilakukan di kelas tersebut. P juga memohon maaf atas segala kesalahan baik yang disengaja maupun tidak. Kemudian P menyerahkan kenang – kenangan sebagai ungkapan terima kasih atas partisipasi Ss. Ss dengan senang hati menerima kenang – kenangan dari P dan mengucapkan terima kasih. Setelah berpamitan, P meminta beberapa Ss untuk tetap tinggal di kelas karena akan diadakan wawancara.

NO	: FN.12
Hari, Tanggal	: Rabu, 24 Oktober 2012
Jam	: 10.40
Tempat	: Kantor Guru
Kegiatan	: Interview
Responden, P	: Peneliti
	KS : Kepala Sekolah
	GBI : Siswa

P menemui GBI di perpustakaan untuk mewawancarai beliau terkait semua proses implementasi yang telah dilakukan. Setelah proses wawancara selesai, P berpamitan kepada GBI, mengucapkan terimakasih atas segala bantuan yang diberikan GBI, memohon maaf atas segala kekhilafan yang P lakukan dan memberikan kenang – kenangan kepada GBI.

P menuju kantor guru untuk berpamitan kepada KS dan karyawan. P memohon maaf atas segala kesalahan yang telah dilakukan dan mengucapkan terima kasih atas segala bantuan dan kontribusi yang sekolah berikan untuk kelancaran penelitian skripsi ini. P memberikan kenang – kenangan pada sekolah sebagai bentuk ucapan terima kasih. P menginformasikan kepada Ustadzah Atin bahwa hasil penelitian akan segera diberikan setelah proses penyusunan skripsi selesai dilakukan.

B.

**INTERVIEW
GUIDELINES AND
TRANSCRIPTS**

INTERVIEW GUIDELINES

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

1. IN THE RECONNAISSANCE PROCESS

Interviewee: ENGLISH TEACHER	Questions: <ol style="list-style-type: none"> 1. Dapatkah Ibu jelaskan bagaimana proses belajar mengajar di kelas yang Ibu ampu? 2. Bagaimana kemampuan komunikasi bahasa Inggris siswa kelas VIII terutama dalam hal speaking? 3. Menurut Ibu, kendala apa yang sangat signifikan dalam mengajar speaking? 4. Apa yang ibu lakukan untuk mengatasi masalah atau kendala tersebut? 5. <i>Media</i> apa yang biasa Ibu gunakan untuk mengajar <i>speaking</i>? 6. Aktivitas apa yang biasa dilakukan ketika siswa belajar <i>speaking</i>?
Interviewee: STUDENTS	Questions : <ol style="list-style-type: none"> 1. Menurut adik, apakah belajar bahasa Inggris itu sulit? 2. Kesulitan apa yang adik hadapi dalam belajar speaking? 3. Apa yang adik lakukan untuk mengatasi kesulitan tersebut? 4. Apakah Ibu guru yang selalu menjadi contoh ketika mengucapkan kata atau melakukan percakapan? 5. Media apa yang biasa digunakan Ibu Guru ketika mengajar speaking? 6. Menurut kalian, adakah media lain yang seharusnya digunakan agar kalian lebih tertarik dan terlibat dalam proses pembelajaran speaking? 7. Aktivitas apa yang biasa dilakukan ketika belajar <i>speaking</i>?

2. DURING THE IMPLEMENTATION OF THE ACTIONS

CYCLE 1

<p>Interviewee:</p> <p>ENGLISH TEACHER</p>	<p>Questions:</p> <ol style="list-style-type: none"> 1. Bagaimana penilaian Ibu terhadap kemampuan berbicara siswa di cycle I? 2. Apa saja kekurangan di cycle I yang menurut pengamatan Ibu perlu dikembangkan? 3. Menurut Ibu, kemajuan apa yang dicapai siswa dalam cycle ini? 4. Apa saran Ibu untuk cycle berikutnya?
<p>Interviewee:</p> <p>STUDENTS</p>	<p>Questions:</p> <ol style="list-style-type: none"> 1. Bagaimana pendapat adik mengenai kegiatan di kelas bahasa Inggris selama ini? 2. Apakah adik menyukai belajar bahasa Inggris terutama speaking dengan menonton video? Mengapa? 3. Apakah dengan menonton video membantu kamu dalam belajar speaking? Mengapa? 4. Apa kesulitan selama belajar speaking? 5. Bagaimana usaha adik untuk menghadapi kesulitan tersebut?

CYCLE 2

<p>Interviewee:</p> <p>ENGLISH TEACHER</p>	<p>Questions:</p> <ol style="list-style-type: none"> 1. Bagaimana penilaian Ibu terhadap kemampuan berbicara siswa di cycle 2 ini? 2. Apa saja kekurangan yang ada di cycle ini? 3. Apa saja kelebihan yang ada di cycle ini? 4. Menurut Ibu, kemajuan apa yang dicapai siswa dalam cycle ini? 5. Apa saran Ibu untuk kegiatan semacam ini?
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Interviewee: STUDENTS	Questions: <ol style="list-style-type: none">1. Bagaimana pendapat adik mengenai kegiatan di kelas bahasa Inggris selama ini?2. Apakah adik menyukai belajar bahasa Inggris terutama speaking dengan menonton video? Mengapa?3. Apakah dengan menonton video membantu kamu dalam belajar speaking? Mengapa?4. Kemajuan apa yang kamu rasakan selama pelaksanaan kegiatan belajar bahasa Inggris terutama speaking dengan menonton video?5. Kesan apa yang kamu dapat dari kegiatan ini?
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INTERVIEW TRANSCRIPTS

Nomor	: Interview 1
Hari, Tanggal	: Jumat, 31 Agustus 2012
Tempat	: Ruang kelas VIII G
Responden	: Peneliti (P) Siswa (S1)
P:	Menurut adik apakah belajar bahasa inggris itu sulit?
S1:	Ya lumayan sih.
P:	Mengapa?
S1:	Soalnya kan kita Bahasa Indonesia, agak asinglah kalau sama Bahasa Inggris. Tapi kalau dibiasakan juga bisa.
P:	Kesulitannya apa?
S1:	Itu lho yang verb.
P:	Kalau vocabulary atau kosakata tidak ada kesulitan?
S1:	Lumayan sih.
P:	Kompetensi berbahasa inggris kan mencakup mendengarkan, berbicara, membaca dan menulis, yang paling sering diajarkan yang mana?
S1:	Menulis dan membaca.
P:	Berarti kalau speaking atau berbicara jarang diajarkan ya, kesulitannya dalam belajar speaking apa?
S1:	Kalau speaking, ngomongnya itu beda ngga sesuai sama tulisannya.
P:	Pengucapannya, pronunciationnya gitu?
S1:	Iya.
P:	Selain itu?Intonasinya mungkin, penekanan begitu?
S1:	Intonasinya juga.
P:	Kalau susunan kata atau grammarnya susah tidak?
S1:	Iya, itu susah juga.
P:	Kalau belajar speaking dengan ibu guru media yang biasa digunakan apa?
S1:	Cuma contoh suara dari bu guru.
P:	Media lain misalnya gambar atau video pernah dipakai?
S1:	Cuma gambar dari buku sih.
P:	Setiap speaking itu selalu diberikan contoh mengucapkan katanya oleh ibu guru saja?
S1:	Iya.
P:	Lebih enak tidak untuk belajar? Paham tidak?
S1:	Kalau bu guru mencontohkan itu biasanya cepet jadi kita ngga paham, harus diulangi gitu.
P:	Aktivitas apa yang biasa dilakukan dalam belajar speaking?

S1:	misalnya setelah diberi contoh apa yang biasa dilakukan? Biasanya sama teman sebangku, bercakap – cakap gitu. Ngulang – ulang aja sih.
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Nomor	: Interview 2
Hari, Tanggal	: Jumat, 31 Agustus 2012
Tempat	: Ruang kelas VIII G
Responden	: Peneliti (P) Siswa (S14)
P:	Menurut adik belajar Bahasa Inggris itu susah tidak?
S14:	Ngga juga menurutku.
P:	Kenapa?
S14:	Aku juga ngga tau kenapa. Soalnya udah suka sih sama bahasa inggris.
P:	Okay. Dalam bahasa inggris kan ada kemampuan berbicara atau speaking, menurut adik belajar speaking itu susah tidak?
S14:	Speakingnya aku agak susah ngejanya mbak.
P:	Selain itu, kesulitan apa yang adik hadapi dalam belajar speaking?
S14:	Kata – kata yang belum pernah aku ucapin.
P :	Untuk mengatasi kesulitan tersebut, apa yang biasa adik lakukan?
S14:	Diulang – ulang terus sampai bisa
P:	Selain itu apa lagi?
S14:	Terus sama buka google translate, diklik gambar speaker biar keluar suaranya. Sama sering latihan ngemeng – ngemeng sendiri gitu.
P:	Media apa yang biasa digunakan ibu guru waktu mengajar speaking?
S14:	Pakai kertas aja yang ada contoh percakapan.
P:	Apakah ibu guru selalu menjadi contoh ketika mengucapkan kata, kalimat atau membawakan dialog?
S14:	Iya.
P:	Menurut adik, media apa yang seharusnya digunakan dalam belajar speaking yang membuat kalian tertarik dan mudah memahami materi speaking?
S14:	Video sama film.
P:	Aktivitas apa yang biasa dilakukan ketika belajar speaking di kelas?
S14:	Baru sekali speaking, dua – dua terus ngomong percakapan gitu.

Nomor	: Interview 3
Hari, Tanggal	: Jumat, 31 Agustus 2012
Tempat	: Ruang Kelas VIII G
Responden	: Peneliti (P) Siswa (S3)
P:	Good afternoon Alya.
S3:	Good afternoon Miss Silva.
P:	Sudah siap ya untuk interview hari ini?
S3:	Sudah miss.
P:	Okay. Menurut adik belajar Bahasa Inggris itu susah tidak?
S3:	Biasa aja sih, ngga susah – susah banget.
P:	Kenapa?
S3:	Suka sih, jadi ngga gitu susah.
P:	Okay. Dalam Bahasa Inggris kan ada kemampuan berbicara atau speaking, menurut adik belajar speaking itu susah tidak?
S3:	Ngga susah – susah banget.
P:	Lalu kesulitan apa yang adik hadapi dalam belajar speaking?
S3:	Ngomongnya, kadang lupa. Ngomong kata – katanya, cara bicaranya lupa gitu Miss.
P:	Oh, pengucapan kata – kata ya? Kalau grammarnya?
S3:	Kadang sih Miss, suka bingung, lupa juga gitu.
P:	Untuk mengatasi kesulitan tersebut, apa yang biasa adik lakukan?
S3:	Sering latihan ngemeng – ngemeng sendiri gitu pakai Bahasa Inggris.
P:	Media apa yang biasa digunakan ibu guru waktu mengajar speaking?
S:	Baru sekali speaking sih, waktu itu pakai buku.
P:	Apakah ibu guru selalu menjadi contoh ketika mengucapkan kata, kalimat atau dialog?
S3:	Iya.
P:	Menurut adik, media apa yang seharusnya digunakan dalam belajar speaking yang membuat kalian tertarik dan mudah memahami materi speaking?
S3:	Lagu, film, video.
P:	Aktivitas apa yang biasa dilakukan ketika belajar speaking di kelas?
S3:	Berpasangan terus cari grup, trs ngomong – ngomong gitu.

Nomor	: Interview 4
Hari, Tanggal	: Selasa, 2 September 2012
Tempat	: Perpustakaan
Responden	: Peneliti (P) Guru Bahasa Inggris (GBI)
P:	Assalamualaikum ustadzah.
GBI:	Waalaikumsalam mbak.
P:	Kali ini saya akan mengadakan wawancara preliminary observation untuk menentukan tindakan apa yang harus diambil dalam meningkatkan kemampuan berbicara siswa. Pertanyaan pertama, dapatkah ustadzah menjelaskan bagaimana proses belajar mengajar bahasa Inggris di kelas VIII G ini?
GBI:	Kalau secara keseluruhan, prosesnya itu saya ingin meliputi semua aspek yang empat skills itu tapi kadang terkendala terkait dengan media dan waktu juga. Untuk praktek speaking terutama hanya beberapa kali pertemuan, jadi lebih banyak ke pengembangan writing dan reading.
P:	Menurut ustadzah bagaimana kemampuan berbicara siswa di kelas ini?
GBI:	Kalau dilihat dari rasa percaya diri mungkin belum semua, hanya beberapa anak saja yang PD untuk ngomong tapi istilahnya yang penting asal ngomong bahasa Inggris, ngga peduli keakuratan atau aturannya begitu. Ingin bisa bahasa Inggris tapi ngga tau bener atau salahnya, makanya takut. Kalau di sekolah itu juga sebenarnya sudah ada program pengembangan speaking skills siswa, tapi kurang maksimal.
P:	Seperti speaking club begitu Ust?
GBI:	Iya, setiap hari Sabtu, itu program ekstrakurikuler yang wajib.
P:	Menurut ustadzah, kendala apa yang dihadapi dan dirasa sangat signifikan dalam mengajar speaking?
GBI:	Kalau speaking itu susahnya melatih anak untuk membiasakan berbicara bahasa Inggris di kelas. Kalau ada ekspresi – ekspresi tertentu seperti asking for permission, mereka belum mengaplikasikan, ketika izin tetep pakai bahasa Indonesia. Mungkin harus ada rules yang benar – benar diterapkan ke mereka untuk berbicara bahasa Inggris sewaktu ada mapel tersebut. Itu yang belum bisa diterapkan.
P:	Itu dalam hal pengaplikasian ya ust, kalau dalam pengajaran speaking itu sendiri?
GBI:	Kalau pengajarannya, speaking itu untuk medianya yang masih minim. Anak – anak kan perlu melihat contoh cara asli ngomongnya gimana agar mereka bisa menirukan, dalam hal

	pronunciation juga kurang ditekankan.
P:	Jadi media apa yang biasa ustadzah gunakan dalam proses belajar mengajar speaking?
GBI:	Ini kan baru awal – awal masuk ya, kemarin baru sekali speaking dan belum memakai media dalam bentuk video dan lain – lain.
P:	Apa yang ustadzah lakukan untuk menghadapi kendala tersebut?
GBI:	Saya memberikan tugas speaking untuk anak – anak.
P:	Dalam bentuk apa ust?
GBI:	Yang paling sering saya gunakan itu survey kelas dan meminta mereka membuat percakapan.
P:	Lalu, aktivitas apa yang biasa digunakan dalam kelas speaking?
GBI:	Interview teman, survey, lalu disampaikan juga dalam bentuk percakapan.

Nomor	: Interview 5
Hari, Tanggal	: Selasa, 2 September 2012
Tempat	: Perpustakaan
Responden	: Peneliti (P) Siswa (S8)
P:	Assalamualaikum, dengan dik siapa ini?
S8:	Wa'alaikumsalam, Azaria mbak.
P:	Okay, kita mulai ya wawancaranya, terkait pembelajaran bahasa Inggris di kelas selama ustadzah mengajar, terutama speaking.
S8:	Iya mbak.
P:	Menurut azaria, apakah belajar berbicara dalam bahasa Inggris itu sulit?
S8:	Lumayan sih.
P:	Kesulitan apa yang adik hadapi?
S8:	Vocabnya harus banyak, grammarnya, sama cara pengucapan.
P:	Terus apa yang dilakukan untuk mengatasi kesulitan tersebut?
S8:	Belajar memperbanyak vocab, belajar grammar sama pengucapan.
P:	Dari apa belajarnya?
S8:	Dari buku atau film.
P:	Biasanya ustadzah itu menggunakan apa sih dalam proses belajar mengajar speaking?
S8:	Buku.
P:	Lalu, yang menjadi contoh untuk mengucapkan kata atau kalimat siapa?
S8:	Ya cuma ustadzah.
P:	Aktivitas apa yang biasa dilakukan di kelas ketika belajar

	speaking?
S8:	Bikin percakapan, ada games juga tapi cuma satu kali.
P:	Okay, saya rasa cukup untuk wawancara kali ini. Thank you Azaria.
S8:	You're welcome Miss.

Nomor	: Interview 6
Hari, Tanggal	: Selasa, 2 September 2012
Tempat	: Perpustakaan
Responden	: Peneliti (P) Siswa (S6)
P:	Good afternoon.
S6:	Good afternoon Miss.
P:	Kita mulai ya wawancaranya. Dengan adik siapa ini?
S6:	Arina.
P:	Okay Arina, apakah menurut kamu belajar speaking atau berbicara dalam bahasa Inggris itu sulit?
S6:	Sulit sih karena bukan bahasa kita, jadi kita tidak terbiasa gitu.
P:	Kesulitan apa yang Arina hadapi dalam belajar speaking?
S6:	Cara pengucapannya, kadang kalau nyusun kata – kata juga terbalik, jadi yang harusnya di depan malah aku taruh belakang.
P:	Lalu apa usaha adik untuk mengatasi kesulitan tersebut?
S6:	Dengan cara menanyakan pada guru atau teman.
P:	Oh begitu. Kalau ustadzah mengajar speaking, apakah hanya beliau yang menjadi contoh?
S6:	Iya, hanya ustadzah saja yang mencontohkan.
P:	Ustadzah pernah menggunakan media apa untuk speaking?
S6:	Belum pernah.
P:	Aktivitas apa yang biasa dilakukan di kelas untuk belajar speaking?
S6:	Emmm, dialog.
P:	Interview, discussions begitu sudah pernah?
S6:	Pernah sih, tapi pas kelas VII.
P:	Kalau hanya ustadzah menjadi contoh ketika mengucapkan kata atau berdialog, paham tidak?
S6:	Ya sedikit paham, sedikit ngga.

Nomor	: Interview 7
Hari, Tanggal	: Selasa, 2 September 2012
Tempat	: Ruang kelas VIII G
Responden	: Peneliti (P) Siswa (S23) (S26) (S12)
P:	Hello, saya akan mewawancarai adik – adik terkait pembelajaran speaking. dengan siapa saja ini?
S23:	Aisy
S26:	Alissa
S12:	Ifah
P:	Pertanyaan pertama, apa kesulitan kamu dalam belajar speaking?
S23:	Kurang percaya diri
S26:	Cara berbicaranya
S12:	PD dan pengucapannya.
P:	Lalu apa yang kalian lakukan untuk mengatasi kesulitan tersebut?
S23:	Mencoba memberanikan diri, cari tahu, membiasakan ngomong.
P:	Tidak ada kesulitan dalam pronunciation, kosakata dan grammar?
S23:	Ada sih, takut salah, makanya ngga percaya diri.
P:	Kalau Alissa dan Ifah, kesulitannya apa dan cara mengatasinya bagaimana?
S26:	Kalau grammar yang ngga bisa nyusun kalimatnya. Belajar terus.
S12:	Pinjem alfalink, kan bisa keluar suaranya, pengucapannya. Terus tanya temen, sama membiasakan ngomong pakai bahasa Inggris.
P:	Selama ini ustadzah sudah pernah mengajarkan speaking?
S23:	Kalau ustadzah sih ngomong di depan kelas pakai bahasa Inggris, speakinglah. Cuma muridnya ngerti, tapi balesnya pake bahasa Indonesia.
S26:	Sekali sih. Tapi ngga terlalu ditekankan.
S12:	Paling cuma pembukaan aja pake bahasa Inggris.
P:	Media apa yang digunakan ustdzah?
S23:	Media? Maksudnya?
P:	Pernahkah pakai gambar, video, lagu atau film gitu?
S23:	Pakai buku
S26:	Buku dan ustadzah yang berbicara
S12:	Pakai buku aja sih.

Nomor	: Interview 8
Hari, Tanggal	: Jumat, 5 Oktober 2012
Tempat	: Ruang kelas VIII G
Responden	: Peneliti (P) Guru Bahasa Inggris (GBI)
P:	Bagaimana penilaian ustadzah terhadap kemampuan berbicara siswa di cycle pertama, dari pertemuan pertama sampai ketiga ini?
GBI:	Kalau untuk peningkatan, mereka sudah mau dan lebih berani untuk berbicara, kefasihan atau fluencynya cukup meningkat, tetapi untuk pronunciation dan grammarnya memang masih perlu dilatih lagi, peningkatan ada tapi belum signifikan gitulah ya.
P:	Menurut ustadzah apa saja kekurangan di cycle I?
GBI:	Kalau dari segi aktivitasnya sudah baik, awalnya ada pre-teaching dulu, ke inti, anak – anak sudah practice, tapi mungkin pembelajarannya lebih aplikatif. Saya berharap apa yang sudah anak – anak pelajari dapat diterapkan dalam kelas, misalnya ada yang mau izin, gunakan bahasa Inggris begitu ya.
P:	Kalau dari segi penggunaan videonya ust? Kekurangan apa yang harus saya perbaiki?
GBI:	Sebagai input, videonya sudah bagus, sudah memberikan contoh dari native speaker, sudah terdapat ekspresi – ekspresi yang harus digunakan. Sudah diberikan contoh ekspresi asking for help dalam film, mungkin itu bisa diperbanyak. Selain itu, materinya sebaiknya lebih aplikatif, yang bisa digunakan dalam lingkup sekolah juga. Jadi ada contohnya, ekspresi itu bisa digunakan di mana saja.
P:	Apa saran ustadzah untuk cycle berikutnya?
GBI:	Harapannya, kalau masih ada yang salah pronunciationnya, harap bisa dibetulkan. Tau dalam videonya mungkin bisa disertakan juga vocabulary dan cara pengucapannya.
P:	Jadi pronunciation dan konteks yang digunakan dalam video harus lebih ditekankan begitu ya ust.
GBI:	Iya mbak. Jadi mereka tahu betul contohnya dan bisa menggunakan dengan tepat.
P:	Kalau begitu terima kasih ust sudah meluangkan waktu untuk wawancara terkait cycle I, sekali lagi mohon maaf jika mengganggu.
GBI:	Tidak apa – apa mbak.

Nomor	: Interview 9
Hari, Tanggal	: Jumat, 5 Oktober 2012
Tempat	: Ruang kelas VIII G
Responden	: Peneliti (P) Siswa (S27)
P:	Good Afternoon.
S27:	Good Afternoon.
P:	Sudah siap untuk mulai wawancaranya ya. Dengan dik siapa ini?
S27:	Tiara Ramadhan
P:	Wawancara ini terkait pertemuan pertama sampai ketiga ya. Pertanyaan pertama, menurut Tiara, bagaimana kemampuan berbicara kamu? Bisa tidak speaking?
S27:	Susah.
P:	Kenapa susah?
S27:	Ngucapinnya itu lho mbak, kadang itu kebalik – balik dan salah ngucapin.
P:	Apa pendapat kamu tentang kegiatan di kelas bahasa Inggris dari pertemuan pertama sampai ketiga?
S27:	Asyik.
P:	Apakah adik menyukai belajar bahasa Inggris terutama speaking dengan menonton video?
S27:	Suka, selama itu ngga bikin aku bingung dan aku ngerti apa maksudnya, enjoy aja.
P:	Kenapa suka?
S27:	Lebih menarik, ngga bikin bosan.
P:	Apakah dengan menonton video membantu kamu dalam belajar speaking?
S27:	Kita kan mendengarkan contohnya, jadi tahu cara pengucapan yang benar itu bagaimana.
P:	Apakah kesulitan selama belajar speaking?
S27:	Pengucapan, kadang suka blank juga, pengen ngomong tapi ngga bisa.
P:	Apakah usaha kamu untuk menghadapi kesulitan tersebut?
S27:	Buka kamus, tanya guru atau temen, buka google translate, dengerin lagu, nonton film, sama main game.

Nomor	: Interview 10
Hari, Tanggal	: Sabtu, 6 Oktober 2012
Tempat	: Ruang kelas VIII G
Responden	: Peneliti (P) Siswa (6)
P:	Setelah saya masuk kelas dan menggunakan video sebagai media dan input belajar speaking jadi lebih suka dan paham tidak dalam belajar speaking?
S6:	Iya.
P:	Mengapa?
S6:	Kan videonya bisa jadi contoh. Contohnya ngga Cuma miss silva doang kan. Ada percakapan apa, intonasinya juga ada, ada benda – benda, sama gerak – geraknya juga ada, contohnya kan banyak.
P:	Mana yang lebih menarik, mendengarkan bu guru saja atau melihat video dengan gambar dan suara?
S6:	Dengan gambar dan suara.
P:	Apakah video membantu kamu dalam belajar speaking?
S6:	Jelas membantu.
P:	Selama belajar speaking kesulitan apa yang kamu temui?
S6:	Ngga ngerti kadang – kadang, ngomongnya kecepatan.
P:	Lalu usaha yang kamu lakukan untuk menghadapi kesulitan tersebut?
S6:	Dengerin aja.
P:	Okay. Menurut Arina, apa saja kekurangan dari video yang saya gunakan selama ini?
S6:	Kekurangannya terlalu cepat, kurang jelas, ngga tau apa artinya.
P:	Kalau kelebihanannya?
S6:	Kelebihannya bisa mengambil banyak kosakata, jadi kosakatanya ngga itu2 aja.
P:	Kalau sedang memutar video, sering saya pause, saya ulang berkali – kali, itu ngefek tidak?
S6:	Iya, lebih masukin ke otak, karena ngulang – ngulang. Daripada diputar sekali aja malah ngga ngedong.

Nomor	: Interview 11
Hari, Tanggal	: Sabtu, 6 Oktober 2012
Tempat	: Ruang kelas VIII G
Responden	: Peneliti (P) Siswa (S1)
P:	Assalamualaikum Aulia.
S21:	Wa'alaikumsalam Miss.
P:	Sudah siap ya untuk interview pada hari ini?
S21:	Ok miss.
P:	Menurut Aulia bagaimana kegiatan di kelas speaking selama saya menemani kalian belajar?
S21:	Menurutku have fun sih, banyak gamesnya, tapi kalau nonton video atau film, jangan dipause – pause.
P:	Kenapa?
S21:	Jadi ngga seru miss, kalau dipause gitu, yang sebelumnya jadi lupa gitu lho.
P:	Sebenarnya maksud saya agar kalian paham gitu cara pengucapan katanya, intonasi dan stressnya bagaimana.
S21:	Tapi kan ngga enak Miss, jangan dipotong – potong gitu.
P:	Alright. Lalu adik suka ngga belajar speaking dengan menonton video?
S21:	Suka, kalau yang berhubungan dengan video dan film aku suka, ada gambarnya gitu.
P:	Apakah dengan menonton video membantu kamu dalam belajar berbicara bahasa Inggris?
S21:	Iya.
P:	Mengapa?
S21:	Ya karena pengucapannya orang Inggris yang bener itu gimana jadi tahu, memfasihkan kita dalam berbicara bahasa Inggris.
P:	Okay. Apa kesulitan adik dalam belajar speaking?
S21:	Kadang – kadang bingung, misalnya kata 'use' kan dibaca /ju:z/ , tapi kalau 'us' dibaca //. Susah pengucapannya.
P:	Oh, pronunciation.
S21:	Iya maksudku itu.
P:	Apa usaha Aulia untuk menghadapi kesulitan tersebut.
S21:	Santai aja sih, yang aku pelajari ya yang aku ngga bisa.
P:	Cara belajar speakingnya bagaimana?
S21:	Ya tanya, minta dicontohin pronunciationnya. Kalau lupa ya tanya lagi.
P:	Dapatkah kamu sebutkan kekurangan video yang selama ini saya gunakan di kelas?
S21:	Kekurangannya ya yang dipause – pause itu, dipotong – potong,

	jadi kurang seru.
P:	Kalau kelebihanya?
S21:	Bisa membuat kita fasih berbicara bahasa Inggris, videonya juga menarik.

Nomor	: Interview 12
Hari, Tanggal	: Sabtu, 6 Oktober 2012
Tempat	: Ruang kelas VIII G
Responden	: Peneliti (P) Siswa (S1)
P:	Apakah kalian menyukai belajar speaking dengan menonton atau menggunakan video? Mengapa?
S23:	Suka, jadi tahu intonasinya kayak apa, ngomongnya gimana.
S26:	Suka, soalnya jadi lebih paham.
S12:	Suka, soalnya dapat ilmunya dan dapet hiburan juga.
P:	Dapatkah kalian sebutkan kekurangan dan kelebihan dari video yang saya gunakan?
S23:	Kelebihannya jadi lebih tahu intonasi, pengucapannya terus agak terhibur. Kekurangannya dipotong – potong.
S26:	Bisa nambah pengetahuan, ngga sukanya dipotong itu tadi, lagi pengen nglanjutin, eh dipotong.
S12:	Kelebihan bisa bikin jadi lebih paham, kekurangannya sering dipotong – potong jadi ngga ngeh.
P:	Jadi menurut kalian video itu cocok tidak digunakan sebagai media untuk belajar speaking?
S23:	Cocok sih, karena menarik, menghibur
S26:	Cocok
S12:	Cocok
P:	Ada saran untuk saya terkait penggunaan video dan pembelajaran speaking di kelas secara keseluruhan?
S23:	Lebih sabar aja.
S26:	Lebih bisa menertibkan siswa, jangan dipotong – potong videonya.

Nomor	: Interview 13
Hari, Tanggal	: Jumat, 19 Oktober 2012
Tempat	: Ruang kelas VIII G
Responden	: Peneliti (P) Siswa (S15) (S18)
P:	Assalamualaikum Wr. Wb. Siang ini saya akan mengadakan wawancara terkait cycle 2. Dengan adik siapa ini?
S15:	Isna'im
S18:	Mutia
P:	Pertanyaannya akan terkait dengan pembelajaran speaking selama saya mengajar di sini ya terutama tentang penggunaan videonya. Apa pendapat kamu mengenai pembelajaran speaking selama saya mengajar speaking?
S15:	Senang, belajar speaking jadi lebih mudah.
S18:	Efektif, metode pembelajarannya bagus.
P:	Apakah kamu suka belajar berbicara bahasa Inggris dengan menonton video?
S15:	Suka.
S18:	Suka.
P:	Mengapa?
S15:	Lebih gampang karena tahu cara berbicaranya
S18:	Bisa lebih lancar, pronounciationnya jadi bisa lebih bagus.
P:	Kalau terkait kosakatanya?
S15:	Jadi bertambah.
S18:	Jadi tahu lebih banyak.
P:	Apakah dengan menonton video sebagai model dan input materi membantu kamu dalam berbicara bahasa Inggris?
S15:	Iya.
S18:	Membantu banget.
P:	Mengapa?
S15:	Tahu pelafalan, intonasi.
M:	Jadi tahu grammar, intonasi, pengucapan.
P:	Kemajuan apa yang kamu rasakan setelah menggunakan video sebagai media belajar speaking?
S15:	Intonasi jadi lebih baik, vocabulary bertambah.
S18:	Lebih menguasai dan lancar berbicara bahasa inggris, lebih PD juga.
P:	Kesan apa yang kamu dapat?
S15:	Seru, lebih nyenengin, selain nonton juga banyak gamesnya.
S18:	Mungkin videonya yang dipakai bisa ambil lebih banyak dari film, kan selama ini yang banyak dipakai memang dipakai buat

	latihan, buat pembelajaran. Tapi kalau di film itu kan beda lagi, yang asli gitu.
P:	Jadi kamu lebih suka yang dari film gitu?
S18:	Iya miss

Nomor	: Interview 14
Hari, Tanggal	: Jumat, 19 Oktober 2012
Tempat	: Ruang kelas VIII G
Responden	: Peneliti (P) Siswa (S4)
P:	Assalamualaikum. Good morning. How are you?
S4:	I'm fine. And you?
P:	Fine, thank you. Jadi hari ini saya akan mewawancarai adik terkait pembelajaran speaking dengan menggunakan media video clips. Perkenalan dulu ya, dengan siapa ini?
S4:	Annisa Qonita
P:	Okay, apa pendapat adik –adik mengenai kelas bahasa Inggris, terutama speaking, selama saya mengajar?
S4:	Asik
P:	Apakah kamu menyukai belajar speaking dengan menggunakan video clips?
S4:	Iya soalnya lebih masuk ke otak. Apalagi waktu ada lagunya Miss, suka, jadi lebih gampang inget – inget materinya.
P:	Apakah menggunakan video sebagai input dan contoh membantu kamu dalam berbicara bahasa Inggris?
S4:	Jadi tahu speaking yang bener itu gimana.
P:	Kemajuan apa yang kamu rasakan setelah menonton video untuk belajar speaking?
S4:	Tambah bisa speaking
P:	Kesan apa yang kamu dapat dari menggunakan video untuk belajar speaking?
S4:	Lebih enak belajarnya daripada liat gurunya aja.

Nomor	: Interview 15
Hari, Tanggal	: Jumat, 19 Oktober 2012
Tempat	: Ruang kelas VIII G
Responden	: Peneliti (P) Siswa (S11)
P:	Assalamualaikum. Good morning. How are you?
S11:	I'm fine. And you?
P:	Jadi hari ini saya akan mewawancarai adik terkait pembelajaran speaking dengan menggunakan media video clips. Perkenalan dulu.
S11:	Farah Ariba
P:	Okay, apa pendapat adik –adik mengenai kelas bahasa Inggris, terutama speaking, selama saya mengajar?
S11:	Seneng
P:	Apakah kamu menyukai belajar speaking dengan menggunakan video clips?
S11:	Jadi lebih paham soalnya kan kalau belajar bahasa Inggris itu aku lebih suka kalau dari film, lagu
P:	Apakah menggunakan video sebagai input dan contoh membantu kamu dalam berbicara bahasa Inggris.
S11:	Iya, soalnya dicontohin cara ngucapinnya gimana.
P:	Kemajuan apa yang kamu rasakan setelah menonton video untuk belajar speaking?
S11:	Jadi tahu lebih banyak kosakata.
P:	Kesan apa yang kamu dapat dari menggunakan video untuk belajar speaking?
S11:	Lebih enak daripada buka kamus.

Nomor	: Interview 16
Hari, Tanggal	: Sabtu, 20 Oktober 2012
Tempat	: Ruang kelas VIII G
Responden	: Peneliti (P) Siswa (S24)
P:	Assalamualaikum. Good morning. How are you?
S24:	I'm fine. And you?
P:	Fine too, thanks. Jadi hari ini saya akan mewawancarai adik terkait pembelajaran speaking dengan menggunakan media video clips. Perkenalan dulu ya, dengan siapa ini?
S24:	Sabila
P:	Okay, apa pendapat adik mengenai kelas bahasa Inggris, terutama speaking, selama ini?

S24:	Enjoy
P:	Apakah kamu menyukai belajar speaking dengan menggunakan video clips?
S24:	Suka, soalnya ada contoh pronunciation yang bener kayak gimana gitu.
P:	Apakah menggunakan video sebagai input dan contoh membantu kamu dalam berbicara bahasa Inggris.
S24:	Membantu, karena ada intonasi
P:	Kemajuan apa yang kamu rasakan setelah menonton video untuk belajar speaking?
S24:	Pronunciation jadi lebih bagus,
P:	Kesan apa yang kamu dapat dari menggunakan video untuk belajar speaking?
S24:	Lebih enak karena sambil belajar sekalian refreshing

Nomor	: Interview 17
Hari, Tanggal	: Sabtu, 20 Oktober 2012
Tempat	: Ruang kelas VIII G
Responden	: Peneliti (P) Siswa (S25)
P:	Assalamualaikum. Good morning. How are you?
S25:	I'm fine. And you?
P:	Jadi hari ini saya akan mewawancarai adik – adik terkait pembelajaran speaking dengan menggunakan media video clips. Perkenalan dulu.
S25:	Sakinah
P:	Okay, apa pendapat adik mengenai kelas bahasa Inggris, terutama speaking, selama saya mengajar?
S25:	mmmm, gitu deh.
P:	Apakah kamu menyukai belajar speaking dengan menggunakan video clips?
S25:	Suka karena lebih gampang diinget. Soalnya kan bahasa Inggris itu perlu pengucapan, jadi pakai video lebih enak buat belajar.
P:	Apakah menggunakan video sebagai input dan contoh membantu kamu dalam berbicara bahasa Inggris.
S25:	Membantu karena di video itu ada pengucapannya jadi kan kita bisa tahu pengucapan yang baik itu gimana.
P:	Kemajuan apa yang kamu rasakan setelah menonton video untuk belajar speaking?
S25:	Lebih bertambah ilmu tentang cara pengucapan dan ngomongnya.
P:	Kesan apa yang kamu dapat dari menggunakan video untuk

S25:	belajar speaking? Lebih enak soalnya ada contoh selain guru, ada contoh aslinya.
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Nomor	: Interview 18
Hari, Tanggal	: Sabtu, 20 Oktober 2012
Tempat	: Ruang kelas VIII G
Responden	: Peneliti (P) Siswa (S9)
P:	Assalamualaikum. Good morning. How are you?
S9:	I'm fine. And you?
P:	Fine, thank you. Jadi hari ini saya akan mewawancarai adik terkait pembelajaran speaking dengan menggunakan media video clips. Perkenalan dulu ya, dengan siapa ini?
S9:	Cikal Pelangi Embun Pagi
P:	Okay, apa pendapat adik mengenai kelas bahasa Inggris, terutama speaking, selama ini?
S9:	Kadang bosan kadang ngga, tapi enak
P:	Apakah kamu menyukai belajar speaking dengan menggunakan video clips?
S9:	Suka soalnya kalau ngga pakai video itu kadang bosan.
P:	Apakah menggunakan video sebagai input dan contoh membantu kamu dalam berbicara bahasa Inggris.
S9:	Di video itu kan ada tulisannya kadang – kadang, kita jadi tahu cara ngucapinnya.
P:	Kemajuan apa yang kamu rasakan setelah menonton video untuk belajar speaking?
S9:	Tambah PD, soalnya berusaha ngikutin kayak di video itu
P:	Kesan apa yang kamu dapat dari menggunakan video untuk belajar speaking?
S9:	Seneng bisa belajar pakai video, lebih menarik, asyik.

Nomor	: Interview 19
Hari, Tanggal	: Rabu, 24 Oktober 2012
Tempat	: Perpustakaan
Responden	: Peneliti (P) Guru Bahasa Inggris (GBI)
P:	Bagaimana penilaian Ustadzah terhadap kemampuan berbicara siswa di cycle 2 ini?
GBI:	Kalau saya menilai memang ada perbedaan yang cukup signifikan ya. Mungkin anak – anak lebih apa ya, untuk pronounciationnya,

	vocabulary dan grammarnya lebih baik dari sebelumnya karena memang dibiasakan untuk berbicara ya.
P:	Kalau untuk penggunaan videonya Ust, apakah itu mempengaruhi kemampuan berbicara siswa?
GBI:	Saya pikir mereka akan lebih tertarik, materinya lebih masuk dalam pengucapan mereka ketika melihat videonya secara langsung daripada mereka hanya membaca teks. Tapi setelah melihat video, contoh, modelnya, cara pengucapannya seperti apa, itu lebih membantu.
P:	Menurut ustadzah apa saja kekurangan di cycle ini?
GBI:	Kekurangannya saya pikir sudah dibenahi di cycle 1 ya, jadi di cycle ini sudah cukup baguslah.
P:	Apa saja kelebihan yang ada di cycle ini?
GBI:	Kelebihannya terkait penggunaan video, anak –anak jadi lebih mampu mengucapkannya. Jadi ketika bercakap – cakap dengan teman, mereka akan mengingat aduh ini mengucapkannya bagaimana ya, jadi sudah tahu dulu.
P:	Kalau untuk content videonya ust?
GBI:	Sudah ada dialog antara nativenya, jadi mereka dapat model langsung untuk belajar.
P:	Menurut Ustadzah, kemajuan apa yang dicapai siswa dalam cycle ini?
GBI:	Kalau di cycle pertama, confidentnya yang meningkat. Kalau sekarang, pengucapan mereka lebih bagus, penggunaan ungapannya sudah sesuai. Yang pertama mereka malu – malu dan kalimatnya simple aja, tapi yang kedua ini mereka lebih bervariasi dalam membuat dialog.
P:	Bagaimana dengan vocabulary dan grammatical accuracy-nya Ust?
GBI:	Vocabnya lebih banyak juga, mereka lebih ekspresif juga. Grammarnya juga cukup meningkat. Dari awal mereka mungkin sudah belajar, di cycle ini mereka lebih berani dan tahu kesalahannya, bagian mana yang kurang tepat, sudah cukup tahulah.
P:	Apa saran Ibu untuk kegiatan semacam ini?
GBI:	penggunaan video semacam ini harus lebih ditingkatkan, karena mendapat modelnya langsung, anak – anak jadi lebih paham. Daripada hanya dijelaskan. Dengan adanya model tersebut, jadi lebih mudah dan mereka lebih tahu.
P:	Baiklah Ust, saya rasa cukup sekian wawancara kita siang ini. terima kasih atas waktu yang Ustadzah berikan.
GBI:	Iya Miss, sama – sama.

C.

COURSE GRID

SYLLABUS

Improving Students' Speaking Skills through the Use Of Video Clips of the Eight Grade Students of SMP IT Abu Bakar Yogyakarta in the Academic Year of 2012/2013

School : SMP Islam Terpadu Abu Bakar Yogyakarta
 Subject : Bahasa Inggris
 Class/Semester : VIII G/ 1
 Meeting : 1-5

Standard of Competence	Basic Competence	Indicators	Activities	Learning Materials					Video Clips
				Topics	Functions	Key structure	vocabulary	Pronunciation	
Being able to communicate in the form of transactional and interpersonal conversation in daily life context	Comprehending and responding to the expressions of requesting, accepting, and refusing to do something fluently, accurately and	Students are able to: a. identify the expressions of asking for, giving, and refusing help b. pronounce words correctly c. use accurate	Presentation - Telling experiences in requesting, accepting, and refusing to do something - Watching videos containing expressions of	Daily Activities	requesting, accepting, and refusing to do something	Can/ Could/ Would/ + S + V + O, please?	Verb: mow, clean, tidy, sweep, post, make, open, close, wash, paint Noun: carpet, bed, floor, letter, coffee, door, window,	coffee /'kɑ:fi/ mow /mou / lawn /lɑ : n/ clothes /klou ðz/	Video clip 1: Son: Mom, would you please make two cups of tea for me and my friend? Mother: Okay honey. Video clip 2: Movie extract from 'Kung-fu Kid' Mother: Dre, can you please pick up your jacket?

	appropriately	intonation and stress patterns in expressing requesting, accepting and refusing to do something d. perform a dialog including the expressions of requesting, accepting and refusing to do something	requesting, accepting, and refusing to do something - Identify the expressions of requesting, accepting, and refusing to do something Practice: - Repeating what the speakers in the videos said - Matching certain pictures with the correct phrases				clothes, room, lawn		Dre: Sure Mom. - Video clip 3: Movie extract from 'Kung-fu Kid' Mother: Dre, can you please go find the maintenance man? Dre: OK Mom, no problem - Video clip 4: conversation between two men Man 1: Can you drive me to my dad's house? Man 2: I don't think so. My car is broken.
Being able to communicate in the form of transactional	Comprehending and responding to the expressions	Students are able to: a. identify the expressions of	Presentation - Telling experiences in requesting,	Daily Activities	Requesting, accepting, and refusing	Can/ Could/ Would/ + S + V + O,	Verb: mow, clean, tidy, sweep, post, make,	coffee /'kɑ:fi/ mow /mou /	- Video clip 1: Son: Mom, do you mind if I use your cellphone ? Mother: No, not at

<p>and interpersonal conversation in daily life context</p>	<p>of requesting, accepting, and refusing to do something fluently, accurately and appropriately</p>	<p>asking for, giving, and refusing help b. pronounce words correctly c. use accurate intonation and stress patterns in expressing requesting, accepting and refusing to do something d. perform a dialog including the expressions of requesting, accepting and refusing to do something</p>	<p>accepting, and refusing to do something - Watching videos containing expressions of requesting, accepting, and refusing to do something - Identifying the expressions of requesting, accepting, and refusing to do something Presentation - Doing a communicative game: <i>Do me a favour</i> - Performing</p>		<p>to do something</p>	<p>please?</p>	<p>open, close, wash, paint Noun: carpet, bed, floor, letter, coffee, door, window, clothes, room, lawn</p>	<p>lawn /la : n/ clothes /kloʊ ðz/</p>	<p>all honey. Video clip 2: Movie extract from 'Kung-fu Kid' Mother: Dre, can you please pick up your jacket? Dre: Sure Mom. Video clip 3: Movie extract from 'Kung-fu Kid' Mother: Dre, can you please go find the maintenance man? Dre: OK Mom, no problem Video clip 4: conversation between two men Man 1: Can you drive me to my dad's house? Man 2: I don't think so. My car is broken.</p>
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			a dialogue including expressions of asking for, giving, and refusing help						
Being able to express a monologue in the form of descriptive text in daily life context	Being able to describe a specific person fluently, accurately and communicate to interact in everyday conversation	Students are able to: a. identify the grammatical features of descriptive texts b. elicit the vocabulary related to descriptive text c. describe people fluently, accurately and appropriately	Presentation - Answering questions related to someone's physical appearance and personality based on the picture given - Watching videos - Identifying the grammatical features of descriptive text	My Gorgeous Idol	Describing People	Nominal sentence S + V (forms of 'be': is, am, are) + C (Adj, N) Verbal sentence S + V (has/have) + O	tall, short, slim, fat, thin, muscular, young, old, teenager, round, oval, wrinkles, pale, curly, straight, wavy, bald beautiful, handsome, good-looking, smart, diligent, etc.	Wavy /'wei .vi / Muscular /m ʌ s. kjʊ .lə/ Intelligent /ɪ n' telɪ dʒənt/	Video clip 1: Narrator: Is Bob short or tall? Man 1: He is tall. Narrator: Is Bill tall or short? Man 2: He is short. Video clip 2: Interview Interviewer: How would you describe your partner? Tony: She's beautiful, energetic.

			<p>Practice</p> <ul style="list-style-type: none"> Doing a communicative game: <i>Who am I</i> <p>Production</p> <ul style="list-style-type: none"> Describing favourite idols 						<p>Interviewer: And how would you describe him? Ninfa: intelligence, easygoing, handsome.</p>
Being able to communicate in the form of transactional and interpersonal conversation in daily life context	Comprehending and responding to expressions of inviting, accepting and declining an invitation fluently, accurately and appropriately	<p>Students are able to:</p> <ol style="list-style-type: none"> identify the expressions of inviting, accepting and declining an invitation pronounce words correctly use accurate intonation and stress patterns in 	<p>Presentation</p> <ul style="list-style-type: none"> Telling experiences in inviting, accepting and declining an invitation Watching videos of inviting, accepting and declining an invitation 	Entertainment	inviting, accepting and declining an invitation	<p>Would you like to come to ...? Could you come to ...? Come and ... Let's ...</p>	to have dinner, to watch a movie, to eat in the restaurant, to play tennis, picnic, cinema, theatre, disco, swimming, skating	<p>theatre / 'θi: etə^r/ restaurant / res.tə. rɑ : nt/ dinner /' dɪ nər/</p>	<p>Video clip part 1: Woman 1: I'm calling you because I'm going to celebrate my birthday and I want to invite you to come to my birthday party. Woman 2: That's wonderful. When? Woman 1: On Saturday night. Woman 2 : Great, I will be there.</p>

		<p>inviting, accepting and declining an invitation</p> <p>d. perform a dialog consisting expressions of inviting, accepting and declining an invitation</p>	<p>Identifying the expressions of inviting, accepting and declining an invitation</p> <p>Practice: Repeating what the speakers said in the videos Doing a communicative game: <i>Blind Date</i></p> <p>Production: Doing an information gap activity: Finding a Date</p>						<p>Video clip part 2: Man 1: Richard, would like to come to my house and read books? Man 2: Sorry, I can't. I have to iron my shirts. Man 1: That's okay.</p>
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Being able to express a monologue in the form of descriptive text in daily life context	Being able to describe places fluently, accurately and communicate to interact in everyday conversation	Students are able to: a. identify the grammatical features of descriptive texts b. elicit the vocabulary related to descriptive text c. describe places fluently, accurately and appropriately	<p>Presentation</p> <ul style="list-style-type: none"> - Answering questions related to certain places in everyday life - Watching videos - Identifying the grammatical features of descriptive text <p>Practice:</p> <ul style="list-style-type: none"> - Doing <i>Picture Describing</i> game <p>Production</p> <ul style="list-style-type: none"> - Describing a certain room or place in the school 	My Favourite Places	Describing places	Nominal sentence S + V (forms of 'be': is, am, are) + C (Adj, N) Verbal sentence S + V (has/have) + O	adjectives: high, new old, small large, unique beautiful peaceful quiet mystical historical comfortable well-organized, tidy, messy modern, crowded English prepositions: next to, beside, behind, near, in front of, against, between	mystical /'mɪ s.t ɪ . kəl/ messy /' mes.i/ quiet /kwaɪ ət/	<p>Video clip part 1: The school is old-fashioned. The house is big. The hospital is large.</p> <p>Video clip part 2: Hello friends, my name is Marcus. I'm going to describe my room. I have a pretty big room. It is good because I love my space. I have a bed that is always tidy and organized.</p> <p>Video clip part 3: Describing an apartment Mom: Tell me about your apartment. Is it large? Niel: Well, it isn't very large but it isn't very small. It's really a quite apartment.</p>
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										Mom: Is it new? Niel: No, it isn't new Mom. In fact, it's very very old. But it's really nice and it's cheap. Mom: That's good.
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D.
LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP IT Abu Bakar Yogyakarta
Kelas/Semester	: VIII/1
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: Teks Fungsional
Keterampilan	: Berbicara dan Mendengarkan
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 1

A. Standar Kompetensi

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

- 3.1 Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: **meminta, memberi, menolak jasa**, menerima, memberi, menolak barang, mengakui, mengingkari fakta dan meminta dan memberi pendapat.

C. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat melakukan tindak tutur berupa meminta, memberi, dan menolak jasa.

D. Indikator

1. Peserta didik dapat mengidentifikasi ungkapan untuk meminta, memberi, dan menolak jasa
2. Peserta didik dapat menggunakan intonasi dan pengucapan kata yang tepat untuk meminta dan memberi jasa.

3. Peserta didik dapat menggunakan ungkapan meminta, memberi, dan menolak jasa dalam sebuah percakapan secara lancar, akurat, dan berterima.

E. MATERI PEMBELAJARAN

Materi secara keseluruhan dan aktivitas terlampir

- a) Percakapan transaksional dan interpersonal berupa tindak tutur meminta, memberi dan menolak jasa
- b) Vocabulary matching
- c) Communicative Games

F. KARAKTER

- Kreatif
- Kerjasama
- Percaya diri

G. METODE PEMBELAJARAN : PPP

H. LANGKAH – LANGKAH KEGIATAN

1. KEGIATAN PENDAHULUAN

- Greeting/salam tegur sapa
- Mengecek kehadiran siswa

2. KEGIATAN INTI

a. Presentation

- Menjawab pertanyaan tentang pengalaman meminta, memberi dan menolak jasa
- Drilling: menonton video yang berisi percakapan meminta dan memberi jasa.
- Mengidentifikasi ungkapan meminta dan memberi jasa dan menirukannya dengan pengucapan yang benar
- Drilling: menonton video yang berisi percakapan memberi dan menolak jasa
- Mengidentifikasi ungkapan meminta dan menolak jasa dan menirukannya dengan pengucapan yang benar

b. Practice

- Siswa menjodohkan gambar dengan kata atau frase yang tepat yang sudah disediakan.

3. KEGIATAN PENUTUP

- feedback (umpan balik)
- Menanyakan kesulitan peserta didik selama kegiatan belajar mengajar

I. MEDIA PEMBELAJARAN : video, movie clips, laptop, LCD, pictures

J. SUMBER BELAJAR

1. Blundel, J. et al. 1982. *Function in English*. New York: Oxford University Press
2. Hadfield, J. 1984. *Elementary Communication Games*. England: Longman
3. Recorded materials: video clips taken from www.youtube.com

Yogyakarta, 13 September 2012

Peneliti

Prucesia Kumara Silva

THE MATERIALS

1. Tell your classmates about your experience in requesting something.
2. Watch video clip 1. Identify expressions of requesting and accepting to do something. Repeat after the speakers.

Son: Mom, could you please make two cup of coffee for me and my friends?

Mom: Okay honey.

3. Watch video clip 2. Identify expressions of requesting and accepting to do something. Repeat after the speakers.

Mom : Dre, can you please go find the maintenance man? I need to take a shower and the hot water is broken.

Dre : Sure Mom.

4. Watch video clip 3. Identify expressions of requesting and refusing to do something. Repeat after the speakers.

Man 1 : Can you drive me to my dad's house?

Man 2 : I don't think so. My car is broken.

List of expressions of requesting, accepting, and refusing to do something

Expressions		
Requesting	Accepting to do the request	Refusing to do the request
<ul style="list-style-type: none"> - Would you mind caring these books? - Dre, can you please go find the maintenance man? - Can you please pick up your jacket? - Can you drive me to my dad's house? 	<ul style="list-style-type: none"> - No, I'm happy to help. - Sure Mom. - OK, no problem. 	<ul style="list-style-type: none"> - Sorry, I'm afraid I can't. - I'm sorry I can't. - I don't think so. My car is broken.

5. Vocabulary Matching Activity

Match the pictures below with the correct words or phrases provided in the box.

mend the vase	empty the ashtray	do the shopping
wash the clothes	put away the records	paint the room
make the coffee	mow the lawn	post the letter





RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP IT Abu Bakar Yogyakarta
Kelas/Semester : VIII/1
Mata Pelajaran : Bahasa Inggris
Jenis Teks : Teks Fungsional
Keterampilan : Berbicara
Alokasi Waktu : 2 x 40 menit
Pertemuan : 2

A. Standar Kompetensi

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

- 3.1 Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: **meminta, memberi, menolak jasa**, menerima, memberi, menolak barang, mengakui, mengingkari fakta dan meminta dan memberi pendapat.

C. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat melakukan tindak tutur berupa meminta, memberi, dan menolak jasa.

D. Indikator

1. Peserta didik dapat mengidentifikasi ungkapan untuk meminta, memberi, dan menolak jasa
2. Peserta didik dapat menggunakan intonasi dan pengucapan kata yang tepat untuk meminta dan memberi jasa.

3. Peserta didik dapat menggunakan ungkapan meminta, memberi, dan menolak jasa dalam sebuah percakapan secara lancar, akurat, dan berterima.

E. MATERI PEMBELAJARAN

Materi secara keseluruhan dan aktivitas terlampir

1. Percakapan transaksional dan interpersonal berupa tindak tutur meminta, memberi dan menolak jasa
2. Role play

F. KARAKTER

- Kreatif
- Kerjasama
- Percaya diri

G. METODE PEMBELAJARAN : PPP

H. LANGKAH – LANGKAH KEGIATAN

1. KEGIATAN PENDAHULUAN

- Greeting/salam tegur sapa
- Berdoa
- Mengecek kehadiran siswa

2. KEGIATAN INTI

a. Practice

- Mempraktikkan meminta, memberi dan menolak jasa dengan games ‘Do me a favor’

b. Production

- Menampilkan dialog bebas yang berisi meminta, memberi dan menolak jasa di depan kelas

3. KEGIATAN PENUTUP

- Summary dan feedback (umpan balik)
- Menanyakan kesulitan peserta didik selama kegiatan belajar mengajar

I. MEDIA PEMBELAJARAN : video, movie clips, laptop, LCD, pictures

J. SUMBER BELAJAR

1. Blundel, J. et al. 1982. *Function in English*. New York: Oxford University Press
2. Recorded materials: video clips taken from www.youtube.com

K. EVALUASI

- Teknik : tes lisan
- Bentuk : role-play
- Instrument :

Work in pairs and have a dialogue using the expressions of asking for, giving and refusing help.

Yogyakarta, 13 September 2013

Peneliti

Prucesia Kumara Silva

THE MATERIALS

1. Read the handouts consisting expressions of asking for, giving and rejecting help. The teacher will read it aloud and repeat after her.

Expressions		
Requesting	Accepting to do the request	Refusing to do the request
<ul style="list-style-type: none"> - Would you mind caring these books? - Dre, can you please go find the maintenance man? - Can you please pick up your jacket? - Can you drive me to my dad's house? 	<ul style="list-style-type: none"> - No, I'm happy to help. - Sure Mom. - OK, no problem. 	<ul style="list-style-type: none"> - Sorry, I'm afraid I can't. - I'm sorry I can't. - I don't think so. My car is broken.

2. Watch video clip 1. Identify expressions of requesting and accepting to do something. Repeat after the speakers.

Son: Mom, could you please make two cup of coffee for me and my friends?

Mom: Okay honey.

3. Watch video clip 2. Identify expressions of requesting and accepting to do something. Repeat after the speakers.

Mom : Dre, can you please go find the maintenance man? I need to take a shower and the hot water is broken.

Dre : Sure Mom.

4. Watch video clip 3. Identify expressions of requesting and refusing to do something. Repeat after the speakers.

Man 1 : Can you drive me to my dad's house?

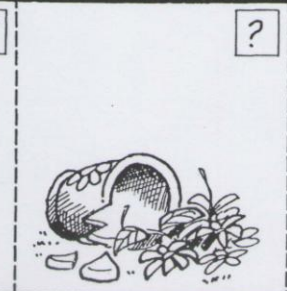



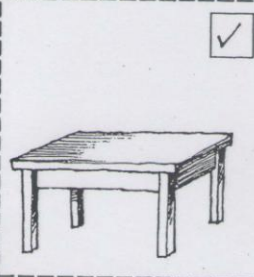
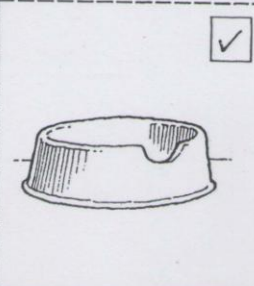
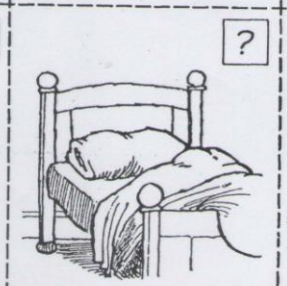

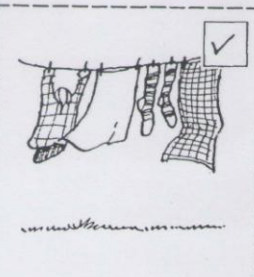
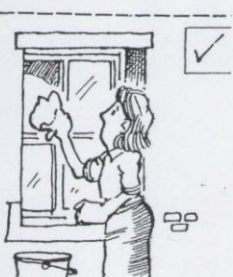
Man 2 : I don't think so. My car is broken.

5. Communicative Games: *Do Me a Favor*

- a. Divide the class into groups of four or five and copy one set of cards.
- b. The cards are divided into request cards (?) showing an action that needs doing and reply cards (√) showing the completed action.
- c. The objective of the game is for player to collect matching pairs of request and seply cards.
- d. The players should sit in their groups around the table and deal out four cards to each player. The remaining cards should be placed face down in the middle of the table.
- e. The players should look at their cards and sort out any matching request and reply cards. These should be discarded.
- f. The players take in turns to make requests based on the cards in their hand. The request may be addresses to anyone in the group.
- g. When players have a reply card that corresponds to the request, they should give it to the player making the request with an appropriate response. If they do not have such a card they shouldrefuse the request with an appropriate response.
- h. When a request is complied with, both cards should be discarded. When a request is refused, the personrequesting should take another card in the middle. The winner is the player who gets rid of all his/her cards first.

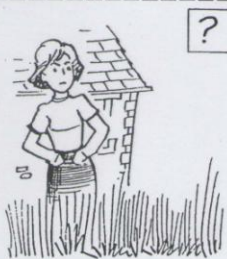
30 DO ME A FAVOUR

Elementary Communication Games, © J Hadfield 1984

 <p>?</p>	 <p>✓</p>	 <p>?</p>	 <p>✓</p>
 <p>?</p>	 <p>✓</p>	 <p>?</p>	 <p>✓</p>
 <p>?</p>	 <p>✓</p>	 <p>?</p>	 <p>✓</p>
 <p>?</p>	 <p>✓</p>	 <p>?</p>	 <p>✓</p>
 <p>?</p>	 <p>✓</p>	 <p>?</p>	 <p>✓</p>

30 DO ME A FAVOUR

Elementary Communication Games, © J Hadfield 1984



6. Work in pairs and have a dialogue using the expressions of requesting, accepting and refusing to do something.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP IT Abu Bakar Yogyakarta
Kelas/Semester	: VIII/1
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: Teks Deskriptif
Keterampilan	: Berbicara
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 3

A. Standar Kompetensi

4. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

- 4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam bentuk *descriptive* dan *recount*.

C. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat melakukan monolog sederhana dalam bentuk teks deskriptif.

D. Indikator

1. Peserta didik dapat mengidentifikasi ciri kebahasaan dalam teks deskriptif
2. Peserta didik dapat menggunakan ciri kebahasaan teks *descriptive* dalam sebuah percakapan
3. Peserta didik dapat melakukan monolog sederhana dalam bentuk teks deskriptif

E. MATERI PEMBELAJARAN

Materi lengkap terlampir

1. Model of spoken descriptive texts
2. Grammatical and language features of a factual description
 - Topic sentences
 - Verbs in the present tense
 - Adjectives to describe the features of the subject
3. Communicative Game: Who Am I
4. Picture Describing

F. KARAKTER

- Kreatif
- Komunikatif
- Kerjasama
- Percaya diri

G. METODE PEMBELAJARAN : PPP

H. LANGKAH – LANGKAH KEGIATAN

1. KEGIATAN PENDAHULUAN

- Greeting/salam tegur sapa
- Berdoa
- Mengecek kehadiran siswa

2. KEGIATAN INTI

a. Presentation

- Peserta didik diberi beberapa input dan pertanyaan terkait ciri – ciri fisik tokoh idola peserta dalam kehidupan sehari-hari
- Peserta didik menonton video yang berisi ungkapan atau ciri kebahasaan untuk mendeskripsikan seseorang
- Peserta didik mengidentifikasi ciri kebahasaan dan fungsi teks deskriptif

b. Practice

- Peserta didik bermain game picture describing: Who am I

- Secara berkelompok, peserta didik berdiskusi untuk mendeskripsikan seseorang yang terdapat dalam gambar
- Salah satu anggota tiap kelompok akan mewakili kelompoknya untuk mendeskripsikan gambar tokoh tersebut di depan kelas dan kelompok lain diminta menebak

c. Production

- Secara individu, peserta didik membawa sebuah foto dari anggota keluarga atau sahabat mereka untuk dideskripsikan di depan kelas

3. KEGIATAN PENUTUP

- Summary dan feedback (umpan balik)
- Menanyakan kesulitan peserta didik selama kegiatan belajar mengajar

I. MEDIA PEMBELAJARAN: LCD, laptop, videos, pictures

J. SUMBER BELAJAR

1. Priyana, J. Irjayanti, AR & Renitasari, V. 2008. *Scaffolding English for Junior High School Grade VIII*. Pusat Perbukuan Departemen Pendidikan Nasional: Jakarta
2. Anderson, M. & Anderson K. 1998. *Text Types In English 3*. South Yarra: Macmillan Education Australia Pty Ltd

K. EVALUASI

- Bentuk : Picture Describing
- Instrument :
You have brought a photograph of your family member or bestfriends.
Describe the person in the photograph you bring to the whole class.

Yogyakarta, 13 September 2012

Peneliti

Prucesia Kumara Silva

THE MATERIALS

1. Do you know him? What is the colour of his hair and eyes? Does he have brown skin? What is he wearing?



2. Watch the video clips.

Video 1

- Narrator : Is Bob short or tall?
 Man 1 : He is tall.
 Narrator : Is Bill tall or short?
 Man 2 : He is short.

Video 2

- Interviewer : How would you describe your partner?
 Tony : She's beautiful, energetic.
 Interviewer : And how would you describe him?
 Ninfa : intelligence, easy going, handsome.

3. Identify the language features used to describe people.

Grammatical and language features of a factual description

- Topic sentence
- Verbs in the present tense
- Adjectives to describe the features of the subject

4. List of Verbs and Adjectives to Describe People's Physical Appearance and Personality

4. List of Verbs and Adjectives to Describe People's Physical Appearance and Personality

Verbs	Adjectives								
	Appearance								Personality
	Height	Body	Age	Hair	Face	Eyes	Skin		
is	tall	slim	young	long	round	big	fair	Nice	
has	short	thin	old	short	oval	round	dark	Serious	
seems		fat	teenager	bald	square	slanting		Shy	
		muscular		straight	wrinkles	blue		Funny	
				curly	pale	brown		Smart	
				wavy	bearded	green		Friendly	
				black red	shaved	bright		Shy	
				brown				Bossy	
				blonde				Hardworking	
								Serious	
								Cool	
								Quiet	
								etc.	

Example:

- Chris is tall and slim. She has long black hair. Her skin is dark. She seems very serious and hardworking.
- John is short and fat. He has blonde hair and fair skin. He seems humorist and friendly.

5. Games : Who am I

Make a group of six. Each group gets a picture. Discuss the person's physical appearance and personality in the picture. Ask one of your member group to be the spokesperson and describe the picture to the whole class. Other groups have to guess who the person is.

<p style="text-align: center;">CHOI SHI WON</p>  <p style="text-align: center;">personality: hardworking, polite, kind</p>	<p style="text-align: center;">SULE</p>  <p style="text-align: center;">personality: funny, friendly, modest</p>
<p style="text-align: center;">BARACK OBAMA</p>  <p style="text-align: center;">personality: intelligent, helpful, thoughtful</p>	<p style="text-align: center;">KRISTEN DUNST</p>  <p style="text-align: center;">personality: smart, quiet, moody</p>
<p style="text-align: center;">REGINA IVANOVA</p>  <p style="text-align: center;">personality: humble, confident, humourist</p>	

6. You have brought a photograph or picture of your idol. Describe the person in the photograph you bring.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMP IT Abu Bakar Yogyakarta
Kelas/Semester	: VIII/1
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: Teks Fungsional
Keterampilan	: Berbicara
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 4

A. Standar Kompetensi

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

- 3.2 Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: **mengundang, menerima, dan menolak ajakan**, menyetujui/tidak menyetujui, memuji dan memberi selamat

C. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat melakukan tindak tutur mengundang, menerima, dan menolak ajakan.

D. Indikator

1. Peserta didik dapat mengidentifikasi ungkapan untuk mengundang, menerima dan menolak ajakan.
2. Peserta didik dapat menggunakan intonasi dan pengucapan kata yang tepat untuk mengundang, menerima dan menolak ajakan.

3. Peserta didik dapat menggunakan ungkapan mengundang, menerima dan menolak ajakan dalam sebuah percakapan secara lancar, akurat, dan berterima.

A. MATERI PEMBELAJARAN

Materi lengkap dan aktivitas (tasks) terlampir

- a) Percakapan transaksional dan interpersonal berupa tindak tutur meminta, memberi dan menolak jasa
- b) Communicative Games: Blind Date
- c) Information Gap Activity: Finding a Date

B. KARAKTER

- Kreatif
- Kerjasama
- Percaya diri

C. METODE PEMBELAJARAN : PPP

D. LANGKAH – LANGKAH KEGIATAN

1. KEGIATAN PENDAHULUAN

- Greeting/salam tegur sapa
- Mengecek kehadiran siswa

2. KEGIATAN INTI

a. Presentation

- Menjawab pertanyaan tentang pengalaman mengundang, menerima dan menolak ajakan
- Drilling: menonton video yang berisi percakapan mengundang, menerima dan menolak ajakan.
- Mengidentifikasi ungkapan mengundang dan menerima ajakan dan menirukannya dengan pengucapan yang benar

b. Practice

- Guru menjelaskan aturan bermain game Blind Date
- Siswa bermain games ‘Blind Date’ untuk mempraktikkan mengundang, menerima dan menolak ajakan

c. Production

- Guru menjelaskan aturan bermain game Finding a Date
- Secara berpasangan, siswa bermain game Finding a Date

3. KEGIATAN PENUTUP

- Feedback (umpan balik)
- Menanyakan kesulitan peserta didik selama kegiatan belajar mengajar

E. MEDIA PEMBELAJARAN :

videos, laptop, LCD, pictures, game worksheets

F. SUMBER BELAJAR

1. Blundel, J. et al. 1982. *Function in English*. New York: Oxford University Press
2. Hadfield, J. 1999. *Beginners' Communication Games*. England: Longman
3. Hadfield, J. 1984. *Elementary Communication Games*. England: Longman
4. Recorded materials: video clips taken from www.youtube.com

G. EVALUASI

- Bentuk : Information Gap Activity
- Instrument : 'Finding a Date' Game

Yogyakarta, 7 Oktober 2012

Peneliti

Prucesia Kumara Silva

THE MATERIALS

1. Tell your classmates about your experience in inviting someone.
2. Watch the video clips. Identify expressions of inviting and accepting an invitation. Repeat after the speakers.

Man 1 : Richard, would like to come to my house and read books?

Man 2 : Sorry, I can't. I have to iron my shirts.

Man 1 : That's okay.

Watch the video clips. Identify expressions of inviting and declining an invitation. Repeat after the speakers.


Woman 1 : I'm calling you because I'm going to celebrate my birthday and I want to invite you to come to my birthday party.

Woman 2 : That's wonderful. When?

Woman 1 : On Saturday night.

Woman 2 : Great, I will be there.

3. Expressions of Inviting, Accepting and Declining an Invitation.

Situation	Expressions		
	Inviting	Accepting an Invitation	Declining an Invitation
Formal  Informal	<ul style="list-style-type: none"> - I would like to invite you to have dinner next Sunday at my home. - Would you like to have dinner with us on Sunday? - What about dinner tonight? 	<ul style="list-style-type: none"> - Thanks for your invitation. I'd be delighted to. - Thank you, I'd love to. - Yes, thanks. That would be great 	<ul style="list-style-type: none"> - I'm terribly sorry. I have another plan for that night. - I'd really like to, but I have an appointment on that day. - Thanks for asking, but I'm afraid I'm busy.
	<ul style="list-style-type: none"> - Let's go to our place for dinner. 	<ul style="list-style-type: none"> - Sound great/OK. 	<ul style="list-style-type: none"> - Sorry, I can't.

4. Communicative Game: *Blind Date*

- Divide the class into two groups
- Ask first group to stand up. Give each of the member a diary page from one set of diaries.
- Give the second group the other set. Ask them to remain seated.
- Tell the whole class that this diary contains their agend for the next week.
- Each diary contains only one random free day. Each student has to find a mate to go out with that free day.
- The objective of the game is to find someone to go out with them.
- To do this, the students who are standing up will have to move around the room, asking the seated students, ‘Would you like to ... on ...?’ until they find someone to go with.
- Once they find their partner, then the game is considered completed.

34 Blind date

DIARIES

<p>MON 21 cinema????</p> <p>TUES 22</p> <p>WED 23 AWAY</p> <p>THURS 24 ON</p> <p>FRI 25 HOLIDAY</p> <p>SAT 26</p> <p>SUN 27</p>	<p>MON 21 MEETING IN LONDON</p> <p>TUES 22 disco???</p> <p>WED 23</p> <p>THURS 24 AWAY</p> <p>FRI 25 ON</p> <p>SAT 26 HOLIDAY</p> <p>SUN 27</p>	<p>MON 21 London</p> <p>TUES 22</p> <p>WED 23 swimming???</p> <p>THURS 24</p> <p>FRI 25 Away</p> <p>SAT 26 on holiday</p> <p>SUN 27</p>
<p>MON 21 London</p> <p>TUES 22</p> <p>WED 23</p> <p>THURS 24 Party???</p> <p>FRI 25 Away on holiday</p> <p>SAT 26</p> <p>SUN 27</p>	<p>MON 21 AWAY ON HOLIDAY</p> <p>TUES 22</p> <p>WED 23</p> <p>THURS 24 HOLIDAY</p> <p>FRI 25 skating???</p> <p>SAT 26 LONDON</p> <p>SUN 27</p>	<p>MON 21</p> <p>TUES 22 AWAY</p> <p>WED 23 ON HOLIDAY</p> <p>THURS 24 HOLIDAY</p> <p>FRI 25</p> <p>SAT 26 theatre???</p> <p>SUN 27 LONDON</p>
<p>MON 21</p> <p>TUES 22 AWAY</p> <p>WED 23 ON</p> <p>THURS 24 HOLIDAY</p> <p>FRI 25</p> <p>SAT 26</p> <p>SUN 27 picnic???</p>		

5. Information Gap: Finding a Date

- Ask the students' to sit in pairs facing one another and give out the diaries.
- Tell the students that these diaries are their agenda for the coming week.
- Student A wants to invite students B for dinner one evening.
- The objective of the game is for the two to find a mutually convenient date.
- To do this, they should enact a telephone conversation where A invites B to have dinner together.
- They should take conversation in turns to discuss the possible date.
- The game is finished when the arrangement is completed.

26 FINDING A DATE

Elementary Communication Games, © J Hadfield 1984

Student A

Monday	Friday Anne's party 8 p.m.
Tuesday Dinner with Sue and John	Saturday
Wednesday	Sunday 6.30 Coffee evening
Thursday	

Student B

Monday 7.30 - cinema with Dave.	Friday
Tuesday	Saturday
Wednesday meet Sue for a drink: 6.30pm.	Sunday
Thursday tennis club dance.	

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMP IT Abu Bakar Yogyakarta
Kelas/Semester	: VIII/1
Mata Pelajaran	: Bahasa Inggris
Jenis Teks	: Teks Deskriptif
Keterampilan	: Berbicara
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 5

A. Standar Kompetensi

4. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

- 4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam bentuk *descriptive* dan *recount*.

C. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat melakukan monolog sederhana dalam bentuk teks deskriptif.

D. Indikator

1. Peserta didik dapat mengidentifikasi ciri kebahasaan dalam teks deskriptif
2. Peserta didik dapat menggunakan ciri kebahasaan teks *descriptive* dalam sebuah percakapan
3. Peserta didik dapat melakukan monolog sederhana dalam bentuk teks deskriptif

E. MATERI PEMBELAJARAN : teks deskriptif

1. Grammatical and language features of a factual description
 - Verbs in the present tense
 - Adjectives to describe the features of the subject
 - Topic sentences
2. List of adjectives to describe places
3. Prepositions
(materi l dan aktivitas terlampir)

F. KARAKTER

- Kreatif
- Komunikatif
- Kerjasama
- Percaya diri

G. METODE PEMBELAJARAN : PPP

H. LANGKAH – LANGKAH KEGIATAN

1. KEGIATAN PENDAHULUAN

- Greeting/salam tegur sapa
- Mengecek kehadiran siswa

2. KEGIATAN INTI

a. Presentation

- Peserta didik diberi beberapa input dan pertanyaan terkait ciri – ciri fisik tokoh idola peserta dalam kehidupan sehari-hari
- Peserta didik menonton video yang berisi ungkapan atau ciri kebahasaan untuk mendeskripsikan seseorang
- Peserta didik mengidentifikasi ciri kebahasaan dan fungsi teks deskriptif

b. Practice

- Peserta didik bermain game picture describing: What is it?
- Secara berkelompok, peserta didik berdiskusi untuk mendeskripsikan tempat wisata di Indonesia yang terdapat dalam gambar.

- Salah satu anggota tiap kelompok akan mewakili kelompoknya untuk mendeskripsikan gambar tersebut di depan kelas dan kelompok lain diminta menebak

c. Production

- Secara individu, peserta didik berperan sebagai reporter dan mendeskripsikan ruangan atau tempat tertentu di lingkup sekolah.

3. KEGIATAN PENUTUP

- Summary dan feedback (umpan balik)
- Menanyakan kesulitan peserta didik selama kegiatan belajar mengajar

I. MEDIA PEMBELAJARAN: LCD, laptop, videos, game worksheets

J. SUMBER BELAJAR

1. Anderson, M. & Anderson K. 1998. *Text Types In English 3*. South Yarra: Macmillan Education Australia Pty Ltd
2. Hadfield, J. 1999. *Beginners' Communication Games*. England: Longman
3. Hadfield, J. 1984. *Elementary Communication Games*. England: Longman
4. Recorded materials: video clips taken from www.youtube.com

K. EVALUASI

- Bentuk : Role play
- Instrument :

You are a reporter of a youth TV programm. Describe a certain room or place you like the most in the school and report it.

Yogyakarta, 7 Oktober 2012

Peneliti

Prucesia Kumara Silva

THE MATERIALS

1. Tell your classmates about a room in your house.
2. Watch the video. Identify the use of verbs and adjectives.

- There are many statues.
- The building is old.
- The buildings are new
- The house has five main rooms.






3. ADJECTIVES USED TO DESCRIBE PLACES

- High
- New
- Old
- Small
- Large
- Unique
- Beautiful
- Peaceful
- Quiet
- Mystical
- historical
- Comfortable
- Well-organized, tidy
- Messy
- Modern
- Crowded, etc

4. Watch the music video. Identify the English prepositions of direction
 - Across = from one side to the other side, e.g. There isn't a bridge across the river.
 - Against = directed toward something, e.g. The cupboard is put against the wall.
 - Behind = at the back of, e.g. Our house is behind the supermarket.
 - Between = something is on each side, e.g. Our house is between the supermarket and the school.
 - Close to = near, e.g. SMP IT ABY is close to the Hidayatullah hospital.
 - Next to = beside, e.g. Our house is next to the restaurant.
 - In front of = the part that is in the direction it faces, e.g. The supermarket is in front of the restaurant.

5. Picture Describing: What Is It?

Make a group of six. Each group gets a picture. Discuss the description of certain tourist objects in the picture. Ask one of your member group to be the spokesperson and describe the picture to the whole class. Other groups have to guess what tourist objects is being described.

<p>KRATON YOGYAKARTA</p>  A photograph of the main entrance to the Kraton Yogyakarta, featuring a large, ornate white facade with a red roof and a central archway supported by columns.	<p>TAMAN SARI WATER CASTLE</p>  A photograph of the Taman Sari Water Castle, a historical water palace complex with a central tower and a large pool of water.
<p>NATIONAL MONUMENT</p>  A photograph of the National Monument (Tugu Pahlawan) in Jakarta, a tall white column topped with a golden flame.	<p>SURAMADU BRIDGE</p>  A photograph of the Suramadu Bridge, a large cable-stayed bridge spanning the Madura Strait.
<p>BOROBUDUR TEMPLE</p>  A photograph of the Borobudur Temple, a large ancient Buddhist temple complex in Indonesia, shown from an aerial perspective.	

6. Reporting: You are a reporter of a youth TV programm. Describe a certain room or place you like the most in the school and report it.

E.
OBSERVATION
CHECKLIST

OBSERVATION SHEET

Date :
 Meeting :
 Observer :

No.	Observation Items	Yes	No	Comments
A.	Pre-teaching			
	1. The teacher greets the students and asks students' condition.			
	2. The students respond to the greeting and tell their condition to the teacher.			
	3. The teacher leads the prayer.			
	4. The teacher checks the attendance.			
	5. The teacher reviews the last meeting materials.			
	6. The teacher gives lead-in questions to presents new materials.			
	7. The teacher explains the goal of the teaching and learning.			
B.	Whilst-teaching			
	1. The students are ready to learn the materials.			
	2. The teacher gives an input text.			
	3. The teacher and the students discuss the input text.			
	4. The students identify the expressions used in the input text.			
	5. The teacher distributes handouts.			
	6. The teacher checks students' understanding.			
	7. The teacher gives the students opportunity to ask questions.			
	8. The students deliver their questions to the teacher.			
	9. The students are engaged to do interesting speaking activities such as games, role-play, discussion, etc.			
	10. The teacher's instructions are clear.			
C.	Post-teaching			
	1. The teacher summarizes and reflects the lesson.			
	2. The students reflect their learning.			
	3. The teacher previews on the upcoming materials.			

	4. The teacher ends the class by praying.			
D.	Class situation			
	1. The teacher shows enthusiasm and interest in the subject being taught.			
	2. The students are highly motivated during the lesson.			
	3. The students are actively involved in each class activity.			
	4. The time allocation is appropriate.			
F.	The use of teaching and learning media			
	1. The teacher uses a textbook or handouts.			
	2. The media used by the teacher are sufficient in the teaching and learning process.			
	3. The teacher uses interesting media such as videos or pictures in teaching and learning process.			
	4. The teacher provides appropriate models and authentic spoken texts to teach speaking.			

F.
SCORING RUBRIC

Oral Proficiency Scoring Categories
proposed by H. Douglas Brown

NO.	SCORE	ASPECTS				
		FLUENCY	GRAMMAR	PRONUNCIATION	VOCABULARY	COMPREHENSION
1.	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to that of an educated speaker.	Equivalent to and fully accepted by educated native speakers.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms , colloquialisms, and pertinent cultural references.	Equivalent to that of an educated native speaker
2.	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Errors in pronunciation are quite rare.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Can understand any conversation within the range of his experience.

(continued)

(continued)

3.	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehension is quite complete at normal rate of speech.
4.	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Accent is intelligible though often quite faulty.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)

(continued)

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5.	1	(no specific fluency description. Refer to other four language areas for implied level of fluency)	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
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G.
STUDENTS' SCORES
OF SPEAKING TASKS

**THE SCORES OF STUDENTS' SPEAKING TASK OF CLASS VIII G
TASK 1**

NO.	NAME	ASPECTS					TOTAL
		F	G	P	V	C	
1.	Alif Mawar Nur Robana	2	1	1	1	1	6
2.	Alya' Hanan	2	1	1	2	1	7
3.	Alya Kusuma Farhani	3	2	2	1	2	10
4.	Annisa Qonita Halim	2	1	1	2	1	7
5.	Arifa Hamida	2	2	1	1	2	8
6.	Arina Amalana	2	1	2	1	1	7
7.	Arra Sabrina Hasanah	2	1	1	2	1	7
8.	Azaria Aldila Khoiriyah	2	1	2	2	1	8
9.	Cikal Pelangi Embun P.	2	2	1	1	2	8
10.	Dyah Karomatul Asyiah	2	1	1	2	2	8
11.	Farah Ariba	2	1	2	1	1	7
12.	Hanifah Salsabila	2	2	2	1	1	8
13.	Hasna Nur Azizah	2	2	2	2	1	9
14.	Intan Shafa Fajariyah	2	1	1	1	2	7
15.	Isna'im	2	1	1	1	1	6
16.	Kharida Luthfi Adibah	2	1	2	1	1	7
17.	Kuni Hamda Abida	3	2	2	1	1	9
18.	Mutia Afifah	3	2	2	2	2	11
19.	Nauroh Nadzifah	2	1	1	2	1	7
20.	Nur Endah Nugrahani	2	1	1	1	1	6
21.	Nurul Aulia Ridwan	2	2	1	2	2	9
22.	Ridhwanah Nadhiratuz Z	2	1	1	1	1	6
23.	Rihadatul Aisy	2	2	1	1	2	8
24.	Sabila Aulia Husna	3	2	2	2	2	11
25.	Sakinah Ihtisyam	2	1	1	1	1	6
26.	Thalitha Alissa Kirana	2	1	2	1	1	7
27.	Tiara Ramadhan	2	2	1	2	2	9
28.	Zaida Ar-Rahma	2	1	1	2	1	7
29.	Zalfa Ayu Pramesta	2	2	1	1	1	7
30.	Ziyada Qonita	2	2	2	1	2	9
	TOTAL	64	43	41	41	41	
	MEAN	2.13	1.43	1.36	1.36	1.36	

Code

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

**THE SCORES OF STUDENTS' SPEAKING TASK OF CLASS VIII G
TASK 2**

NO.	NAME	ASPECTS					TOTAL
		F	G	P	V	C	
1.	Alif Mawar Nur Robana	2	1	2	2	1	8
2.	Alya' Hanan	2	2	1	2	1	8
3.	Alya Kusuma Farhani	3	2	2	2	2	10
4.	Annisa Qonita Halim	2	1	2	2	2	9
5.	Arifa Hamida	2	2	2	1	2	9
6.	Arina Amalana	2	1	2	2	1	8
7.	Arra Sabrina Hasanah	2	2	1	2	1	8
8.	Azaria Aldila Khoiriyah	2	1	2	2	2	9
9.	Cikal Pelangi Embun P.	3	2	2	1	2	10
10.	Dyah Karomatul Asyiah	2	2	1	2	2	9
11.	Farah Ariba	2	2	2	2	1	9
12.	Hanifah Salsabila	3	2	2	1	2	10
13.	Hasna Nur Azizah	2	2	2	3	1	10
14.	Intan Shafa Fajariyah	2	2	1	2	2	9
15.	Isna'im	2	1	1	2	1	7
16.	Kharida Luthfi Adibah	2	1	2	2	1	8
17.	Kuni Hamda Abida	3	2	2	1	2	10
18.	Mutia Afifah	3	2	3	2	2	12
19.	Nauroh Nadzifah	2	2	1	2	1	8
20.	Nur Endah Nugrahani	2	1	1	2	2	8
21.	Nurul Aulia Ridwan	3	3	2	2	2	12
22.	Ridhwanah Nadhiratuz Z	2	2	2	2	2	10
23.	Rihadatul Aisy	3	2	2	2	2	11
24.	Sabila Aulia Husna	3	3	3	2	2	13
25.	Sakinah Ihtisyam	2	1	1	2	2	8
26.	Thalitha Alissa Kirana	3	2	2	1	1	9
27.	Tiara Ramadhan	2	2	2	2	2	10
28.	Zaida Ar-Rahma	2	1	2	2	1	8
29.	Zalfa Ayu Pramesta	2	2	1	2	2	9
30.	Ziyada Qonita	2	2	2	2	2	10
	TOTAL	69	53	53	55	49	
	MEAN	2.30	1.76	1.76	1.83	1.63	

Code

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

**THE SCORES OF STUDENTS' SPEAKING TASK OF CLASS VIII G
TASK 3**

NO.	NAME	ASPECTS					TOTAL
		F	G	P	V	C	
1.	Alif Mawar Nur Robana	3	2	2	3	2	12
2.	Alya' Hanan	2	3	2	3	2	12
3.	Alya Kusuma Farhani	3	3	2	3	2	13
4.	Annisa Qonita Halim	2	2	2	3	2	11
5.	Arifa Hamida	2	2	3	2	2	11
6.	Arina Amalana	2	3	3	2	2	12
7.	Arra Sabrina Hasanah	3	2	2	2	2	11
8.	Azaria Aldila Khoiriyah	2	2	3	2	2	11
9.	Cikal Pelangi Embun P.	3	3	2	2	2	12
10.	Dyah Karomatul Asyiah	2	2	2	3	2	11
11.	Farah Ariba	3	2	2	2	2	11
12.	Hanifah Salsabila	3	3	2	2	2	12
13.	Hasna Nur Azizah	3	3	2	3	2	13
14.	Intan Shafa Fajariyah	-	-	-	-	-	-
15.	Isna'im	2	1	1	2	2	8
16.	Kharida Luthfi Adibah	2	2	3	3	2	12
17.	Kuni Hamda Abida	3	3	3	2	2	13
18.	Mutia Afifah	3	3	3	3	3	15
19.	Nauroh Nadzifah	2	2	2	3	2	11
20.	Nur Endah Nugrahani	2	3	3	2	3	13
21.	Nurul Aulia Ridwan	3	2	3	3	3	14
22.	Ridhwanah Nadhiratuz Z	2	2	2	3	3	12
23.	Rihadatul Aisy	3	2	3	3	2	13
24.	Sabila Aulia Husna	3	3	3	3	3	15
25.	Sakinah Ihtisyam	2	2	2	3	3	12
26.	Thalitha Alissa Kirana	2	3	3	2	2	12
27.	Tiara Ramadhan	3	2	3	3	2	13
28.	Zaida Ar-Rahma	-	-	-	-	-	-
29.	Zalfa Ayu Pramesta	2	3	2	3	3	13
30.	Ziyada Qonita	3	2	3	3	2	13
	TOTAL	71	67	68	73	63	
	MEAN	2.53	2.39	2.42	2.60	2.25	

Code

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

**THE SCORES OF STUDENTS' SPEAKING TASK OF CLASS VIII G
TASK 4**

NO.	NAME	ASPECTS					TOTAL
		F	G	P	V	C	
1.	Alif Mawar Nur Robana	3	2	2	3	3	13
2.	Alya' Hanan	3	2	3	3	2	13
3.	Alya Kusuma Farhani	3	3	3	3	3	15
4.	Annisa Qonita Halim	2	2	3	3	3	13
5.	Arifa Hamida	-	-	-	-	-	-
6.	Arina Amalana	3	3	3	3	3	15
7.	Arra Sabrina Hasanah	3	3	2	3	2	13
8.	Azaria Aldila Khoiriyah	2	2	3	3	2	12
9.	Cikal Pelangi Embun P.	2	2	2	2	2	10
10.	Dyah Karomatul Asyiah	2	2	2	3	2	11
11.	Farah Ariba	3	2	3	3	2	13
12.	Hanifah Salsabila	3	3	3	2	2	14
13.	Hasna Nur Azizah	2	3	2	2	2	11
14.	Intan Shafa Fajariyah	2	2	3	2	2	11
15.	Isna'im	2	2	1	2	2	9
16.	Kharida Luthfi Adibah	3	3	2	2	3	13
17.	Kuni Hamda Abida	3	4	4	4	3	18
18.	Mutia Afifah	4	4	4	4	3	19
19.	Nauroh Nadzifah	3	2	3	2	3	13
20.	Nur Endah Nugrahani	2	3	3	3	2	13
21.	Nurul Aulia Ridwan	2	3	3	3	2	11
22.	Ridhwanah Nadhiratuz Z	2	3	3	2	3	13
23.	Rihadatul Aisy	3	3	3	3	3	15
24.	Sabila Aulia Husna	4	4	3	4	3	18
25.	Sakinah Ihtisyam	3	2	3	3	3	14
26.	Thalitha Alissa Kirana	3	3	3	3	3	15
27.	Tiara Ramadhan	3	2	2	3	2	12
28.	Zaida Ar-Rahma	2	2	2	2	2	10
29.	Zalfa Ayu Pramesta	2	2	2	3	2	11
30.	Ziyada Qonita	2	2	3	2	2	11
	TOTAL	77	75	78	80	71	
	MEAN	2.65	2.58	2.60	2.75	2.44	

Code

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

H.
PRE-TEST AND
POST-TEST

**RESEARCHER'S RATES
PRE – TEST**

NO.	NAME	ASPECTS					TOTAL
		F	G	P	V	C	
1.	Alif Mawar Nur Robana	2	1	1	1	1	6
2.	Alya' Hanan	2	1	1	1	1	6
3.	Alya Kusuma Farhani	2	1	2	1	2	8
4.	Annisa Qonita Halim	2	1	1	1	1	6
5.	Arifa Hamida	2	1	1	1	2	7
6.	Arina Amalana	2	1	1	1	1	6
7.	Arra Sabrina Hasanah	2	1	1	1	1	6
8.	Azaria Aldila Khoiriyah	2	1	1	2	1	7
9.	Cikal Pelangi Embun P.	2	2	1	1	2	8
10.	Dyah Karomatul Asyiah	2	1	1	2	2	8
11.	Farah Ariba	2	1	1	1	1	6
12.	Hanifah Salsabila	2	2	2	1	1	8
13.	Hasna Nur Azizah	2	2	2	2	1	9
14.	Intan Shafa Fajariyah	2	1	1	1	1	6
15.	Isna'im	2	1	1	1	1	6
16.	Kharida Luthfi Adibah	2	1	1	1	1	6
17.	Kuni Hamda Abida	2	2	1	1	1	6
18.	Mutia Afifah	2	2	2	2	2	10
19.	Nauroh Nadzifah	2	1	1	1	1	6
20.	Nur Endah Nugrahani	2	1	1	1	1	6
21.	Nurul Aulia Ridwan	2	2	1	2	2	9
22.	Ridhwanah Nadhiratuz Z	2	1	1	1	1	6
23.	Rihadatul Aisy	2	2	1	1	1	7
24.	Sabila Aulia Husna	2	2	2	2	2	10
25.	Sakinah Ihtisyam	2	1	1	1	1	6
26.	Thalitha Alissa Kirana	2	1	1	1	1	6
27.	Tiara Ramadhan	2	1	1	2	2	8
28.	Zaida Ar-Rahma	2	1	1	2	1	7
29.	Zalfa Ayu Pramesta	2	1	1	1	1	6
30.	Ziyada Qonita	2	2	1	1	2	8
	TOTAL	60	39	35	39	39	204
	MEAN	2.00	1.30	1.16	1.30	1.30	6.8

Code

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

**RESEARCHER'S RATES
POST – TEST**

NO.	NAME	ASPECTS					TOTAL
		F	G	P	V	C	
1.	Alif Mawar Nur Robana	3	2	3	3	3	14
2.	Alya' Hanan	2	2	3	3	2	12
3.	Alya Kusuma Farhani	4	3	3	3	3	16
4.	Annisa Qonita Halim	3	2	3	3	3	14
5.	Arifa Hamida	2	3	2	3	2	12
6.	Arina Amalana	4	3	3	4	3	17
7.	Arra Sabrina Hasanah	3	2	3	3	2	13
8.	Azaria Aldila Khoiriyah	3	2	3	2	2	12
9.	Cikal Pelangi Embun P.	2	2	3	2	2	11
10.	Dyah Karomatul Asyiah	-	-	-	-	-	-
11.	Farah Ariba	3	2	3	3	3	14
12.	Hanifah Salsabila	3	3	3	2	3	15
13.	Hasna Nur Azizah	-	-	-	-	-	-
14.	Intan Shafa Fajariyah	2	2	3	3	2	12
15.	Isna'im	2	2	2	2	2	10
16.	Kharida Luthfi Adibah	2	3	2	3	3	13
17.	Kuni Hamda Abida	3	4	4	4	4	19
18.	Mutia Afifah	4	4	4	4	4	20
19.	Nauroh Nadzifah	3	3	3	2	3	14
20.	Nur Endah Nugrahani	2	3	3	3	2	13
21.	Nurul Aulia Ridwan	3	3	3	3	2	12
22.	Ridhwanah Nadhiratuz Z	2	3	3	2	3	13
23.	Rihadatul Aisy	4	3	3	3	3	16
24.	Sabila Aulia Husna	4	4	4	4	3	19
25.	Sakinah Ihtisyam	3	3	3	3	3	15
26.	Thalitha Alissa Kirana	3	3	3	3	3	15
27.	Tiara Ramadhan	3	2	2	3	3	13
28.	Zaida Ar-Rahma	2	2	2	3	2	11
29.	Zalfa Ayu Pramesta	3	2	2	3	2	12
30.	Ziyada Qonita	3	2	3	2	2	12
	TOTAL	78	74	81	81	74	389
	MEAN	2.78	2.64	2.89	2.89	2.64	13.89

Code

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

**TEACHER'S RATES
PRE – TEST**

NO.	NAME	ASPECTS					TOTAL
		F	G	P	V	C	
1.	Alif Mawar Nur Robana	2	1	1	1	1	6
2.	Alya' Hanan	2	1	1	1	1	6
3.	Alya Kusuma Farhani	2	1	2	1	2	8
4.	Annisa Qonita Halim	2	1	1	1	1	6
5.	Arifa Hamida	2	1	1	1	2	7
6.	Arina Amalana	2	1	1	1	1	6
7.	Arra Sabrina Hasanah	2	2	1	1	1	7
8.	Azaria Aldila Khoiriyah	2	1	1	1	2	7
9.	Cikal Pelangi Embun P.	2	1	1	1	2	7
10.	Dyah Karomatul Asyiah	2	1	1	1	1	6
11.	Farah Ariba	2	1	1	1	1	6
12.	Hanifah Salsabila	2	1	2	1	1	7
13.	Hasna Nur Azizah	2	2	1	2	1	8
14.	Intan Shafa Fajariyah	2	1	1	1	1	6
15.	Isna'im	2	1	1	1	1	6
16.	Kharida Luthfi Adibah	2	1	1	2	2	8
17.	Kuni Hamda Abida	2	1	1	2	1	7
18.	Mutia Afifah	2	2	2	2	2	10
19.	Nauroh Nadzifah	2	1	1	1	1	6
20.	Nur Endah Nugrahani	2	1	1	1	1	6
21.	Nurul Aulia Ridwan	2	2	2	2	2	10
22.	Ridhwanah Nadhiratuz Z	2	1	1	1	1	6
23.	Rihadatul Aisy	2	1	1	2	2	8
24.	Sabila Aulia Husna	2	2	2	2	2	10
25.	Sakinah Ihtisyam	2	1	1	1	1	6
26.	Thalitha Alissa Kirana	2	1	1	1	1	6
27.	Tiara Ramadhan	2	2	1	1	2	8
28.	Zaida Ar-Rahma	2	1	1	1	1	6
29.	Zalfa Ayu Pramesta	2	2	1	1	1	7
30.	Ziyada Qonita	2	2	1	1	2	8
	TOTAL	60	39	35	37	41	219
	MEAN	2	1.3	1.16	1.23	1.36	7.3

Code

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

**TEACHER'S RATES
POST – TEST**

NO.	NAME	ASPECTS					TOTAL
		F	G	P	V	C	
1.	Alif Mawar Nur Robana	3	2	2	3	3	13
2.	Alya' Hanan	3	2	3	3	2	13
3.	Alya Kusuma Farhani	3	3	3	3	3	15
4.	Annisa Qonita Halim	2	2	3	3	3	13
5.	Arifa Hamida	-	-	-	-	-	-
6.	Arina Amalana	3	3	3	3	3	15
7.	Arra Sabrina Hasanah	3	3	2	3	2	13
8.	Azaria Aldila Khoiriyah	2	2	3	3	2	12
9.	Cikal Pelangi Embun P.	2	2	2	2	2	10
10.	Dyah Karomatul Asyiah	2	2	2	3	2	11
11.	Farah Ariba	3	2	3	3	2	13
12.	Hanifah Salsabila	3	3	3	2	2	13
13.	Hasna Nur Azizah	2	3	2	2	2	11
14.	Intan Shafa Fajariyah	2	2	3	2	2	11
15.	Isna'im	2	2	2	2	2	10
16.	Kharida Luthfi Adibah	3	3	2	2	3	13
17.	Kuni Hamda Abida	3	4	4	4	3	18
18.	Mutia Afifah	4	4	4	4	3	19
19.	Nauroh Nadzifah	3	2	3	2	3	13
20.	Nur Endah Nugrahani	2	3	3	3	2	13
21.	Nurul Aulia Ridwan	2	3	3	3	2	13
22.	Ridhwanah Nadhiratuz Z	2	3	3	2	3	13
23.	Rihadatul Aisy	3	3	3	3	3	15
24.	Sabila Aulia Husna	4	4	3	4	3	18
25.	Sakinah Ihtisyam	3	2	3	3	3	14
26.	Thalitha Alissa Kirana	3	3	3	3	3	15
27.	Tiara Ramadhan	3	2	2	3	2	12
28.	Zaida Ar-Rahma	2	2	2	2	2	10
29.	Zalfa Ayu Pramesta	2	2	2	3	2	11
30.	Ziyada Qonita	2	2	3	2	2	11
	TOTAL	76	75	79	80	71	381
	MEAN	2.62	2.58	2.72	2.75	2.44	13.13

Code

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

I.
ATTENDANCE LIST

ATTENDANCE LIST

NO	NAME	MEETING				
		1	2	3	4	5
1.	Alif Mawar Nur Robana	√	√	√	√	√
2.	Alya' Hanan	√	√	√	√	√
3.	Alya Kusuma Farhani	√	√	√	√	√
4.	Annisa Qonita Halim	√	√	√	√	√
5.	Arifa Hamida	√	√	√	√	S
6.	Arina Amalana	√	√	√	√	√
7.	Arra Sabrina Hasanah	√	√	√	√	√
8.	Azaria Aldila Khoiriyah	√	√	√	√	√
9.	Cikal Pelangi Embun P.	√	√	√	√	√
10.	Dyah Karomatul Asyiah	√	√	√	√	√
11.	Farah Ariba	√	√	√	√	√
12.	Hanifah Salsabila	√	√	√	√	√
13.	Hasna Nur Azizah	√	√	√	√	√
14.	Intan Shafa Fajariyah	√	√	√	I	√
15.	Isna'im	√	√	√	√	√
16.	Kharida Luthfi Adibah	√	√	√	√	√
17.	Kuni Hamda Abida	√	√	√	√	√
18.	Mutia Afifah	√	√	√	√	√
19.	Nauroh Nadzifah	√	√	√	√	√
20.	Nur Endah Nugrahani	√	√	√	√	√
21.	Nurul Aulia Ridwan	√	√	√	√	√
22.	Ridhwanah Nadhiratuz Z	√	√	√	√	√
23.	Rihadatul Aisy	√	√	√	√	√
24.	Sabila Aulia Husna	√	√	√	√	√
25.	Sakinah Ihtisyam	√	√	√	√	√
26.	Thalitha Alissa Kirana	√	√	√	√	√
27.	Tiara Ramadhan	√	√	√	√	√
28.	Zaida Ar-Rahma	√	√	√	I	√
29.	Zalfa Ayu Pramesta	√	√	√	√	√
30.	Ziyada Qonita	√	√	√	√	√

J.
PHOTOGRAPHS



K.
PERMIT LETTERS



SURAT IZIN

NOMOR : 070/2348
6292/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
Nomor : 070/7572/V/9/2012 Tanggal : 07/09/2012
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijijinkan Kepada : Nama : PRUCESIA KUMARA SILVA NO MHS / NIM : 08202241064
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Dra. Jamilah, M.Pd.
Keperluan : Melakukan Penelitian dengan judul Proposal : IMPROVING STUDENTS' SPEAKING SKILLS THROUGH THE USE OF VIDEO CLIPS AT GRADE VIII STUDENTS OF SMP IT ABU BAKAR YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013

- Lokasi/Responden : Kota Yogyakarta
Waktu : 07/09/2012 Sampai 07/12/2012
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas
Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
Pemegang Izin

PRUCESIA KUMARA SILVA

Dikeluarkan di : Yogyakarta
pada Tanggal : 13-9-2012

An. Kepala Dinas Perizinan
Sekretaris

Drs. H. ARDONO
NIP. 195804101985031013

Tembusan Kepada :

1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Biro Administrasi Pembangunan Setda Prop. DIY
3. Ka. Dinas Pendidikan Kota Yogyakarta
4. Kepala SMP IT Abu Bakar Yogyakarta
5. Ybs.



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/7572/VI/9/2012

Membaca Surat : DEKAN FAK BAHASA DAN SENI UNY Nomor : 1073A/UN34.12/PP/IX/2012
Tanggal : 05 September 2012 Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

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

Nama : PRUCESIA KUMARA SILVA NIP/NIM : 08202241064
Alamat : KARANGMALANG YOGYAKARTA
Judul : IMPROVING STUDENTS SPEAKING SKILLS THROUGH THE USE OF VIDIO CLIPS AT GRADE VIII STUDENTS OF SMP IT ABU BAKAR IN THE ACADEMIC YEAR OF 2012/2013.
Lokasi : - Kota/Kab. KOTA YOGYAKARTA
Waktu : 07 September 2012 s/d 07 November 2012

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 07 September 2012
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan



Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. WALIKOTA YOGYAKARTA CQ DINAS PERIZINAN.
3. Ka. Dinas Pendidikan, Pemuda dan Olah Raga Provinsi DIY
4. DEKAN FAK BAHASA DAN SENI UNY
5. Yang bersangkutan



SMP ISLAM TERPADU ABU BAKAR

TERAKREDITASI "A"

SK SSN No. 165 / 03 / KP / 2011

Alamat : Jl. Veteran Gg. Bekisar No. 716 Q Pandeyan Umbulharjo Yogyakarta 55161
Telp./Fax. 0274-419134 email : smpit_aby@yahoo.com

SURAT KETERANGAN

Nomor : D-04/ 024/ X/ 2012

Yang bertandatangan di bawah ini :

Nama : Akhsanul Fuadi, S.Ag., M.Pd.I
Jabatan : Kepala Sekolah
Instansi : SMPIT ABU BAKAR YOGYAKARTA
Alamat : Jl. Veteran Gg. Berkisar 716 Q Pandeyan Umbulharjo Yogyakarta 55161

Menerangkan bahwa :

Nama : Prucesia Kumara Silva
NIM : 08202241064
Jur/ Fak : Pendidikan Bahasa Inggris/ Bahasa dan Seni
Universitas : UNY

Nama tersebut sudah menyelesaikan penelitian di SMPT Abu Bakar dengan judul "IMPROVING STUDENTS' SPEAKING SKILLS THROUGH THE USE OF VIDEO CLIPS AT SECOND GRADE STUDENTS IN THE ACADEMIC YEAR OF 2012/2013" terhitung mulai 1 September-24 Oktober 2012.

Demikian surat keterangan ini kami buat, untuk digunakan sebagaimana mestinya .

Yogyakarta, 31 Oktober 2012

Kepala Sekolah

Akhsanul Fuadi, S.Ag., M.Pd.I.





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

FRM/FBS/33-01
10 Jan 2011

Nomor : 1073a/UN.34.12/PP/IX2012
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

5 September 2012

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

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

Improving Students' Speaking Skills through the Use of Video Clips at Grade VIII Students of SMP IT Abu Bakar in the Academic year of 2012/2013

Mahasiswa dimaksud adalah :

Nama : PRUCESIA KUMARA SILVA
NIM : 08202241064
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September – Oktober 2012
Lokasi Penelitian : SMP IT Abu Bakar

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

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

a.n. Dekan
Wakil Dekan I

Dr. Widayanti Purbani, M.A.
NIM 08202241990012001

Tembusan:
Kepala SMP IT Abu Bakar