

**THE USE OF VIDEOS TO IMPROVE THE STUDENTS' SPEAKING
SKILLS AT CLASS VII B OF SMPN 2 PATUK IN THE ACADEMIC
YEAR OF 2014/2015**

A Thesis

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



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FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2015**

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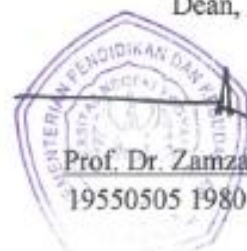
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PERNYATAAN

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Yogyakarta, 3 Juli 2015

Penulis



Sinta Prasetya Trias Sari

MOTTOS

Truly, my prayers and my sacrifice, my life and my death are (all) for Allah
SWT, the Lord of the worlds. (QS Al-An'am: 162)

Then, surely with hardship comes ease. Surely, with hardship comes ease.
So when you have finished (with your immediate task), still strive hard,
(then toil). And to Allah turn (all) your attention. (QS Al-Insyirah: 5-8)

"Man Jadda Wa Jadda"

With God bless, anyone who is focus and has strong willing to reach his/her
dreams then it will come true.

Dreams don't work unless you do. (John C. Maxwell)

It does not matter how slow you go, as long as you do not stop. (Confucius)

DEDICATIONS

I lovingly dedicate this thesis to

My beloved father and mother

Supratolo and Sulastri

My beloved brother and sister

Rama Prasetia Hakim and Syaza Prasetia Hannani

And my Mr. Right

Aminuddin

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I am grateful to Allah SWT the Most Gracious and the Most Merciful. *Alhamdulillahirabbil'alamin*. All praise is to Allah SWT, the Almighty, and the owner of the universe who has blessed me with so many miracles. His blessing has empowered me to finish this thesis.

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Last but not least, I address many thanks to my classmates of English Education Department 2011 Class A for the great togetherness and friendship.

I realize that my thesis is far from being perfect. Therefore, any criticism and suggestions from the readers are highly appreciated for the improvement of this thesis. I hope this thesis would be useful for the readers and could contribute to the development of English teaching and learning process.

Yogyakarta, July 3, 2015

The Writer

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL	ii
RATIFICATION	iii
<i>PERNYATAAN</i>	iv
MOTTOS	v
DEDICATIONS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
ABSTRACT	xiv
CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. Identification of the Problems	3
C. Limitation of the problem.....	5
D. Formulation of the Problem	6
E. The Objective of the Study	6
F. The Significance of the Study	6
1. Theoretical Significance	6
2. Practical Significance	7
CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	8
A. Literature Review	8
1. Teaching Speaking	8
a. The Nature of Speaking	9
b. The Nature of Teaching Speaking	11
c. Micro and Macro Skills of Speaking	15
d. Types of Classroom Speaking Performance	17
e. Classroom Speaking Activities	18

f. The Difficulties in Speaking	21
g. Teaching Speaking in Junior High School	22
h. Assessing Speaking	26
2. Media	27
a. Definition of Media	27
b. Functions of Media in Teaching and Learning Process	28
c. Types of Media	30
3. Video	31
a. Characteristics of Video	31
b. Types of Video	32
c. The Advantages of Using Video in the Teaching and Learning Process	33
d. The Use of Video in the Teaching and Learning Process	35
e. Video Teaching Techniques	38
B. Related Studies	45
C. Conceptual Framework	46
CHAPTER III RESEARCH METHOD	49
A. Research Design	49
B. Setting of the Research	50
1. Place	50
2. Time	50
C. Subject of the Research	50
D. Data Collection Techniques.....	51
E. Data Analysis.....	51
F. Validity and Reliability.....	52
1. Democratic Validity	53
2. Outcome Validity	53
3. Process Validity.....	53
4. Catalytic Validity.....	54
5. Dialogic Validity	54
G. The Procedure of the Research.....	55

1. Reconnaissance.....	55
2. Planning	55
3. Action and Observation	55
4. Reflection	56
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS	57
A. Reconnaissance.....	57
1. Identification of the Field Problems	57
2. Selecting the Field Problem to be Solved.....	63
3. Determining Actions to Solve the Feasible Problems	65
B. Report of Cycle 1	67
1. Planning	67
2. Action and Observation	70
3. Reflection	80
C. Report of Cycle 2	89
1. Planning	89
2. Action and Observation	92
3. Reflection	100
D. Findings	106
E. Discussions	110
CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS	114
A. Conclusions	114
B. Implications	116
C. Suggestions	118
REFERENCES	119
APPENDICES	122
Appendix A : Course Grids	123
Appendix B : Lesson Plans	140
Appendix C : Field Notes and Vignettes	179
Appendix D : Interview Guidelines and Interview Transcripts	199
Appendix E : Observation Checklists	218

Appendix F : Speaking Rubric	232
Appendix G : Students' Pre-Test and Post Test Scores	234
Appendix H : Pre-Test and Post Test Instruments	237
Appendix I : Attendance List	241
Appendix J : Photographs	243
Appendix K : Permit Letters	251

LIST OF TABLES

Table 1. The Core Competence and the Basic Competence	24
Table 2. The Students' Pre-test Mean Scores	62
Table 3. The Field Problems in Class VII B of SMP N 2 Patuk	63
Table 4. The Feasible Problems	64
Table 5. The Relations of the Problems	65
Table 6. The Relations of the Problems, Actions, and Expected Situations in Cycle 1	66
Table 7. The Summary of the Implementation of Cycle 1	88
Table 8. The Findings of the Research	106
Table 9. The Students' Pre-test and Post Test Mean Scores	108

LIST OF FIGURES

Figure 1. The Basic Model for Teaching Productive Skills	15
Figure 2. The Action Research Model based on Kemmis and McTaggart (1988)	56
Figure 3. The Comparison between the Students' Pre-test and Post Test Mean Scores	109

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Abstract

The objective of this action research study was to improve the students' speaking skills at class VII B of SMPN 2 Patuk in the Academic Year of 2014/2015 through the use of videos.

This action was conducted in two cycles. Each cycle consisted of three meetings. The steps were reconnaissance, planning, action and observation, and reflection. The researcher worked collaboratively with the English teacher and the students. The data collected were in the forms of qualitative and quantitative. The qualitative data were gained through observing, interviewing the English teacher and students, and taking photographs. The data were in the forms of vignettes, interview transcripts, and photographs. While the quantitative data were obtained by conducting a pre-test and post test and the data were in the forms of the students' speaking scores. In addition, this research implemented five criteria of validity namely democratic validity, dialogic validity, outcome validity, process validity, and catalytic validity. To get the trustworthiness, the researcher used some triangulation principles such as time triangulation and investigator triangulation.

The results of this research showed that using videos in the teaching and learning of speaking was proved to improve the students' speaking skills in five aspects: vocabulary, pronunciation, grammar, fluency, and comprehension. The students were more enthusiastic in learning speaking. They could actively involve in the speaking learning process. Moreover, the students were more confident and fluent in speaking practices. By comparing the mean scores of the students' pre-test and post test, the researcher found that there was improvement in each aspect. It was 2.5 to 3.5 for grammar, 2.6 to 3.8 for fluency, 2.4 to 3.7 for pronunciation, 2.4 to 3.9 for vocabulary, and 2.6 to 4.2 for comprehension.

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English has been taught as one of the compulsory subjects. English teaching and learning process are done to develop students' communication competencies because the essential goal of learning a foreign language is to enable the students to use it for communication. Moreover, the current curriculum in Indonesia is Curriculum 2013 in which English is taught from junior high school level. It means that students of junior high school need to learn English more active.

One of the language skills that must be mastered by the students in learning English is speaking skill. In line with this, Grauberg (1997: 201) states that for many pupils the prime goal of learning a foreign language is to be able to speak it. Speaking skill should be taught and practiced in the language classroom to enable the students to speak or communicate in the target language. Harmer (2001: 269) mentions that the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language 'on the spot'. Speaking is needed to convey messages, information, opinion, and even emotion in daily life. Thus, it is very important for the students to have a good speaking ability to achieve the objective of learning English.

However, many students in junior high school face some problems dealing with speaking English. They have difficulties in producing appropriate English

utterances and lack self-confidence to speak English. When the researcher conducted an observation at class VII B of SMPN 2 Patuk in the last teaching practice (*PPL*), it was found that there were some problems in the English teaching and learning process especially related to the students' speaking skills. Most students were difficult to get engaged in speaking activity effectively. Besides, the teaching learning process was mostly done by imitation and repetition technique by the teacher and only a textbook which was used for the learning source. It might make the students got bored and lost attention easily.

The researcher also found that the English teacher still had difficulties in optimizing the school facility such as LCD. Based on the researcher's observation, the LCD was newly set in each classroom and the teacher was still confused about how to use it. Moreover, the school did not have other learning sources instead of text book to support English teaching and learning process especially. Thus, it is necessary to design various teaching techniques to solve those problems and the learning objectives can be achieved.

From reference to those conditions, the researcher proposes to use media to support the speaking teaching and learning process. The media that will be used is video. By using laptop, speaker, and LCD in the classroom, the researcher wants to provide an audio visual media that is video to present the speaking materials to the students. Besides, videos can be the authentic material for the students because they need authentic model in learning speaking. Harmer (2001: 282) adds that teachers frequently enliven their classes with off-air material or tapes produced for language learning. Videos are likely to be an interesting and effective learning

media to support the students' learning process which can attract their attention to learn. Videos are expected to be able to make the students focus and interested to the speaking materials which will be taught. Moreover, it will encourage students to enhance their speaking skills when it is coupled with other classroom speaking activities.

Based on the school conditions and problems above, the researcher is interested to conduct an action research study entitled "The Use of Videos to Improve the Students' Speaking Skills at Class VII B of SMPN 2 Patuk in the Academic Year of 2014/2015."

B. Identification of the Problems

Based on the previous observation when the researcher conducted the teaching practice (*PPL*) in SMPN 2 Patuk, it has been revealed that there were some problems in the teaching and learning speaking. Those come from some influential factors which are elaborated as follows.

1. Teaching Methods

Methods are ways the teachers use to teach students in the learning process. Teacher should consider what method that will be used which is proper to the objectives of the learning process. As indicated by Brown (2001: 16) who defines a method as a generalized set of classroom specifications for accomplishing linguistic objectives. Furthermore, he states that methods primarily tend to be concerned with teachers and students' roles and behaviors, and secondarily with features such as objectives of learning grammar, sequencing, and materials.

In teaching speaking, teachers should be able to select a teaching method based on its appropriateness and effectiveness to the learning process where the students are expected to speak. The researcher found that the teaching method used at class VII B of SMPN 2 Patuk is still a conventional method such as using only a text book during the learning process without considering any additional materials from other sources. Besides, there are no other various classroom speaking activities to make an attractive and effective speaking teaching and learning process. As a result, the teaching and learning process seemed less interesting and could not encourage the students to learn speaking effectively.

2. Facilities and Media

Facilities and media belong to the important components on the teaching and learning process. The right use of facilities and media will assist the speaking activity to run effectively and efficiently. Based on the observation, SMP N 2 Patuk did not have any language laboratory. There were three moving speakers and the LCD was newly set in each classroom. The English teacher still got difficulties in applying those facilities especially the LCD in the teaching and learning process and she also rarely used the speakers. The English teacher also used whiteboard and board marker as the main media instead of using audio visual media such as providing videos to support the students' speaking learning process. Consequently, the students lost focus and attention easily to join the lesson and could not improve their speaking ability.

3. Learning Sources

Learning sources are good for assisting the students' learning process. They can provide materials that will be learned by the students. They also provide some exercises to help the students understand the materials. Besides, they should stimulate students to be involved in an interaction with the teacher. Actually, there are many kinds of learning sources instead of text books which can be used to make an attractive and communicative learning process. However, the students only used a text book as the learning source in this school. The materials in this book were not enough to improve the students' speaking skills. Therefore, the teacher must provide various learning sources and interesting activities to attract students' interest in learning speaking in order they have a better chance to improve their speaking skills.

In reference to the problems above, there are some factors connecting to the problems of teaching and learning speaking at class VII B of SMPN 2 Patuk. Those come from the teaching methods, the students, facilities and media, and the learning sources. The problems are assumed to give a big influence on the students' English speaking learning process.

C. Limitation of the Problem

With regard to the identification of the problem above, it is impossible for the researcher to solve all the problems in this study. Based on the facts that the researcher got during the observation, SMPN 2 Patuk has available facilities or electronic media to support the teaching and learning process, but the English

teacher could not optimize those facilities. The English teacher found difficulties in applying the facilities. It made her reluctant to use them. The students also were not provided by other learning sources instead of a text book. Therefore, the researcher focused on using media, namely, videos to support the students to improve their quality of speaking skills.

D. Formulation of the Problem

In reference to the background of the study, identification of the problems, and limitation of the problem above, the research problem is formulated as “How can videos be applied to improve the students’ speaking skills at class VII B of SMPN 2 Patuk in the academic year of 2014/2015?”

E. The Objective of the Study

In line with the formulation of the problem, this research is aimed to improve the students’ speaking skills at class VII B of SMPN 2 Patuk in the academic year of 2014/2015 through the use of videos.

F. The Significance of the Study

1. Theoretical Significance

Theoretically, this study provides beneficial and referential contributions in developing knowledge in the use of videos on teaching speaking. The knowledge is expected to contribute a progress of theories in improving the students’ speaking skills.

2. Practical Significance

- a) This study will provide a solution to help the students to improve their speaking skills.
- b) This study can be used as an additional resource for the teachers or lecturers in enhancing teaching speaking through the use of videos.
- c) The procedures and findings of this study can be used as a reference for other researchers who are interested in conducting a study with the similar theme or purpose.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter covers some theories employed in the research. It aims to gain clear understanding about the topic of the research study. The literature review firstly discusses three main aspects. They are teaching speaking, media and video. Related studies are presented afterwards. Then, a conceptual framework is presented at last.

A. Literature Review

1. Teaching Speaking

a. The Nature of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Cameron (2001) states that speaking is the active use of language to express meaning so other people can make sense of them.

Thornbury (2001) mentions that speaking is interactive and require the ability to cooperate in the management of speaking turns. Further, he adds the nature of speaking process means that the grammar of the spoken language differs in the member of significant ways from the grammar of the written language.

According to Harmer (2001: 46), speaking happens when two people are communicating to each other. It is fairly clear that they are doing so for saying something or delivering message and information. They have some communication purposes and they select from their language store.

Bailey and Savage in Celce-Murcia (2001: 163) state that for most people, the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication. They add that speaking in the second or foreign language has often been viewed as the most demanding of the four skills.

Supporting the above definitions, Brown (2001: 267) processes that when someone can speak a language it means that he can carry on a conversation reasonably and competently. In addition, Pinter (2006: 55) says that to be able to speak fluently, we have to speak and think at the same time. Thus, it requires plenty and careful sources of skills. As supported by Harmer (2001: 269), elements of speaking are the ability to speak fluently on purpose and the ability to process information and “language on the spot”.

According to Richards and Renandya (2002: 204), effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007: 237) adds that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

In their discussion on the nature of spoken language, Brown and Yule in Nunan (1989: 26) distinguish spoken language from written language. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs. Brown and Yule in Nunan (1989) also differentiate between two basic language functions, i.e. the transactional and the interactional functions. The former basically concerns the transfer of information.

A spoken language has a number of forms which is also important to be covered in the language course. Nunan (1991) in Brown (2001: 250-251) divides spoken language into two types, monologues and dialogues. The first type is monologue in which a speaker uses spoken language for any length of time as in speeches, lectures, readings, news broadcasts, and the like. Planned and unplanned monologues differ considerably in their discourse structures. Planned monologues usually manifest little redundancy and are therefore relatively difficult to comprehend. While unplanned monologues exhibit more redundancy, which make for ease in comprehensions, but the presence of more performance variables and other hesitations can either help or hinder comprehension. As opposed to monologues, dialogues involve two or more speakers. The exchange can be interpersonal, which promotes social relationship, and transactional of which the aim is to exchange information.

According to Nunan (1989: 32) successful oral communication involves:

- 1) the ability to articulate phonological features of the language comprehensibly
- 2) mastery of stress, rhythm, intonation patterns
- 3) an acceptable degree of fluency
- 4) transactional and interpersonal skills
- 5) skills in taking short and long speaking turns
- 6) skills in the management of interaction
- 7) skills in negotiating meaning
- 8) conversational listening skills (successful conversations require good listeners as well as good speakers)
- 9) skills in knowing about and negotiating purposes for conversations
- 10) using appropriate conversational formulate and fillers.

In conclusion, speaking is a productive skill in which the activity includes two or more people have interaction in order to transfer or to get message and information. Speaking skill is always related to communication. Thus, a speaker needs to use appropriate words and correct grammar to convey meaning accurately and precisely based on context.

b. The Nature of Teaching Speaking

Teaching (Brown, 2007: 7) is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. Then it can be stated that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning speaking.

Davies and Pearse (2000: 82) state that there are some clear implications for teaching speaking. The first point is trying to create a relax atmosphere in the class such as pairs and group works. The second one is exposing the learners as much as possible. It is for pronouncing speech naturally and developing speaking skills in general if they do not hear enough natural speech. The third point is accustoming the learners to combine listening and speaking in real time or in natural interaction. She adds that the most important opportunity for this is the general use of English in the classroom.

Brown (2001: 271) suggests that in teaching oral communication teachers need to show the details of how to convey and negotiate the ever elusive meaning of language. Brown (2001: 275-276) also proposes seven principles for designing speaking techniques.

- 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. Teacher can easily slip into a pattern of providing content-based, interactive activities that do not capitalize on grammatical pointers or pronunciations tips.
- 2) Providing intrinsically motivating techniques.
Appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy.
- 3) Encouraging the use of authentic language in meaningful contexts.

Teacher goes around the room calling on students one by one to pick the right answer. It takes energy and creativity to devise authentic context and meaningful interaction.

4) Providing appropriate feedback and correction.

Students are totally dependent on the teacher for useful linguistic feedback. It is important that students take advantage of their knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5) Capitalizing the natural link between speaking and listening.

Many interactive techniques that involve speaking will also of course include listening. Skills in producing language are often initiated through comprehension.

6) Giving students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. The teacher asks questions and gives directions, and then the students will have been conditioned. Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change subject.

7) Encouraging the development of speaking strategies.

The concept is one that few beginning language students are aware of. Students simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes.

The success of productive skill (speaking and writing skill) tasks relies on the way teachers organize the activities and how they respond to the students' works (Harmer, 2007: 275). Harmer suggests a basic methodological model for teaching productive skills which is embedded in the teaching and learning process in this research study. The steps are *lead-in*, *set the task*, *monitor the process*, and *task feedback*.

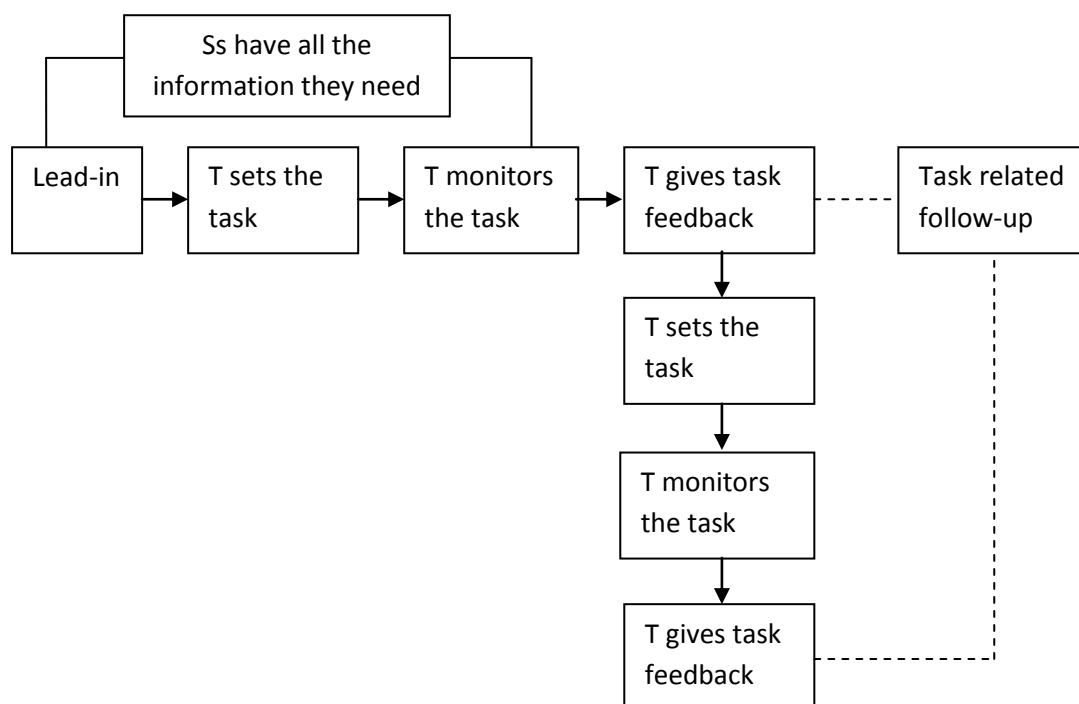
The teaching is started by leading in the students to the topic. In this step, the teacher may ask them some questions related to the topic to activate their background knowledge.

The next step is setting the task. After engaging the students with the topic, the teacher explains what the students are going to do. The teacher needs to demonstrate the activity as well as to provide all the information needed to run the activity.

After the activity is started, the teacher monitors the process. He/she may go around the class, listen to the students working, and also help them when they find difficulties.

Once the activity has finished, the teacher gives feedback to the students. In giving feedback, the responses are not merely focused on the language used by the students, but also the content of the task. In addition, showing the positive aspects of their achievement toward the task is also important that the teacher does not concentrate solely on their failings and it will increase the students' motivation to learn more.

Figure 1. A Basic Model for Teaching Productive Skills (Harmer, 2007: 276)



With regard to the theory above, one implication that should be considered in teaching speaking is the teacher's role which is creating activities in which the students can practice to speak English and apply it in real life.

c. Micro and Macro Skills of Speaking

In teaching speaking, teachers need to guide the students to learn some aspects of language, called micro skills and macro skills. One implication is the importance of focusing on both the forms of language and the functions of the language. The micro skills of speaking refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speakers focus on the larger elements: fluency,

discourse, function, style, cohesion, nonverbal communication, and strategic options (Brown, 2004: 142-143). Those skills are presented as follows.

Micro skills

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
8. Use grammatical word classes (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 sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Macro skills

1. Appropriately accomplish communicative functions according to situations, participants, and goals.
2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

To sum up, both micro and macro skills are needed by the speakers to succeed their oral communication. By understanding those skills, teachers need to

reinforce the students to comprehend and acquire the skills through the designed speaking tasks.

d. Types of Classroom Speaking Performance

Brown (2001: 271-274) describes six categories of speaking skill area. Those six categories are described as follows.

1) Imitative

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

2) Intensive

This is the students' speaking performance. They practice some phonological and grammatical aspects of language. It usually places students in doing the task in pair or group work, for instance, reading aloud including reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3) Responsive

Responsive performance includes interaction and text comprehension. Sometime it includes very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. The example is conversation which is done in pair work.

5) Interpersonal (dialogue)

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

6) Extensive (monologue)

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

From the theory above, the teacher can consider some important points in teaching speaking to the students. The students need to know the knowledge of vocabularies, pronunciations, and language functions in English that they are going to use. The teacher then can assist the students to perform their speaking abilities. The knowledge and practices of them are very useful in producing the language appropriately.

e. Classroom Speaking Activities

Speaking should be taught in attractive and communicative activities. Therefore, an English teacher must be able to choose the appropriate activities since there are many types of classroom speaking activities. In line with this, Harmer (2001: 271-275) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

1) Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. The teacher has roles to assist and draw attention to the appropriate stress, intonation, and speed to the students. This means that the lines they speak will have real meaning. The students will be given the chance to practice the dialogue before act it out in front of the class or in the final performance and the teacher should ensure that acting out is both a learning and language producing activity.

2) Communication games

Games are designed to give the opportunity to the students to speak in English interestingly. The games are created based on the principle of the information gap so that students have to talk to their partners in English in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures.

3) Discussion

Discussion is possibly the most commonly used activity in the speaking class. The students are allowed to express their real opinions for any topic in English. This activity will train the students to speak English more. According to Harmer (2001:272), discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

4) Prepared talks

Students make a presentation on a topic that has been chosen. These talks are well prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

5) Questionnaires

Questionnaires are very useful because both questioner and respondent have something to say each other. Students can design questionnaires on any topic and the teacher can act as a resource to help them in designing the process. The results can be in the form of written work, discussions, or prepared talks.

6) Simulation and Role play

Simulation and role play can be used to encourage students' oral fluency in a specific situation. Students can act out simulation or take on the role of certain character and express thoughts and feelings as they do in the real world.

Those activities can be used by the teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation and condition of the students and materials that will be taught. For example, the teachers use role play to teach some expressions. Teachers can ask students to make a dialogue with their partner and then they should act them out in front of the class. In a discussion, teachers can show a video on any topic and the students then express their opinions about the videos and share the ideas to other students. These activities can be used to help students in order to speak and express their ideas in English.

f. The Difficulties in Speaking

Students usually find difficulties when they have to express their opinion or perform their works in English. They are afraid of making mistakes since they feel that they do not have good ability in English. It makes them shy and unwilling to speak English. As stated by Brown (2001: 270-271), there are some characteristics of spoken language that are regarded as being difficult. Those can be seen below.

1) Clustering

A fluent speech is not word by word, but is phrasal.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language.

3) Reduced forms

Some students who do not learn colloquial contractions sometimes make a poor quality of speaking.

4) Performance variables

Performance variables consist of hesitations, pauses, backtracking, and corrections.

5) Colloquial language

The students should be reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.

6) Rate of delivery

Learners need to achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm, and Intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

g. Teaching Speaking in Junior High School

The subject of this research is the seventh grade students at SMPN 2 Patuk. Brown (2001: 91) states that junior high school students are in age of transition, confusion, self-consciousness, growing, and changing bodies and minds. He also adds that teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them, as follows:

- 1) Intellectual capacity adds abstract operational thought around the age of twelve.
- 2) Attention spans are lengthening as a result of intellectual maturation, but once again, with many diversions present in a teenager's life, those potential attention spans can easily be shortened.
- 3) Varieties of sensory input are still important, but, again, increasing capacities of abstraction lessen the essential nature of appealing to all five senses.
- 4) Factors surrounding ego, self-image, and self-esteem are at their pinnacle.

Considering the fact that the students of junior high school are still young learners, the teacher has to organize the lesson based on their needs, interest, and characteristics as well. They should be provided with interesting activities which involve body movement and also use audio and/or visual aids during the teaching and learning process.

Then, to achieve the objectives of English teaching and learning, the governments develop a good curriculum for better education. According to Feez & Joyce (1998: 9), a curriculum is a general statement of goal and outcome, learner arrangements, evaluation and documentation relating to the management of program within an educational institution. Curriculum includes some methods or approach to assist teaching and learning process in order to reach the purpose of education itself.

Recently, curriculum used in Indonesia is Curriculum 2013. According to *Peraturan Menteri Pendidikan dan Kebudayaan* (2013), the educational objective at junior high school is based on attitude, knowledge, and skill competences which are stated into four core competences namely spiritual, social, knowledge, and skill competences. Those core competences are detailed in the form of basic competence. The Core Competence and the Basic Competence are presented in the table below.

Table 1. The Core Competence and the Basic Competence of Teaching Speaking in Junior High School of Grade VII (Adopted from Permendikbud No. 68 Tahun 2013)

Core Competence	Basic Competence
1. <i>Menghargai dan menghayati ajaran agama yang dianutnya</i>	1.1 <i>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</i>
2. <i>Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya</i>	<p>2.1 <i>Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</i></p> <p>2.2 <i>Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</i></p> <p>2.3 <i>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</i></p>
3. <i>Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata</i>	<p>3.9 <i>Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), sesuai dengan konteks penggunaannya.</i></p> <p>3.10 <i>Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari</i></p>

	<p><i>teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</i></p>
<p>4. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.</p>	<p>4.10 Menangkap makna teks instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), lisan dan tulis sangat pendek dan sederhana.</p> <p>4.11 Menyusun teks instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), lisan dan tulis sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</p> <p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>

h. Assessing Speaking

Assessing speaking is an important step to be done by the teacher. However, it is not an easy thing to do since there are some factors that need to be considered during the process on how well someone can speak. The students' score may differ from one teacher to another. To overcome with that problem, teacher needs to assign several scores for each response, and each score represents one of several traits like pronunciation, fluency, vocabulary use, grammar, and comprehensibility (Brown, 2004: 140).

Spratt (2005: 102) states that assessment means collecting information about learner's performance in order to make judgments about their learning. It can be carried out through formal assessment and informal assessment. In formal assessment, the teacher assesses learners through tests or exams and gives their work a mark or a grade, while in informal assessment the teacher assesses the learners through observing or monitoring the students during the teaching and learning process.

In addition, Thornburry (2005: 127-129) states that there are two main methods in assessing oral speech. They are holistic scoring and analytic scoring. Holistic scoring means giving a single score on the basis of an overall impression. Holistic scoring is quick in assessing and probably adequate for informal assessing progress. On the other hand, analytic scoring is giving score by separating score for different aspects of the task. It takes longer time, but it makes the testers to take a variety of factors into account and it is perhaps fairer and more reliable.

In conclusion, assessment is a process of measuring the students' performances. The teacher can choose different types of assessment for different purposes. The researcher then refers to the speaking rubric included grammar, fluency, pronunciation, vocabulary, and comprehension proposed by Brown (2001: 406-407) to assess the students' speaking performances.

2. Media

a. Definition of Media

Media are any devices that can be used to transmit any knowledge or information to the people. Smaldino, et al (2007) defines media as a mean of communication and sources of information. Media provide message with an instructional purpose. For the learners, media will send out facts, skills, attitudes, knowledge or additional materials to make learning easier, as it intends to help both the teacher to teach reflectively and the learner to grasp the lesson effectively. In daily life, there are many media that are often seen such as television, radio, book, record, and computer/laptop.

Media have undoubtedly always facilitated the tasks of language learning both instructed and non instructed learners as a tool for language learning or teaching (Brinton:2001). The use of media is needed to ensure an effective communication in order to improve the quality of instruction.

Another definition of media is proposed by Heinich in Arsyad (2002: 4). He cites that media act as mediator that transmits information from resource to receiver.

From the explanation above, media can be identified as any forms of communication whether printed or audio visual, as well as their instrumentation around the students that can convey messages that motivated the students to learn. It can help the teacher to communicate and transmit the knowledge or material to the students.

b. Functions of Media in Teaching and Learning Process

Media have undoubtedly always facilitated the tasks of language learning both instructed and non instructed learners as a tool for language learning or teaching (Brinton: 2001). The use of media is needed to ensure an effective communication in order to improve the quality of teaching learning process. Media offer some positive contributions toward the teaching and learning process, for instance, media provide clear context, meaning and guidance that can make students enthusiastic in learning English. In line with this, Roblyer et al (2010) states media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and books did. Smaldino et al (2007: 12) explains five roles of media in learning as follows:

1) Thematic Instruction

Thematic instruction is known as the teachers' ways on organizing their instructions around topics. A good theme must capture and hold students' attention, provide problem solving experiences, support interdisciplinary activities, and include a variety of media and technology.

2) Portfolios

A portfolio is a collection of students' work that illustrates growth over a period of time. Portfolios include such artifacts as students-produced illustrated books, videos and computer multimedia projects.

3) Distance Education

A rapidly developing approach to instruction worldwide is known as distance education. The distinguishing characteristic of distance education is the separation of the instructional team and students during learning. As a consequence, the course content must be delivered by instructional media.

4) Instructor-directed learning

A common use of media in an instructional situation is for supplemental support of the "live" instructor in the classroom. Certainly, properly designed media can enhance and promote learning and support teacher-based instruction.

5) Learner-directed learning

Media can also be used effectively in formal education situations where a teacher is not available or is working with other students. Media are often "packaged" for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self evaluation guidelines are provided.

Based on the discussion above, it can be concluded that media play an important role in the teaching and learning of English. Media are able to be elements of reality and motivate the students to learn by carrying the part of real

life into the classroom. It has been clearly stated that media are very useful and needed for the teaching and learning process.

c. Types of Media

There are various kinds of media that can be used in the teaching and learning process. Teachers should know what kind of media which is appropriate to the students in the teaching and learning process. According to Smaldino (2007), there are six kinds of media: text, audio, visuals, video, manipulative and people. Furthermore, Alessi (2001) mentions that there are five types of media. Those types can be seen below.

- 1) Human-based media: teachers, instructors, and tutors
- 2) Print-based media: books, guidelines, workbooks, and handouts
- 3) Visual-based media: books, charts, graphics, maps, transparencies, and slide
- 4) Audiovisual-based media: videos, films, slide-tape programs, and television
- 5) Computer-based media: CAL (Computer Assisted Learning), interactive videos, and hypertext.

However, the researcher chooses videos as the main media in the teaching and learning process. The use of videos in the teaching and learning process can be more communicative than long explanation by the teacher. In other words, videos can help the teacher in giving materials to the students. Besides, videos seem interested and can motivate students to focus on the teaching and learning process. Videos will be discussed in details in the following section.

3. Video

a. Characteristics of Video

Meyer (2002) in Muniandy and Veloo (2011: 173) defines video as a kind of multimedia material consisting of verbal and non-verbal presentations displaying simultaneous images, narration and on screen text. Furthermore, McKinnon (2011) in Muniandy and Veloo (2011: 175) acknowledges that video clips can portray settings, action, emotions, and gestures which can provide the important visual stimulus for language practice and learning. It means that videos can be used in teaching English because videos can provide great visual stimuli through their combination of illustrations, sounds, graphics, and texts.

Richards and Renandya (2002: 364) add that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to students' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities. They also state that a video potential in language learning is only achieved when it is used as an integral part of course. When the teachers decide to use video as supplementary materials, they must believe that it is closely related with the goals of the course. One way to do this is to bring in the video to introduce or to expand a theme of the material that is already part of the curriculum.

Harmer (2001: 282) also says that a video is not only a great aid to see language-in-use such as comprehension since students are able to see general

meanings and moods that are conveyed through expression, gestures, and other visual clues, but also uniquely bridge the cross cultural understanding. They will see how typical British ‘body language’ is when inviting someone out or how Americans speak to waiters. He also mentions that for all of the reasons mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it.

b. Types of Video

For the teachers, it is also important to know types of video. It will help them in choosing the suitable one to teach. Harmer (2001: 284) states that there are three basic types of video which can readily be used in class.

- 1) Off-air programmes: programmes recorded from a television channel should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility including prediction, cross-cultural awareness, teaching language, or as spurs for the students’ own activity. It is also important to know what the law is and realize that breaking it can have serious consequences.
- 2) Real-world video: Teachers need to make their choice based on how engaging and comprehensible the extract is likely to be, and whether it has multi use potential.
- 3) Language learning videos: it means videos to be used with course books. Those videos are likely to be comprehensible, designed to appeal to students’ topic interests and multi use since they can not only be used for language study but also for a number of other activities as well.

With regard to the explanations above, teachers once again should be able to choose and show the appropriate video to the students. Teachers must remember that the main point of using video is to transfer the material interestingly and help the students understand the materials easily. Therefore, the video used must be more contextualize and engage the students to learn.

c. The Advantages of using Video in the Teaching and Learning Process

Videos have advantages of achieving the important goals such as motivating students' interest, providing realistic listening practice, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication.

According to Alessi (2001: 538), video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, it is hard to show a student the effects of body language on communication using only explanation or pictures. Video here has also been included for motivational reason.

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

- 1) Seeing language-in-use, students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.
- 2) Cross-cultural awareness, which is allowing students a look at situations for beyond their classroom. Videos also give students a chance to see such

things as what kinds of food people eat in other countries and what they wear.

- 3) The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable.
- 4) Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

Smaldino et al (2007: 291) adds that teachers can use video to provide baseline knowledge for all students. It means that video can give some benefits to the students in many fields as follows:

- 1) Cognitive skills

Students can observe dramatic recreations of historical events and actual recordings of more recent events. Color, sound and motion make personalities come to life.

- 2) Demonstrations

Video is great for showing how things work. If teachers are teaching a step by step process, teachers can show it in real time, sped up to give an overview or slowed down to show specific details.

- 3) Virtual Field Trips

Videos can take students to places they might not be able to go.

- 4) Documentary

Video is the primary medium for documenting actual events and bringing them into classroom.

5) Dramatization

Video has the power to hold the students spellbound as a human drama unfolds before their eyes.

6) Discussion Basics

By viewing a video together, a diverse group of students can build a common base of experience as a catalyst for discussion.

From the discussions above, it is clear that videos have many advantages. Videos can support the speaking teaching and learning process. The students can learn language not only by listening how native speakers pronounce some words but also by observing their facial expressions and gestures.

d. The Use of Video in the Teaching and Learning Process

Teachers play a key role in using videos in the language classroom. It is important for the teachers to select the videos first, relate the videos to students' needs and interest, promote active viewing, and integrate the videos with the curriculum.

According to Davies (2000: 163), the effective use of video requires knowledge and planning. Video sessions can easily become lessons in which teachers switch the video on and themselves off. Since there are many kinds of videos, teachers have to select the video with clear objectives, suitable for the students' level and interest in mind, and get to know it well before using it. There should be a clear purpose for every video that teachers show, for example, modeling communicative interactions in English, working at language forms,

developing listening comprehension, or generating discussion. Therefore, before using the videos, teachers have to ask themselves about the following questions:

- 1) Will the students understand the material?
- 2) Will the students enjoy the material, because it is interesting, humorous or relevant to their needs?
- 3) Do I have some really useful activities with which to exploit the material?
- 4) Is there any alternative way of achieving my teaching objectives more effectively or in less time than with video?

Smaldino et al (2007: 289) mentions that there are some criteria which should be noticed by teachers about how to use video.

- 1) Sightlines. Check lighting, seating and volume control to be sure that everyone can see and hear the video.
- 2) Mental set. Get students mentally prepared by briefly reviewing previous related study and evoking questions about the current topic.
- 3) Advance Organizer. List on the chalkboard the main points to be covered in the video.
- 4) Vocabulary. Preview any vocabulary.
- 5) Short segments. Show only 8 to 12 minutes of video at any one time. Introduce the first segment and show about 10 minutes of the video, stopping at a logical breaking point. Discuss the segment and then introduce the second segment, trying it to the first. Teachers do not have to show it all.
- 6) Role model. The most important, get involved in the video. The students watch attentively and respond when the teacher asks for a response.

7) Follow up. Reinforce the video with meaningful follow up activities.

To make the use of videos successful in the class, the teacher also needs to be aware of some potential problems. Harmer (2001: 283) states there are some problems that will occur on using video in the teaching and learning process and what teachers should do to solve those problems.

1) The 'nothing new' syndrome

The use of video is not only switching on it or just replicating home television viewing but also giving them the video related to the materials and the way to exploit it.

2) Poor quality types and disks

Teachers have to check the quality of video that will be given to the students whether the video is sufficiently good to attract the students' interest or not.

3) Poor viewing conditions

Teachers have to make sure that the students can see and hear the video from any sides.

4) Stop and start

Some students become frustrated when teachers constantly stop and start the video, only showing little bits at a time. Teachers have to think and plan how many stops and starts can cope with and how much they will want to see the end of sequence with regard to the goal of teaching.

5) The length of extracts

Some people think that more than two or three minutes of video sends students to sleep. However, short video sequences of between one and four

minutes can yield a number of exercises, demonstrate satisfying range of language that are easier to manipulate and can be highly motivating.

6) Fingers and thumbs

Students can be irritated by teachers who cannot find what they want or get back to where they have just been on the tape or disk. Teachers themselves become frustrated when the machine does not work the way they want it to.

Harmer (2001: 285-286) adds that teachers also can use a short video extract as one component in a longer lesson sequence, whether to illustrate the topic they are working on, to highlight language points, or to settle a class after a noisy activity.

- 1) Topic, teachers will be able to introduce a short two or three minutes video extract into a lesson devoted to a particular topic.
- 2) Language, when a class is working on an area of language, whether grammatical, functional, or lexical or a mixture of all three.
- 3) Relaxation, video can occasionally be used for relaxation, for instance, teachers play a music video at the end of a long lesson or show a quick bit of video film.

e. Video Teaching Techniques

Generally, there are three main steps of integrating videos into classroom instruction for learning speaking effectively. They are pre-viewing, viewing, and post-viewing (Stoller, 1988: 9). From each step above, teachers can choose the most appropriate activities for their students and classes.

1) Pre-viewing

Pre-viewing activities can be done before assigning students to view the video. Stoller in Koksai (2004: 65) states that any pre-viewing activity will be associated with developing learners' comprehension strategies and preparing students to see the video by means of activating schema, that is, tapping students' background knowledge or trying newly introduced information to materials previously introduced. The students can follow the activity as presented below.

- a) Tell students they are going to watch/listen to a story about....
- b) What do they expect to hear and see?
- c) Free writing on the question about the events.
- d) Predicting the events.
- e) Discussing the video from its title.
- f) Pre-teaching any unusual vocabulary and grammatical points in context.
- g) Practicing to pronounce words to develop their aural perception of the words.

2) Viewing (While-viewing)

The primary purpose of viewing activities is to facilitate viewing of the film/videotape (Stoller, 1988: 13). Koksai (2004: 65) adds that the teacher can have students watch the video more than once. The aim for watching the video the first time, and subsequently, will probably be different. Tasks completed while viewing a video for the first time are commonly associated with developing listening skills. Here students listen for global understanding. Activities for a second viewing are often associated with gathering specific information and

presenting or reinforcing language (grammar, vocabulary, functions). While watching the video, these activities can be selected and assigned for the students to do.

- a) Watching for relaxation without taking notes.
- b) Identifying general topics of videos.
- c) Making more detailed information on each item in the second viewing.
- d) Checking information with students' partner or group.
- e) Focusing on details e.g. signs, notices, buildings, vehicles, etc.
- f) Working in pairs.

For example, students A close his eyes, while student B watches the video and describes what is happening.

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

3) Post-viewing

Post viewing activities aim at encouraging and stimulating the use of newly acquired knowledge that came from the video, and the use of both written and spoken language. Stoller in Koksall (2004: 66) suggests such post viewing activities as class surveys, video summaries, alternate endings, comparisons, discussion, agree/disagree/unsure activity, ranking group consensus, organization in writing, speed writing, role-plays, simulation, and debates. Students also can do activities for specific language skill practice as presented below.

- a) Reviewing and answering general comprehension questions.
- b) Using freeze-frame options to check comprehension and answer unanticipated questions.
- c) Describing scenes, people, objects, etc.
- d) Discussing events, particular topics, body languages, actions, etc, and predicting or guessing the end of the video.
- e) Playing the sound only and asking students to discuss what the scene might look like.
- f) Predicting the outcome of the events.
- g) Doing information-gap activity. The viewers are eyewitnesses and the others are journalists. They interview the first group about the event.
- h) Viewing and generating an appropriate dialogue for the scene. The actual dialogue can be used as a model from which to adapt the students' efforts.
- i) Practicing stresses and intonation.

For example, the teacher asks students to mark stresses and intonation in a copy of the script, underline content words, and let them try to imitate the model on the video tape.

- j) Giving commentary on some parts of the video with the sound turned down.
- k) Making role play sequences about what they have seen or whatever they guess from having seen the video and asking them to answer a series of true/false questions or to put series of events in order.
- l) Watching and summarizing a short paragraph of what they have heard.

Harmer (2001: 286) also states a number of teaching techniques which can be used in the teaching and learning process. These techniques will be useful for teachers to be applied in teaching learning process with different purposes.

1) Viewing techniques

The purpose of the design of the viewing techniques below is to awaken the students' curiosity through prediction activities. Therefore, when the students watch the video sequence in its entirety they will have some expectations and considerations about it.

- a) Fast forward: the teacher presses the 'play' button and then fast forwards the video so that the sequence shoots pass silently and at great speed. After that, the teacher can ask students what the extract was all about and whether they can guess what the characters are saying.
- b) Silent viewing (for language): the teacher plays the tape at the normal speed but without the sound. Students have to guess what the characters are

saying. When they have done this, the teacher plays the tape with sound so that they can check to see if they guessed correctly.

- c) Silent viewing (for music): the same technique can be used with music. The teacher shows a sequence without sound and ask students to say what kind of music they would put behind it and why. When the sequence is shown again with sound, students can judge whether they choose the same mood as the director/composer.
- d) Freeze frame: at any stage during a video sequence we can 'freeze' the picture, stopping the participants dead in their tracks. This is extremely useful for asking students what they think will happen next or what the character will say next.
- e) Partial viewing: one way of provoking the students' curiosity is to allow them only a partial view of the pictures on the screen.

2) Listening (and mixed) techniques

Listening routines, based on the same principles as those for viewing are similarly designed to provoke engagement and expectations.

- a) Pictureless listening (language): the teacher covers the screen, turns the brightness control right down. The students then listen to a dialogue and have to guess such things as where it is taking place and who the speakers are.
- b) Pictureless listening (music): where an excerpt has a prominent music tract, students can listen to it and then say based on the mood it appears to convey what kind of scene they think it accompanies and where it is taking place.

- c) Pictureless listening (sound effects): in a scene without dialogue students can listen to the sounds to guess the scene. After that, they have to tell the story they think they have just heard.
- d) Picture or speech: The teacher can divide the class in two so that half of the class faces the screen, and half faces away. The students who can see the screen have to describe what is happening to the students who cannot. This forces them into immediate fluency while the non watching students struggle to understand what is going on, and is an effective way of mixing reception and production in spoken English.

Another expert also states other video teaching techniques that can be used and selected to support the teaching and learning process. Davies (2000: 166) mentions some techniques of using video in the classroom.

- 1) The most obvious use of video is for listening comprehension. Show a short section of video, put it on pause, and ask questions about what the people said then show another section. Teachers can also ask questions which are not about the script but about the scene and what is happening.
- 2) Ask the students to listen for a specific form of functional expressions, for example, an apology. Write an example of the form of function that teachers want the students to listen for on the board and get them to raise their hands when they hear one.
- 3) Use the pause button to stop the video after selected forms of functional expressions and ask the students to repeat what the last speaker in the video

said. This keeps the learners listening attentively, and focuses on the forms or expressions have been selected.

- 4) Use the pause button to stop just before speaker in the video says something that teachers want to focus on and ask the students to predict what that speaker will say. Then start the video again so that the learners can compare what is said with what they predicted.
- 5) Tell the learners to pay careful attention to a short sequence because and ask them to be the volunteers to act out approximately what they hear and see afterwards. The teacher may play the sequence two or three times.

From the theory above, it can be concluded that there are many techniques in teaching English using video. Teachers have to select the appropriate technique based on the topic of the materials that will be learned by the students. The use of variety of techniques in using video is also important. Through a variety of techniques and activities in using videos, learners' language speaking skills can be practiced and enhanced. Videos are expected to help the teachers improve their quality of teaching and also attract the students' attention to the lesson and increase their participation in practice speaking.

B. Related Studies

There were some previous studies showing that the use of videos in English teaching and learning process could improve the students' speaking skills. Ragil Safitri (2014) conducted a research in SMAN 1 Gamping on October, 2013, during the first semester of the academic year of 2013/2014. Her research study

was successful to improve the students' English speaking skills. The actions which are carried out in two cycles were effective in improving the students' motivation, self confidence, and some speaking aspects. The use of videos also could give good speaking model for students in using certain expression in certain situation and also help the students in developing their speaking skill in the real world context.

The other relevant study was from Tawatchai et al. (2014). They used videos in the form of video conferencing (Skype) for EFL secondary school students. It is a kind of real-world video. Skype in the classroom is a website on which teachers worldwide can post ideas for Skype lessons, connect with other classrooms and come up with ways to collaborate via Skype (Waxman, 2012). The outcomes of this study indicated that this project successfully motivated students, develop intercultural awareness, and improved oral communication ability.

C. Conceptual Framework

It is commonly known that many students have difficulties in mastering English speaking skill. As stated by Brown (2001: 270-271), there are some characteristics of spoken language that are regarded as being difficult such as clustering, stress, and intonation. In speaking, the students have to use knowledge such as vocabulary, grammar, and pronunciation to make a real communication. In other words, they should be able to speak English comprehensibly.

As stated before, there are some problems related to the students' speaking skills especially in class VII B of SMPN 2 Patuk. One of them is the teaching method used in the class which is still a conventional method such as giving a long explanation and using only a text book during the learning process without considering any additional materials from other sources. Besides, the English teacher still got difficulties in using LCD because it was newly set in the classroom, whereas LCD connected to computer/laptop and speakers is good to support the speaking teaching and learning process. As a result, the teaching and learning process seemed less interesting and could not encourage students to learn speaking effectively. Students tended to be passive in the whole teaching and learning process.

Based on those problems, the researcher decides to use videos in the teaching speaking to help students improving their speaking skills. Videos are presented as the input or material of speaking to the students combined with other interesting activities. The videos cover the sample of dialogues and expressions which are based on the core competence and basic competence in Curriculum 2013 for grade VII of Junior High School.

By using videos, it will give some benefits for the students to improve their speaking skills. Most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks (Harmer, 2001: 282). Videos combine the audio and visual elements that will give more interesting input to the students to learn the material. If the students are attracted with the videos, it will make them focus on the

learning process to get the knowledge. The students also can learn English language by listening how native speakers pronounce some words and observing their facial expressions and gestures. It will provide them the authentic model to learn speaking. They will have a chance to pronounce words or dialogue well based on the examples presented in the videos. In addition, the students will have the opportunity to actively involve in discussing the material or some expressions from the videos. It is expected that they will be active and be brave to speak up. Besides, the researcher wants to help the English teacher to be accustomed in using LCD such as presenting the videos to the students. Hopefully, those positive advantages can be acquired to help students improving their speaking skills after applying this media in the speaking teaching and learning process.

CHAPTER III

RESEARCH METHOD

The previous chapter has reviewed the relevant theories to the research. Whereas this chapter discusses the research method used to conduct the research. It is divided into seven aspects. They are research design, setting of the research, subject of the research, data collection techniques, data analysis, validity and reliability, and the last is the procedure of the research.

A. Research Design

This research is an action research study. Greenwood & Levin (2006: 3) define action research as social research carried out by a team that encompasses a professional action researcher and the members of an organization, community, or network who are seeking to improve the participants' situation.

From the definition above, it could be stated that action research involved *action*. It aimed to bring a positive improvement especially in education contexts. It was also *research* since it required collecting and analyzing data. At last, it was *collaborative* which meant that the researcher conducted the research and the activity inside together with the English teacher and the participants to examine the classroom.

This research focused on the effort to improve the students' English speaking skills in class VII B of SMPN 2 Patuk by using videos. This research was implemented in the form of collaborative action research. It was conducted with the English teacher and the students of class VII B.

B. Setting of the Research

1. Place

The research was conducted in SMPN 2 Patuk. It is located in Jln. Yogyakarta-Wonosari Km 24, Putat, Patuk, Gunungkidul, Yogyakarta. This school had 10 classrooms with 3 classes for grade VII, 4 classes for grade VIII, and 3 classes for grade IX. This school did not have language laboratory but there were science and computer laboratories. This school was completed with a library, teacher's office, headmaster office, a mosque, a meeting room, a school health unit, canteens, toilets, basketball field, and volleyball field.

2. Time

This action research was started with an observation on 1st April 2015. The observation was conducted to identify the problems in the teaching and learning process in Class VII B of SMPN 2 Patuk. There were two cycles in this research with three meetings on each cycle. The first cycle was conducted on 8th, 11th, and 15th April 2015, while the second cycle was on 18th, 22nd, and 25th April 2015. There are also pre-test and post-test to assess the students' speaking skills. The pre-test was done on 4th April 2015 and the post-test was on 29th April 2015.

C. Subject of the Research

The research involved the English teacher as the collaborator and the students at Class VII B of SMPN 2 Patuk as the participants. There were 17 male students and 13 female students which the total was 30 students. The researcher decided to conduct the research in this class since the English teacher as the

collaborator recommended this class. Besides, based on the observation and some interviews with the English teacher and the students, there were more problems in the teaching and learning process in this class, for instances many students made noise in the whole activity and did not want to focus to the lesson. They easily got bored during the lesson then disturb the other students. Therefore, the researcher decided to use attractive and educative videos to improve their speaking skills.

D. Data Collection Techniques

In this research, the collected data were qualitative in nature. The data were taken from the description of teaching learning activities through observations and from the interviews with the English teacher and the students. However, there were quantitative data which were derived from the students' pre-test and post-test mean scores. The instruments used are observation checklists and interview guidelines. The data from interviews and observations were transferred into interview transcripts and vignettes. The quantitative data were obtained from students' pre-test and post-test scores by using speaking rubric as the instrument.

E. Data Analysis

The researcher used both qualitative and quantitative data in this research. The qualitative data were analyzed through five steps data analysis which is proposed by Mckernan (1996) in Burns (1999: 157-160). Those are assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes.

The researcher followed all of the data analysis steps above. First, the researcher collected the data from the observations and interviews in the form of vignettes and interview transcripts. Then, the data were scanned to be analyzed in the next stage. In the coding data stage, the data were categorized and the amounts of the data are reduced to be more specific. After that, the next step was comparing the data to see the similarities between the data. The next, the researcher interpreted the data after went through the previous stage. The final step was reporting or presenting the outcomes of the research. The findings of the research must be well supported by the data.

Meanwhile, the quantitative data which were gained through assessing students' speaking performances were analyzed by using Microsoft Excels. This program was used to find out the mean scores of each speaking aspect based on the speaking rubric used. The analysis was done for both pre-test and post-test scores. Hence, the result of the analysis was used to find out the improvement of the students' speaking skills.

F. Validity and Reliability

To fulfill the validity of this research, the researcher used five criteria of validity of the data proposed by Anderson *et al* in Burns (1999: 161-162). They are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

1. Democratic validity

This validity is related to the stakeholder's chance to give their personal opinion, ideas, and comments about the implication of this action research. To fulfill the democratic validity in this research, the researcher discussed the activities together with the English teacher as the collaborator and the students in Class VII B of SMPN 2 Patuk through interviews. They would be given the opportunities to share their ideas, comments and suggestions toward the teaching learning process the researcher did.

2. Outcome Validity

This validity refers to the notion of actions leading to the outcomes that are "successful" within the research context. To fulfill this validity, the researcher should do all the research processes maximally to solve the problems and improve the students' speaking skills.

3. Process Validity

The researcher collected the data by doing observation and taking notes to obtain the process validity. The English teacher as the collaborator helped the researcher by fulfilling the observation checklist. The researcher noted anything happened and all activities in the teaching and learning process in the form of vignettes. The researcher also conducted interviews with the collaborator and the students to get more data related to the learning process. The four steps in conducting action research proposed by Kemmis and McTaggart in Burns (1999) then were used to fulfill the process validity. Those are reconnaissance, planning, action and observation, and reflection.

4. Catalytic Validity

A research is valid if all participants are able to deepen their understanding of the social realities of the context and how they can make change within it. The students' perceptions related to the problems in this research were monitored and they were assisted in the implementation of the actions in order to allow them to deepen their understanding and they can make change within it.

5. Dialogic Validity

Dialogic Validity is a process of peer review that is commonly used in academic research. In this research, there were interviews with the English teacher and students to settle on the next actions. The interviews were related to the implementation of the use of videos in the teaching learning process including the strengths and weaknesses to be improved in the next cycle.

To fulfill the reliability or trustworthiness of the data, the researcher used time and investigator triangulation proposed by Burns (1999: 164). In this research, time triangulation was employed since the data were collected over a period of time to identify the factors entailed in the process. This research was conducted from 1st April 2015 to 29th April 2015. Then, the researcher used investigator triangulation in which there was another observer who was the English teacher as the collaborator in the same research setting to avoid observer bias and provide checks on the reliability of the observations. The researcher and the collaborator observed the teaching and learning process and collected the data from the teaching learning process conducted by the researcher.

G. The Procedure of the Research

The researcher used the procedure of action research which is proposed by Kemmis and McTaggart in Burns (2010) with some modifications to conduct this research. The procedures were presented as follows.

1. Reconnaissance

In this stage, the researcher identified any information related to the students' speaking skills. After doing the observation and interviews, the researcher found out some problems and obstacles in the teaching and learning process which obstruct the students' speaking skills development. This step includes three main processes: identifying the field problems, selecting the field problems to be solved, and determining actions to solve the feasible problems.

2. Planning

By having the data from the observation and interviews, the researcher made some plans to determine sufficient actions to be implemented in the field. The researcher worked together with the English teacher to formulate the plan. The researcher then suggested using videos to improve the students' speaking skills.

3. Action and observation

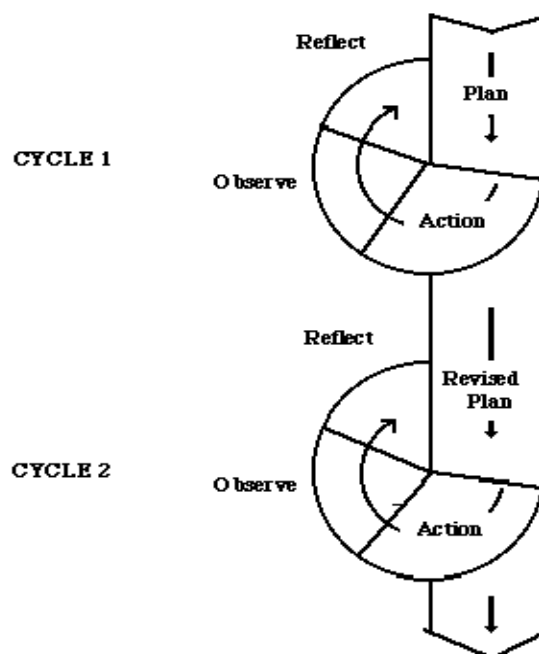
In this step, the researcher carried out the actions based on the plan before. The actions were done in two cycles. All the activities during this action research were recorded in the form of vignettes and analyzed. The collaborator also observed the actions by fulfilling the observation checklist to record the students' reactions and behaviors during the activities and also the researcher's actions in

the teaching process. The data achieved from this stage were very important to the implementation in the next action.

4. Reflection

Together with the collaborator, the researcher made some reflections on the implementation of the actions. The reflections were done by interviewing the students and the collaborator related to their responses to the actions. The results of the reflections showed whether the actions were successful or not to improve the students' speaking skills. The successful actions would be reapplied in the next cycle, but the unsuccessful ones would be modified in the next cycle to solve the existing problems.

Figure 2. The Action Research Model based on Kemmis and McTaggart (1988)



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions of the research. Those will be covered into some steps. They are reconnaissance, planning, action and observation, and reflection. This chapter is presented as follows.

F. Reconnaissance

In the reconnaissance stage, the researcher identified the field problems in the English teaching and learning process by conducting an observation and some interviews. The following details describe the procedure of reconnaissance.

4. Identification of the Field Problems

To identify the problems found in the English teaching and learning process in class VII B of SMP N 2 Patuk, the researcher conducted an observation and some interviews. The researcher observed the teaching and learning process in the class on April 1, 2015. The researcher recorded the problems related to the teaching and learning process especially the speaking activities in the form of vignette. Based on this observation, the researcher found some problems in the teaching and learning process. The vignette which shows the English teaching and learning process can be seen below.

Appendix C

V.01

The ET started the class with greeting and asking the Ss' conditions. Then, the ET asked, "Is there any homework?" Only some Ss answered no. The ET asked again, "Do you have a pet? What is the name of your pet?" There was no Ss answered the questions. The ET then informed that on that day they were going to learn about how to describe the animal and the lesson objective as well.

The ET then asked three Ss and asked the same question. “What’s your favorite animal?” They mentioned some animals’ names in Indonesian. The ET showed some animal pictures on the LCD and asked the Ss to listen and repeat the name of those animals in English. After that, the ET wrote in the whiteboard *What does a giraffe look like?* The ET explained the meaning and the function of that question. The ET explained the meaning and the function of that question. Rega answered in Indonesian, “*ciri-ciri jerapah*”, while the other Ss did not pay attention to the ET’s explanation.

The ET asked the Ss to listen and repeat repetitively in describing the animals. But when the ET asked the other animals’ characteristics, all the Ss just kept silent. Then, the ET explained again the parts of body of a bird in English. “Examples?” Some male Ss answered in Javanese “*pleci.. manuk emprit..*”

The ET asked in Indonesian “*Apa perbedaan dari has dan have?*” One of the Ss answered “*tulisannya*” and it made other Ss laugh loudly. The class was noisy and some Ss started to talk to the others. The ET then explained the differences and the functions which were related to the differences between the first, second, and third person, but many Ss did not pay attention. “*Siapa yang masih belum bisa penggunaan has/have?*” The ET asked in Indonesian. One of the Ss answered “*insyaAllah*” while the others only kept silent.

“Now open your packet book on page 147”. The ET started to use When English Rings a Bell book. Then, she explained the differences between ‘fur’ and ‘feather’. She said that “*kalau fur itu untuk bulu-bulu yang halus, sedangkan feather...*” Suddenly Mustofa said “*bulu-bulu kasar*”. The ET then gave the right answer. Some Ss talked to their friends. Rega asked, “*tall (with wrong pronunciation) itu panjang bu?*” The ET clarified his answer.

The ET observed and monitored the Ss. After some few minutes, she asked one of the Ss in Indonesian. “*Wahid, baca punyamu di depan.*” Wahid said “*belum selesai bu.*” The ET said “*nggak apa-apa, biar buat contoh temannya.*” Then Wahid read his answer in front of the class with some incorrect pronunciations. “Yes, very good.” The ET asked the other Ss, Anisa Putri how many animal do you have?” Anisa answered “*empat.*” “Come in front”, said the ET. Some Ss were still asked to do the same activity till the end of the lesson.

The ET then gave the summaries of the lesson. “Let’s conclude our lesson today”. Only two Ss responded. The ET explained again the use of has/have. The class situation was noisy again. The ET gave a chance for the Ss to ask a question, but there was no one asked. The ET ended the lesson.

From the vignette above, it could be seen that the students seemed bored in the teaching and learning process. They often did not pay attention to the teacher’s explanation instead of talking unimportant things with their friends. They also

kept silent when the teacher asked them some questions. Moreover, they answer the teacher's question haphazardly and did not use English. The researcher also found that their pronunciations were still incorrect. In addition, there was no interesting media in the teaching and learning process to attract the students' attention to the material. And the material itself was only taken from the course book.

To support the observation data, the researcher also conducted some interviews with the English teacher and the students related to the English teaching and learning process. Thus, the researcher could found more information related to the teaching and learning problems in the class. These interviews were conducted after the observation. The interview transcripts are presented as follows.

Appendix D

IT. 01

- P : Menurut ibu kendala apa yang signifikan dalam mengajar speaking kelas VII? **(What are the significant problems in teaching speaking to the students of class VII?)**
- GBI : Oh itu jelas kosa kata mbak, vocabulary. Sama pengucapannya juga masih sering salah-salah.
(It's definitely the vocabulary and the incorrect pronunciation.)
- P : Kemudian kemampuan speaking siswa kelas VII secara umum bagaimana ya bu? **(How about the general speaking skills of the seventh grade students, Mam?)**
- GBI : Ya ada beberapa yang sudah lumayan, tapi kebanyakan ya masih kurang mbak. Biasanya mereka nggak percaya diri kalau harus berbicara bahasa Inggris, terus hanya diam begitu saja. **(Some are pretty good, but most are still low. They usually do not confident to speak in English. Thus, they only kept silent.)**
- P : Kalau kesulitan yang dihadapi saat mengajar kelas VII B apa ya bu? **(What about the problems in teaching the students of class VII B, Mam?)**
- GBI : Ya itu kalau pas pelajaran ada anak-anak yang mengganggu pelajaran. Suka clap clup clometan gitu. **(Some students always distract the lesson. They like making noise.)**

- P : *Lalu media yang digunakan saat mengajar?* (**What is the media used in the teaching process?**)
- GBI : *Kadang pakai laptop untuk nunjukin gambar mbak. Tapi ya jarang saya gunakan juga sih mbak.* (**Sometimes I use laptop to show some pictures. But actually I rarely use it.**)
- P : *Kalau untuk sumber belajar atau bukunya pakai apa bu?* (**What about the learning material, Mam?**)
- GBI : *Ya itu mbak When English Rings a Bell.* (**I used When English Rings a Bell book.**)

From the interview transcript above, the problems could be identified. The students' had some difficulty in speaking such as the low vocabulary mastery and incorrect pronunciation. Most of them also were not actively involved in classroom activities. They were afraid of making mistakes. The English teacher added that the students of class VII B liked making noise in the class which meant that they did not pay attention to the lesson.

Besides interviewing the English teacher, the researcher also conducted an interview with some students in class VII B of SMP N 2 Patuk. The followings are the interview transcripts with the students that show their opinions toward English speaking and the English teaching learning process in the class.

Appendix D

IT. 02

- P : *Menurut kamu, pelajaran bahasa Inggris itu gampang atau susah?* (**What do you think of English, is it easy or difficult?**)
- S1 : *Ada susahnya ada gampangnya.* (**Sometimes it's easy but sometimes it's not.**)
- P : *Kalau untuk speaking / berbicara susah nggak menurutmu?* (**Is it difficult for you to learn English speaking?**)
- S1 : *Agak susah mbak.* (**It's quite difficult, Miss.**)
- P : *Biasanya pas gimana kalau menemui kesulitan?* (**When do you find any difficulty in speaking?**)

- S1 : *Susah ngucapinnya, karena beda dengan cara ngomong orang Indonesia. (In the pronunciation, because it is totally different with Indonesian)*
- P : *Menurut kamu, media apa yang sebaiknya dipakai agar belajar speaking jadi lebih menarik? (In your opinion, what kind of media that makes speaking learning process more interesting?)*
- S1 : *Ya pakai laptop trus ditampilin disitu kak (menunjuk layar LCD) tapi yang lebih menarik kaya lagu-lagu gitu kak. (Using the laptop and showing an interesting thing such as songs in the LCD)*

Appendix D

IT. 04

- P : *Kalau untuk speaking / berbicara susah nggak menurutmu? (Is it difficult for you to learn English speaking?)*
- S3 : *Susah. (It's difficult.)*
- P : *Susahnya dimana? (Like what?)*
- S3 : *Tidak paham artinya. (I don't understand the meaning of some words.)*
- P : *Proses pembelajaran di kelas biasanya kaya apa? (How is the learning process in the class?)*
- S3 : *Mengerjakan tugas-tugas dari buku paket. (Doing some exercises from the course book.)*
- P : *Menurutmu cara ibu guru mengajar gimana? (What do you think of the way the teacher teaches you?)*
- S3 : *Masih kurang...gimana ya... Kadang mbosenin. (It still lacks... Sometimes it is so boring.)*
- P : *Apa bu guru selalu jadi model / contoh berbicara pas ngajar speaking? (Does the teacher always become the speaking model in teaching speaking?)*
- S3 : *Iya mbak. (Yes, Miss.)*
- P : *Ada model lain nggak yang digunakan? Misal rekaman atau video? (Is there any other model of speaking? Like recording or video?)*
- S3 : *Nggak ada mbak. (No, Miss.)*
- P : *Menurut kamu media apa yang sebaiknya ada saat belajar speaking? (What kind of media that makes speaking learning process more interesting?)*
- S3 : *Mmm.. Yang menarik, yang nggak mboseni. (The one that is interesting and does not make me bored.)*

Based on the interview transcripts above, it could be seen that the students faced some problems in learning English especially in speaking. They found difficulty in pronunciation and understanding the meaning of a text or utterances.

They also state that the teaching learning process make them bored easily because they just doing some exercises without interesting activities. The materials from the course book seemed less interesting and did not encourage them enough to improve their speaking skills. The speaking model or input is not varied as well. The students said that they need attractive activities and learning media in speaking learning process.

To make sure the students' speaking ability, the researcher gave a pre-test. It was done on April 4, 2015. First, I told the students about the topic and explained the language features briefly. The researcher also gave them some examples to make them clear about what they supposed to do in this pre-test. The researcher used a speaking rubric which is adapted from Brown (2001: 406-407) to assess the students' speaking performances. Then the researcher analyzed the scores to find the mean score of each aspect through Microsoft Excels. The students' pre-test mean scores can be seen below.

Table 2. The Students' Pre-test Mean Scores

Aspects	Mean Scores
Grammar	2.5
Fluency	2.6
Pronunciation	2.4
Vocabulary	2.4
Comprehension	2.6

From the result of the observation and interviews, the researcher and the collaborator identified the problems related to the English teaching learning process in Class VII B. It would be used to help the researcher find the feasible

problems and appropriate solutions which were carried out in the actions later.

The problems are presented as follows.

Table 3. The Field Problems in Class VII B of SMP N 2 Patuk

No	Problems	Code
1	The students easily got bored in the teaching and learning process.	S
2	The students did not pay attention to the English teacher.	S
3	The students often did not answer or respond to the teacher's questions.	
4	The students were not familiar with classroom English.	S
5	The students had poor pronunciation.	S
6	The media was not interesting to encourage the students to learn speaking.	Med
7	The materials were not varied.	Mat
8	The students had low vocabulary mastery.	S
9	The students were afraid to speak in English.	S
10	The students made a lot of noise in the teaching and learning process.	S
11	Most of the students were not actively involved in classroom activities.	S
12	The students had difficulty in understanding English texts.	S
13	The teacher did not use various teaching techniques and interesting activities.	T
14	The speaking models or input were not varied.	Mat

Notes:

S= Students Mat= Material

Med= Media T= Technique

5. Selecting the Field Problem to be Solved

Based on the field problems above, it could be seen that the problems occurred in the teaching and learning process related to the students, media, learning material, and teaching technique. By considering the limitation of time and energy, the researcher could not cover all the field problems to be solved. Therefore, the collaborator and the researcher selected the problems based on the

urgency and feasibility. From the discussion with the English teacher as the collaborator, the researcher chose some feasible problems related to students' English speaking skills in the teaching learning process. They can be seen below.

Table 4. The Feasible Problems

No	Problems	Code
1	The students easily got bored in the teaching and learning process.	S
2	The students were not familiar with classroom English.	S
3	The students had poor pronunciation.	S
4	The media was not interesting to encourage the students to learn speaking.	Med
5	The materials given were not varied.	Mat
6	The students had low vocabulary mastery.	S
7	The students were afraid to speak in English.	S
8	Most of the students were not actively involved in classroom activities.	S
9	The teaching technique and activities were not varied and attractive.	T

After identifying the feasible problems, the collaborator and the researcher conducted a pre-requisite analysis to find causes and relationships of those problems. This phase was used to find the causes which influence the problems and to determine which appropriate actions will be developed to solve the problems. The researcher and the collaborator then proposed the result of the discussion in this step. We had same ideas about the causes and the result of the problems.

There were three main problems which caused the other problems. The first was the teaching technique and activities were not varied and attractive. The second was the media was not interesting to encourage the students to learn speaking. And the last was the materials given by the English teacher were not

varied. Those causes create some problems which finally gave some results.

Those relations can be seen in the following table.

Table 5. The Relations of the Problems

Causes	Problems	Result
1. The teaching technique and activities were not varied and attractive.	1. The students easily got bored in the teaching and learning process.	1. The students were afraid to speak English in a class discussion.
2. The media was not interesting to encourage the students to learn speaking.	2. The students were not familiar with classroom English.	2. The students had poor pronunciation.
3. The materials given by the English teacher were not varied.	3. Most of the students were not actively involved in classroom activities.	3. The students had low vocabulary mastery.

6. Determining Actions to Solve the Feasible Problems

Based on the feasible problems and their possible causes presented above, the researcher and the English teacher decided to design some actions to solve the problems. The researcher and the collaborator agreed to use videos as the main media in the teaching learning process to give the input or a speaking model of the target language to the students and to present the materials as well. The use of videos also would be accompanied by other interesting activities. Those can be seen in the following table.

Table 6. The Relations of the Problems, Actions, and Expected Results in Cycle 1

No	Problems	Actions	Expected Results
1.	The students easily got bored in the teaching and learning process.	Using videos as the main media to give the input or appropriate speaking model to the students	a. The students were interested and paid attention to the lesson.
2.	The media was not interesting to encourage the students to learn speaking.		b. The students got an appropriate speaking model.
3.	The teaching technique and activities were not varied and attractive.	a. Using interesting video teaching techniques such as listening comprehension technique and silent viewing technique. b. Providing handout containing various materials and attractive activities such as: <ul style="list-style-type: none"> • Applying vocabulary practice and pronunciation practice • Role-play 	1. The students were actively involved in classroom activities.
4.	Most of the students were not actively involved in classroom activities.		2. The students were motivated and encouraged in learning English.
5.	The students were afraid to speak English in a class discussion.		3. The students were confident to speak English in a class discussion.
6.	The materials given by the English teacher were not varied.		4. The students had good pronunciation.
7.	The students had poor pronunciation.		5. The students' vocabulary mastery increased.
8.	The students had low vocabulary mastery.		
9.	The students were not familiar with classroom English.	Applying Classroom English	The students used to hear and understand English instructions and questions.

G. Report of Cycle 1

1. Planning

After identifying the field problems to be solved and proposing the actions, the researcher designed the course grid and lesson plan that could be seen on the Appendices. To reach the expected results as stated in the table above, the researcher and the English teacher decided to have three meetings in each cycle. In the first cycle, the researcher should carry out the materials about instruction text and short notice and warning/caution text. Those texts would be taught in the form of spoken text. Based on the discussion with the collaborator, the action plans of the first cycle are presented as follows.

a. Using Videos as the Main Media

Videos would be used during Cycle 1 and Cycle 2. The videos were selected based on the basic competences and taken from www.youtube.com. All of the videos durations were under 3 minutes only. The researcher and the English teacher agreed to use the general video teaching technique namely pre-viewing, while viewing, and post viewing combined with other video teaching techniques proposed by some experts. They were listening comprehension technique and silent viewing technique. The listening comprehension technique is a type of video teaching technique which aims to give an input or an appropriate speaking model to the students. It meant that the students could listen to the right pronunciation and intonation of some language functions. The students also could observe the facial expressions and gestures of the speaker. In addition, this technique could help the students find some information to understand the content

of the video and identified the language functions. The students could watch and listen to the video carefully because the video would be played at normal speed and normal sound. On the other hand, the silent viewing technique could be applied as an exercise for the students because this technique played at normal speed but without sound. Thus, the teacher could create an interesting activity by asking the students to predict what the speaker probably said in the video. This activity then could give the students the opportunity to speak in English in an interesting way.

I also found a video of song which was appropriate with the material in the first cycle. Therefore, the researcher planned to use this song in the first meeting to attract the students' attentions and helped them in learning language functions. The researcher would ask the students to sing this song together and they could follow the movement of the speaker based on the video. Then, they would be asked to identify the language functions from the video.

b. Providing Various Materials and Attractive Activities

Based on the interviews before the implementation of the cycle, it was found that the materials were only taken from the course book. The English teacher and some students also said that the lack of vocabulary and poor pronunciation still became the students' main problems in learning English. Therefore, the researcher planned to design a handout contained various materials, exercises, and attractive activities. The details can be seen below.

1) Applying Vocabulary Practice and Pronunciation Practice

In each unit of the material, the researcher planned to provide vocabulary practice and pronunciation practice. The vocabulary practice was done before the video played. The students would be asked to find Indonesian equivalents of some new words. It aimed at helping the students understand the content of the video. It also helped the students in understanding some new words in the next task. The pronunciation practice was done after the vocabulary practice. The researcher would pronounce those new words and the students repeated after it. The researcher also provided the pronunciation transcripts in the handout to help the students pronounce well. Besides, the researcher provided various pronunciation practices by giving the opportunities for the students to listen and repeat after the video played. It was expected to be an interesting pronunciation practice. The vocabulary practice and pronunciation practice would help the students to enrich their vocabulary mastery and give more practice to pronounce some words.

2) Role-play

To give more chances to practice speaking, the researcher would ask the students to do role-play. The researcher designed some tasks such as completing some dialogues in the handout and asking the students to practice it with their partners. Besides, the researcher would give some situation or picture cards which helped the students to create their own dialogues and then practice it. The researcher would distribute different picture cards in order the students have their own dialogues and they could use language functions appropriately. This activity would be more attractive and communicative.

c. Applying Classroom English

Based on the researcher observation, it was found that the students were not familiar with classroom English. They often answered the teacher's questions in Indonesian or even Javanese. Thus, the researcher planned to use classroom English during the teaching and learning process. This activity would accustom the students to use English in classroom activities. Learning from the last teaching practice (PPL), the researcher also decided not to use English in explaining the materials since the students could not clearly understand when the researcher used full English. Therefore, the classroom English would be used only in greeting, giving instructions, asking and answering questions, reviewing materials, and closing the lesson.

2. Action and Observation

The actions in cycle 1 were carried out in three meetings on 8th, 11th, and 15th April 2015. The actions focused on implementing videos as the main media to improve the students' speaking skills. The researcher collected the data during the research through observations and interviews. The researcher worked together with the English teacher in conducting the actions. The researcher implemented the actions in the class while the English teacher as the collaborator observed the teaching and learning process by fulfilling the observation checklist. The descriptions of the actions in the first cycle can be seen below.

a. Using Videos as the Main Media

Videos were used in each cycle. In the first and second meeting, the materials were the expression of giving instructions and the responses. The researcher played the video at normal speed and sound because the researcher used listening comprehension technique. The students seemed interested and enthusiastic in watching the video. The video was played twice. It aimed to help the students understand the content of the video and knew how to give an instruction. After the video ended, the researcher asked the students whether there were things they did not understand from the video or not. Because no one had a question, the researcher asked them to answer some questions related to the video in the handout. The students seemed understood the content of the video by answering the questions correctly although some of them still answered in Indonesian. It was proved that they could answer some questions. It can be seen in the extract below.

Appendix C

V.02

.... *S tampak senang dan antusias saat melihat video tersebut. Setelah selesai P menanyakan apakah ada yang mereka ingin ketahui dari video tersebut atau ada kata-kata yang tidak mereka pahami. S tidak ada yang menjawab. "Ok, what does the video tell you about?" tanya P. Beberapa S menjawab "guru menyuruh-nyuruh siswa". "Good, so the teacher asks the students to do something". Kemudian P menyuruh mereka berlanjut ke task 4 yaitu menjawab pertanyaan-pertanyaan. "Now please answer the questions in task 4. Number one, who are the characters in the video?" tanya P. Seluruh S menjawab "guru dan siswa". "In English?" tanya P lagi. Beberapa S kembali menjawab "teacher and students".* **(The Ss seemed excited and enthusiastic when watching the video. After that, the R asked them whether they had something they did not understand from the video. No one answered. The R asked, "Ok, what does the video tell you about?" Some Ss answered "guru menyuruh-nyuruh siswa". "Good, so the teacher asks the students to do something". Then, the R asked them to move to task 4, answering some questions. "Now please answer the questions in task 4. Number one, who are the characters in the video?" The R**

asked. All the Ss answered, “*guru dan siswa*”. “In English?” The R asked again. Some Ss answered “teacher and students”.)

To help the students deepen their understanding about the material, the researcher provided other video. It was a video of song which contained some expressions of giving instructions. The researcher played the video several times so that the students could sing together with the music. The researcher also asked them to move their body following the movement of the speaker in the video. They looked very happy and enthusiastic in singing the song although some made noises.

After that, the researcher asked them to identify the expression of giving instruction from the song. The researcher played the video once again and sometimes pause it to give the opportunity to the students to present their answers. The students were actively involved in this activity. Most of them raised their hands and presented their answer orally. The aim of this activity was to help the students focus and understand the expressions of giving instructions in an interesting way. It also gave the opportunity to the students to increase their confidences in speaking English. The situations are illustrated as follows.

Appendix C

V.03

.... P lalu memutar video lagu yang terdapat ekspresi memberi instruksi. P mengulang video beberapa kali agar S dapat bernyanyi bersama. S terlihat senang dan antusias bernyanyi sambil menggerakkan badannya mengikuti gerakan di video. Setelah selesai P menyuruh mereka untuk mengidentifikasi ekspresi memberi instruksi yang terdapat dalam video dan diisi ke dalam kolom task 8 dan mencari arti dari kalimat tersebut. P kembali memutar video dengan beberapa kali menjeda video untuk membantu S. S tampak bersemangat menulis jawaban di handout. Setelah itu, P menyuruh S untuk mempresentasikan jawaban mereka. Banyak S yang angkat tangan kemudian P menunjuk Reza. “Nomer satu, clap your hands”, jawab Reza. “Excellent. What

does it mean Reza?" tanya P. "Tepuk tangan Miss". P membenarkan. "Ya, tepuk tanganmu." (The R then played the video of song which contained the expressions of giving instructions. The R played the video several times so that the Ss could sing together. The Ss looked happy and enthusiastic while moving their body following the movement in the video. After that, the R asked them to identify the expression of giving instruction from the video and complete the table on Task 8 then find the meaning in Indonesian. The R played and paused the video several times to help the Ss. The Ss looked very excited writing their answers. Then, the R asked them to present their answers. Many Ss raised their hands and the R chose Reza. "Nomer satu, clap your hands". "Excellent. What does it mean Reza?" The R asked. "Tepuk tangan Miss". The R corrected. "Ya, tepuk tanganmu.")

In the next video, the researcher played a video without sound. It is a kind of silent viewing technique. The researcher asked the students to predict what the speakers probably said in the video by watching their actions. The researcher also told them that the video was still about giving and responding to instructions. The researcher played the video three times because the students seemed have difficulty in predicting the utterances. With the researcher guidance, some students then could answer. Some of them had correct predictions although they still used Indonesian. The researcher showed the correct answers and added some explanations. The students listened carefully. Those situations can be seen in the extract below.

Appendix C

V.03

.... Setelah sekali diputar, P bertanya, "could you predict what the speaker probably say? The expression of giving and responding to instruction?" Namun S masih bingung, sehingga P memutar video sekali lagi masih tanpa suara. P menanyakan pertanyaan yang sama. Setyo menjawab, "menyalakan laptop Miss". "Yes, the speaker asks his friend to turn on the laptop. Could you predict the expression used to ask a person to turn on the laptop?" tanya P. Trisna menjawab "Nyalakan laptopmu." (After the video was played once, the R asked, "Could you predict what the speaker probably says? The expression of giving and responding to instruction?" The Ss were still confused, so the R played the video once again without sound. The R asked

the same questions. Setyo answered, "*menyalakan laptop Miss*". "Yes, the speaker asks his friend to turn on the laptop. Could you predict the expression used to ask a person to turn on the laptop?" Trisna answered, "*Nyalakan laptopmu.*")

b. Providing Various Materials and Attractive Activities

For the first cycle, the researcher provided two handouts as the additional materials. The first handout was for two meetings while the second handout was for one meeting. The materials were about giving and responding to instructions and short notice and caution/warning text. The handout contained various materials such as the explanations about the sentence structure, some examples of the expressions and also some tasks such as completing dialogues with appropriate expressions. This handout became the guidance of all of the students' activities.

The researcher distributed the handout to the students besides the course book *When English Rings a Bell*. The researcher gave lead-in questions as the introduction to the topic. The students were still shy to answer. Thus, nobody answered. The researcher asked the same questions and repeated the questions in Indonesian. After that some students started to answer other questions related to the topic. Then, the researcher informed that they were going to learn about the expression of giving instructions and stated the learning objectives. The researcher guided the students to do the next activities which are presented below.

1) Applying Vocabulary Practice and Pronunciation Practice

The vocabulary practice and pronunciation practice were provided in each cycle. These activities were given before the researcher played the video so the

students could be familiar with some new words. The researcher asked the students to find Indonesian equivalents of some words to help them understand the content of the video and the next exercises. The students looked enthusiastic in looking for the meaning of each word in the dictionary. After that, the researcher guided them to check all of the Indonesian equivalents together.

Pronunciation practice was the follow-up activity of vocabulary practice. After the students complete the vocabulary practice, the researcher asked the students to listen and repeat so that they knew the correct pronunciation. The students also could read the pronunciation transcripts provided in the handout. This activity aimed to help the students pronounce the words correctly. The situation can be seen in the following extract.

Appendix C

V.02

.... Namun P menyuruh S agar mengerjakan Task 2 terlebih dahulu untuk mencari arti dari beberapa kosa kata untuk memudahkan mereka dalam memahami isi video nanti dan tugas-tugas selanjutnya. "You may open your dictionary to help you find the meanings", kata P. S tampak antusias dan semangat mencari arti setiap kata di dalam kamus. Setelah selesai P dan S mengecek arti dari seluruh kata bersama-sama kemudian melakukan listen and repeat agar siswa mengetahui pengucapan dari tiap kata dengan benar. (The R asked the Ss to do Task 2 first to find the meaning of some vocabulary to help them in understanding the content of the video and the next tasks. "You may open your dictionary to help you find the meanings". The Ss looked enthusiastic and motivated in looking for the meaning of each word in the dictionary. After that, the R and the Ss checked the Indonesian meanings of all the words then the R asked the Ss to listen and repeat after the R.)

The researcher also provided pronunciation practice after playing the video. Thus, the researcher asked the students to listen and repeat after the video. The researcher played the video at normal speed because the speaker in the first video spoke slowly so the students could imitate smoothly. The researcher used this

strategy in order the students did not get bored with the common pronunciation practice. Besides, the students could learn how to say words like native speakers.

It can be seen in the extract below.

Appendix C

V.02

.... *Lalu P menyuruh S untuk listen and repeat dari video tadi. Seluruh S tampak semangat dan melafalkan kata dengan keras. (Then, the R asked the Ss to listen and repeat after the video. All of the Ss looked excited and pronounced the words loudly.)*

2) Role-play

There were two kinds of role-play in this activity. First, the students should complete the given dialogues with appropriate expressions then act the dialogue out. In the second meeting of cycle 1, the researcher asked the students to complete some dialogues with appropriate expressions of giving and responding to instructions. Some students opened their dictionary to help them answer the questions. After that, the researcher asked two pairs to present their answers in front of the class. Some of them raised their hands. The researcher chose two pairs and they presented the answers in front of the class confidently. The researcher appreciated and complimented their performances. The researcher also corrected some incorrect pronunciations and some wrong answers as well. It can be seen in the part of vignette below.

Appendix C

V.03

.... Beberapa S angkat tangan ingin maju. P lalu menunjuk Rega dan Reza untuk menjawab no.1 dan Ratri dan Anisa untuk no.2. *“Now present your answer in front of the class. You can change the name with yours.”* Rega dan Reza kemudian maju.

Rega : Reza, come here, please.

Reza : Okay. What's up?

Rega : Carry this box, please.

Rega : Sure.

“Excellent. Give applause please for Rega and Reza,” puji P. P lalu membenarkan pengucapan untuk kata “carry” yang tadi masih salah. **(Some Ss raised their hands to come in front. The R then chose Rega and Reza to answer no.1 and Ratri and Anisa for no.2. “Now present your answer in front of the class. You can change the name with yours.” Rega and Reza present their answers.**

Rega : Reza, come here, please.

Reza : Okay. What’s up?

Rega : Carry this box, please.

Rega : Sure.

“Excellent. Give applause please for Rega and Reza,” the R complimented them. The R also corrected the pronunciation of the word ‘carry’.)

In the second role-play, the students should create their own dialogues before doing the role-play. The researcher distributed a different picture for each two students. Then, the researcher asked them to make a dialogue based on the picture given using the expressions of giving and responding to instructions. Each pairs had different pictures. The researcher showed and explained the examples in the handout. The students did this task enthusiastically although some students started to made noises. The students used their dictionary and asked me when they found difficulty. When the researcher asked the students to come in front of the class presenting their dialogues, they were really enthusiastic and excited. All of them wanted to present their dialogues. Most of them had the opportunity to perform their dialogues. The researcher and the students gave applause for each performance. The researcher also corrected some errors in grammar and pronunciation. It can be seen in the following extract.

Appendix C

V.03

.... Setelah beberapa saat, P bertanya siapa yang sudah siap boleh tampil ke depan tanpa teks dan membawa gambar yang telah dibagikan tadi agar P dapat mengecek kesesuaian dialog mereka dengan gambar. S banyak yang angkat tangan dan ingin maju terlebih dahulu. Hampir seluruh S akhirnya

mendapat kesempatan untuk mempraktekkan dialognya di depan kelas. (After some few minutes, the R asked who was ready to perform the dialogue without text and bring the picture card so that the R could check the appropriateness of the dialogue and the picture. Many Ss raised their hands to perform first. Most of them finally got the chances to show their dialogues in front of the class.)

This role-play was applied in the second and third meeting of cycle 1. The different was in the instrument. In the third meeting, the students were asked to draw their own sign in a blank card to make a dialogue and act the dialogue. Role-play could train the students to perform their speaking ability and increased their confidences.

c. Applying Classroom English

The researcher implemented classroom English in every meeting in order to make the students accustom with English language during the teaching learning process. The classroom English was used in some ways such as in greeting the students, giving instructions, asking and answering questions, reviewing materials, and closing the lesson. As planned before, the researcher still used Indonesian in explaining the materials to make the students fully understood. The situations can be seen below.

Appendix C

V.02

.... P kemudian memulai pelajaran. "Assalamualaikum Wr.Wb. Good morning everyone." S menjawab. "Good morning." "How are you today?" "I'm fine thank you, and you?" "I'm very well too. Thank you." P kemudian mengecek kehadiran S. (The R then started the lesson. "Assalamualaikum Wr.Wb. Good morning everyone." The Ss responded. "Good morning." "How are you today?" "I'm fine thank you, and you?" "I'm very well too. Thank you." The R then checked the Ss' attendances.)

Appendix C

V.02

.... *P memberikan lead-in questions sebagai pengantar S masuk ke topik pelajaran. "Has your teacher ever asked you to do something?" S tidak ada yang menjawab. P mengulangi pertanyaan yang sama kemudian menggunakan bahasa Indonesia. "Yes." Beberapa siswa baru menjawab. "What are they?" Beberapa siswa menjawab "disuruh membaca, maju ke depan, menulis." (The R gave lead-in questions as the introduction to the topic of the lesson. "Has your teacher ever asked you to do something?" No one answered. The R repeated the questions in Indonesian. "Yes." Some Ss answered. "What are they?" "disuruh membaca, maju ke depan, menulis.")*

Appendix C

V.02

.... *"You may open our dictionary to help you find the meanings", kata P. S tampak antusias dan semangat mencari arti setiap kata di dalam kamus. ("You may open our dictionary to help you find the meanings", said the R. The Ss looked enthusiastic and motivated in finding the meanings in the dictionary.)*

During the teaching and learning process, the researcher also used classroom English to make the students more familiar with spoken English. The students seemed understood the researcher's utterances, although they still answered in Indonesian. It can be seen in the following extracts.

Appendix C

V.03

.... *"Have you finished?" tanya P. Banyak S yang menjawab "yes" dan ada yang masih menjawab "not yet". ("Have you finished?" asked the researcher. Some answered "yes" and the others said "not yet".)*

Appendix C

V.04

.... *P memberikan contoh. "Alright, now look at picture of number one. What is the picture about?" beberapa S menjawab "Berlari Miss." "Tidak boleh berenang Miss." (The R gave an example. "Alright, now look at picture of number one. What is the picture about?" Some Ss answered "Berlari Miss." "Tidak boleh berenang Miss.")*

3. Reflection

The researcher and the collaborator had a discussion to make some reflections after the implementation of the actions in the first cycle. It was conducted to fulfill the democratic and dialogic validity as have been mentioned in the previous chapter. The researcher and the collaborator analyzed the data from the observations and the interview transcripts. The English teacher and the students were free to give their opinions and reflections to the implemented actions.

The researcher used a speaking rubric which was adapted from Brown (2001: 406-407) to measure the students' speaking skills in pre-test and post test. There are grammar, fluency, pronunciation, vocabulary, and comprehension aspects. Although the researcher did not score the students' performances in each meeting, the collaborator and the researcher observed and evaluate their improvements of each aspect. The results of the reflection are presented as follows.

a. Using Videos as the Main Media

In this first cycle, the use of videos gave some improvements. The first improvement was on students' participation and confidence. The students became more active in doing any activities presented in the handout. Some of them were very confident in presenting their answers orally. They often raised their hand to perform their works in the classroom activities. The situation can be seen in the extract below.

Appendix C

V.02

.... Setelah itu, P menyuruh S untuk mempresentasikan jawaban mereka. Banyak S yang angkat tangan kemudian P menunjuk Reza. "Nomer satu, clap your hands", jawab Reza. "Excellent. What does it mean Reza?" tanya P. "Tepuk tangan Miss". P membenarkan, "Ya, tepuk tanganmu." Jawaban-jawaban selanjutnya kembali diutarakan beberapa S hingga mereka berebut ingin menjawab sampai akhirnya bel tanda berakhirnya pelajaran telah berbunyi.

(After that, the R asked the Ss to present their answers. Some Ss raised their hands. Then, the R chose Reza. "Number one, clap your hands," Reza answered. "Excellent. What does it mean Reza?" The R asked. "Tepuk tangan Miss". The R corrected the answered, "Ya, tepuk tanganmu." The next answers were presented by other Ss even they competed for it till the end of the class.)

In addition, the English teacher as the collaborator also agreed that the students were more active in the classroom activities and their speaking skills were improved. This can be seen in the following interview transcripts.

Appendix D

IT.09

P : Bu, bagaimana kemampuan speaking siswa di cycle 1 ini? (Mam, how was the students' speaking skills in this first cycle?)

GBI : Alhamdulillah mbak, saya rasa cukup meningkat. Siswa selalu aktif saat pelajaran. (Alhamdulillah, I think it quite increased. The students were very active in classroom activities.)

The researcher also interviewed the students to know their opinions related to the researcher's actions. Most of them said that they enjoyed the class. They liked the researcher's actions in using the videos. They also stated that the activities did not make them bored and the video given made them easier to learn English. Moreover, they asked the researcher to add more videos in the teaching and learning process. Below are the interview transcripts with the students.

Appendix D**IT.10**

P : *Gita, menurutmu bagaimana kegiatan belajar mengajar dengan mbak selama ini?* (**Gita, what do you think about our teaching learning process?**)

S10 : *Bagus mbak, aku suka.* (**It's good Miss. I like it.**)

P : *Kenapa?* (**Why?**)

S10 : *Nggak mbosenin gitu.* (**It doesn't make me bored.**)

P : *Gita suka nggak belajar bahasa Inggris dengan video-video gitu?* (**Do you like learning English using videos?**)

S10 : *Suka mbak. Jadi lebih enak belajarnya.* (**I like it. It's easy for me to learn.**)

Appendix D**IT.11**

P : *Membantunya gimana?* (**How does it help you?**)

S11 : *Jadi tahu cara menyatakan ungkapan memberi instruksi dan mengartikan rambu-rambu itu mbak.* (**I know how to give instructions and interpret the signs, Miss.**)

Appendix D**IT.12**

P : *Ada saran buat pembelajaran berikutnya?* (**Is there any suggestion for the next meeting?**)

S12 : *Videonya ditambahin lagi mbak, hehee..* (**Please add more videos, Miss.**)

P : *Ya kalau video terus nanti nggak belajar. Tapi nanti mbak kasih video yang lebih menarik lagi.* (**You won't learn if you only watch the video. But I'll give more interesting videos later.**)

S12 : *Ok mbak.* (**Okay, Miss**)

From the interview transcript above, it seemed that there was an improvement in fluency and comprehension aspects. It can be concluded that the video given helped the students in improving their speaking skills. The researcher planned to give more interesting videos for the next cycle.

b. Providing Various Materials and Attractive Activities

As stated before, the researcher provided a handout in each unit or material which contained some explanation and tasks for the students. The materials provided in the handout seemed ease the students to understand the language

functions being explained by the researcher. The students were also enthusiastic in doing the tasks. It can be seen in the part of vignette below.

Appendix C

V.02

.... *P kemudian menunjukkan contoh-contoh lain dari ungkapan untuk menyatakan rambu/tanda ketertiban dan rambu/tanda peringatan dan menjelaskan struktur kalimatnya. P juga menunjukkan ungkapan-ungkapan untuk meresponnya. Siswa memperhatikan dengan seksama penjelasan P sambil membaca materi di handout.* **(The R then showed other examples of the spoken short notice and warning/caution text and explained the sentence structure. The R also showed how to respond. The Ss paid attention carefully and read the material in the handout.)**

Appendix C

V.02

.... *S kemudian mengerjakan tugas secara berpasangan. Meski beberapa ada yang sedikit gaduh, namun S tampak mengerjakan dengan serius dan antusias.* **(The Ss then did the exercises in pairs. Although some made noises, the others looked do the task seriously and enthusiastically.)**

This handout guided all the students' activities during the teaching and learning process. The students could follow the activities well. The details of the reflection are presented as follows.

1) Applying Vocabulary Practice and Pronunciation Practice

The various activities provided in the handout also helped the students in improving their speaking skills. Another aspect like vocabulary seemed increase. The activity of finding the Indonesian equivalents of some new words helped the students since those words were used by the speaker in the video and could be used in the next tasks. It was stated in the interview transcript below.

Appendix D

IT.13

S13 : *Misalnya lebih mengerti arti dari kata-kata. Apalagi kata yang nggak tahu artinya di video bisa dilihat di tabel yang sudah dicari artinya tadi.* **(For example I know the meaning of some new words. Moreover, the new words from the video can be understood by looking some vocabulary in the table.)**

However, some students still had difficulty dealing with grammar and pronunciation. Some students could reduce their lack on pronunciation, but the researcher found that the other students still got incorrect pronunciation. They also produced ungrammatical utterance when making a dialogue. The students needed a lot of practices to pronounce well and improve their grammar. The following part of vignette and the interview transcript describe that condition.

Appendix D

IT.10

P : Kalau kegiatan-kegiatan yang lain gimana dek? (What about the other activities?)

S10 : Aku suka yang niruin kata-kata di video itu mbak. Jadi ngerti cara ngucapinnya pas berdialog sama temen. (I liked when imitating the pronunciation from the video. It makes me know how to pronounce well when having dialogues with friend.)

Appendix C

V.03

Hampir seluruh S akhirnya mendapat kesempatan untuk mempraktekkan dialognya di depan kelas. S dan P bertepuk tangan setiap S selesai menampilkan dialognya. P juga membenarkan beberapa struktur kalimat dan pengucapan yang masih salah. (Almost all of the Ss got chances to practice their dialogues in front of the class. The R and the Ss gave applause for each performance. The R also corrected some ungrammatical utterances and incorrect pronunciations.)

The English teacher was also aware on students' pronunciation. The English teacher said that one of aspects that had not been totally improved was the students' pronunciation. The researcher also interviewed the students to hear their reflections. Some students said that they still had difficulty in pronouncing some new words. Below are the results of the interviews from the English teacher and the student.

Appendix D**IT.09**

P : *Lalu menurut ibu apa kekurangan di cycle 1 ini? (Is there any weaknesses in this first cycle, Mam?)*

GBI: *Apa ya mbak? Sudah cukup bagus saya rasa. Mungkin untuk pronunciation lebih dilatih lagi. Tadi masih ada beberapa yang salah pengucapannya. (I think it's good enough. Maybe the students need more practices in pronunciation. I noticed some students' still mispronounced.)*

P : *Apakah ibu ada saran untuk kegiatan di cycle 2 nanti? (Is there any suggestion for the next cycle 2, Mam?)*

GBI: *Ya tadi mbak untuk pronunciation siswa lebih dilatih lagi. Mungkin bisa ditambah game-game begitu juga boleh mbak. (The students' pronunciations still needed to be improved. Maybe some games could be added.)*

P : *Baik bu. Terimakasih bu. (Alright Mam. Thank you Mam.)*

Appendix D**IT.11**

P : *Menurut Defa, kegiatan belajar mengajar kita sampai hari ini kurang apa? (In Defa's opinion, what are the weaknesses of our learning process?)*

S11 : *Nggak ada si mbak. Cuma kadang masih susah pengucapannya, kalau denger mbak ngomong atau denger video bisa tapi kadang lupa lagi, hehe... (Sometimes I still got difficulty in the pronunciation. When I listened to Miss Sinta or the video I could pronounce well, but then I forgot.)*

2) Role-play

In the second meeting, the students' were still active in doing classroom activity. They were asked to make a dialogue in pairs based on the picture given by the researcher. While in the third meeting, the students were asked to draw a sign and made a dialogue based on their signs. After they finished making the dialogue, they should perform their roles in front of the class. Most of them wanted to perform their dialogue in front of the class and they wanted to perform first. It meant that their confidence to speak English increased. Most of them

could make an appropriate dialogue and do the role-play enthusiastically. The results can be seen as follows.

Appendix D

IT.11

P : Kalau kegiatan-kegiatan yang lain menurutmu gimana? Seperti maju berdialog dengan teman? **(What about the other activities? Like having dialogue with your friend?)**

S12 : Itu juga membantu mbak. Mmm.. jadi nggak malu mau ngomong bahasa Inggris karena ada temennya. Hehee **(It's also helpful Miss. I'm not shy anymore because I perform with my friend.)**

Appendix D

IT.11

P : Kalau maju berdialog gitu suka nggak? **(What about having dialogue with your friend?)**

S14 : Suka mbak. Bisa buat latihan gitu. **(I like it. It can be an exercise for me.)**

P : Jadi makin lancar ya ngomongnya? **(Your speaking becomes more fluent, don't you?)**

S14 : Ya lumayan mbak. **(A little Miss.)**

c. Applying Classroom English

The use of classroom English was effective on involving the students in the classroom discussion. During the teaching and learning process, they became more active and more familiar with spoken English. They understood what the researcher were saying or the researcher's questions in English, although sometimes they still responded in Indonesian. The use of classroom English gave the opportunity for the students to accustom to hear and speak English language. That situation can be seen in the following vignette.

Appendix C

V.02

"Ok, what does the video tell you about?" tanya P. Beberapa S menjawab "guru menyuruh-nyuruh siswa". "Good, so the teacher asks the students to do something". Kemudian P menyuruh mereka berlanjut ke task 4 yaitu menjawab pertanyaan-pertanyaan. "Now please answer the questions in task 4. Number

one, who are the characters in the video?" tanya P. Seluruh S menjawab "guru dan siswa". "In English?" tanya P lagi. Beberapa S kembali menjawab "teacher and students". ("Ok, what does the video tell you about?" asked the R. Some Ss answered "guru menyuruh-nyuruh siswa". "Good, so the teacher asks the students to do something". Then the R asked them to continue Task 4. "Now please answer the questions in task 4. Number one, who are the characters in the video?" The R asked. All of the Ss answered, "guru dan siswa". "In English?" the R asked again. Some Ss answered, "teacher and students".)

Based on the reflections above, some of the expected results were achieved. The use of videos as the main media gave the students an appropriate speaking model to help them in learning English especially in speaking. They could watch and listen to some expressions clearly. Although their pronunciation and grammar in this first cycle were still low, the students showed the progress in other aspects such as their participation, vocabulary, fluency, and comprehension which were in line with the improvement of their speaking skills.

It could be concluded that the result of cycle 1 was valid because it related to the concept of catalytic, dialogic, process, and outcome validity. There were some improvements and weaknesses after the implementation of the actions which were supported by the data in the form of vignettes and interview transcripts. In addition, the results were reliable because there was a collaborator as the observer in collecting the data.

Since the students still had difficulty dealing with grammar and pronunciation, the researcher and the English teacher decided to continue the next cycle with some improvements to solve the problems and help the students improving their speaking skills especially in those aspects. The summary of the implementation in cycle 1 is presented as follows.

Table 7. The Summary of the Implementation of Cycle 1

Actions in Cycle 1	Reflections	Recommendation for Cycle 2
Using videos as the main media to give the input or appropriate speaking model to the students.	<p>a. The students enjoyed the lesson since they were always enthusiastic and excited in watching and listening to the video as the speaking model.</p> <p>b. The students could easily identify some expression in the video and understand the content of the video. The students also could use the expression in the real context.</p>	The various and more interesting videos would be used again in cycle 2.
<p>a. Using interesting video teaching techniques such as listening comprehension technique and silent viewing technique.</p> <p>b. Providing handout containing various materials and attractive activities such as:</p> <ul style="list-style-type: none"> • Applying vocabulary practice and pronunciation practice • Role-play 	<p>a. The students were actively involved in classroom activities.</p> <p>b. The students were motivated and encouraged in learning English.</p> <p>c. The students' confidences in speaking English increased.</p> <p>d. The students' vocabulary mastery increased</p> <p>e. Some of the students still needed more pronunciation practice.</p> <p>f. Some of the students still needed some improvement on the grammar aspect.</p>	<p>a. In the next cycle, video teaching techniques such as listening comprehension technique and silent viewing technique would be applied again. However, the silent viewing technique would be used to do role-play.</p> <p>b. The handout containing various materials and attractive activities such as vocabulary practice and pronunciation practice would be provided again.</p>

		c. Some games would be added. d. Giving feedback on students' speaking performances to help the students improving their grammar.
Applying classroom English	The students could understand English instructions and questions although they still responded in Indonesian.	Classroom English would be applied again.

H. Report of Cycle 2

1. Planning

Based on the reflection of cycle 1, there were some strengths and weaknesses found from the researcher's actions. The improvements were on the vocabulary, fluency, and comprehension in using language functions. However, the weaknesses also found during this cycle. The students still got incorrect pronunciation when they performed a dialogue or pronounced some words. Sometimes they also made ungrammatical utterances especially in making dialogue. Therefore, it was necessary to conduct the next cycle.

The actions implemented in cycle 1 were maintained to be used in cycle 2 with some improvements and modifications. The main objective of this second cycle was the same with the first cycle which is to improve the students' speaking skills through videos. The researcher and the English teacher also discussed the materials for cycle 2. It was the spoken descriptive text. Hence, in this lesson the students were going to perform a monologue of descriptive text.

The teaching and learning process were still conducted in three meetings. To create more improvement on the students' speaking skills in this topic, the researcher decided to only teach this topic for three meetings. It was expected that the students would completely understood about descriptive text and could perform the spoken descriptive text fluently and accurately. Below are the details of the actions that would be applied in cycle 2.

a. Using Videos as the Main Media Combined with Role-play

In this second cycle, the video teaching techniques used were same with the ones in the first cycle. However, the use of silent viewing technique in this second cycle was different with the previous one. The researcher designed an activity which was possible to conduct a different role play activity by using the silent viewing technique. So, the video was played at normal speech and sound, but when the students did role play it would be played without sound so that the students could practice the role play by watching the video only. Moreover, that video was a kind of animation video which was expected to attract the students' attention. The use of videos in this cycle 2 had more functions such as providing role-play activity that had been mentioned, providing more pronunciation practice, and providing more speaking models to help the students create a spoken descriptive text.

b. Providing Various Materials and Attractive Activities

The handout was still used in the second cycle. It was designed for three meetings with various materials and activities related to spoken descriptive text. The handout contained some explanations about descriptive text such as the

generic structure of the text and the sentence structure. Some tasks like completing a text with appropriate words were also provided to give more opportunities for the students to create descriptive text. The students would be trained to create a sentence into a complete text. The handout would be the guidance for the students to do those exercises and some activities. The followings are the details of other activities.

1) Applying Vocabulary Practice and Pronunciation Practice

Vocabulary practice and pronunciation practice were still applied. They were presented in the handout before the students watch the video. These activities were used again in order the students vocabulary mastery keep increasing and they would understand the content of the video. Besides, the students would always get pronunciation practice. Since the students' pronunciation still needed to be improved, the pronunciation practice was also added by imitating the speaker from the video and practicing some dialogues. Those activities were expected to help the students in creating and performing a spoken descriptive text.

2) Games

Based on the interview with the English teacher, it would be better if some games were applied in the second cycle. Therefore, the researcher provided two games in cycle 2 which would be implemented in the last meeting as the exercises for the students to describe someone orally. For the first game, the students should guess the person being described by the researcher. In the second game, the students would play the game in groups. They were asked to create sentences as

much as possible to describe a person in the picture given. The students would have more opportunity to practice speaking. They were expected to enjoy this activity and could improve their speaking skills.

c. Applying Classroom English

The researcher still planned to use classroom English during the teaching learning process in cycle 2 since the students became more familiar with spoken English in the class. The researcher used the same planning with the previous cycle. The researcher applied classroom English only in greeting, giving instructions, asking and answering questions, reviewing materials, and closing the lesson.

d. Giving Feedback on Students' Speaking Performances

Since the students still had a problem related to grammar, the researcher decided to add an action in cycle 2. It was giving feedback on students' speaking performances. The researcher planned to give direct feedback when the students produce ungrammatical utterances in their speaking performances. If it was necessary, the researcher would give deep explanation on the incorrect grammar so that the other students would understand as well.

2. Action and Observation

As stated before, cycle 2 was conducting in three meetings. Those meetings were held on 18th, 22nd, and 25th April 2015. Same with the first cycle, the researcher implemented the actions while the English teacher as the collaborator took a role as an observer. The collaborator observed the teaching and learning

process by fulfilling the observation checklists. The implementations of the actions in cycle 2 are elaborated as follows.

a. Using Videos as the Main Media Combined with Role-play

In the first meeting of cycle 2, the researcher provided a kind of animation video to make the students learn the language use easily and interestingly. The researcher played the video at normal speed and sound because the aim of this video is to give suitable model text in the form of spoken descriptive text, so the students could identify the language features and the function of spoken descriptive text in a context. The researcher played the video twice. The students looked very excited and enthusiastic in watching the video. After that, the researcher asked the students to ask anything they did not understand about the video. Since the students did not have questions, the researcher asked the students to answer some general questions about the video. The students answered all the questions correctly and orally. They looked very enthusiastic. They tried to answer in English. The students and the researcher checked the answers by playing the video again. The researcher explained that a girl in the video was describing her little sister named Rora. The students nodded their head and seemed understood the researcher's explanation. It is illustrated in the extract below.

Appendix C

V.05

.... S dan P mendiskusikan jawaban dengan melihat kembali video tadi. S tampak bersemangat. S menjawab seluruh pertanyaan secara lisan. P kemudian menjelaskan bahwa salah seorang anak perempuan di video tadi sedang mendeskripsikan adiknya yang bernama Rora. P juga menjelaskan tentang kalimat yang digunakan di video untuk mendeskripsikan orang. S mengangguk-angguk tanda mengerti. (The Ss and the R discussed the answers by

watching the video once more. The Ss answered all the questions orally. The R then explained that the girl in the video was describing her little sister named Rora. The R also explained about the expressions used in the video to describe a person. The Ss nodded their head.)

The researcher also asked the students to listen and repeat the dialogue in the video several times to help them learn how to pronounce each word. They looked excitedly because the animation video seemed attract them. After that, the researcher asked some students to do role play based on the characters in the video. Some students raised their hands. The researcher chose four students to practice it. That video was well selected to give the students opportunity to do role play. Here, the silent viewing technique used was different. The researcher used it in order the students did role play in an interesting way. So, when the video was played without sound, the four students practice the dialogue follow the video. They played their role very well and acted like the speakers in the video. The four students looked enthusiastically in playing their role as well as the other students.

In the second meeting, the activities continued the previous meeting. The researcher played a new video and asked the students to watch and listen carefully. The researcher played the video once more and the students listen and repeat after it. The researcher explained that the sentence or expression in the video could be used to describe a person. After that, the researcher explained how to use simple present tense in the descriptive text. The students paid attention carefully and read the material in the handout.

For the last task in the last meeting of cycle 2, the students were asked to describe their friends orally. The researcher gave the examples by playing a short

video about people who described each other. They watched and listened carefully to the video. After that, they described their friend orally who was sitting next to them. They looked enthusiastic in describing their friends. The researcher went around and checked their performances. The researcher noticed that their fluency, vocabulary, pronunciation, grammar and of course comprehension were well improved. It can be seen in the following extract.

Appendix C

V.07

.... Setelah diberikan waktu, P berkeliling dan mendengarkan beberapa S yang tengah mendeskripsikan temannya. P bertanya, "How would you describe Dony, Dian?" Kemudian Dian menjawab, "He is clever and funny." P menanyakan pertanyaan yang sama pada Dony. Dony menjawab sambil tersenyum, "He has flat nose and he is smart." **(After some few minutes, the R went around the class and listened to some Ss who were describing their fiends. The R asked, "How would you describe Dony, Dian?" Then Dian answered. "He is clever and funny." The R asked the same question to Dony. Dony answered and smiled at the same time, "He has flat nose and he is smart.")**

b. Providing Various Materials and Attractive Activities

The handout was very useful for the students. They could follow the researcher's explanation by reading the materials in the handout. To introduce the descriptive text, the researcher read a short spoken descriptive text first and asked the students to listen carefully then answered some general questions. When answering the questions, many students raised their hands. They answered orally. Sometimes the researcher corrected their answers. Then, the researcher and the students discussed the text in detail. The researcher also explained the generic structure, language features, and gambits in the spoken descriptive text. The

students listened carefully to the researcher explanation and read the material in the handout as well. The activity can be seen below.

Appendix C

V.05

....P membacakan sebuah monolog teks deskripsi. S diminta untuk menyimak dengan sungguh-sungguh kemudian menjawab pertanyaan-pertanyaannya. Beberapa S mengacungkan tangan dan menjawab pertanyaan dengan lisan. P menunjuk Setyo untuk menjawab soal yang pertama, "What is Ratri's idol teacher name?" Setyo menjawab "Mr. Adam Miss." "Very good. Next, Vian, 2. Who is he?" Vian menjawab "teacher Miss." P membenarkan, "Yes, a Sport teacher". P dan S juga mendiskusikan isi teks seara keseluruhan. (The R read a monologue of descriptive text. The Ss were asked to listen carefully and then answer some questions. Some Ss raised their hands and answered the questions orally. The R chose Setyo to answer the first question. "What is Ratri's idol teacher name?" Setyo answered "Mr. Adam Miss." "Very good. Next, Vian, 2. Who is he?" Vian answered "teacher Miss." The R corrected, "Yes, a Sport teacher".)

In another activity, the researcher asked the students to study a dialogue and practice it with their partner. After that, they answered the questions related to the dialogue orally. Most of the students raised their hands to answer. In the last activity of the second meeting, the students were asked to describe persons in the pictures based on the clues given. The researcher also provided some questions to help them create the sentences. The students did it enthusiastically. The researcher went around the class and some students checked their answers to the researcher. After some few minutes, the researcher asked them to present their works. Some students raised their hands and they presented very well.

The third meeting was the last meeting in cycle 2. The researcher asked the students to complete a descriptive text with the words in the box. After some few minutes, the researcher asked them to present their answers. Some students were

very enthusiastic when reading their answers. The researcher corrected some wrong answers. Then, the researcher and the students discussed the content of the paragraph in detail. The other activities provided in the handout are presented below.

1) Applying Vocabulary Practice and Pronunciation Practice

Same with cycle 1, the vocabulary practice and pronunciation practice were implemented before the students watching the video in the first meeting of cycle 2. The researcher asked the students to find Indonesian equivalents of some words in the given table. They used their dictionary to help them find the meaning of each word. This activity aimed at helping the students understand the content of the video and made them familiar with some new words in the next tasks.

The pronunciation practice was still the follow-up activity of vocabulary practice. The students were asked to listen and repeat after the researcher pronounced the words in the table. The researcher did it several times till the students could really pronounce the words correctly. The pronunciation practice was also done in other activities such as imitating the speaker from the video which have been described above.

2) Games

As have been mentioned in the planning stage, there were two games in this activity. The first, the students should guess which picture being described by the researcher. There were three pictures in the handout. The students listened carefully to the researcher while looking at the pictures. All of the students were very excited in this activity. Most of them raised their hands. Since the pictures

were only three, they should compete with their friends to answer. All the pictures were guessed correctly by the students. It meant that the students understood the description from the researcher though they did not read the text. The situation can be seen in the part of vignette below.

Appendix C

V.07

.... *P mendeskripsikan, "Mr. Rahmat is tall. He has black hair. He wears sweater and glasses." Hampir seluruh S angkat tangan ingin menjawab. P lalu menunjuk Dian yang terlihat pertama kali mengacungkan tangan. Dian menjawab, "Number three Miss." "Yes, that's right Dian." P memuji Dian. Saat memainkan permainan ini seluruh S sangat bersemangat. Mereka saling ingin ditunjuk untuk menjawab. Jawaban mereka pun benar semua. (The R described, "Mr. Rahmat is tall. He has black hair. He wears sweater and glasses." Most of the Ss raised their hands to answer. The R then chose Dian who raised his hand first. Dian answered. "Number three Miss." "Yes, that's right Dian." The R complimented Dian. All of the Ss were very excited when playing this game. They want to be chosen to answer. All of their answers were correct.)*

In the second game, the researcher divided the class into 4 groups which based on the row of the chairs. Then, I showed a picture of some people in the LCD. Each of the group should make sentences to describe each person in the picture orally as much as possible. The group who had a lot of sentences than the others would be the winner. But they could not make the same sentences with the others. The researcher asked them to raise their hands first before answer. All of the students were very happy and excited in playing this game. They were very active in describing the picture orally and their pronunciation and grammar seemed better than before. It can be seen in the following extract.

Appendix C

V.07

.... Saat P mulai menunjukkan gambar, banyak S yang angkat tangan. "Saya miss. Saya Miss." Beberapa S minta ditunjuk. S lalu menunjuk Reza. Reza menjawab "She has curly hair." "Okay, That's good Reza." Puji P. Kemudian P menunjuk Setyo. "She wears yellow t-shirt." P memuji Setyo, "Well done, Setyo." "Thank you, Miss." **(When the R showed the picture, many Ss raised their hands. "Choose me, Miss. Choose me." Some Ss wanted to be chosen to answer. The R then chose Reza. Reza answered, "She has curly hair." "Okay. That's good Reza." The R complimented Reza. Next the R chose Setyo. "She wears yellow t-shirt." The R also complimented Setyo, "Well done, Setyo." "Thank you, Miss.")**

c. Applying Classroom English

The classroom English was still applied in each meeting of cycle 2. The students were more familiar with spoken English in the class. They understood the researcher's questions and instructions during the teaching learning process. After the researcher distributed the new handout for the last material to the students, the researcher gave lead-in questions in English and some of the students answered in English. The researcher also reviewed the previous material in English and the students responded well. It can be seen in the extract below.

Appendix C

V.05

.... Setelah semua mendapat handout, P memberian lead-in questions sesuai di Task 1. "Do you have a favorite teacher?" Oki menjawab "Yes Miss". S yang lain juga menjawab sama. **(After all the students got the handout, The R gave lead-in questions based on Task 1. "Do you have a favorite teacher?" Oki answered "Yes Miss". The other Ss also said the same.)**

Appendix C

V.06

P membuka pelajaran dengan menyapa, mengecek kondisi dan kehadiran S. P menanyakan, "What did you learned in the last meeting?" Beberapa S menjawab "Descriptive Text." **(The R started the lesson by greeting, checking the Ss' conditions and attendances. The R asked, "What did you learned in the last meeting?" Some Ss answered "Descriptive Text.")**

d. Giving Feedback on Students' Speaking Performances

To overcome the students' difficulty dealing with grammar, the researcher decided to give feedback on the students' speaking performances. The researcher corrected their errors by showing the right utterance or expression. The researcher gave direct feedback to make sure that the students clearly understood and the researcher always gave compliment on their performances to keep their enthusiasm in learning English. The situation can be seen in the part of vignette below.

Appendix C

V.06

.... *P* kemudian menyuruh *S* yang sudah selesai untuk mempresentasikan hasil deskripsi mereka. Salah satunya Wahid, "name is Mr. Harun. He is my father. He is doctor. He is great." *P* memuji hasil pekerjaan Wahid dan membenarkan kalimat yang masih kurang tepat. "Okay, that's good. You may say his name is Mr. Harun or Mr. Harun is my father." "Yes Miss". Jawab Wahid. **(The R then asked the Ss who was ready to present their works. One of them was Wahid. "Name is Mr. Harun. He is my father. He is doctor. He is great." The R complimented Wahid's work and corrected the incorrect sentence. "Okay, that's good. You may say his name is Mr. Harun or Mr. Harun is my father." "Yes Miss". Wahid answered.)**

3. Reflection

The reflections were based on the observation during the teaching and learning process in the second cycle. The result of these reflections also referred to the interview with the students and English teacher after conducting all the actions of cycle 2. The speaking aspects or indicators used were still the same. They were vocabulary, pronunciation, grammar, fluency, and comprehension. The researcher and the English teacher also agreed not to score the students in this second cycle. So, the data collected to make these reflections were only taken

from vignettes and interview transcripts. The results of the reflection of the actions in cycle 2 are presented as follows.

a. Using Videos as the Main Media Combined with Role-play

As stated in the planning section, the researcher decided to provide more interesting and communicative videos to improve the students' pronunciation. The researcher selected some videos related to descriptive text and the researcher found a video from www.youtube.com which was a kind of animation video. The students liked watching this video. This video also provided a role play section. So that the students could learn the pronunciation clearly and they were more excited in doing role play. The videos given were very useful for the students since the videos were suitable with the topic of the lesson.

In addition, another video obviously showed the conversations of native speakers who was describing each other. It became appropriate speaking model for the students. The videos were played at normal speech and sound so that the students could fully understand the content of the videos and could identify the expression used in the videos. Those conditions were based on the following interview transcript.

Appendix D

IT.16

P : *Kalau dengan video-videonya suka nggak?* (**Do you like the videos in our learning process?**)

S16 : *Suka.* (**I like it.**)

P : *Sukanya gimana?* (**Why?**)

S16 : *Bagus gitu Miss. Aku suka yang kartun tadi. Pas role play aku juga suka karena bisa ngepasin sama videonya. Jadi tahu cara mendeskripsikan orang dengan video itu. Trus juga pengucapannya jelas, nggak terlalu cepet.* (**It's good, Miss. I like the animation video. I also like when doing role play because it matched with the video. It makes me know how to describe people from that video. The pronunciation is also**)

clear, not too fast.)

P : *Apakah dengan video itu membantu kamu dalam belajar speaking? (Does the video help you in learning English speaking?)*

S16 : *Jelas membantu Miss. Kaya pas ngerjain tugas jadi ngerti karena tadi sudah dicontohkan di video. (It definitely helps me, Miss. It's easy for me to do some tasks because the examples are provided in the video.)*

b. Providing Various Materials and Attractive Activities

The materials provided in the handout were very useful for the students during the teaching learning process. The materials accompanied with some exercises or tasks help the students to learn the descriptive text. Most of the students became more active in presenting their answer orally. It meant that the students understood the materials given and their confidences were increased. It can be seen in the following interview transcript.

Appendix D

IT.16

P : *Dek, menurut kamu gimana kegiatan belajar mengajar kita selama ini? (What do you think about our teaching learning process?)*

S16 : *Lebih membantu Miss. (It was so helpful.)*

P : *Membantunya gimana? (How?)*

S16 : *Mmm materinya mudah dipahami. (The materials were easy to understand.)*

P : *Materi yang dari handout itu ya? (The materials from the handout?)*

S16 : *Iya Miss. Materinya lebih jelas dipahami. (Yes, Miss. It was clearly enough.)*

The students also could follow all the activities well. The materials and exercises in the handout coupled with various activities seemed give positive improvement on the students' speaking skills. The details of the reflections are presented as follows.

1) Applying Vocabulary Practice and Pronunciation Practice

The vocabulary practice given in the opening of the lesson helped the students to enrich their vocabulary. This activity was useful for the students because the list of those words was used in the next activities. So the students finally could understand and use each word in a context.

On the other hand, the students' pronunciations were better than in cycle 1. They got more practices to pronounce some words in some ways. They also liked the various pronunciation practices in cycle 2. The practices made the students more active and could improve their pronunciation. The evidence can be seen in the interview transcripts below.

Appendix D

IT.15

P : Menurut ibu bagaimana kemampuan speaking siswa di cycle 2 ini? **(What do you think about the students' speaking skills in this cycle 2, Mam?)**

GBI : Sudah lebih meningkat ya mbak. Terlihat dari banyak siswa yang aktif ingin menjawab pertanyaan dan mempresentasikan jawabannya. Pronunciation-nya juga sudah lebih baik dari sebelumnya. **(I think the students' speaking skills increase. It looked from the students who are very active in answering some questions and presenting their answers. Their pronunciations are also better than before.)**

Appendix

IT.17

P : Kamu suka nggak dengan video-videonya? **(Do you like the videos in our learning process?)**

S17 : Suka mbak. **(I like it, Miss.)**

P : Sukanya gimana? **(Why?)**

S17 : Ya.. bisa denger cara ngucapin kata dalam bahasa Inggris yang benar itu gimana. Kan tadi videonya yang ngomong jelas orang Amerika atau mana tadi mbak, hehe.. **(I know how to pronounce some words correctly, because the speakers in the video were native.)**

2) Games

The use of games as the exercises for the students also successfully improved the students speaking skills. The students seemed enjoy the games. Most of them were actively involved in the activity. Their fluency and comprehension also showed better progress. It seemed from their performances when describing someone orally. It also meant that they could enrich their vocabulary mastery. The video accompanied with games successfully gave positive improvement on the students' speaking skills and created good classroom condition. They did not make the students got bored or sleepy. Hence, the students' participation and confidence well increased. It was in line with the following interview transcripts.

Appendix D

IT.15

P : *Lalu kegiatan di cycle 2 ini bagaimana bu?* (**And what do you think about the activities in this second cycle, Mam?**)

GBI : *Iya bagus mbak. Videonya bermacam-macam dan sesuai dengan materi. Game-nya tadi juga bagus. Jadi banyak siswa yang angkat tangan untuk menjawab.* (**It's good. The videos are varied and appropriate with the material. The games are also good. Thus, there are many students who raised their hands to answer.**)

Appendix D

IT.17

P : *Rega, gimana kegiatan belajar mengajar kita sampai hari ini?* (**Rega, how was our teaching and learning process?**)

S17 : *Menarik mbak.* (**It's interesting, Miss.**)

P : *Menarik gimana?* (**Why?**)

S17 : *Bisa lihat video jadi nggak cepat ngantuk. Trus tadi game-nya juga seru banget. Jadi kepengen deskripsiin terus tadi. Hehee..* (**Because I can watch the video so it doesn't make me sleepy. Then, the game is also attractive. It makes me want to describe over and over.**)

c. Applying Classroom English

The use of classroom English was effective in encouraging the students to use English during the teaching learning process. They became more familiar with spoken English in the classroom activities. They could understand and respond the researcher's questions or instructions in English, although sometimes they could not use full English. Classroom English gave more benefit to the students to accustom to hear and speak English language. It can be seen in the part of vignettes below.

Appendix C V.06

P membuka pelajaran dengan menyapa, mengecek kondisi dan kehadiran S. P menanyakan, "What did you learned in the last meeting?" Beberapa S menjawab "Descriptive Text." **(The R started the lesson by greeting, checking the Ss' conditions and attendances. The R asked, "What did you learned in the last meeting?" Some Ss answered "Descriptive Text.")**

Appendix C V.07

.... Saat P mulai menunjukkan gambar, banyak S yang angkat tangan. "Saya miss. Saya Miss." Beberapa S minta ditunjuk. S lalu menunjuk Reza. Reza menjawab "She has curly hair." "Okay, That's good Reza." Puji P. Kemudian P menunjuk Setyo. "She wears yellow t-shirt." P memuji Setyo, "Well done, Setyo." "Thank you, Miss." (When the R showed the picture, many Ss raised their hands. "Choose me, Miss. Choose me." Some Ss wanted to be chosen to answer. The R then chose Reza. Reza answered, "She has curly hair." "Okay. That's good Reza." The R complimented Reza. Next the R chose Setyo. "She wears yellow t-shirt." The R also complimented Setyo, "Well done, Setyo." "Thank you, Miss.")

d. Giving Feedback on Students' Speaking Performances

The researcher decided to give feedback on the students' speaking performances. Although the researcher did not always give the feedback to the students at the end of each meeting in this second cycle, the researcher always

gave feedbacks when the students produce ungrammatical utterances in performing their works. It was effective to help the students improve their grammar. In addition, the researcher gave the students more examples of the sentence by showing various videos. The videos contained some dialogues and sentences of describing someone. The researcher also gave additional explanation about the grammar used in describing people. The following interview transcript represents those reflections.

Appendix D

IT.17

P : *Apakah video itu membantu kamu dalam belajar speaking?* (**Does the video help you in learning English speaking?**)

S17 : *Membantu mbak.* (**It does.**)

P : *Membantu gimana?* (**How?**)

S17 : *Ya..bisa belajar nyusun kalimat yang benar pas bikin teks deskriptif tadi. Trus Miss Sinta juga sering mbenerin kalimat yang salah, aku tambah paham.* (**I can learn how to make correct sentences when making a descriptive text. Then, Miss Sinta also often corrects the ungrammatical sentences. It makes me clearly understand.**)

I. Findings

The following table shows the findings of the actions during the teaching learning process in cycle 1 and cycle 2.

Table 8. The Findings of the Research

No	Field Problems	After Cycle 1	After Cycle 2
1	The students easily got bored in the teaching and learning process.	Most of the students were happy and interested in watching the videos. It made them enthusiastic and paid attention to the lesson.	Most of the students were happy and interested in watching the videos. It made them enthusiastic and paid attention to the lesson. They enjoyed the teaching learning process and could learn English better.

2	The students were not familiar with classroom English.	Only a few students answered the researcher's question in English. The other still tended to keep silent.	Some of the students answered the researcher's question in English confidently.
3	The students found difficulty in pronunciation and grammar.	Some students still had a problem in pronouncing some words and producing grammatical utterance.	Most of the students were able to pronounce words correctly and confidently. Most of them were able to produce grammatical utterance.
4	The media was not interesting to encourage the students to learn speaking.	Most of the students liked and enjoyed watching the videos to learn some expression or language functions.	Most of the students liked and enjoyed watching the videos to learn some expression or language functions. The students gave more attention to the lesson.
5	The materials given were not varied.	The students got various materials and exercises. It helped them in learning speaking and motivated them to join the activities.	The students got various materials and exercises. It eased the students to learn and they did the tasks in the handout enthusiastically.
6	The students had low vocabulary mastery.	The students' vocabulary mastery slightly increased.	Most of the students' vocabulary mastery increased. They could easily understand the meaning of some words in a context.
7	The students were afraid to speak in English.	Some students volunteered themselves to answer some questions in the given task or perform their works in front of the class although sometimes they produce ungrammatical utterances.	Most of the students volunteered themselves to answers some questions in the given task or perform their works in front of the class. They looked more confident and fluent in speaking English.
8	Most of the students were not actively involved in	The students were willing to participate in the teaching and	Most of the students participated in the teaching and learning process. They

	classroom activities.	learning process.	were very active in doing classroom activities and volunteered themselves to answers some questions in the given task or perform their works in front of the class.
9	The teaching technique and activities were not varied and attractive.	The students were happy and excited in the classroom activities presented by the researcher.	The students were happy and excited in the classroom activities presented by the researcher. They were very enthusiastic in joining the activities and could use the expression that had been learned in a dialogue and monologue.

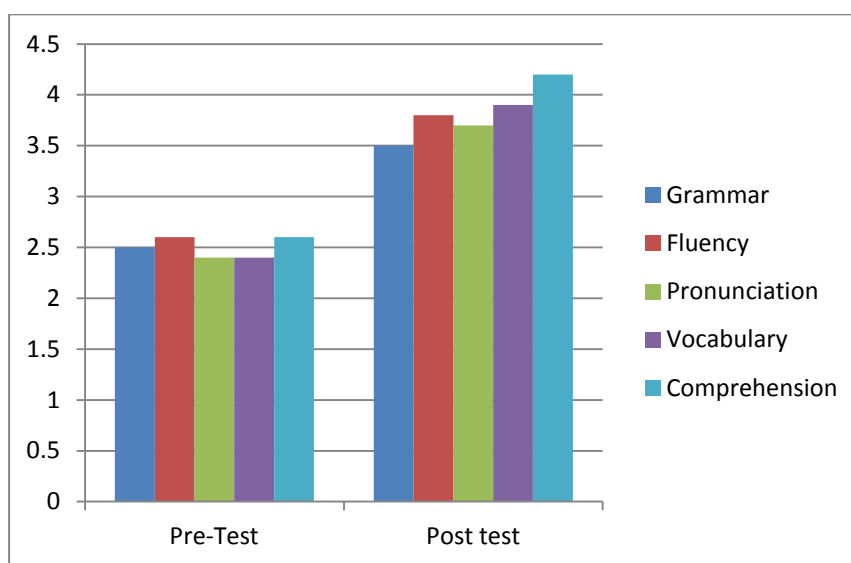
To support the findings above, the successful actions were also measured by the students' pre-test and post test mean scores. The pre-test was done on April 4, 2015 while the post-test was on April 29, 2015. There were some aspects used to assess the students' speaking skills in the pre-test and post test. They were grammar, fluency, pronunciation, vocabulary, and comprehension. The table below shows the comparison between students' pre-test and post test mean scores.

Table 9. The Students' Pre-test and Post Test Mean Scores

Aspects	Pre-test	Post Test
Grammar	2.5	3.5
Fluency	2.6	3.8
Pronunciation	2.4	3.7
Vocabulary	2.4	3.9
Comprehension	2.6	4.2

Based on the table above, it could be seen that each aspect used to assess the students' speaking skills was improved. The greatly improvement could be seen in the fluency, vocabulary, and comprehension aspects. The students' improvements on speaking skills are also presented in the following chart.

Figure 3. The Comparison between the Students' Pre-test and Post Test Mean Scores



With regard to the results of the research above, the researcher and the English teacher agreed that the actions implemented in two cycles were successful to improve the students' speaking skills. Therefore, it can be concluded that the use of videos as the main media in speaking teaching and learning process successfully improved the students' speaking skills of class VII B of SMP N 2 Patuk.

J. Discussions

This research was started on April 1, 2015 and ended on April 29, 2015. The research objective was to improve the students' speaking skills of class VII B of SMP N 2 Patuk through the use of videos. The actions were successfully implemented in two cycles.

There were some problems of the English teaching and learning process in the class before the implementation of the actions. Most students were difficult to engage in speaking activity effectively whereas their speaking skills were still low. They lacked self confidence to speak English because they were always afraid of making mistakes. The media and the materials used in the teaching and learning process were also less varied. It made the students got bored and lost attention easily. Therefore, it was necessary to implement some actions to solve those problems.

The researcher then proposed to use videos as the main media to improve the students' speaking skills. The use of videos coupled with other interesting activity was expected to help the students improve their speaking ability. The students would have more opportunity to practice speaking.

Videos have advantages of achieving the important goals of motivating students' interest, providing realistic listening practice, stimulating language use, and increasing students' awareness of particular language points or other aspects of communication. In line with this, Harmer (2001: 284) mentions that there are many advantages in using videos in the teaching and learning process such as seeing language-in-use. It means that the students do not just hear the language

but they can also see it. They can understand the general meaning of language used that are conveyed through expressions, gesture, and other visual clues. The second advantage is motivation. The students will be interested when they have a chance to see language in use as hear it and it will be better if this is combined with communicative tasks.

Generally, there are three main steps of integrating videos into classroom instruction for learning speaking effectively. They are pre-viewing, viewing, and post-viewing (Stoller, 1988: 9). Those techniques were used in the implementation of the actions and some activities were designed for each stage.

In the pre-viewing activity, vocabulary practice and pronunciation practice were applied. Pre-teaching any unusual vocabulary contained in the video was needed and aimed at helping the students enrich their vocabulary. So, when they watched the video, they could understand the content of the video. The pronunciation practice was the follow-up activity of vocabulary practice. Brown (2001: 271-274) says that by using drilling, students will get opportunity to listen and orally repeat some words. To make it more interesting, pronunciation practice was also done through the video. The students listened to the speaker's utterances in the video and repeated after it. The use of both actions successfully helped the students improve their pronunciation and vocabulary mastery.

In using the videos, the researcher decided to use various video teaching techniques. The first technique was listening comprehension. According to Davies (2002: 166), the most obvious use of video is for listening comprehension. The listening comprehension technique aimed at helping the students to understand the

content of the video and identify the language functions or the expression used by the speaker. In applying this technique, the video was played at normal speed and normal sound.

The second video teaching technique used was viewing technique. Harmer (2001: 286) states that the purpose of the design of the viewing techniques is to awaken the students' curiosity through prediction activities. Therefore, when the students watch the video sequence in its entirety they will have some expectations and considerations about it. There are many kinds of viewing techniques proposed by Harmer (2001: 286) and the researcher chose silent viewing (for language) technique. In applying this technique, the researcher played the video at the normal speed but without the sound. Students then should guess what the characters are saying. When they had done this, the researcher played the video with sound so that they could check to see if they guessed correctly.

The goal of using videos as the main media to provide English speaking model was successfully achieved. The students could easily identify some expression in the video and understand the content of the video. They also could use the expression in the real context. Moreover, they became more active in doing any activities. Some of them were very confident in presenting their answers and dialogues. They often raised their hand to perform their works. The students seemed enjoy the lesson since they were always enthusiastic and excited in watching and listening to the video as the speaking model.

Other activities such as games and role play also gave positive improvement towards the students' speaking skills. They were included in post viewing activity.

Through those activities, the students had more speaking practice. Harmer (2001: 271-275) states that games are designed to give the opportunity to the students to speak in English interestingly and role play can be used to encourage students' oral fluency in a specific situation. The use of videos combined with those speaking activities made the students speak more fluent and confident. It could be seen from their participation which greatly increased than before.

To overcome the problem on grammar, the researcher provided feedback on the students' speaking performances. Brown (2001: 271) suggests that in teaching oral communication teachers need to show the details of how to convey and negotiate the ever elusive meaning of language. He adds that students are totally dependent on the teacher for useful linguistic feedback. Giving feedback was effective to help the students reduce their ungrammatical utterances. They were aware of their error in grammar after got the feedback from the researcher and some students were successful not to produce the same error in the next task.

In general, the speaking teaching and learning process conducted by the researcher was running well. The students could follow all the activities given and they were very enthusiastic in joining the activities. In conclusion, the objective of this research was successfully achieved through the use of videos.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents three sections. They are conclusions, implications, and suggestions. They can be seen below.

A. Conclusions

This research focused on improving the students' speaking skills at Class VII B of SMPN 2 Patuk in the Academic Year of 2014/2015 through the use of videos. As stated in the previous chapter, it could be concluded that the implementation of all actions was successful and made positive changes in the speaking teaching and learning process. The conclusions are elaborated as follows.

1. The use of videos as the main media gave the students an appropriate speaking model to help them in learning speaking. They could watch and listen to some expressions used by the speaker clearly. Moreover, the use of video could attract the students' attention and motivation in the teaching and learning process. Therefore, they could focus on learning the expressions interestingly. The use of video made the classroom atmosphere more enjoyable and led the students to speak English.
2. The use of various video teaching techniques coupled with interesting activities such as role play and games were effective to improve the students' speaking skills. The first improvement was on students' participation and confidence in speaking English. The students became more active in doing

any activities. Most of them wanted to perform their dialogue in front of the class and they wanted to perform first. It meant that their confidence to speak English increased. Most of them could make an appropriate dialogue and do the role-play enthusiastically. The students also enjoyed the games. Most of them were actively involved in the game being played. Their fluency and comprehension showed better progress. It seemed from their performances when describing someone orally. The video accompanied with games successfully gave positive improvement on the students' speaking skills and created good classroom condition.

3. The materials provided in the handout were very useful for the students during the teaching and learning process. The materials accompanied with some tasks could help the students learn the language functions effectively. Most of the students could do the tasks very well and presented their answers orally. It meant that the students understood the materials given.
4. Applying vocabulary practice in the opening of the lesson helped the students to enrich their vocabulary. The activity of finding Indonesian equivalents of some new words was useful for the students since the list of those words were used by the speaker in the video and could be used in the next activities.
5. Giving pronunciation practice also could improve the students' pronunciation. The students got more practices to pronounce the words in some ways. The pronunciation practice was also done by imitating the speaker from the video. It made the activity more interesting.

6. The use of classroom English was also effective to make the students understand the researcher's instructions or questions in English, although sometimes they still responded in Indonesian. The use of classroom English gave the opportunity for the students to accustom to hear and speak English language.
7. Giving feedback on the students' speaking performances could help the students improve their pronunciation and grammar. However, not all the students could produce grammatical utterance or sentence perfectly. Therefore, they still needed more practice and exercises.

B. Implications

From the results of the research, some implications can be drawn as follows.

1. The use of videos could attract the students' attention and motivation during the teaching and learning process. It also provided appropriate speaking model for the students. It could be seen from their enthusiasm in learning the language functions from the video. It implies that the teacher needs to use videos to improve the students' interest and motivation in learning English.
2. The use of various video teaching techniques coupled with interesting activities made the students actively involved in the speaking teaching and learning process. Most of the students enjoyed the activities and even volunteered themselves to perform their work. It implies that the teacher

needs to be more creative in using the videos and could add various activities to be implemented after playing the video.

3. Providing handout containing various materials could help the students understand the language functions or the materials easily. This implies that giving additional learning sources is needed besides using course book.
4. Applying vocabulary practice before playing the video could help the students understand the content of the video and enrich their vocabulary. This implies that it is necessary to conduct pre-viewing activity before playing the video to develop learners' comprehension strategies.
5. Giving pronunciation practice by imitating the speaker from the video was more interesting and could help the students improve their pronunciation. It implies that the teacher could use video as the speaking model to conduct pronunciation practice.
6. The use of classroom English could encourage the students to speak English in the classroom activity. It implies that the use of classroom English helped the students to accustom to hear and speak English language.
7. Giving feedback on the students' speaking performances when they made some errors could help the students reduce their ungrammatical utterances or sentences. This implies that the feedback from the teacher is needed to help the students in grammar matters.

C. Suggestions

Based on the conclusions and implications above, some suggestions are offered for the English teacher and other researchers. The suggestions are presented below.

1. For the English Teachers

In line with the use of video, the English teachers need to design various activities to be implemented after playing the video. The activities should encourage the students to speak English. Besides, it is necessary to use various video teaching techniques so that the teachers could explore the video into some useful activities that can help the students improve their speaking ability. The English teachers also need to provide other learning sources besides the course book to give more knowledge to the students in learning English.

2. For Other Researchers

To other researchers who want to conduct the same research, there are some factors that should be considered in using videos in the English teaching and learning process. First, it is necessary to find the videos which are suitable with the core competences, basic competences, and also the students' proficiency level. Second, the researchers should be more creative in using various video teaching techniques and designing other activities so that the students have more opportunity to speak in interesting way. The last, it is important to make sure that all of the equipments to show the video work well before playing it.

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APPENDICES

APPENDIX A

COURSE GRIDS

**The Course Grid of Improving the Students' Speaking Skills through Videos at Class VII B of SMP N 2 Patuk in the
Academic Year of 2014/2015**

A. Kompetensi Inti :

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, tanggung jawab, peduli (toleransi, gotong royong), percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi dan seni budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 2.3 Menghargai perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), sesuai dengan konteks penggunaannya.
- 4.10 Menangkap makna teks instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), lisan dan tulis sangat pendek dan sederhana.
- 4.11 Menyusun teks instruksi (**instruction**), tanda atau rambu (short notice), tanda peringatan (warning/caution), lisan dan tulis sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Cycle 1							
Learning Objective	Indicators	Learning Materials		Activities	Assessment	Learning Media	Learning Sources
		Language Functions	Vocabularies and Grammar				
At the end of the lesson, the students are able to give and respond to the instruction	1. Identifying the expression of giving instruction in the dialogue	<i>Teacher:</i> <i>Boris, stand up.</i> <i>Boris: Yes, sir.</i> <i>Teacher:</i> <i>Sean, take</i>	Grammar: Verb + Noun/Adverb Vocabulary: Verb: - sweep	<u>Meeting 1</u> a. Pre-viewing <ul style="list-style-type: none"> The teacher shows any unusual vocabulary in context. Students practice to 	1. Answering general questions about the dialogue of giving instruction.	Media: - Videos - Handout - Picture cards Equipment	- Digital Dictionary – Cambridge Advanced Learner's Dictionary 3 rd Edition.

fluently and accurately in daily life.	<p>given</p> <p>2. Identifying the social function of instruction text</p> <p>3. Identifying the structure of instruction text</p> <p>4. Identifying the language features of instruction text</p> <p>5. Pronouncing the expressions correctly</p> <p>6. Giving someone</p>	<p><i>out your book.</i> <i>Sean: Yes, sir.</i> <i>Teacher: Well done.</i></p> <p><i>Teacher: Hachu, come here please.</i> <i>Hachu: Yes, ma'am.</i></p> <p><i>A: Oh, you're having some computer problems.</i> <i>B: Yes I am. Can you help me?</i> <i>A: Well, have you turned it on?</i> <i>B: Here?</i></p>	<p>/swip/ - clap /klæp/ - write /raɪt/ - stand up /stænd ʌp/ - take out /teɪk aʊt/</p> <p>Noun: - answer /ɑnt .sə r / - window /wɪn.dəʊ/ - floor /flɔ r / - music /mju.zɪk/</p> <p>Adverb: - here /hɪə r / - around /əraʊnd/</p> <p>Adjective:</p>	<p>pronounce the words correctly.</p> <p>b. While-viewing</p> <ul style="list-style-type: none"> Students watch the video without taking notes. Students identify the general topic of the video. <p>c. Post-viewing</p> <ul style="list-style-type: none"> Students answer general questions about the video. Students listen to the video once more and repeat after it. <p>d. Pre-viewing</p> <ul style="list-style-type: none"> The teacher tells the topic of the new video to the students. <p>e. While viewing</p>	<p>2. Completing a dialogue with appropriate expression of giving and responding to an instruction.</p> <p>3. Making a dialogue using the expression of giving instruction.</p> <p>4. Performing the dialogue with the partner.</p>	<p>:</p> <ul style="list-style-type: none"> - White board - Board marker - Laptop - LCD - Speaker 	<p>- Priyana, Joko., et al. 2008. <i>Scaffolding (English for Junior High School Students)</i>. Jakarta: Departemen Pendidikan Nasional.</p> <p>- Videos taken from www.youtube.com:</p> <ol style="list-style-type: none"> 1. Classroom Actions & Commands pt.8 by Pumkin.com https://www.youtube.com/watch?v=e2uIbG3clHc 2. If You're
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	instruction 7. Responding to someone's instruction	<i>A: Yup. Just press that switch. B: Okay.</i>	- quiet /kwaɪət/ nice /naɪs/	<ul style="list-style-type: none"> Students watch and listen to the song in the video for relaxation and then sing the song together. <p>f. Post viewing</p> <ul style="list-style-type: none"> Students identify the expressions of giving instructions from the song and find their meanings in Indonesian. <p><u>Meeting 2</u></p> <p>a. Pre-viewing</p> <ul style="list-style-type: none"> The teacher explains any grammatical points in context. Students practice to pronounce the dialogues in the 			<p>Happy and You Know It! https://www.youtube.com/watch?v=71hqRT9U0wg</p> <p>3. Dialogues - giving instructions https://www.youtube.com/watch?v=-92hkCqeGCo</p>
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				<p>handout with their partners.</p> <p>b. While-viewing</p> <ul style="list-style-type: none">• Students watch the video carefully with the sound off.• Students predict what the speaker probably says by interpreting the facial expression and body language of the speakers. <p>c. Post-viewing</p> <ul style="list-style-type: none">• Students state their answers or predictions based on the scene in the video orally.• The teacher uses freeze-frame options to check the students' answers			
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				<p>and comprehension.</p> <ul style="list-style-type: none">• Students generate an appropriate dialogue for the scene.• Students make a role-play based on the picture cards given and perform it.			
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The Course Grid of Improving the Students' Speaking Skills through Videos at Class VII B of SMP N 2 Patuk in the Academic Year of 2014/2015

A. Kompetensi Inti :

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, tanggung jawab, peduli (toleransi, gotong royong), percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi dan seni budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar:

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), sesuai dengan konteks penggunaannya.
- 4.10 Menangkap makna teks instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), lisan dan tulis sangat pendek dan sederhana.
- 4.11 Menyusun teks instruksi (instruction), tanda atau rambu (**short notice**), tanda peringatan (**warning/caution**), lisan dan tulis sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Cycle 1							
Learning Objective	Indicators	Learning Materials		Activities	Assessment	Learning Media	Learning Sources
		Language Functions	Vocabularies and Grammar				
At the end of the lesson, the students are able to give a spoken text of short notice or	a. Identifying the differences between short notice and warning/ca	<i>Teacher: Do not play in the pond.</i> <i>Student: All right Ma'am.</i> <i>A: Don't park here,</i>	Grammar: <ul style="list-style-type: none"> Verb + Noun/Adverb Don't + Verb +Noun/Adverb 	a. Pre-viewing <ul style="list-style-type: none"> The teacher shows any unusual vocabulary in context. Students practice to 	1. Answering general questions about the dialogue of short notice and	Media: <ul style="list-style-type: none"> - Video - Handout - Sign cards Equipment	<ul style="list-style-type: none"> Digital Dictionary – Cambridge Advanced Learner's Dictionary 3rd Edition.

<p>warning/caution</p> <p>fluently and accurately based on the sign they see.</p>	<p>ution</p> <p>b. Identifying the social function of short notice and warning/caution</p> <p>c. Identifying the structure of short notice and warning/caution</p> <p>d. Identifying the language features of short notice and warning/caution</p>	<p><i>please.</i></p> <p><i>B: Oh, Ok. I'm sorry.</i></p> <p><i>Student 1: Don't feed the cow.</i></p> <p><i>Student 2: OK. Sorry.</i></p>	<ul style="list-style-type: none"> No + Verb-ing/Noun <p>Vocabulary:</p> <p>Verb:</p> <ul style="list-style-type: none"> beware /bɪ'weə r / stay away /steɪ/ /ə'weɪ/ keep off /ki:p/ /ɒf/ recycle /,ri:'saɪ.kl/ <p>Noun:</p> <ul style="list-style-type: none"> danger /'deɪ.n.dʒə r / caution /'kɔ:ʃ ə n/ restroom /'rest.rʊm/ poison /'pɔɪ.z ə n/ 	<p>pronounce the words correctly.</p> <ul style="list-style-type: none"> The teacher tells the topic of the video that will be played. <p>b. While-viewing</p> <ul style="list-style-type: none"> Students watch the video. Students focus on the details (signs) in the second viewing. <p>c. Post-viewing</p> <ul style="list-style-type: none"> Guided by the teacher, students identify and describe the meanings of short notices and warnings/cautions from the video. Students listen to the video once more and repeat after it. 	<p>warning/caution text.</p> <p>2. Completing a dialogue with appropriate spoken text of short notice or warning/caution and the response.</p> <p>2. Making a dialogue using spoken text of short notice or warning/caution.</p> <p>4. Performing the dialogue with the partner.</p>	<p>:</p> <ul style="list-style-type: none"> - White board - Board marker - Laptop - LCD - Speaker 	<ul style="list-style-type: none"> Kemendikbud . 2014. Bahasa Inggris (When English Rings the Bell). Jakarta: Kementerian Pendidikan dan Kebudayaan. Priyana, Joko., et al. 2008. <i>Scaffolding (English for Junior High School Students)</i>. Jakarta: Departemen Pendidikan Nasional. Video taken from
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	<p>e. Pronouncing the expressions correctly</p> <p>f. Making a spoken text of short notice or warning/caution</p>		<p>- elevator /'el.ɪ.vəɪ.tə r /</p> <p>Adjective: - slippery /'slɪp. ə r.i/</p>	<ul style="list-style-type: none"> • Students complete and practice the dialogues based on the pictures. • Students make a role-play based on the sign (short notice or warning/caution) they draw and perform it. 			<p>www.youtube.com:</p> <p>- Survival Sight Signs. https://www.youtube.com/watch?v=ToGINakRQ_k</p>
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The Course Grid of Improving the Students' Speaking Skills through Videos at Class VII B of SMP N 2 Patuk in the Academic Year of 2014/2015

A. Kompetensi Inti :

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, tanggung jawab, peduli (toleransi, gotong royong), percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi dan seni budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menghargai perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

4.13 Menyusun **teks deskriptif**, lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

Cycle 2							
Learning Objective	Indicators	Learning Materials		Activities	Assessment	Learning Media	Learning Sources
		Language Functions	Vocabularies and Grammar				
At the end of the lesson, the students are able to perform a simple monologue of descriptive text through spoken language fluently and accurately.	1. Identifying the information in the monologue text given 2. Identifying the structure of descriptive text 3. Identifying the	<i>Hi guys! Do you have an idol teacher in this school? Let me tell you about my favorite teacher. His name is Mr. Adam. He teaches us Sport. He is tall and handsome. He has a pointed</i>	Grammar: <ul style="list-style-type: none"> Subject + to be + adjective Adjective + noun Subject + V1(s/es/ies) + Object Vocabulary: Adjective: <ul style="list-style-type: none"> short /ʃɔrt/ curly /kɜ.li/ 	Meeting 1 a. Pre-viewing <ul style="list-style-type: none"> The teacher shows any unusual vocabulary in context. Students practice to pronounce the words correctly. Students discuss the video from its title. b. While-viewing <ul style="list-style-type: none"> Students watch the 	1. Answering general questions about a descriptive text. 2. Completing a descriptive text with the appropriate words. 3. Making a short descriptive text.	Media: - Videos - Handout Equipment: - White board - Board marker - Laptop - LCD - Speaker	- Digital Dictionary – Cambridge Advanced Learner's Dictionary 3 rd Edition. - Kemendikbud. 2014. <i>Bahasa Inggris (When English Rings a Bell)</i> . Jakarta:

	<p>language features of descriptive text</p> <p>4. Pronouncing the words correctly</p> <p>5. Performing a simple monologue of descriptive text</p>	<p><i>nose. He is always friendly and patient. I really admire him.</i></p>	<p>- tall /tɑ:l/ - blonde /blɒnd/ - pointed /pɔɪn.tɪd/ - flat /flæt/ - patient /peɪ.ʃənt/ - healthy /hel.θi/ - great /greɪt/ - young /jʌŋ/</p> <p>Noun:</p> <p>- shirt /ʃɜ:t/ - pants /pænts/ - cap /kæp/ - neighbor /neɪ.bə r/</p> <p>Verb:</p>	<p>video without taking notes.</p> <ul style="list-style-type: none"> Students listen to the video for general comprehension. <p>c. Post-viewing</p> <ul style="list-style-type: none"> Students answer general questions orally about the video. Students listen to the video once more and repeat after it. Students do role play based on the video. <p><u>Meeting 2</u></p> <p>a. Pre-viewing</p> <ul style="list-style-type: none"> The teacher explains the organization of the text and grammatical points in context. 	<p>4. Performing a simple monologue of descriptive text.</p>	<p>Kementerian Pendidikan dan Kebudayaan.</p> <p>- Priyana, Joko., et al. 2008. <i>Scaffolding (English for Junior High School Students)</i>. Jakarta: Departemen Pendidikan Nasional.</p> <p>- Videos taken from www.youtube.com: - https://www.youtube.com/watch?v=7eJ</p>
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			<ul style="list-style-type: none"> - fly /flaɪ/ - admire /ədmaɪə r / - wear /wer/ 	<p>b. While-viewing</p> <ul style="list-style-type: none"> • Students watch the video. • Students listen for general comprehension and learn simple present tense from the video. <p>c. Post-viewing</p> <ul style="list-style-type: none"> • Students listen to the video once more and repeat after it. • Students describe some pictures in the handout orally. <p><u>Meeting 3</u></p> <p>d. Post-viewing</p> <ul style="list-style-type: none"> • Students complete a descriptive text. • Students play two games; guessing the 			<p><u>HndmLOS</u></p> <ul style="list-style-type: none"> - Describe people in English - Learn English Lessons - Beginner vocabulary http://youtube.com/watch?v=rIh78cS7a2c - Describing People http://youtube.com/watch?v=ZVE1Vr0Z4rM - https://www.youtube.com/watch?v=5n2ma_4sy_8
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				<p>name of a person being described and making descriptions as much as possible of each person in the picture given.</p> <ul style="list-style-type: none">• Students practice to describe their classmates orally.			
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APPENDIX B

LESSON PLANS

LESSON PLAN

Name of the school : SMP N 2 Patuk
Grade/Semester : VII/II
Subject : English
Text Type : Instruction
Skill : Speaking
Time allocation : 4 x 40 minutes (2 meetings)

A. CORE COMPETENCE:

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, tanggung jawab, peduli (toleransi, gotong royong), percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi dan seni budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. BASIC COMPETENCE:

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 2.3 Menghargai perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), sesuai dengan konteks penggunaannya.
- 4.10 Menangkap makna teks instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), lisan dan tulis sangat pendek dan sederhana.
- 4.11 Menyusun teks instruksi (**instruction**), tanda atau rambu (short notice), tanda peringatan (warning/caution), lisan dan tulis sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDICATORS:

1. Identifying the social function of instruction text
2. Identifying the structure of instruction text
3. Identifying the language features of instruction text
4. Identifying the expression of giving instruction in the given dialogue
5. Pronouncing the expressions of giving instruction correctly
6. Giving someone instruction
7. Responding to someone's instruction

D. LEARNING OBJECTIVES

At the end of the lesson, the students are able to give and respond to the instruction fluently and accurately in daily life.

E. LEARNING MATERIALS

Social Function:

Keep the law or order

Structure:

Verb + Noun/Adverb

Language features:

Expressions of giving instruction	Expressions of responding to instruction
<ol style="list-style-type: none"> 1. Open the window, please. 2. Close the door, please. 3. Clap your hands. 4. Take out your book. 5. Stand up. 6. Sit down. 7. Stop. 8. Come here, please. 9. Speak English, please. 10. Please, be quiet. 	<ol style="list-style-type: none"> 1. Yes, ma'am. (formal) 2. Right away, sir. (formal) 3. All right. 4. Sure. 5. OK. 6. No problem.

‘**Please**’ is used to make the instruction more polite or formal.

- Pronunciation, stress, and intonation

Vocabulary:

Word	Pronunciation
stretch (v)	/stretʃ/
clap (v)	/klæp/
shout (v)	/ʃaʊt/
stamp (v)	/stæmp/
turn (v)	/tɜ:n/
sit down (v)	/sɪt daʊn/
stand up (v)	/stænd ʌp/
take out (v)	/teɪk aʊt/
put away (v)	/pʊt ə'weɪ/
answer (n)	/ɑnt .sə r /

arm (n)	/ɑ:rm/
feet (n)	/fi:t/
toe (n)	/toʊ/
here (adv)	/hɪə r /
around (adv)	/əraʊnd/
nice (adj)	/naɪs/
quiet (adj)	/kwaɪət/

F. TEACHING METHOD

Video Teaching Technique (Pre-viewing, While-viewing, Post-viewing)

G. TEACHING LEARNING ACTIVITIES

1. Opening

- a. Teacher greets students.
- b. Teacher checks students' condition.
- c. Teacher checks students' attendance.
- d. Teacher reviews previous materials.
- e. Teacher tells the material that will be learned.
- f. Teacher informs the learning objectives.

2. Main activities

a. Pre-viewing

- Students identify some instructions they have ever heard in the class and outside the class. (Task 1)
- Students find Indonesian equivalents of some unusual words they are going to listen in the video and pronounce the words correctly. (Task 2)

b. While-viewing

- Students watch the video without taking notes. (Task 3)
- Students identify the general topic of the video. (Task 3)

c. Post-viewing

- Students answer general questions about the video. (Task 4)
- Students listen to the video once more and repeat after it. (Task 5)
- Students learn other expressions of giving instruction and the structure from the handout. (Task 6)

d. Pre-viewing

- Teacher tells the topic of the new video to the students.

e. While-viewing

- Students watch and listen to the song in the given video for relaxation and then sing the song together. (Task 7)

f. Post-viewing

- Students identify the expressions of giving instructions from the song and find their meanings in Indonesian. (Task 7)

g. Pre-viewing

- Students study the dialogue of responding to instruction and answer the questions. (Task 8)
- Students learn expressions of responding to instruction from the handout. (Task 9)
- Students complete the dialogues with relevant expressions and practice them. (Task 10)

h. While-viewing

- Students watch the video carefully with the sound off and predict what the speaker probably says (the instructions and the responses). (Task 11)
- Students state the appropriate instructions and responses (students' predictions) based on the scene in the video orally. (Task 11)

i. Post-viewing

- Teacher plays the video once again with sound on.
- Guided by the teacher, students check to see if they guessed correctly.

- In pairs, students make an instruction and the response based on the picture given. (Task 12)
- Students act the dialogue out with their partners in front of the class. (Task 12)

3. Closing

- Teacher and students reflect and summarize the lesson.
- Teacher gives feedback to the students
- Teacher informs the next materials.
- Teacher says goodbye to the students.

H. LEARNING MEDIA

Media:

- Videos
- Handout
- Picture cards

Equipment:

- Whiteboard
- Board marker
- Laptop
- LCD
- Speaker

I. LEARNING SOURCES

- Digital Dictionary – Cambridge Advanced Learner’s Dictionary 3rd Edition.
- Priyana, Joko., et al. 2008. *Scaffolding (English for Junior High School Students)*. Jakarta: Departemen Pendidikan Nasional.
- Videos taken from:
 - <https://www.youtube.com/watch?v=e2uIbG3clHc>
 - <https://www.youtube.com/watch?v=71hqRT9U0wg>
 - <https://www.youtube.com/watch?v=-92hkCqeGCo>

J. ASSESMENT

- a. Technique : Role play
- b. Instrument : Pictures cards
- c. Speaking Rubric : Attached

Name	Aspects					Total Score
	Grammar	Fluency	Pronunciation	Vocabulary	Comprehension	

English Teacher

Patuk, April 7, 2015

Researcher

Poniyah, S.Pd.

NIP.19600818 198303 2 014

Sinta Praselia Trias Sari

NIM.11202241006



Task 1

Listen to your teacher and answer the following questions orally.

- Has your teacher ever asked you to do something?
- Has your friend ever asked you to do something?
- What are they?
- Do you know what kind of expressions they are?



Task 2

Study the following vocabularies and find their Indonesian equivalents. Then listen and repeat after your teacher.

Word	Pronunciation	Indonesian equivalents
stretch (v)	/stretʃ/	
clap (v)	/klæp/	
shout (v)	/ʃaʊt/	
stamp (v)	/stæmp/	
turn (v)	/tɜ:n/	
take out (v)	/teɪk aʊt/	
put away (v)	/pʊt ə'weɪ/	
arm (n)	/ɑ:rm/	
feet (n)	/fi:t/	
toe (n)	/tu:/	
here (adv)	/hɪə r /	
around (adv)	/əraʊnd/	
quiet (adj)	/kwaɪət/	



Task 3

Watch the video carefully and identify the topic of the video.



Task 4

Answer the following questions orally based on the video.

1. Who are the characters in the video?
2. What are they doing?
3. What kind of expressions does the teacher use?
4. What does the teacher say? List the expressions that the teacher uses in the video.
5. List vocabulary that you do not know their meanings.



Task 5

Listen to the video once more and repeat after it.



Task 6

Study the following expressions.

From the video, you hear the following expressions:

- Speak English.
- Come here.
- Open your book.
- Stop.
- Do your homework.

Those expressions can be used to give instructions.

You will find that the pattern is:

Verb + Noun/Adverb

Speak English

In giving instructions, you will also find the word 'please'.

'Please' is used to make the instruction more polite or formal.

**Task 7**

Watch and listen to the song in the given video and sing the song together with your classmates. Then, identify the instructions from the song and find their meanings in Indonesian.

Instructions	Meanings

**Task 8**

In pairs, study the following dialogue and answer the questions.

Intan : Hi, Rina.

Rina : Hi, Intan.

Intan : Our teachers use this classroom at 9 o'clock. But, look. This classroom is dirty.

Rina : You are right. Well, let's clean the classroom.

Intan : OK. I clean the whiteboard. Rina, sweep the floor, please.

Rina : Sure.

(Adapted from Scaffolding p.31)

Questions:

1. What is the meaning of *dirty* in *This classroom is dirty*?
2. What is the meaning of *sweep* in *Rina, sweep the floor, please*?
3. What is the function of the word *please* in *Rina, sweep the floor, please*?
4. Underline two instructions in the dialogue above. What does each expression mean?
5. Rina says *Sure*. What does Rina mean?



Task 9

Study the following expressions.

In the dialogue of Task 9, you find the following expression.

- Sure

This expression is used to respond the instruction or able to do the instruction.

Other expressions:

- Yes, ma'am.
- Right away, sir.
- All right.
- OK.
- No problem.



Task 10

Complete the following dialogues by choosing the appropriate instructions and responses. Then, act it out with your partner.

- Putri : Mira, ... here, please.

Mira : What's up?

Putri : this box, please.

Mira :

sure carry come okay

- Eko : Well, let's ... the exercise now.

Roni : ...

Eko : Roni, ..., please.

Roni : Thank you.

Eko : Let's the text first.

Roni : And then?

Eko : the characteristics of the animal.

Roni : Okay. I get it.

sit down underline all right read do sure

**Task 11**

Watch the following video carefully. Predict what the speaker probably says (the suitable expressions of giving and responding to instructions).

**Task 12**

In pairs, make an instruction and the response based on the situation card (picture) given by your teacher. Then, act it out in front of the classroom. Look at the example below.



(Picture: Taken from Scaffolding p.33)

Mother : Ratna, put the book in the bookshelf, please.

Ratna : Okay, mom.

Mother : Thanks, dear.

VIDEO SCRIPTS**Task 3**

Teacher : I say.. Now it's time for question and answer.

Sean, take out your book.

Sean : (*Take out his book*)

Teacher : Very good.

Hachu, speak English.

Hachu : (*Speak English*)

Teacher : Stop. Thank you. Very good.

Boris, Stand up.

Boris : (*Stand up*)

Teacher : Well done.

Task 8**If You're Happy and You Know It**

If you're happy and you know it clap your hands (2x)

If you're happy and you know it and you really want to show it

If you're happy and you know it clap your hands

If you're happy and you know it stamp your feet (2x)

If you're happy and you know it and you really want to show it

If you're happy and you know it stamp your feet

If you're happy and you know it turn around (2x)

If you're happy and you know it and you really want to show it

If you're happy and you know it turn around

Task 12

Video 1:

A: Oh, you're having some computer problems.

B: Yes I am. Can you help me?

A: Well, have you turned it on?

B: Here?

A: Yup. Just press that switch.

B: Okay.

Video 2:

A: Hei, can you show me how to use this new microwave?

C: Yeah. Well, first you have to put this in the microwave save container.

A: OK, now what?

C: Open the microwave. Put the food in. Close the door. And set timer for three minutes.

LESSON PLAN

Name of the school : SMP N 2 Patuk
Grade/Semester : VII/II
Subject : English
Text Type : Short Notice, Warning/Caution
Skill : Speaking
Time allocation : 2 x 40 minutes (1 meeting)

A. CORE COMPETENCE:

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, tanggung jawab, peduli (toleransi, gotong royong), percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi dan seni budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. BASIC COMPETENCE:

- 1.4 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), sesuai dengan konteks penggunaannya.
- 4.10 Menangkap makna teks instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), lisan dan tulis sangat pendek dan sederhana.
- 4.11 Menyusun teks instruksi (instruction), tanda atau rambu (**short notice**), tanda peringatan (**warning/caution**), lisan dan tulis sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDICATORS:

- Identifying the social function of short notice and warning/caution
- Identifying the structure of short notice and warning/caution
- Identifying the language features of short notice and warning/caution
- Identifying the differences between short notice and warning/caution
- Understanding the meaning of some short notices and warnings/caution
- Pronouncing the expressions correctly
- Making a spoken text of short notice and warning/caution

D. LEARNING OBJECTIVES

At the end of the lesson, the students are able to give a spoken text of short notice or warning/caution fluently and accurately based on the sign they see.

E. LEARNING MATERIALS

Social Function:

Keep order and personal/public safety

Text Structure:

- **Verb + Noun/Adverb**
- **Don't + Verb + Noun/Adverb**
- **No + Verb-ing/Noun**

Language features:

- Short notice : If this sign is not obeyed, it will not cause a risk. For example “Staff only”
- Warning/caution : If this sign is not obeyed, it will cause some risks. For example “Danger. High voltage!”

Short Notice	Warning/Caution	The Response
1. Keep off the grass. 2. Turn off your cell phone. 3. Staff only. 4. Do not enter. 5. Don't litter. 6. Keep clean. 7. No food and drink allowed.	1. Danger. High voltage! 2. Stay away from the fence. 3. Hot surface! Do not touch. 4. No swimming. 5. No right turning. 6. Don't feed the animal. 7. Beware of the dog.	7. OK. 8. Sure. 9. All right. 10. Sorry. 11. I'm sorry. 12. Oh, OK. Sorry.

‘Please’ can be used to make the expression more polite or formal.

- Pronunciation, stress, and intonation

Vocabulary:

Word	Pronunciation
danger (n)	/ˈdeɪn.dʒə r /
caution (n)	/ˈkɔː.ʃ ə n/
restroom (n)	/ˈrest.rʊm/
poison (n)	/ˈpɔɪ.z ə n/
trespassing (n)	/ˈtres.pəsɪŋ/
elevator (n)	/ˈel.ɪ.veɪ.tə r /
beware (v)	/bɪˈweə r /
stay away (v)	/steɪ/ /əˈweɪ/
keep off (v)	/ki:p/ /vɒf/
recycle (v)	/ˌriːˈsaɪ.kl/

slippery (adj)	/'slɪp. ə r.i/
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F. TEACHING METHOD

Video Teaching Technique (Pre-viewing, While-viewing, Post-viewing)

G. TEACHING LEARNING ACTIVITIES

1. Opening

- a. Teacher greets students.
- b. Teacher checks students' condition.
- c. Teacher checks students' attendance.
- d. Teacher reviews previous materials.
- e. Teacher tells the material that will be learned.
- f. Teacher informs the learning objectives.

2. Main activities

a. Pre-viewing

- Students identify the meaning of a sign provided in the handout. (Task 1)
- Students mention other examples of signs they have ever seen. (Task 1)
- Students find Indonesian equivalents of some unusual words they are going to listen in the video and pronounce the words correctly. (Task 2)
- The teacher tells the topic of the video that will be played.

b. While-viewing

- Students watch the video. (Task 3)
- Students focus on the details (signs) in the second viewing. (Task 3)

c. Post-viewing

- Guided by the teacher, students identify and describe the meanings of short notices and warnings/cautions from the video. (Task 3)
- Students listen to the video once more and repeat after it. (Task 4)

- Students learn other short notices and warnings/cautions and the structure from the handout. (Task 5)
- Students learn expressions of responding to short notice and warning/caution from the handout. (Task 5)
- Students complete and practice the dialogues based on the pictures. (Task 6)
- In pairs, students draw a sign (short notice or warning/caution) on the blank card and make a dialogue based on their signs. (Task 7)
- Students show their signs and act the dialogue out with their partner in front of the class. (Task 7)

3. Closing

- a. Teacher and students reflect and summarize the lesson.
- b. Teacher gives feedback to the students
- c. Teacher informs the next materials.
- d. Teacher says goodbye to the students.

H. LEARNING MEDIA

Media:

- Video
- Handout
- Sign cards

Equipment:

- Whiteboard
- Board marker
- Laptop
- LCD
- Speaker

I. LEARNING SOURCES

- Digital Dictionary – Cambridge Advanced Learner's Dictionary 3rd Edition.
- Kemendikbud. 2014. *Bahasa Inggris (When English Rings a Bell)*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

- Priyana, Joko., et al. 2008. *Scaffolding (English for Junior High School Students)*. Jakarta: Departemen Pendidikan Nasional.
- Video taken from:
 - https://www.youtube.com/watch?v=ToGI_NakRQ_k

J. ASSESMENT

- a. Technique : Role play
- b. Instrument : Sign cards
- c. Speaking Rubric : Attached

Name	Aspects					Total Score
	Grammar	Fluency	Pronunciation	Vocabulary	Comprehension	

English Teacher

Patuk, April 14, 2015

Researcher

Poniyah, S.Pd.

NIP.19600818 198303 2 014

Sinta Prasetia Trias Sari

NIM.11202241006



Task 1

Listen to your teacher and answer the following questions orally.

- a. Have you ever seen this sign? Where?



- b. What does it mean?
c. Do you know what kind of sign it is?
d. Could you give other examples of signs you have ever seen?



Task 2

Below are some words you are going to listen in the video. Find their Indonesian equivalents. Then, listen and repeat after your teacher.

Word	Pronunciation	Indonesian equivalents
danger (n)	/ˈdeɪ.ɢə r/	
caution (n)	/ˈkɔː.ʃ ə n/	
restroom (n)	/ˈrest.rʊm/	
poison (n)	/ˈpɔɪ.z ə n/	
trespassing (n)	/ˈtres.pəsɪŋ/	
elevator (n)	/ˈel.ɪ.veɪ.tə r/	
beware (v)	/bɪˈweə r/	
stay away (v)	/steɪ/ /əˈweɪ/	
keep off (v)	/ki:p/ /ɒf/	
recycle (v)	/ˌriːˈsaɪ.kl/	
slippery (adj)	/ˈslɪp. ə r.i/	

**Task 3**

Watch the video carefully. Then, identify short notices and warnings/cautions from the video and find the meanings in Indonesian.

Short Notice, Warning/Caution	Meaning

**Task 4**

Listen to the video once more and repeat after it.

**Task 5**

Study the following expressions.

From the video, you hear the spoken texts of short notices and warnings/cautions. They are used to keep order and personal/public safety.

- Short notice : If this sign is not obeyed, it will not cause a risk. For example “Staff only”
- Warning/caution : If this sign is not obeyed, it will cause some risks. For example “Danger high voltage!”

Short Notice	Warning/Caution
1. Keep off the grass.	1. Danger. High voltage!
2. Turn off your cell phone.	2. Stay away from the fence.
3. Staff only.	3. Hot surface! Do not touch.
4. Do not enter.	4. No swimming.
5. Don't litter.	5. No right turning.
6. Keep clean.	6. Don't feed the animal.
7. No food and drink allowed.	7. Beware of the dog.

You will find that the pattern is:

- **Verb + Noun/Adverb**
- **Don't + Verb + Noun/Adverb**
- **No + Verb-ing/Noun**

In responding to a short notice or warning/caution given to you, you can use the following expressions:

- OK.
- Sure.
- All right.
- Sorry.
- I'm sorry.
- Oh, OK. Sorry.



Task 6

Complete each dialogue below based on the pictures. Then, practice with your partner.



Ricky: Iwan, do not play in the pond.

Iwan :



Andi:

Dino: Oh, OK. Sorry.



Reza:

Yuli :



Gilang:

Ratih :

(Pictures taken from *When English Rings a Bell* p.182)



Task 7

In pairs, draw a sign (short notice or warning/caution). You may refer to any signs you have ever seen in the school or outside the school. Then, make a dialogue based on your sign. You can see Task 6 as the examples. In front of the class, show your sign and act the dialogue out with your partner.

LESSON PLAN

Name of the school : SMP N 2 Patuk
Grade/Semester : VII/II
Subject : English
Text Type : Descriptive Text
Skill : Speaking
Time allocation : 6 x 40 minutes (3 meetings)

A. CORE COMPETENCE:

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, tanggung jawab, peduli (toleransi, gotong royong), percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi dan seni budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. BASIC COMPETENCE:

- 1.5 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menghargai perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang,

binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

4.13 Menyusun **teks deskriptif**, lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

C. INDICATORS:

- a. Identifying the information in the given monologue text
- b. Identifying the social function of descriptive text
- c. Identifying the structure of descriptive text
- d. Identifying the language features of descriptive text
- e. Pronouncing the words correctly
- f. Performing a simple monologue of descriptive text

D. LEARNING OBJECTIVES

At the end of the lesson, the students are able to perform a simple monologue of descriptive text through spoken language fluently and accurately.

E. LEARNING MATERIALS

Hi guys!

Do you have an idol teacher in this school? Let me tell you about my favorite teacher. His name is Mr. Adam. He teaches us Sport. He is tall and handsome. He has a pointed nose. He is always friendly and patient. I really admire him.

Social Function:

A descriptive text describes the characteristics of a specific thing, such as a specific person, animal, or object.

Text organization:

In describing a person, descriptive text has structures as below:

- a. The IDENTIFICATION that gives general information about person (name, job, and age).
- b. The DESCRIPTION that describes the person in details, for example how he/she looks like or his/her physical appearance.

Sometimes a descriptive text has a general comment at the end, for example:

He is a good person and we love him very much.

Language features:

- Using specific participant
- Using pronoun: he, she
- Using adjective: beautiful, kind, tall

Subject	+	to be	+	Adjective
She		is		beautiful

Adjective	+	Noun
blonde		hair

- Using simple present tense

Subject	+	V1+s/es/ies	+	Object
She		teaches		English
He		has		blonde hair
She		wears		glasses

- Gambits in spoken descriptive text:
 - Hi guys!
 - Hello everyone.
 - I have an idol...
 - Let me tell you about my idol...
 - I would like to tell you about my idol...

- Pronunciation, stress, and intonation

Vocabulary:

Word	Pronunciation
short (adj)	/ʃɔrt/
curly (adj)	/kɜ.li/
tall (adj)	/tɔ:l/
blonde (adj)	/blɒnd/
pointed (adj)	/pɔɪn.tɪd/
flat (adj)	/flæt/
patient (adj)	/peɪ.ʃ ə nt/
healthy (adj)	/hel.θi/
great (adj)	/greɪt/
young (adj)	/jʌŋ/
shirt (n)	/ʃɜ:t/
pants (n)	/pænts/
cap (n)	/kæp/
neighbor (n)	/nei.bə r /
fly (v)	/flaɪ/
admire (v)	/ədmaɪə r /
wear (v)	/wer/

F. TEACHING METHOD

Video Teaching Technique (Pre-viewing, While-viewing, Post-viewing)

G. TEACHING LEARNING ACTIVITIES

1. Opening

- Teacher greets students.
- Teacher checks students' condition.

- c. Teacher checks students' attendance.
- d. Teacher reviews previous materials.
- e. Teacher tells the material that will be learned.
- f. Teacher informs the learning objectives.

2. Main activities

a. Pre-viewing

- Students listen to the teacher and answer some questions. (Task 1)
- Students find Indonesian equivalents of some unusual words and pronounce the words correctly. (Task 2)
- Guided by the teacher, students discuss the video they are going to watch from its title.

b. While-viewing

- Students watch the video without taking notes. (Task 3)
- Students listen to the video for general comprehension. (Task 3)

c. Post-viewing

- Students answer general questions about the video. (Task 3)
- Students listen to the video once more and repeat after it. (Task 4)
- Students do role play based on the video. (Task 4)
- Students listen to the teacher reading a spoken descriptive text. (Task 5)
- Students answer the questions orally. (Task 5)
- Guided by the teacher, students learn the social function, the text structure, language features, and gambits of spoken descriptive text from the handout. (Task 6)

d. Pre-viewing

- Teacher tells the topic of the new video to the students.

e. While-viewing

- Students watch the video. (Task 7)
- Students learn simple present tense from the video. (Task 7)

f. Post-viewing

- Students listen to the video once more and repeat after it. (Task 7)
- Students study a dialogue of describing a teacher and practice the dialogue with their partners. (Task 8)
- Students answer the questions orally. (Task 8)
- Students describe some pictures orally. (Task 9)
- Students complete a descriptive text. (Task 10)
- Students play two games. The first is guessing person is being described and the second is making description as much as possible of each person. (Task 11)
- Students watch and listen to the video of people who describe each other as an example. Then, students do the same by describing their classmates orally. (Task 12)

3. Closing

- a. Teacher and students reflect and summarize the lesson.
- b. Teacher gives feedback to the students
- c. Teacher informs the next materials.
- d. Teacher says goodbye to the students.

H. LEARNING MEDIA

Media:

- Videos
- Handout

Equipment:

- Whiteboard
- Board marker
- Laptop
- LCD
- Speaker

I. LEARNING SOURCES

- Digital Dictionary – Cambridge Advanced Learner’s Dictionary 3rd Edition.
- Kemendikbud. 2014. *Bahasa Inggris (When English Rings a Bell)*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Priyana, Joko., et al. 2008. *Scaffolding (English for Junior High School Students)*. Jakarta: Departemen Pendidikan Nasional.
- Videos taken from:
 - <https://www.youtube.com/watch?v=7eJHndmL0SY>
 - <http://youtube.com/watch?v=rIh78cS7a2c>
 - <http://youtube.com/watch?v=ZVE1Vr0Z4rM>
 - https://www.youtube.com/watch?v=5n2ma_4sy_8

J. ASSESMENT

- d. Technique : Describing friends (monologue)
- e. Speaking Rubric : Attached

Name	Aspects					Total Score
	Grammar	Fluency	Pronunciation	Vocabulary	Comprehension	

English Teacher

Patuk, April 17, 2015

Researcher

Poniyah, S.Pd.

NIP.19600818 198303 2 014

Sinta Praselia Trias Sari

NIM.11202241006

**Task 1**

Listen to your teacher and answer the following questions orally.

- Do you have a favorite teacher?
- What is his/her name?
- What does he/she look like?

**Task 2**

Study the following vocabularies and find their Indonesian equivalents. Then listen and repeat after your teacher.

Word	Pronunciation	Indonesian Equivalent
curly (adj)	/kɜ.li/	
blonde (adj)	/blɒnd/	
pointed (adj)	/pɔɪn.tɪd/	
flat (adj)	/flæt/	
patient (adj)	/peɪ.ʃ ə nt/	
healthy (adj)	/hel.θi/	
great (adj)	/greɪt/	
young (adj)	/jʌŋ/	
pants (n)	/pænts/	
cap (n)	/kæp/	
neighbor (n)	/nei.bə r /	
fly (v)	/flaɪ/	
admire (v)	/ədmaɪə r /	
wear (v)	/wer/	

**Task 3**

Watch the video carefully. Then, answer the following questions orally based on the video.

- Who are the characters in the video?
- What are they doing?
- How does Rora look like?
- List vocabulary that you do not know their meanings.

**Task 4**

- A. Listen to the video once more and repeat after it.
- B. In a group of three, do role play based on the video. Your teacher will play the video with the sound off.

**Task 5**

- A. Listen to your teacher reading Ratri's description about her idol teacher.

Hi guys!

Do you have an idol teacher in this school? Let me tell you about my favorite teacher. His name is Mr. Adam. He teaches us Sport. He is tall and handsome. He has a pointed nose. He is always friendly and patient. I really admire him.

B. Answer the following questions orally.

1. What is Ratri's idol teacher name?
2. Who is he?
3. What does he teach?
4. What is he like?
5. How is Ratri's impression to her teacher?

**Task 6**

Study the following explanation.

A descriptive text describes the characteristics of a specific thing, such as a specific person, animal, or object.

In describing a person, descriptive text has structures as below:

- a. The **IDENTIFICATION** that gives general information about person (name, job, and age).

Pattern:

Subject	+	to be	+	noun
He		is		a teacher

- b. The **DESCRIPTION** that describes the person in details, for example how he/she looks like or his/her physical appearance.

Sometimes a descriptive text has a general comment at the end, for example:

- He is a good person and we love him very much.

Language features:

- Using specific participant
- Using pronoun: he, she
- Using adjective: beautiful, kind, tall

Subject	+	to be	+	Adjective
She		is		beautiful

Adjective	+	Noun
blonde		hair

- Using simple present tense
- Gambits in spoken descriptive text:
 - Hi guys!
 - Hello everyone.
 - I have an idol...
 - Let me tell you about my idol...
 - I would like to tell you about my idol...



Task 7

- A. Watch and listen to the video carefully.
- B. Listen and repeat after the video.
- C. Study the pattern below.

Simple Present Tense

Subject	+	V1+s/es/ies	+	Object
She		teaches		English
He		has		blonde hair
She		wears		glasses



Task 8

A. Study the dialogue below. Then, practice with your partner.

- Aquilla : Excuse me, Dinda.
 Dinda : Yes, Aquilla. What's up?
 Aquilla : Do you have an idol teacher?
 Dinda : Yes, I do. A female teacher. She is young.
 Aquilla : Who is she? What's her name?
 Dinda : Her name is Miss Qonina.
 Aquilla : What does she teach?
 Dinda : She teaches us English.
 Aquilla : Why do you like her?
 Dinda : She is kind, patient, cheerful, and of course very pretty.
 Aquilla : Lucky you.
 Dinda : Thanks

(Adopted from *When English Rings a Bell* p. 190)

B. Answer the following questions orally.

1. What is Aquilla's teacher name?
2. Who is she?
3. What does she do?
4. What is she like?



Task 9

Describe these people. Use the following questions and the clues under the pictures to help you.

- What is his/her name?
- Who is he/she?

- What does he/she do?
- What is he/she like?



**Mr Harun/father/doctor/
great**



**Miss Sisca/aunt/nurse/
friendly**



**Mr Parlin/neighbor/
policeman/strong and
healthy**



**Anissa/cousin/singer/
energetic**

(Pictures taken from When English Rings a Bell p. 191)



Task 10

Complete the following description with the suitable words in the box.



handsome	strong
blonde	slim
tall	pointed
oval	

Captain David Michael

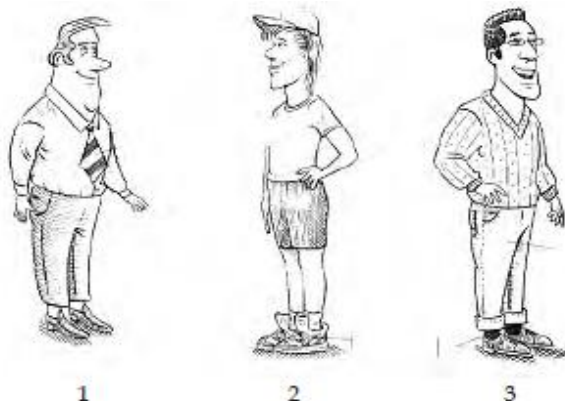
Captain David Michael is a pilot. He is 37 years old. He is _____ and _____. He is _____ and has a _____ body. He has _____ blonde hair. His face is _____. He has a _____ nose. He is smart. He flies planes around the world. We admire him.

(Adopted from Scaffolding p.121)

**Task 11**

Let's play a game.

A. Your teacher will describe three people. Which picture do you think matches the description? Listen carefully and name the picture.



B. Make a group of four. Then, observe the picture on the screen. Describe each person in the picture orally as much as possible. Do not make the same sentence with other groups.

**Task 12**

Describe your friend next to you orally. Watch and listen to the video as the example.

SCRIPTS**Task 3**

Girl : Where is Rora?

Boy : I don't know.

Girl : Oh no!

Girl : Excuse me. I'm looking for my little sister.

Woman : Okay. Don't worry. What's her name?

Girl : Her name is Rora. She's six years old.

Woman : What does she look like?

Girl : She has short curly hair.

Woman : What is she wearing?

Boy : She's wearing a pink shirt and blue pants.

Girl : And she is wearing a white cap.

Task 11 A

Picture 1: Mr. Joko is my uncle. He is short. He has a pointed nose. He wears a tie.

Picture 2: Dodi is handsome. He is young. He wears a hat and short pants.

Picture 3: Mr. Rahmat is tall. He has black hair. He wears sweater and glasses.

APPENDICES C

FIELD NOTES AND

VIGNETTES

FIELD NOTES

No : FN.01
Tanggal : 16 Maret 2015
Kegiatan : Izin Observasi dan Penelitian
Responden : P : Peneliti
KS : Kepala Sekolah
PTU : Pegawai Tata Usaha

P sampai di sekolah pukul 08.00 WIB. P datang ke sekolah bermaksud meminta izin untuk mengadakan observasi dan penelitian untuk skripsi. P bertemu salah satu PTU dan meminta izin untuk bertemu KS.

P dipersilahkan masuk ke ruang tamu. P bertemu KS yaitu bapak Heri dan membicarakan izin untuk observasi dan penelitian di SMP N 2 Patuk khususnya siswa kelas VII. KS menyambut dengan baik dan mengizinkan P untuk melaksanakan penelitian tersebut. Kemudian KS meminta P untuk membawa surat izin penelitian dari kampus untuk ditujukan langsung ke sekolah.

No : FN.02
Tanggal : 18 Maret 2015
Kegiatan : *Research Planning*
Responden : P : Peneliti
KS : Kepala Sekolah
GBI : Guru Bahasa Inggris

P bertemu KS dan meminta maaf karena surat izin dari kampus masih belum jadi. P kemudian meminta izin untuk bertemu guru bahasa Inggris kelas VII yaitu bu Poniyah untuk membahas jadwal dan mekanisme observasi dan penelitian P. KS memaklumi dan mengizinkan P.

P kemudian datang ke ruang guru dan bertemu GBI. P menjelaskan niat dan kedatangan P untuk mengadakan observasi dan penelitian untuk skripsi di sekolah tersebut khususnya untuk siswa kelas VII. GBI mengizinkan dan membahas mekanismenya di ruang perpustakaan. Setelah berdiskusi, GBI menyarankan

untuk menggunakan siswa kelas VII B sebagai subjek penelitian karena siswa-siswa di kelas tersebut ada yang pandai dalam pelajaran bahasa Inggris namun masih banyak juga yang belum bisa dan beberapa ada yang masih sulit diatur saat pelajaran berlangsung.

GBI juga memberitahu bahwa kurikulum yang dipakai masih Kurikulum 2013 dan juga masih menggunakan *Scientific Approach* sebagai metode pembelajarannya. GBI juga menjelaskan materi-materi yang akan digunakan P agar melanjutkan materi yang ada di buku wajib *When English Rings a Bell* yaitu *instruction, short notice and warning/caution*, dan *descriptive text*. Materi tersebut dipilih karena disesuaikan dengan kemampuan speaking yang akan diajarkan.

P dan GBI juga sepakat akan ada 3 pertemuan dalam tiap cycle. Sehingga total ada 6 pertemuan selain *pre-test* dan *post-test*. Kemudian jadwal untuk penelitian yaitu setiap hari Rabu dan Sabtu dan observasi dapat dimulai pada tanggal 1 April 2015.

(P memberikan surat izin penelitian kepada KS pada tanggal 1 April 2015)

No : FN.03

Tanggal : 4 April 2015

Kegiatan : Pre-test

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

S : Siswa

P sampai di sekolah pukul 08.00 WIB. P menemui GBI dan menjelaskan mekanisme *pre-test*. P memberikan rubrik penilaian kepada GBI untuk ikut memberikan penilaian kemampuan berbicara S. Hasil *pre-test* nanti akan digunakan untuk mengukur kemampuan berbicara bahasa Inggris S di awal.

P dan GBI masuk ke kelas pukul 09.20 WIB. P memulai kelas dengan mengucapkan salam, menanyakan kondisi S dan mengecek kehadiran S. P menyampaikan bahwa hari itu P akan mengadakan *pre-test* untuk keperluan penelitian P.

P memberikan *lead-in questions* terkait dengan materi yaitu tentang *instruction text* dan memberi sedikit penjelasan mengenai materi tersebut. P menjelaskan cara memberikan instruksi dalam bahasa Inggris sesuai dengan konteks dan cara pengucapannya. P memberikan latihan-latihan sesuai di buku *When English Rings a Bell*. P kemudian menyuruh siswa untuk memberikan instruksi dalam bahasa Inggris berdasar gambar-gambar yang tersedia di buku. P menyuruh S untuk berlatih terlebih dahulu kemudian mempraktekkannya di depan. P menilai siswa satu persatu.

Berdasarkan hasil wawancara dan observasi, P dan GBI sepakat akan menggunakan video sebagai media utama dalam proses pembelajaran speaking untuk membantu siswa dalam meningkatkan kemampuan berbicara Bahasa Inggris.

No : FN.04

Tanggal : 29 April 2015

Kegiatan : Post-test

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

S : Siswa

P dan GBI masuk ke kelas pukul 09.20 WIB. P memulai kelas dengan mengucapkan salam, menanyakan kondisi S dan mengecek kehadiran S. S tampak sudah siap untuk kegiatan *post-test* hari itu karena di pertemuan sebelumnya P sudah memberi tahu bahwa akan ada *post-test* setelah dulu diadakan *pre-test*. GBI masih ikut memberikan penilaian dan nilai *post-test* ini nanti akan dibandingkan dengan nilai *pre-test* sebelumnya untuk mengetahui peningkatan kemampuan speaking S.

P memanggil S satu persatu untuk tampil membawakan *spoken descriptive text*. Sebagian besar S tampak lancar mendeskripsikan seseorang dalam bahasa Inggris tanpa menggunakan teks. Namun masih ada juga beberapa yang masih membawa teks karena kurang percaya diri dan sulit mengucapkan kalimatnya.

Setelah tes *descriptive text* selesai, P juga memberikan tes tentang *instruction text* seperti di tes awal dalam *pre-test*. Namun kali ini P menggunakan gambar yang berbeda agar dapat mengetahui kemampuan speaking S. Hasil penilaian dari *pre-test* dan *post-test* oleh P nanti diakumulasikan dan dicari rata-ratanya sehingga akan terlihat seberapa besar peningkatan kemampuan speaking S.

VIGNETTES

No : V.01

Tanggal : 1 April 2015

Kegiatan : Observasi

Responden : P : Peneliti

GBI : Guru Bahasa Inggris

S : Siswa

P sampai di sekolah pukul 08.00 WIB. P menemui GBI di ruang guru untuk mengkoordinasikan mekanisme observasi di kelas VII B. Setelah istirahat pertama dan bel masuk berbunyi yaitu pukul 09.20, P mengikuti GBI untuk berjalan menuju kelas VII B. Sesampainya di kelas, GBI memberitahukan S bahwa P akan mengadakan penelitian skripsi di kelas tersebut dan P akan mengajar mereka selama beberapa pertemuan yang akan datang. GBI kemudian mempersilakan P untuk duduk di kursi paling belakang agar mudah dalam melakukan observasi di kelas.

GBI memulai kelas dengan menyapa dan menanyakan keadaan S. Kemudian GBI bertanya, *“Is there any homework?”*. Hanya beberapa siswa yang menjawab tidak. GBI bertanya lagi, *“Do you have a pet? What is the name of your pet?”* S tidak ada yang menjawab. GBI lalu menginformasikan bahwa hari itu mereka akan belajar cara mendeskripsikan hewan beserta tujuan pembelajarannya.

GBI kemudian menunjuk tiga S dan menanyakan pertanyaan yang sama, *“What’s your favorite animal?”* Mereka menyebutkan nama hewan tetapi dengan bahasa Indonesia. GBI menunjukkan gambar beberapa hewan di LCD dan melakukan *listen and repeat* untuk pengucapan nama-nama hewan tersebut dalam bahasa Inggris. GBI lalu menulis di papan tulis *What does a giraffe look like?* GBI menjelaskan arti dan penggunaan dari pertanyaan tersebut. Rega menjawab “ciri-ciri jerapah”, sedangkan S yang lain mulai banyak yang tidak memperhatikan penjelasan GBI.

GBI berulang-ulang melakukan *listen and repeat* dalam mendeskripsikan hewan-hewan. Namun ketika GBI menanyakan ciri hewan yang lain lagi S tidak ada yang menjawab. Lalu GBI menjelaskan bagian-bagian tubuh dari burung dalam bahasa Inggris. “*Examples?*” Beberapa S laki-laki menjawab “*pleci.. manuk empirit..*”

GBI bertanya “Apa perbedaan dari *has* dan *have*?” Salah satu S menjawab “tulisan” yang disambut tawa oleh S yang lain. Kelas mulai sedikit gaduh dan beberapa S mulai berbicara sendiri dengan temannya. GBI kemudian menjelaskan perbedaan dan penggunaan keduanya yang berkaitan dengan perbedaan orang pertama, kedua dan ketiga namun banyak S yang kurang memperhatikan. “Siapa yang masih belum bisa penggunaan *has/have*?” Salah satu S menjawab “insyaAllah” sedangkan yang lain hanya diam.

“*Now open your packet book on page 147*”. GBI mulai menggunakan buku *When English Rings a Bell*. Kemudian GBI menjelaskan perbedaan antara *fur* dan *feather*. GBI mengatakan “kalau *fur* itu untuk bulu-bulu yang halus, sedangkan *feather*...” Lalu Mustofa menimpali “bulu-bulu kasar”. GBI lalu memberikan jawaban yang benar. “*Now your task is doing task 15*”, kata GBI. S mulai mengerjakan. Beberapa S ada yang berbicara sendiri dengan temannya. Rega bertanya, “*tall* (dengan pengucapan yang salah) itu panjang bu?” GBI memberikan jawaban yang benar lagi.

GBI mulai berkeliling memonitor S. Tak lama kemudian menunjuk salah satu S, “Wahid, baca punyamu di depan.” Wahid menjawab “belum selesai bu.” GBI berkata “nggak apa-apa, biar buat contoh temannya.” Wahid membaca jawabannya di depan kelas namun banyak pengucapannya yang masih salah. “*Yes, very good.*” Lalu GBI menunjuk siswa lain, “*Anisa Putri how many animal do you have?*” Anisa menjawab “empat.” “*Come in front*”, kata GBI. Beberapa S masih disuruh maju melakukan kegiatan yang sama hingga jam pelajaran berakhir.

GBI mulai menutup pelajaran dengan memberikan kesimpulan pelajaran. “*Let’s conclude our lesson today*”. Hanya ada dua S yang merespon. GBI menjelaskan kembali penggunaan *has/have*. Keadaan kelas mulai gaduh lagi. GBI

memberikan kesempatan S untuk bertanya namun tidak ada yang bertanya. GBI mengakhiri pelajaran.

No : V.02

Tanggal : 8 April 2015

Kegiatan : Pertemuan 1

Responden : P : Peneliti

S : Siswa

P masuk ke kelas tepat pukul 09.20 setelah bel masuk berbunyi. P menyalakan laptop, speaker, dan LCD yang akan digunakan untuk proses pembelajaran sambil menunggu seluruh S masuk ke kelas dan keadaan kelas mulai kondusif. P kemudian memulai pelajaran. “*Assalamualaikum Wr.Wb. Good morning everyone.*” S menjawab. “*Good morning.*” “*How are you today?*” “*I’m fine thank you, and you?*” “*I’m very well too.Thank you.*” P kemudian mengecek kehadiran S.

P memberitahu bahwa kelas bahasa Inggris mereka mulai hari itu akan digunakan untuk penelitian P sehingga P yang akan menjadi guru bahasa Inggris sementara. P lalu membagikan *handout* yang telah dipersiapkan sebagai materi pembelajaran selain menggunakan buku wajib *When English Rings a Bell*. P memberikan *lead-in questions* sebagai pengantar S masuk ke topik pelajaran. “*Has your teacher ever asked you to do something?*” S tidak ada yang menjawab. P mengulangi pertanyaan yang sama kemudian menggunakan bahasa Indonesia. “*Yes.*” Beberapa siswa baru menjawab. “*What are they?*” Beberapa siswa menjawab “disuruh membaca, maju ke depan, menulis.” “*Okay, reading, writing, what else?*” S lain ikut menjawab. “*What expression does your teacher or your friend use to ask you to do something? Do you know what kind of expressions are they?*” P bertanya kembali dan menegaskan dengan bahasa Indonesia. “*So, when you ask someone to do something, you give an instruction or command.*” P kemudian menginformasikan bahwa hari itu mereka akan belajar tentang ekspresi memberikan instruksi dalam bahasa Inggris dan tujuan dari pembelajarn tersebut.

P memberitahu S bahwa P akan memutar sebuah video yang berisi contoh ekspresi memberi instruksi. Namun P menyuruh S agar mengerjakan Task 2 terlebih dahulu untuk mencari arti dari beberapa kosa kata untuk memudahkan mereka dalam memahami isi video nanti dan tugas-tugas selanjutnya. “*You may open our dictionary to help you find the meanings*”, kata P. S tampak antusias dan semangat mencari arti setiap kata di dalam kamus. Setelah selesai P dan S mengecek arti dari seluruh kata bersama-sama kemudian melakukan *listen and repeat* agar siswa mengetahui pengucapan dari tiap kata dengan benar.

P kemudian mulai memutar video secara normal dan menyuruh S untuk melihat dan mendengar video dengan seksama sambil menulis hal-hal yang tidak mereka pahami dari video dan mengubahnya menjadi pertanyaan-pertanyaan yang dapat diajukan ke P. S tampak senang dan antusias saat melihat video tersebut. Setelah selesai P menanyakan apakah ada yang mereka ingin ketahui dari video tersebut atau ada kata-kata yang tidak mereka pahami. S tidak ada yang menjawab. “*Ok, what does the video tell you about?*” tanya P. Beberapa S menjawab “guru menyuruh-nyuruh siswa”. “*Good, so the teacher asks the students to do something*”. Kemudian P menyuruh mereka berlanjut ke task 4 yaitu menjawab pertanyaan-pertanyaan. “*Now please answer the questions in task 4. Number one, who are the characters in the video?*” tanya P. Seluruh S menjawab “guru dan siswa”. “*In English?*” tanya P lagi. Beberapa S kembali menjawab “*teacher and students*”. P dan S mendiskusikan jawaban sampai pertanyaan terakhir. Lalu P menyuruh S untuk *listen and repeat* dari video tadi. Seluruh S tampak semangat dan melafalkan kata dengan keras.

S bersama-sama dengan P kemudian mempelajari ekspresi memberikan instruksi yang lain dan struktur kalimatnya yang terdapat di *handout*. P sesekali membenarkan pendapat dan pengucapan S. P lalu memutar video lagu yang terdapat ekspresi memberi instruksi. P mengulang video beberapa kali agar S dapat bernyanyi bersama. S terlihat senang dan antusias bernyanyi sambil menggerakkan badannya mengikuti gerakan di video. Setelah selesai P menyuruh mereka untuk mengidentifikasi ekspresi memberi instruksi yang terdapat dalam video dan diisi ke dalam kolom task 8 dan mencari arti dari kalimat tersebut. P

kembali memutar video dengan beberapa kali menjeda video untuk membantu S. S tampak bersemangat menulis jawaban di *handout*. Namun ada juga beberapa S yang masih belum paham sehingga P menjelaskan ulang tugas mereka.

Setelah itu, P menyuruh S untuk mempresentasikan jawaban mereka. Banyak S yang angkat tangan kemudian P menunjuk Reza. “Nomer satu, *clap your hands*”, jawab Reza. “*Excellent. What does it mean Reza?*” tanya P. “Tepuk tangan Miss”. P membenarkan. “Ya, tepuk tanganmu.” Jawaban-jawaban selanjutnya kembali diutarakan beberapa S hingga mereka berebut ingin menjawab sampai akhirnya bel tanda berakhirnya pelajaran telah berbunyi.

S mulai gaduh sehingga P hanya sempat memberitahu bahwa materi yang akan datang masih melanjutkan ekspresi memberi instruksi dan ekspresi meresponnya. P memberi salam dan mengakhiri pelajaran.

No : V.03

Tanggal : 11 April 2015

Kegiatan : Pertemuan 2

Responden : P : Peneliti

S : Siswa

Bel masuk setelah istirahat pertama berbunyi. P berjalan masuk ke kelas. Namun S kelas VII B terlihat masih banyak yang di luar karena ternyata pelajaran sebelumnya adalah olahraga sehingga banyak dari mereka yang masih makan dan belum ganti baju. P menyuruh mereka agar segera masuk ke kelas. P lalu menyalakan laptop dan LCD.

Setelah memberi salam, menyapa, menanyakan keadaan S, dan mengecek kehadiran S, P mereview materi sebelumnya. Beberapa S menjawab dengan semangat. P lalu melanjutkan pelajaran, “*OK, now please look at task 9. In pairs, study the following dialogue and answer the questions.*” Beberapa S nampak belum begitu siap. Namun yang lain mulai membaca dengan serius dengan teman sebangkunya. P berkeliling kelas dan sesekali membantu S yang mendapatkan kesulitan dalam menjawab dan melafalkan kata-kata.

“Have you finished?” tanya P. Banyak S yang menjawab *“yes”* dan ada yang masih menjawab *“not yet”*. Setelah beberapa saat P dan S membahas isi dari dialog bersama-sama lalu melakukan *listen and repeat* dari dialog tersebut. P kemudian menunjuk dua S untuk mempraktekkan dialog tersebut dan membenarkan beberapa pengucapan yang masih salah. Setelah itu P menyuruh S untuk mempresentasikan jawaban dari pertanyaan-pertanyaan tadi. Beberapa S angkat tangan dan menjawab dengan percaya diri. P membantu menjawab pertanyaan yang tidak terjawab. Task 9 tersebut merupakan langkah untuk mengenalkan ekspresi untuk merespon sebuah instruksi. P kemudian menjelaskan dan memberi contoh-contoh lain dari ekspresi merespon instruksi.

Berlanjut ke Task 11, P menyuruh S melengkapi dialog rumpang dengan ekspresi memberi dan merespon instruksi yang sesuai. Beberapa S tampak membuka kamus untuk mencari arti kata yang sulit. Setelah selesai, P menyuruh dua pasang S mempresentasikan jawabannya di depan kelas. Beberapa S angkat tangan ingin maju. P lalu menunjuk Rega dan Reza untuk menjawab no.1 dan Ratri dan Anisa untuk no.2. *“Now present your answer in front of the class. You can change the name with yours.”* Rega dan Reza kemudian maju.

Rega : Reza, come here, please.

Reza : Okay. What’s up?

Rega : Carry this box, please.

Rega : Sure.

“Excellent. Give applause please for Rega and Reza,” puji P. P lalu membenarkan pengucapan untuk kata *“carry”* yang tadi masih salah. Berlanjut ke no.2, Ratri dan Anisa maju ke depan.

Ratri : Well, let’s do the exercise now.

Anisa : Sure.

Ratri : Anisa, sit down, please.

Anisa : Thank you.

Ratri : Let’s underline the text first.

Anisa : All right. And then?

Ratri : Read the characteristics of the animal.

Anisa : Okay. I get it.

“Ok, good. Thank you Ratri and Anisa. Well, is there anybody who has different answer?” tanya P. Wahid lalu angkat tangan. *“Saya Miss.”* Wahid kemudian menjawab ulang dialog no.2 bersama Oki.

Wahid : Well, let's do the exercise now.

Oki : Sure.

Wahid : Oki, sit down, please.

Oki : Thank you.

Wahid : Let's read the text first.

Oki : All right. And then?

Wahid : Underline the characteristics of the animal.

Oki : Okay. I get it.

“Yes, that's right. Thank you Wahid and Oki.” P lalu menegaskan kembali jawaban yang benar adalah jawaban Wahid dan Oki dan bersama-sama S mengartikan kedua dialog tersebut. Namun P tetap memberikan apresiasi pada Ratri dan Anisa yang telah berani menjawab.

P melanjutkan task 12. P akan memutar sebuah video dan memberitahu S bahwa video akan diputar tanpa suara dan S diminta untuk memprediksi kira-kira apa yang dikatakan oleh orang dalam video tersebut. P lalu memberi petunjuk bahwa terdapat ekspresi memberi dan merespon instruksi dalam video tersebut. S menyimak video dengan seksama. Setelah sekali diputar, P bertanya, *“could you predict what the speaker probably say? The expression of giving and responding to instruction?”* Namun S masih bingung, sehingga P memutar video sekali lagi masih tanpa suara. P menanyakan pertanyaan yang sama. Setyo menjawab, *”menyalakan laptop Miss”*. *“Yes, the speaker asks his friend to turn on the laptop. Could you predict the expression used to ask a person to turn on the laptop?”* tanya P. Trisna menjawab *“Nyalakan laptopmu.”* *“In English please?”* sambung P. Namun S tidak ada yang menjawab. P lalu memutar video dengan mengaktifkan suaranya lalu mengecek dan membahas jawaban yang benar bersama-sama S. P ikut menambahkan sedikit penjelasan agar S paham. S tampak memperhatikan dan mengangguk-anggukkan kepala. Video kedua dengan cara

yang sama kembali P lakukan. S bersemangat menjawab meskipun jawaban mereka ada yang salah.

Berlanjut ke task terakhir, P menyuruh S untuk membuat sebuah dialog berisi ungkapan memberi dan merespon instruksi berdasarkan gambar yang akan P bagikan untuk setiap pasang S. Gambar yang dibagikan berbeda-beda untuk tiap pasang. P lalu memperlihatkan contohnya di handout task 12. S dengan semangat mulai mengerjakan dengan teman sebangkunya meski beberapa ada yang ramai. P berkeliling kelas lagi dan membantu S yang masih menemui kesulitan. Beberapa S menggunakan kamusnya saat mengerjakan tugas. Setelah beberapa saat, P bertanya siapa yang sudah siap boleh tampil ke depan tanpa teks dan membawa gambar yang telah dibagikan tadi agar P dapat mengecek kesesuaian dialog mereka dengan gambar. S banyak yang angkat tangan dan ingin maju terlebih dahulu. Hampir seluruh S akhirnya mendapat kesempatan untuk mempraktekkan dialognya di depan kelas. S dan P bertepuk tangan setiap S selesai menampilkan dialognya. P juga membenarkan beberapa struktur kalimat dan pengucapan yang masih salah.

Bel berakhirnya pelajaran pun berbunyi. P menanyakan apa yang sudah mereka pelajari hari itu. Beberapa S menjawab “memberi instruksi Miss”. P kemudian menyimpulkan dan memberi umpan balik kepada S tentang materi yang sudah diajarkan. P lalu mengakhiri pelajaran dan memberi salam.

No : V.04

Tanggal : 15 April 2015

Kegiatan : Pertemuan 3

Responden : P : Peneliti

S : Siswa

P masuk ke kelas pukul 09.15 dan segera menyalakan laptop, speaker, dan LCD. Setelah seluruh S masuk ke kelas, P kemudian memulai pelajaran dengan memberi salam, menyapa, menanyakan keadaan S, dan mengecek kehadiran S. P lalu membagikan *handout* untuk materi yang baru.

P memulai pelajaran dengan memberikan *lead-in questions* kepada S dan menunjuk sebuah gambar yang ada di handout. “*Have you ever seen this sign?*” P menegaskan kembali dengan bahasa Indonesia. Kemudian S menjawab “*yes*”. “*Where?*” tanya P lagi. Beberapa S menjawab “di rumah sakit Miss, di pom bensin, di masjid Miss.” “*Yes, in the hospital, gas station, and mosque.*” P lalu menanyakan arti dari gambar tersebut. S menjawab dengan benar. P bertanya lagi, “*Do you know what kind of sign is it?*” S diam lalu P menjelaskan bahwa gambar tersebut termasuk sebuah tanda peringatan. P menginformasikan materi yang akan dipelajari hari itu adalah *short notice* dan *warning/caution* beserta tujuan pembelajarannya.

P kemudian menyuruh S untuk mencari arti dari beberapa kosa kata di Task 2 karena kata-kata tersebut akan diperdengarkan lewat video yang akan diputar nanti, sehingga diharapkan dapat membantu S dalam memahami isi dari video. S membuka kamus mereka untuk membantu menemukan arti dari kosa kata yang sulit. Setelah selesai, S melakukan listen and repeat dari kosa kata tersebut. P lalu memberitahu beberapa kata yang belum mereka pahami artinya.

Pada Task 3, P akan memutar video dan menyuruh S untuk melihat dan mendengarkan dengan seksama. S juga diminta untuk menulis hal-hal yang tidak mereka pahami dari video dan bisa menanyakan ke P setelah video berakhir. Mereka dapat melihat contoh pertanyaannya di handout. P memutar video secara normal dan S memperhatikan dengan seksama dan siap menulis hal-hal yang ingin ditanyakan dari video tersebut. S tampak senang dan antusias saat melihat video yang diputar. Setelah video berakhir, P menanyakan apakah ada hal yang ingin mereka tanyakan dari video tersebut. Rega lalu angkat tangan dan bertanya, “Miss, tadi yang gambar anak panah warna hijau artinya apa?” P kemudian memutar video pada gambar yang ditanyakan dan menjelaskan bahwa itu adalah tanda *recycle* atau daur ulang.

Karena tidak ada yang bertanya lagi, P kemudian menyuruh S untuk mengerjakan Task 4 untuk mengidentifikasi rambu/tanda ketertiban dan rambu/tanda peringatan (*short notice and warning/caution*) dari video tadi dan mencari makna dalam bahasa Indonesia agar mereka paham. P lalu memutar

video tadi sekali lagi. Setelah selesai, P dan S mendiskusikan jawaban bersama-sama. Mereka sangat antusias saat mengecek jawaban mereka dengan yang ada di video. P lalu menyuruh mereka untuk mendengarkan video dan menirukannya untuk melatih pengucapan mereka.

P kemudian menunjukkan contoh-contoh lain dari ungkapan untuk menyatakan rambu/tanda ketertiban dan rambu/tanda peringatan dan menjelaskan struktur kalimatnya. P juga menunjukkan ungkapan-ungkapan untuk meresponnya. Siswa memperhatikan dengan seksama penjelasan P sambil membaca materi di handout. Di tugas selanjutnya, P menyuruh S untuk melengkapi dialog yang rumpang berdasarkan gambar. Dialog tersebut berisi tentang ungkapan menyatakan makna dari rambu/tanda peringatan dan ketertiban beserta responnya. P memberikan contoh. *“Alright, now look at picture of number one. What is the picture about?”* beberapa S menjawab “Berlari Miss.” “Tidak boleh berenang Miss.” P membenarkan. *“That’s good. So, a student asks his friend to not playing in the pond because there is a warning there that means no one allowed to play in the pond. So he said ‘Don’t play in the pond.’* S kemudian mengerjakan tugas secara berpasangan. Meski beberapa ada yang sedikit gaduh, namun S tampak mengerjakan dengan serius dan antusias. Setelah beberapa menit, P menyuruh mereka untuk mempraktekkan dialog-dialog tersebut sesuai dengan jawaban yang mereka miliki. Beberapa S mengacungkan tangannya. “Saya miss.” Ichsan mengangkat tangannya. Kemudian dia mempraktekkan dialog untuk gambar 2 dengan Gilang. *“Don’t take the chicken.”* Kata Ichsan dengan lantang. Gilang merespon *“Oh, OK. Sorry.”* P dan S yang lain memberikan tepuk tangan untuk penampilan mereka. *“Excellent. Thank you Gilang and Ichsan”*. S yang lain secara berpasangan kemudian juga mempraktekkan hasil jawaban mereka sampai gambar terakhir. P selalu memberikan pujian dan juga mengoreksi jika ada pengucapan atau struktur kalimat yang masih belum tepat.

Pada Task terakhir, S diminta untuk menggambar sebuah tanda/rambu peringatan atau ketertiban secara bebas dengan teman sebangku. Kemudian mereka harus membuat ungkapan dari tanda tersebut beserta responnya. P

menjelaskan bahwa tugas ini seperti tugas sebelumnya. S tampak memahami dan mulai mengerjakan. P berkeliling untuk memonitor dan membantu S yang menemui kesulitan. Setelah selesai mereka menunjukkan gambar dan mempraktekkan dialog yang berhubungan dengan gambar rambu tersebut menggunakan ungkapan-ungkapan yang telah dipelajari. Hampir seluruh S secara berpasangan maju ke depan mempraktekkan hasil pekerjaan mereka. Bel berbunyi lalu P menginformasikan materi yang akan datang.

No : V.05

Tanggal : 18 April 2015

Kegiatan : Pertemuan 4

Responden : P : Peneliti

S : Siswa

P memulai kelas dengan menyapa, mengecek kondisi dan kehadiran S. P lalu membagikan handout untuk materi yang terakhir. Beberapa S nampak belum siap karena mereka baru saja selesai mengikuti pelajaran olahraga. Setelah semua mendapat handout, P memberikan *lead-in questions* sesuai di Task 1. “*Do you have a favorite teacher?*” Oki menjawab “Yes Miss”. S yang lain juga menjawab sama. “*What is his/her name? What does he/she look like ?*” Oki tampak malu untuk menjawab. P kemudian memberikan contoh dan menginformasikan S bahwa mereka akan belajar tentang *descriptive text* khususnya mendeskripsikan orang beserta tujuan pembelajarannya.

Seperti sebelumnya, P menyuruh S mencari arti beberapa kosa kata. Tugas ini berguna untuk menambah kosa kata S dan juga membantu mereka dalam memahami isi video dan dalam mengerjakan tugas selanjutnya. P kemudian menyuruh S untuk mendengar dan menirukan kosa kata tersebut setelah P. Setelah selesai P memutar sebuah video dan meminta S untuk mencatat hal-hal yang mereka ingin ketahui atau yang tidak mereka pahami dari video kemudian merumuskannya menjadi pertanyaan. P memutar video dengan normal agar S dapat menyimak dengan baik. Seluruh S tampak senang dan antusias melihat

video. P memutar video dua kali. Setelah selesai, P menanyakan tentang hal-hal yang mereka ingin tanyakan dari video tersebut. Beberapa menjawab belum ada yang ingin ditanyakan. P lalu melanjutkan ke tugas berikutnya yaitu menjawab pertanyaan berdasarkan isi video. S menjawab seluruh pertanyaan dengan benar dan menggunakan bahasa Inggris. S dan P mendiskusikan jawaban dengan melihat kembali video tadi. S tampak bersemangat. S menjawab seluruh pertanyaan secara lisan. P kemudian menjelaskan bahwa salah seorang anak perempuan di video tadi sedang mendeskripsikan adiknya yang bernama Rora. P juga menjelaskan tentang kalimat yang digunakan di video untuk mendeskripsikan orang. S mengangguk-angguk tanda mengerti. P lalu menyuruh mereka untuk menirukan percakapan dari video bersama-sama lalu mereka diminta untuk melakukan role play sesuai peran yang ada di video. Beberapa S mengangkat tangan agar terpilih untuk mempraktekannya. P memilih Rega, Trisna, Febi, dan Dony. Video tersebut memang dibuat untuk kegiatan role play juga sehingga membantu P dalam kegiatan ini. Keempat S tadi tampak bersemangat dan bersungguh-sungguh memainkan peran dari video.

Berlanjut ke task berikutnya, P membacakan sebuah monolog teks deskripsi. S diminta untuk menyimak dengan sungguh-sungguh kemudian menjawab pertanyaan-pertanyaannya. Beberapa S mengacungkan tangan dan menjawab pertanyaan dengan lisan. P menunjuk Setyo untuk menjawab soal yang pertama, “*What is Ratri’s idol teacher name?*” Setyo menjawab “*Mr. Adam Miss.*” “*Very good. Next, Vian, 2. Who is he?*” Vian menjawab “*teacher Miss.*” P membenarkan, “*Yes, a Sport teacher*”. P dan S juga mendiskusikan isi teks secara keseluruhan.

Setelah itu, P menjelaskan lebih detail tentang *descriptive text* termasuk struktur teks, unsur kebahasaan, dan kalimat pembuka untuk teks deskripsi secara lisan. S menyimak penjelasan P dengan baik. Sesekali P menanyakan hal-hal yang masih belum S pahami. P dan S mengakhiri pelajaran dengan merefleksikan dan menyimpulkan pelajaran. P juga memberikan *feedback* untuk hal-hal yang masih S kurang pahami. P menginformasikan materi yang akan datang dan memberi salam.

No : V.06

Tanggal : 22 April 2015

Kegiatan : Pertemuan 5

Responden : P : Peneliti

S : Siswa

P membuka pelajaran dengan menyapa, mengecek kondisi dan kehadiran S. P menanyakan, *“What did you learned in the last meeting?”* Beberapa S menjawab *“Descriptive Text.”* P lalu memberitahukan bahwa S akan melanjutkan materi sebelumnya yaitu teks deskripsi. P kemudian memutar sebuah video dan meminta S untuk melihat dan mendengar dengan seksama. Video kemudian diputar sekali lagi agar S menirukan pengucapannya. P menjelaskan, *“The sentences in the video can be used to describe a person.”* Setelah itu, P menerangkan struktur kalimat dalam bentuk simple present tense. S menyimak dari handout masing-masing. P menanyakan hal-hal yang masih belum dipahami S. Namun S belum ada yang bertanya.

Di task selanjutnya, P menyuruh S untuk mempelajari sebuah dialog dan mempraktekkannya dengan teman sebangku. Setelah itu mereka menjawab pertanyaan-pertanyaan yang berkaitan dengan dialog secara lisan. Beberapa S tampak mengangkat tangan ingin menjawab. P menunjuk beberapa S untuk menjawab.

Berlanjut ke task terakhir untuk pertemuan yang kedua dari materi teks deskripsi, S diminta untuk mendeskripsikan gambar berdasarkan petunjuk yang diberikan. P juga menyediakan pertanyaan-pertanyaan untuk membantu S merangkai kalimat. S kemudian mulai mengerjakan. Seseekali mereka membuka kamus. P berkeliling dan beberapa S bertanya tentang jawaban mereka. S mengerjakan dengan sungguh-sungguh. P kemudian menyuruh S yang sudah selesai untuk mempresentasikan hasil deskripsi mereka. Salah satunya Wahid, *“name is Mr. Harun. He is my father. He is doctor. He is great.”* P memuji hasil pekerjaan Wahid dan membenarkan kalimat yang masih kurang tepat. *“Okay,*

that's good. You may say his name is Mr. Harun or Mr. Harun is my father."
"Yes Miss". Jawab Wahid. Beberapa S akhirnya mempresentasikan hasil deskripsi mereka dengan penuh antusias. Bel berbunyi kemudian P menutup pelajaran dengan memberi feedback dan menginformasikan bahwa pertemuan yang akan datang masih membahas teks deskripsi. P memberi salam.

No : V.07

Tanggal : 25 April 2015

Kegiatan : Pertemuan 6

Responden : P : Peneliti

S : Siswa

P memulai pelajaran pukul 09.25 WIB dengan menyapa, mengecek kondisi dan kehadiran S. S tampak masih belum siap menerima pelajaran sehingga P menyuruh mereka agar segera menyiapkan handout sebelumnya. P menginformasikan pelajaran pada hari itu masih akan melanjutkan materi yang kemarin yaitu teks deskripsi. P lalu menyuruh S untuk mengerjakan Task berikutnya yaitu melengkapi teks deskripsi yang masih rumpang. Setelah beberapa menit P menyuruh S untuk mempresentasikan jawaban per kalimat. P menunjuk S dari deretan paling belakang. S bersemangat saat membaca hasil pekerjaan mereka. P membenarkan jawaban yang masih salah. P dan S lalu membahas isi paragraph tersebut secara keseluruhan.

Kegiatan selanjutnya adalah bermain games. Ada dua permainan di task ini. Yang pertama S harus menebak gambar no berapa orang yang sedang P deskripsikan. S mendengarkan P dengan seksama sambil melihat gambar yang ada di handout. P mendeskripsikan, *"Mr. Rahmat is tall. He has black hair. He wears sweater and glasses."* Hampir seluruh S angkat tangan ingin menjawab. P lalu menunjuk Dian yang terlihat pertama kali mengacungkan tangan. Dian menjawab, *"Number three Miss."* *"Yes, that's right Dian."* P memuji Dian. Saat memainkan permainan ini seluruh S sangat bersemangat. Mereka saling ingin ditunjuk untuk menjawab. Jawaban mereka pun benar semua.

Untuk permainan yang kedua, P membagi S menjadi 4 kelompok yaitu sesuai baris tempat duduk yang terdapat 4 baris ke belakang. P akan menunjukkan gambar di LCD kemudian tiap kelompok harus membuat kalimat sebanyak banyaknya untuk mendeskripsikan orang yang ada di gambar secara lisan. Sebelum menjawab P meminta agar S mengangkat tangan terlebih dahulu. Yang paling cepat dialah yang ditunjuk duluan untuk menjawab. Saat P mulai menunjukkan gambar, banyak S yang angkat tangan. "Saya miss. Saya Miss." Beberapa S minta ditunjuk. S lalu menunjuk Reza. Reza menjawab "*She has curly hair.*" "*Okay, That's good Reza.*" Puji P. Kemudian P menunjuk Setyo. "*She wears yellow t-shirt.*" P memuji Setyo, "*Well done, Setyo.*" "*Thank you, Miss.*" P menghitung tiap perolehan kalimat dari masing-masing grup. Hampir seluruh S aktif menjawab., Akhirnya kelompok 2 yang menang karena memperoleh kalimat terbanyak. Seluruh S tampak antusias dan senang saat melakukan game ini. Pronunciation dan grammar mereka terlihat lebih baik dari sebelumnya.

Berlanjut ke Task terakhir, P menyuruh S untuk mendeskripsikan teman sebangkunya secara lisan. P memberikan contoh dengan memutar sebuah video yang berisi tentang orang yang sedang mendeskripsikan teman atau keluarganya. Setelah diberikan waktu, P berkeliling dan mendengarkan beberapa S yang tengah mendeskripsikan temannya. P bertanya, "*How would you describe Dony, Dian?*" Kemudian Dian menjawab, "*He is clever and funny.*" P menanyakan pertanyaan yang sama pada Dony. Dony menjawab sambil tersenyum, "*He has flat nose and he is smart.*" P memuji keduanya. S terlihat bersemangat saat mendeskripsikan temannya. Kegiatan ini dilakukan hingga jam pelajaran berakhir. P dan S merefleksikan dan merangkum materi yang telah dipelajari. P kemudian menginformasikan agar S menyiapkan teks deskripsi yang akan dipresentasikan secara lisan di depan kelas saat post test yang akan datang. S diperbolehkan untuk mendeskripsikan siapapun dan boleh membawa gambar atau foto orang yang dideskripsikan untuk mempermudah aksi mereka. S tampak memahami. P memberi salam dan kelas berakhir.

APPENDICES D:
INTERVIEW GUIDELINES
AND INTERVIEW
TRANSCRIPTS

INTERVIEW GUIDELINES

A. In the Reconnaissance

Interviewee: English Teacher

- a. Dapatkah ibu jelaskan proses belajar mengajar bahasa Inggris di kelas VII?
- b. Bagaimana kemampuan speaking siswa kelas VII secara umum?
- c. Menurut ibu, kendala apa yang signifikan dalam mengajar speaking kelas VII?
- d. Kesulitan apa yang dihadapi saat mengajar siswa kelas VII B?
- e. Media apakah yang digunakan dalam mengajar speaking?

Interviewee: Students

- a. Apakah adik suka pelajaran bahasa Inggris?
- b. Menurut adik, apakah belajar speaking itu sulit? Kesulitan apa saja yang dialami?
- c. Apa saja kegiatan yang biasa dilakukan saat belajar speaking di kelas?
- d. Bagaimana cara guru mengajar speaking di kelas?
- e. Apakah ibu guru selalu menjadi contoh atau model ketika mengucapkan kata atau melakukan percakapan di kelas? Adakah model lain yang digunakan?
- f. Media apa yang biasanya dipakai di kelas saat belajar speaking?
- g. Menurut adik, media seperti apa yang sebaiknya digunakan agar belajar bahasa Inggris menjadi lebih menarik?

B. After Implementing Cycle 1

Interviewee: Collaborator

- a. Bagaimana kemampuan / performa speaking siswa di cycle 1?
- b. Apa saja kekurangan yang ada di cycle 1?
- c. Kemajuan apa yang sudah dicapai siswa?
- d. Apakah ada saran untuk cycle berikutnya?

Interviewee: Students

- a. Menurut kalian, bagaimana cara mengajar saya? Apakah lebih mudah dipahami?
- b. Apakah adik suka belajar speaking dengan video? Kenapa?
- c. Apakah dengan menggunakan video dapat membantu belajar speaking?
- d. Menurut kalian, pembelajaran dari awal sampai hari ini kurang apa?
- e. Apakah ada saran untuk pembelajaran berikutnya?

C. After Implementing Cycle 2

Interviewee: Collaborator

- a. Bagaimana kemampuan / performa speaking siswa di cycle 1?
- b. Apa saja kekurangan yang ada di cycle 2 ini?
- c. Apa kelebihan di cycle 2 ini?
- d. Kemajuan apa yang sudah dicapai siswa?

Interviewee: Students

- a. Bagaimana cara mengajar saya? Apakah lebih mudah dipahami?
- b. Apakah adik menyukai video yang saya gunakan dalam pembelajaran?
- c. Apakah video-video yang saya tampilkan membantu adik dalam belajar speaking?
- d. Menurut kalian, pembelajaran dari awal sampai hari ini kurang apa?
- e. Apa kesan adik dalam belajar speaking dengan video?

INTERVIEW TRANSCRIPTS

1. Reconnaissance Stage

Interview Transcript 1 (IT.01)

1 April 2015

Responden: a. P : Peneliti

b. GBI: Guru Bahasa Inggris

P : Baik bu, langsung saya mulai saja ya.

GBI : Iya mbak.

P : Mohon ibu jelaskan proses belajar mengajar di kelas VII.

GBI : Ya mengajar langsung mbak sesuai materi yang akan dipelajari siswa.
Jadi skill skill-nya langsung ter-cover di dalamnya.

P : Menurut ibu kendala apa yang signifikan dalam mengajar speaking kelas VII?

GBI : Oh itu jelas kosa kata mbak, vocabulary.

P : Oh iya ya bu. Kemudian kemampuan speaking siswa kelas VII secara umum bagaimana ya bu?

GBI : Ya ada beberapa yang sudah lumayan, tapi kebanyakan ya masih kurang mbak.

P : Kalau kesulitan yang dihadapi saat mengajar kelas VII B apa ya bu?

GBI : Apa ya mbak.. Ya itu kalau pas pelajaran ada anak-anak yang mengganggu pelajaran. Suka clap clup clometan gitu.

P : Oh iya ya... Lalu media yang digunakan saat mengajar?

GBI : Kadang pakai realia mbak. Misalnya mendeskripsikan sesuatu. Itu misal anak-anak disuruh membawa benda-benda dari luar kelas atau membawa buah langsung trus anak-anak suruh ngomong mendeskripsikan benda itu. Tapi ya jarang saya gunakan juga sih mbak.

P : Oh iya bu. Kalau untuk sumber belajar atau bukunya pakai apa bu?

GBI : Ya itu mbak When English Rings a Bell.

P : Baik bu. Sudah cukup interviewnya. Terimakasih banyak ya bu atas waktu yang diberikan.

GBI : Iya mbak sama-sama.

Interview Transcript 2 (IT.02)

1 April 2015

Responden: a. P : Peneliti

b. S : Siswa

P : Dek boleh ngobrol-ngobrol bentar nggak?

S1 : Iya boleh kak.

P : Dek kamu suka pelajaran bahasa Inggris nggak?

S1 : Lumayan.

P : Menurut kamu, pelajaran bahasa Inggris itu gampang atau susah?

S1 : Ada susahnya ada gampangya.

P : Di dalam belajar bahasa Inggris kan ada speaking, listening, writing dan reading ya. Na kalau untuk speaking / berbicara susah nggak menurutmu?

S1 : Agak susah mbak.

P : Biasanya pas gimana kalau menemui kesulitan?

S1 : Susah ngucapinnya, karena beda dengan cara ngomong orang Indonesia.

P : Biasanya kegiatan speaking di kelas seperti apa aja?

S1 : Mmm... Disuruh presentasi biasa atau mengemukakan pendapat gitu kak.

P : Kalau cara mengajar ibu guru bagaimana?

S1 : Agak susah dimengerti kak. Terlalu cepet ngomongnya.

P : Bu guru selalu jadi contoh / model berbicara ya?

S1 : Iya kak.

P : Apakah ada model lain yang digunakan? Misal rekaman atau video?

S1 : Nggak ada sih kak.

P : Ibu guru pernah pakai media tertentu nggak dek selain pakai buku?

- S1 : Pakai laptop.
 P : Biasanya yang ditunjukkan apa?
 S1 : Pelajaran biasa kak.
 P : Menurut kamu, media apa yang sebaiknya dipakai agar belajar speaking jadi lebih menarik?
 S1 : Ya pakai laptop trus ditampilin disitu kak (menunjuk layar LCD) tapi yang lebih menarik kaya lagu-lagu gitu kak.
 P : Oke itu aja dek. Makasi ya.
 S1 : Sama-sama.

Interview Transcript 3 (IT.03)

1 April 2015

Responden: a. P : Peneliti

b. S : Siswa

- P : Maaf ya dek ganggu sebentar. Mbak mau ngobrol-ngobrol bentar.
 S2 : Ya mbak.
 P : Dek kamu suka pelajaran bahasa Inggris nggak?
 S2 : Suka. Like.
 P : Menurutmu susah nggak pelajaran bahasa Inggris?
 S2 : Ya... susah-susah sedikit.
 P : Di dalam belajar bahasa Inggris kan ada speaking ya berbicara. Itu menurutmu susah nggak?
 S2 : Lumayan.
 P : Kesulitannya apa dalam belajar speaking?
 S2 : Ya... Kalo mem-bahasainggris-kan itu lho.
 P : Biasanya ibu guru kalau mengajar di kelas kaya gimana proses atau kegiatannya?
 S2 : Disuruh menulis, maju presentasi.
 P : Bu guru selalu jadi model berbicara ya pas ngajar speaking?
 S2 : Iya.
 P : Apa ada model lain yang digunakan? Misal rekaman atau video?

- S2 : Mmm.. nggak ada e mbak.
- P : Ibu guru pernah pakai media tertentu nggak selain pakai buku?
- S2 : Pakai laptop.
- P : Biasanya yang ditunjukkan apa aja?
- S2 : Gambar.
- P : Media apa dek yang sebaiknya ada pas belajar bahasa Inggris di kelas?
- S : Pokoknya pengennya yang menyenangkan mbak, yang nggak bikin pusing kepala.
- P : Oke. Makasih..

Interview Transcript 4 (IT.04)

1 April 2015

Responden: a. P : Peneliti

b. S : Siswa

- P : Gantian kamu ya dek. Mbak mau tanya-tanya dikit kaya tadi.
- S3 : Iya mbak.
- P : Kamu suka bahasa Inggris nggak?
- S3 : *Sithik-sithik.*
- P : Di dalam belajar bahasa Inggris kan ada speaking, listening, writing dan reading ya. Na kalau untuk speaking / berbicara susah nggak menurutmu?
- S3 : Susah.
- P : Susahnya dimana?
- S3 : Tidak paham artinya.
- P : Oh.. Trus proses pembelajaran di kelas biasanya kaya apa?
- S3 : Mengerjakan tugas-tugas dari buku paket.
- P : Menurutmu cara ibu guru mengajar gimana?
- S3 : Masih kurang...gimana ya... Kadang mbosenin.
- P : Apa bu guru selalu jadi model / contoh berbicara pas ngajar speaking?
- S3 : Iya mbak.
- P : Ada model lain nggak yang digunakan? Misal rekaman atau video?

S3 : Nggak ada mbak.

P : Ibu guru pakai media apa selain buku?

S3 : Laptop.

P : Biasanya yang ditampilkan apa?

S3 : Gambar-gambar.

P : Menurut kamu media apa yang sebaiknya ada saat belajar speaking?

S3 : Mmm.. Yang menarik, yang nggak mboseni.

P : Oke. Makasih..

Interview Transcript (IT.05)

1 April 2015

Responden: a. P : Peneliti

b. S : Siswa

P : Ini Rega ya.. Mbak mau tanya-tanya bentar kaya temen-temennmu tadi ya.

S4 : Ya kak.

P : Suka pelajaran bahasa Inggris nggak?

S4 : Suka.

P : Dalam belajar bahasa Inggris ada speaking / berbicara kan ya.. Susah nggak belajar speaking menurutmu?

S4 : Ya.. Agak-agak.

P : Kesulitannya apa biasanya?

S4 : Membaca.

P : Maksudnya pengucapannya gitu ya?

S4 : Iya.

P : Terus biasanya proses pembelajaran di kelas kaya apa?

S4 : Disuruh mengartikan.

P : Cara mengajar bu guru di kelas gimana? Enak nggak?

S4 : Mmm.. lumayan, tapi kurang tegas.

P : Ibu guru selalu jadi contoh atau model berbicara dalam bahasa Inggris ya?

S4 : Iya selalu.

- P : Bu guru sering pakai LCD nggak?
 S4 : Kadang-kadang.
 P : Biasanya yang ditampilkan apa aja?
 S4 : Gambar-gambar sama teks lagu juga pernah.
 P : Kalau video gitu?
 S4 : Dulu pernah, tapi jarang lah kak.
 P : Media apa yang kira-kira kamu penegn ada saat belajar speaking?
 S4 : Yang ada lucu-lucunya gitu kak, video atau nyanyi-nyanyi.

Interview Transcript 6 (IT.06)

1 April 2015

Responden: a. P : Peneliti

b. S : Siswa

- P : Yuk selanjutnya.. Suka pelajaran bahasa Inggris nggak dek?
 S5 : Suka.. Tapi tidak bisa. Hahaa...
 P : Kalau speaking / berbicara itu menurutmu susah nggak?
 S5 : Susah.
 P : Susahnya dimana?
 S5 : Misalnya cara mengucapkannya.
 P : Biasanya di kelas kegiatannya apa saja saat belajar bahasa Inggris?
 S5 : Ditanya-tanya gitu sama bu Poniyah (GBI).
 P : Beliau selalu ini ya jadi contoh / model berbicara bahasa Inggris, cara pengucapannya gitu?
 S5 : Ya sering.
 P : Apakah bu guru selalu pakai laptop dan LCD saat mengajar?
 S5 : Jarang. Ya.. kadang-kadang si mbak.
 P : Yang ditampilin biasanya apa aja?
 S5 : Yang ditampilin itu gambar-gambar.
 P : Kalau video gitu?
 S5 : Ya.. tidak mesti. Seringnya gambar mbak.

- P : Kamu suka nggak misal saat belajar bahasa Inggris ditampilin video gitu?
- S5 : Suka mbak. Kalo bisa sering-sering gitu.
- P : Oke. Makasih ya..
- S5 : Iya...

Interview Transcript 7 (IT.07)

1 April 2015

Responden: a. P : Peneliti

b. S : Siswa

- P : Oke.. Sekarang kamu ya.. Eh namamu wahid ya?
- S6 : Iya mbak.
- P : Suka bahasa Inggris nggak dek?
- S6 : Lumayan.
- P : Dalam speaking / berbicara bahasa Inggris kamu mengalami kesulitan nggak dek?
- S6 : Kadang-kadang.
- P : Biasanya susahnya dimana?
- S6 : Banyak kata-kata yang susah diucapin.
- P : Kegiatan belajar mengajar bahasa Inggris di kelas seperti apa?
- S6 : Menirukan. Terus... mengerjakan soal.
- P : Bu guru selalu jadi ini ya contoh / model berbicara bahasa Inggris? Misal pas listen and repeat.
- S6 : Iya setiap pelajaran bahasa Inggris.
- P : Pernah pakai model yang lain nggak?
- S6 : Nggak, bu Poniyah sendiri.
- P : Menurut kamu bu guru ngajarnya gimana?
- S6 : Kurang jelas pas ngucapin kata-kata bahasa Inggrisnya.
- P : Bu guru sering pakai LCD nggak?
- S6 : Kadang-kadang.
- P : Yang ditampilin apa aja biasanya?

- S6 : Gambar yang berkaitan dengan pelajaran.
 P : Ada yang lain?
 S6 : Soal-soal kadang iya.
 P : Media apa yang sebaiknya ada dalam belajar speaking di kelas?
 S6 : Mmm... Media yang bisa membantu untuk lancar dalam berbicara bahasa Inggris dan supaya tidak gugup.

Interview Transcript 8 (IT.08)

1 April 2015

Responden: a. P : Peneliti

b. S : Siswa

- P : Suka pelajaran bahasa Inggris nggak dek?
 S7 : *Rodok-rodok.*
 P : Kalau dalam speaking / berbicara kamu mengalami kesulitan nggak?
 S7 : Iya.
 P : Susahnya dimana?
 S7 : Pas membaca.
 P : Pengucapannya susah gitu ya?
 S7 : Ya.
 P : Kegiatan di kelas biasanya apa aja dalam pelajaran Bahasa Inggris?
 S7 : Mengerjakan tugas.
 P : Cara mengajar bu guru gimana?
 S7 : Kurang...mmm...kurang... *Lek ngomong kecepeten.* Kurang jelas.
 P : Bu guru sering pakai LCD dan Lapotop?
 S7 : Ya kadang-kadang aja mbak.
 P : Yang ditampilin apa?
 S7 : Gambar,mmm...video tapi jarang.
 P : Kalau ditampilin video kamu suka?
 S7 : Suka. Jadi nggak bosan di kelas.
 P : Oke. Maksih dek..
 S7 : Iya mbak.

2. After Implementing Cycle 1

Interview Transcript 9 (IT.09)

15 April 2015

Responden: a. P : Peneliti

b. GBI: Guru Bahasa Inggris

P : Bu, bagaimana kemampuan speaking siswa di cycle 1 ini?

GBI : Alhamdulillah mbak, saya rasa cukup meningkat. Siswa selalu aktif saat pelajaran.

P : Kalau kegiatannya sendiri di cycle 1 ini bagaimana bu?

GBI : Sudah bagus mbak. Menarik dan cara menyajikan videonya juga bervariasi jadi siswa tidak cepat bosan. Terus juga dikasih vocab dulu sebelum video diputar itu bagus untuk menambah vocabulary siswa. Tadi juga ada lagu yang sesuai dengan materi itu juga menarik sekali.

P : Lalu menurut ibu apa kekurangan di cycle 1 ini?

GBI : Apa ya mbak? Sudah cukup bagus saya rasa. Mungkin untuk pronunciation lebih dilatih lagi. Tadi masih ada beberapa yang salah pengucapannya.

P : Apakah ibu ada saran untuk kegiatan di cycle 2 nanti?

GBI : Ya tadi mbak untuk pronunciation siswa lebih dilatih lagi. Mungkin bisa ditambah game-game begitu juga boleh mbak.

P : Baik bu. Terimakasih bu.

Interview Transcript 10 (IT.10)

15 April 2015

Responden: a. P : Peneliti

b. S : Siswa

P : Gita, menurutmu bagaimana kegiatan belajar mengajar dengan mbak selama ini?

S10 : Bagus mbak, aku suka.

P : Kenapa?

S10 : Nggak mbosenin gitu.

- P : Gita suka nggak belajar bahasa Inggris dengan video-video gitu?
- S10 : Suka mbak. Jadi lebih enak belajarnya.
- P : Menurut Gita, video seperti itu dapat membantu Gita dalam belajar Bahasa Inggris nggak?
- S10 : Ya lumayan mbak.
- P : Kalau kegiatan-kegiatan yang lain gimana dek?
- S10 : Aku suka yang niruin kata-kata di video itu mbak. Jadi ngerti cara ngucapinnya pas berdialog sama temen.
- P : Kegiatan belajar mengajar sampai hari ini kurang apa?
- S10 : Nggak ada mbak.
- P : Gita ada saran nggak buat pembelajaran berikutnya?
- S10 : Mmm.. Nggak ada.

Interview Transcript 11 (IT.11)

15 April 2015

Responden: a. P : Peneliti

b. S : Siswa

- P : Defa, suka nggak kegiatan belajar mengajar dengan mbak selama ini?
- S11 : Suka.
- P : Kenapa?
- S11 : Karena mudah dipahami.
- P : Defa suka belajar bahasa Inggris dengan video?
- S11 : Suka karena lebih mudah paham dan juga menarik.
- P : Video yang aku kasih membantu Defa dalam belajar Bahasa Inggris nggak?
- S11 : Iya
- P : Membantunya gimana?
- S11 : Jadi tahu cara menyatakan ungkapan memberi instruksi dan mengartikan rambu-rambu itu mbak.
- P : Menurut Defa, kegiatan belajar mengajar kita sampai hari ini kurang apa?

S11 : Nggak ada si mbak. Cuman kadang masih susah pengucapannya, kalau denger mbak ngomong atau denger video bisa tapi kadang lupa lagi, hehe...

P : Ada saran buat pembelajaran berikutnya?

S11 : Nggak ada mbak.

Interview Transcript 12 (IT.12)

15 April 2015

Responden: a. P : Peneliti

b. S : Siswa

P : Susilo, suka nggak kegiatan belajar mengajar dengan mbak selama ini?

S12 : Suka mbak.

P : Sukanya gimana?

S12 : Ya lebih menambah pengetahuan mbak.

P : Susilo suka belajar bahasa Inggris dengan video?

S12 : Mmm *sedengan* mbak.

P : Kalau mbak ngasih video gitu membantu kamu nggak dalam belajar Bahasa Inggris?

S12 : Ya..

P : Membantunya gimana?

S12 : Mmm... Ya kayak tadi itu mbak bisa menjawab pertanyaan.

P : Kalau kegiatan-kegiatan yang lain menurutmu gimana? Seperti maju berdialog dengan teman?

S12 : Itu juga membantu mbak. Mmm.. jadi nggak malu mau ngomong bahasa Inggris karena ada temennya. Hehee

P : Kegiatan belajar mengajar kita sampai hari ini kurang apa?

S12 : Nggak ada.

P : Ada saran buat pembelajaran berikutnya?

S12 : Videonya ditambahin lagi mbak, hehee..

P : Ya kalau video terus nanti nggak belajar. Tapi nanti mbak kasih video yang lebih menarik lagi.

S12 : Ok mbak.

Interview Transcript 13 (IT.13)

15 April 2015

Responden: a. P : Peneliti

b. S : Siswa

P : Wahid, suka nggak belajar dengan mbak selama ini?

S13 : Iya.

P : Kenapa?

S13 : Mmm *piye yo...* Lebih jelas.

P : Suka nggak kalau mbak nayangin video?

S13 : Suka.

P : Kenapa?

S13 : Karena pelajarannya jadi lebih menarik.

P : Apakah dengan video itu membantu kamu dalam belajar bahasa Inggris?

S13 : Cukup membantu.

P : Contohnya?

S13 : Misalnya lebih mengerti arti dari kata-kata. Apalagi kata yang nggak tahu artinya di video bisa dilihat di tabel yang sudah dicari artinya tadi.

P : Menurut kamu, pembelajaran kita sampai hari ini kurang apa?

S13 : Tidak ada.

P : Ada saran buat mbak nggak?

S13 : Saya rasa tidak.

Interview Transcript 14 (IT.14)

15 April 2015

Responden: a. P : Peneliti

b. S : Siswa

P : Evita, suka nggak dengan cara mengajar mbak?

S14 : Suka.

P : Kenapa?

S14 : Nggak banyak peraturan, hehehe..

P : Ya.. yang lain?

S14 : Lebih mudah.

P : Kalau mbak nayangin video suka nggak?

S14 : Iya suka mbak.

P : Sukanya gimana?

S14 : Lebih menarik. Nggak cepet bosan.

P : Video yang mbak kasih itu membantu kamu dalam belajar bahasa inggris nggak?

S14 : Iya membantu mbak.

P : Contohnya?

S14 : Jadi tahu cara ngucapin yang bener itu gimana. Jadi membantu kaya pas berdialog tadi.

P : Kalau maju berdialog gitu suka nggak?

S14 : Suka mbak. Bisa buat latihan gitu.

P : Jadi makin lancar ya ngomongnya?

S14 : Ya lumayan mbak.

P : Terus, pembelajaran kita sampai hari ini kurang apa?

S14 : Nggak ada mbak.

3. After Implementing Cycle 2

Interview Transcript 15 (IT.15)

25 April 2015

Responden: a. P : Peneliti

b. GBI: Guru Bahasa Inggris

P : Menurut ibu bagaimana kemampuan speaking siswa di cycle 2 ini?

- GBI : Sudah lebih meningkat ya mbak. Terlihat dari banyak siswa yang aktif ingin menjawab pertanyaan dan mempresentasikan jawabannya. Pronunciation –nya juga sudah lebih baik dari sebelumnya
- P : Lalu kegiatan di cycle 2 ini bagaimana bu?
- GBI : Iya bagus mbak. Videonya bermacam-macam dan sesuai dengan materi. Game-nya tadi juga bagus. Jadi banyak siswa yang angkat tangan untuk menjawab.
- P : Iya terimakasih bu. Kalau kekurangan di cycle 2 ini kira-kira apa bu?
- GBI : Ya.. saya rasa sudah cukup mbak. Kalau membuat siswa 100% menguasai semuanya saya rasa juga sulit.
- P : Baik bu. Terimakasih bu atas waktunya.

Interview Transcript 16 (IT.16)

25 April 2015

Responden: a. P : Peneliti

b. S : Siswa

- P : Dek, menurut kamu gimana kegiatan belajar mengajar kita selama ini?
- S16 : Lebih membantu Miss.
- P : Membantunya gimana?
- S16 : Mmm materinya mudah dipahami.
- P : Materi yang dari handout itu ya?
- S16 : Iya Miss. Materinya lebih jelas dipahami.
- P : Kalau dengan video-videonya suka nggak ?
- S16 : Suka.
- P : Sukanya gimana?
- S16 : Bagus gitu Miss. Aku suka yang kartun tadi. Pas role play aku juga suka karena bisa ngepasin sama videonya. Jadi tahu cara mendeskripsikan orang dengan video itu. Trus juga pengucapannya jelas, nggak terlalu cepet.
- P : Apakah dengan video itu membantu kamu dalam belajar speaking?

S16 : Jelas membantu Miss. Kaya pas ngerjain tugas jadi paham karena tadi sudah dicontohkan di video.

P : Menurut kamu, pembelajaran teks deskripsi kurang apa?

S16 : Udah cukup Miss.

Interview Transcript 17 (IT.17)

25 April 2015

Responden: a. P : Peneliti

b. S : Siswa

P : Rega, gimana kegiatan belajar mengajar kita sampai hari ini?

S17 : Menarik mbak.

P : Menarik gimana?

S17 : Bisa lihat video jadi nggak cepat ngantuk. Trus tadi game-nya juga seru banget. Jadi kepengen deskripsiin terus tadi. Hehee..

P : Kamu suka nggak dengan video-videonya?

S17 : Suka mbak.

P : Sukanya gimana?

S17 : Ya.. bisa denger cara ngucapin kata dalam bahasa Inggris yang benar itu gimana. Kan tadi videonya yang ngomong jelas orang Amerika atau mana tadi mbak, hehe..

P : Apakah video itu membantu kamu dalam belajar speaking?

S17 : Membantu mbak.

P : Membantu gimana?

S17 : Ya..bisa belajar nyusun kalimat yang benar pas bikin teks deskriptif tadi. Trus Miss Sinta juga sering mbenerin kalimat yang salah, aku tambah paham.

P : Menurut kamu, pembelajaran teks deskripsi dari kemarin-kemarin sampai hari ini kurang apa?

S17 : Nggak ada mbak.

Interview Transcript 18 (IT.18)

25 April 2015

Responden: a. P : Peneliti

b. S : Siswa

P : Reza, menurut kamu gimana kegiatan belajar mengajar kita sampai hari ini?

S18 : Mmm gimana ya.. ya enak lah mbak.

P : Enaknya gimana?

S18 : Ya.. menarik terus jadi cepet paham materinya.

P : Reza suka nggak dengan video-video yang mbak kasih?

S18 : Lumayan mbak.

P : Video itu membantu kamu dalam belajar speaking nggak?

S18 : Cukup membantu.

P : Membantunya gimana?

S18 : Dapet kata-kata baru. Pengucapannya juga jelas di video itu.

P : Menurut kamu, pembelajaran teks deskripsi dari kemarin-kemarin sampai hari ini kurang apa?

S18 : Nggak ada yang kurang mbak.

APPENDIX E

OBSERVATION CHECKLISTS

Observation Checklist of the Teaching-Learning Process

Date : April 8th 2015

Meeting : 1

Filled by the collaborator

Observation Items	Yes	No	Comments
A. Opening			
<ul style="list-style-type: none"> • The teacher greets the students. • The teacher checks students' condition and attendance. • The teacher reviews previous materials. • The teacher tells the material that will be learned. • The teacher informs the learning objectives. • The teacher is well prepared and well organized in the class. 	v v v v v	v	
B. Main Activities			
<ul style="list-style-type: none"> • The students are ready to learn the materials. • The teacher gives lead-in questions related to the expression of giving instruction. • The teacher introduces vocabulary and the pronunciation. • The students watch and listen to the video enthusiastically. • The students with the teacher guidance propose some questions about the video. • The students with the teacher guidance discuss the dialogue from the video. • The students listen and repeat after the video. • The students with the teacher's guidance investigate the social function, structural 	v v v v v v	v	

<p>pattern and the language features of instruction text.</p> <ul style="list-style-type: none"> • The students with the teacher's guidance investigate the expression of giving and responding to an instruction. • The students use dictionary to help them in finding vocabulary. • The teacher checks the students' understanding. • The students do all the activities well. • The teacher guides the students in every stage of doing the activities. • The teacher monitors the students' activities. 	<p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p>		
C. Closing			
<ul style="list-style-type: none"> • The teacher and students reflect and summarize the lesson. • The teacher gives feedback to the students • The teacher informs the next materials. • The teacher says goodbye to the students. 	<p>v</p> <p>v</p> <p>v</p> <p>v</p>	<p>v</p> <p>v</p>	
D. Class Situation			
<ul style="list-style-type: none"> • The teacher encourages the students' participations. • The students have enthusiasm or motivation during the learning process. • The students actively involved in each class activity. • The time allocation is appropriate. • The media used by the teacher are sufficient in the teaching and learning process. • The teacher's instructions are clear. 	<p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p>	<p>v</p>	

Observation Checklist of the Teaching-Learning Process

Date : April 11th 2015

Meeting : 2

Filled by the collaborator

Observation Items	Yes	No	Comments
A. Opening			
<ul style="list-style-type: none"> • The teacher greets the students. • The teacher checks students' condition and attendance. • The teacher reviews previous materials. • The teacher tells the material that will be learned. • The teacher informs the learning objectives. • The teacher is well prepared and well organized in the class. 	v v v v v v		
B. Main Activities			
<ul style="list-style-type: none"> • The students are ready to learn the materials. • The teacher plays the video with the sound off. • The students watch the video enthusiastically. • The students predict and answer what the speaker probably says in the video. • The teacher plays the video once again with the sound on. • The students with the teacher guidance check the answer to see if they guessed correctly. • The students make a dialogue of giving and responding to instruction with their partners based on the picture given. • The students act the dialogue out in front 	 v v v v v v	v	

of the class. • The students use dictionary to help them in finding vocabulary. • The teacher checks the students' understanding. • The students do all the activities well. • The teacher guides the students in every stage of doing the activities. • The teacher monitors the students' activities.	v v v v v		
C. Closing			
• The teacher and students reflect and summarize the lesson. • The teacher gives feedback to the students • The teacher informs the next materials. • The teacher says goodbye to the students.	v v v v		
D. Class Situation			
• The teacher encourages the students' participations. • The students have enthusiasm or motivation during the learning process. • The students actively involved in each class activity. • The time allocation is appropriate. • The media used by the teacher are sufficient in the teaching and learning process. • The teacher's instructions are clear.	v v v v v		

Observation Checklist of the Teaching-Learning Process

Date : April 15th 2015

Meeting : 3

Filled by the collaborator

Observation Items	Yes	No	Comments
A. Opening			
<ul style="list-style-type: none"> • The teacher greets the students. • The teacher checks students' condition and attendance. • The teacher reviews previous materials. • The teacher tells the material that will be learned. • The teacher informs the learning objectives. • The teacher is well prepared and well organized in the class. 	v v v v v	v	
B. Main Activities			
<ul style="list-style-type: none"> • The students are ready to learn the materials. • The teacher gives lead-in questions related to short notice and warning/caution text. • The teacher introduces vocabulary and the pronunciation. • The students watch and listen to the video enthusiastically. • The students with the teacher guidance propose some questions about the video. • The students with the teacher guidance discuss the content of the video. • The students listen and repeat after the video. • The students with the teacher's guidance investigate the social function, structural 	v v v v v v		

<p>pattern and the language features of short notice and warning/caution text.</p> <ul style="list-style-type: none"> • The students with the teacher's guidance investigate the differences between short notice and warning/caution. • The students with the teacher's guidance investigate the expression of giving and responding to short notice and warning/caution. • The students draw a sign and make a dialogue in pairs based on the sign. • The students act the dialogue out in front of the class. • The students use dictionary to help them in finding vocabulary. • The teacher checks the students' understanding. • The students do all the activities well. • The teacher guides the students in every stage of doing the activities. • The teacher monitors the students' activities. 	<p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p>		
C. Closing			
<ul style="list-style-type: none"> • The teacher and students reflect and summarize the lesson. • The teacher gives feedback to the students • The teacher informs the next materials. • The teacher says goodbye to the students. 	<p>v</p> <p>v</p> <p>v</p> <p>v</p>		
D. Class Situation			
<ul style="list-style-type: none"> • The teacher encourages the students' participations. • The students have enthusiasm or motivation during the learning process. • The students actively involved in each class activity. • The time allocation is appropriate. • The media used by the teacher are 	<p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p>		

sufficient in the teaching and learning process.	v		
<ul style="list-style-type: none"> The teacher's instructions are clear. 	v		

Observation Checklist of the Teaching-Learning Process

Date : April 18th 2015

Meeting : 4

Filled by the collaborator

Observation Items	Yes	No	Comments
A. Opening			
<ul style="list-style-type: none"> • The teacher greets the students. • The teacher checks students' condition and attendance. • The teacher reviews previous materials. • The teacher tells the material that will be learned. • The teacher informs the learning objectives. • The teacher is well prepared and well organized in the class. 	v v v v v	v	
B. Main Activities			
<ul style="list-style-type: none"> • The students are ready to learn the materials. • The teacher gives lead-in questions related to describing people. • The teacher introduces vocabulary and the pronunciation. • The students watch and listen to the video enthusiastically. • The students with the teacher guidance propose some questions about the video. • The students with the teacher guidance discuss the dialogue from the video. • The students listen and repeat after the video. • The students do role play based on the video. • The teacher gives an example of spoken 	 v v v v v v	v v	

<p>descriptive text.</p> <ul style="list-style-type: none"> • The students listen to the teacher and answer questions. • The students with the teacher's guidance investigate the social function, the text structure and the language features of spoken descriptive text. • The students use dictionary to help them in finding vocabulary. • The teacher checks the students' understanding. • The students do all the activities well. • The teacher guides the students in every stage of doing the activities. • The teacher monitors the students' activities. 	<p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p>		
C. Closing			
<ul style="list-style-type: none"> • The teacher and students reflect and summarize the lesson. • The teacher gives feedback to the students • The teacher informs the next materials. • The teacher says goodbye to the students. 	<p>v</p> <p>v</p> <p>v</p>	v	
D. Class Situation			
<ul style="list-style-type: none"> • The teacher encourages the students' participations. • The students have enthusiasm or motivation during the learning process. • The students actively involved in each class activity. • The time allocation is appropriate. • The media used by the teacher are sufficient in the teaching and learning process. • The teacher's instructions are clear. 	<p>v</p> <p>v</p> <p>v</p> <p>v</p> <p>v</p>	v	

Meeting : 5

Filled by the collaborator

Observation Items	Yes	No	Comments
A. Opening			
<ul style="list-style-type: none"> The teacher greets the students. The teacher checks students' condition and attendance. The teacher reviews previous materials. The teacher tells the material that will be learned. The teacher informs the learning objectives. The teacher is well prepared and well organized in the class. 	 v v v v v v		
B. Main Activities			
<ul style="list-style-type: none"> The students are ready to learn the materials. The students watch and listen to the video enthusiastically. The students listen and repeat after the video. The students with the teacher's guidance explore the simple present tense. The students study a dialogue and answer some questions. The students describe some pictures orally. The students use dictionary to help them in finding vocabulary. The teacher checks the students' understanding. The students do all the activities well. 	 v v v v v v v v v		

<ul style="list-style-type: none"> • The teacher guides the students in every stage of doing the activities. • The teacher monitors the students' activities. 	v v		
C. Closing			
<ul style="list-style-type: none"> • The teacher and students reflect and summarize the lesson. • The teacher gives feedback to the students • The teacher informs the next materials. • The teacher says goodbye to the students. 	v v v	v	
D. Class Situation			
<ul style="list-style-type: none"> • The teacher encourages the students' participations. • The students have enthusiasm or motivation during the learning process. • The students actively involved in each class activity. • The time allocation is appropriate. • The media used by the teacher are sufficient in the teaching and learning process. • The teacher's instructions are clear. 	v v v v v		

Observation Checklist of the Teaching-Learning Process

Date : April 25th 2015

Meeting : 6

Filled by the collaborator

Observation Items	Yes	No	Comments
A. Opening			
<ul style="list-style-type: none"> • The teacher greets the students. • The teacher checks students' condition and attendance. • The teacher reviews previous materials. • The teacher tells the material that will be learned. • The teacher informs the learning objectives. • The teacher is well prepared and well organized in the class. 	v v v v v	v	
B. Main Activities			
<ul style="list-style-type: none"> • The students are ready to learn the materials. • The students complete a descriptive text. • The students play games to learn more about describing people. • The students watch and listen to the video. • The students describe their classmates orally. • The students use dictionary to help them in finding vocabulary. • The teacher checks the students' understanding. • The students do all the activities well. • The teacher guides the students in every stage of doing the activities. • The teacher monitors the students' 	v v v v v v v v v		

activities.	v		
C. Closing			
<ul style="list-style-type: none"> • The teacher and students reflect and summarize the lesson. • The teacher gives feedback to the students • The teacher informs the next materials. • The teacher says goodbye to the students. 	v v v	v	
D. Class Situation			
<ul style="list-style-type: none"> • The teacher encourages the students' participations. • The students have enthusiasm or motivation during the learning process. • The students actively involved in each class activity. • The time allocation is appropriate. • The media used by the teacher are sufficient in the teaching and learning process. • The teacher's instructions are clear. 	v v v v v	v	

APPENDIX F

SPEAKING RUBRIC

SPEAKING RUBRIC

Score	Aspects				
	Grammar	Fluency	Pronunciation	Vocabulary	Comprehension
5	Grammatical and lexical accuracy are extremely high	Speak fluently without hesitation or searching for words	Very clear, stress and intonation help to make meaning clear	Effective words choice	Understand everyday conversation at normal speech
4	Quite accurate; some errors, but meaning is always clear	Some hesitations and sometimes has to search for words	Generally clear; reasonable control of stress and intonation	Mostly effective words choice	Understand nearly everything at normal speech. Although occasional repetition may be necessary
3	Frequent errors; meaning is not always clear	Quite hesitant, limited range of vocabulary and structure	Frequent errors; not always clear enough to understand	Frequently errors in words choice	Understand most of what is said at slower speed with repetition
2	Very frequent errors; difficulty in making meaning clear	Extremely hesitant; very limited range of language available	Very frequent errors; often very difficult to understand	Ineffective words choice	Difficult to understand what is said. Able to comprehend only social conversation spoken slowly and with frequent repetition
1	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate	Almost unable to understand even simple conversation

Adapted from Brown (2001: 406-407)

APPENDIX G

STUDENTS' PRE-TEST AND POST TEST SCORES

Pre-test Scores

No	Name	G	F	P	V	C
1	Aditya Ratama	2	2	3	3	2
2	Angger Hana P.	2	2	3	2	2
3	Anisa Putri Rahmawati	2	2	4	3	3
4	Dani Istiawan	1	1	1	1	1
5	Defa Solina R.S.	1	1	1	2	1
6	Dian Irawan	3	3	3	3	3
7	Dony Kurniawan	3	3	3	3	3
8	Duwi Purnomo	-	-	-	-	-
9	Dwi Ratri Octavianita	4	4	3	3	4
10	Evita Efilia Kartika	3	3	3	2	3
11	Faevian Hardiyanto	1	1	2	1	1
12	Febia Ratnaning Tyas	2	3	3	3	3
13	Gilang Ramadhan	1	2	1	1	2
14	Ichsan Ghani	1	2	1	2	2
15	Linda Listiawati	4	3	3	3	3
16	Mellani Mahal H.	3	3	2	3	3
17	Merlin Dewayane	4	4	3	4	4
18	Mustofa Nur Iswan	1	2	1	1	1
19	Oki Darmawan	3	3	2	3	3
20	Paula Niken Gita A.P.	4	4	3	3	3
21	Pius Vincentius	3	3	2	2	3
22	Rega Pratama	4	4	3	3	4
23	Reza Afandi	4	4	2	3	3
24	Riza Maulana	3	3	2	3	3
25	Safira Romadoni	3	3	3	3	3
26	Selvi Nurcahyani	3	3	3	2	3
27	Setyo Pramudyanto	2	2	2	2	2
28	Susilo Suhadi	1	1	1	1	2
29	Trisna Mardiyana	3	3	3	2	3
30	Wahid Ramadan	3	3	3	2	3
Mean Score		2.5	2.6	2.4	2.4	2.6
Total Mean Score		2.5				

G = Grammar

V = Vocabulary

F = Fluency

C = Comprehension

P = Pronunciation

Post-test Scores

No	Name	G	F	P	V	C
1	Aditya Ratama	4	4	4	4	4
2	Angger Hana P.	3	4	4	3	4
3	Anisa Putri Rahmawati	4	5	5	5	5
4	Dani Istiawan	2	2	2	3	3
5	Defa Solina R.S.	4	4	4	4	4
6	Dian Irawan	4	4	4	4	5
7	Dony Kurniawan	-	-	-	-	-
8	Duwi Purnomo	3	3	3	3	4
9	Dwi Ratri Octavianita	4	5	5	5	5
10	Evita Efilia Kartika	4	4	4	4	4
11	Faevian Hardiyanto	3	3	3	3	4
12	Febia Ratnaning Tyas	4	4	4	5	4
13	Gilang Ramadhan	3	3	3	4	4
14	Ichsan Ghani	3	4	3	3	3
15	Linda Listiawati	4	4	4	4	5
16	Mellani Mahal H.	4	4	4	4	4
17	Merlin Dewayane	4	5	4	5	5
18	Mustofa Nur Iswan	3	3	2	3	3
19	Oki Darmawan	4	4	4	4	5
20	Paula Niken Gita A.P.	-	-	-	-	-
21	Pius Vincentius	3	4	4	4	4
22	Rega Pratama	4	4	4	5	5
23	Reza Afandi	-	-	-	-	-
24	Riza Maulana	3	4	4	4	4
25	Safira Romadoni	4	4	4	4	4
26	Selvi Nurcahyani	4	4	4	4	4
27	Setyo Pramudyanto	4	4	4	4	5
28	Susilo Suhadi	2	2	2	2	3
29	Trisna Mardiyana	4	4	4	4	5
30	Wahid Ramadan	4	4	4	5	5
Mean Score		3.5	3.8	3.7	3.9	4.2
Total Mean Score		3.8				

G = Grammar

V = Vocabulary

F = Fluency

C = Comprehension

P = Pronunciation

APPENDIX H

PRE-TEST AND POST TEST INSTRUMENTS

PRE-TEST INSTRUMENT

Type of the test : Speaking Performance

Skill : Speaking

Instructions :

- Look at the pictures.
Who are they?
Where are they?
What are they doing?
- What does the teacher probably say to the students? Give examples of the instructions that the teacher may give to the students based on the pictures.



(Adapted from When English Rings a Bell)

POST-TEST INSTRUMENT

Type of the test : Speaking Performance

Skill : Speaking

Instructions :

1. Make a short descriptive text about your idol, your friend, or the member of your family. Then, describe him/her orally in front of the class.
2. Observe the pictures below. Make a suitable instruction or warning for each picture.



APPENDIX I

ATTENDANCE LIST

ATTENDANCE LIST

No	Name	4/4/ 2015	8/4/ 2015	11/4/ 2015	15/4/ 2015	18/4/ 2015	22/4/ 2015	25/4/ 2015	29/4/ 2015
1	Aditya Ratama	√	√	√	√	√	√	√	√
2	Angger Hana P.	√	√	√	A	√	√	√	√
3	Anisa Putri Rahmawati	√	√	√	√	√	√	√	√
4	Dani Istiawan	√	√	√	√	√	√	√	√
5	Defa Solina R.S.	√	√	√	√	√	√	√	√
6	Dian Irawan	√	√	√	A	√	√	√	√
7	Dony Kurniawan	√	√	√	√	√	√	√	I
8	Duwi Purnomo	A	√	√	√	√	√	√	√
9	Dwi Ratri Octavianita	√	√	√	√	√	√	√	√
10	Evita Efilia Kartika	√	√	√	√	√	√	√	√
11	Faevian Hardiyanto	√	√	√	√	√	√	√	√
12	Febia Ratnaning Tyas	√	√	√	√	√	√	√	√
13	Gilang Ramadhan	√	√	√	A	√	√	√	√
14	Ichsan Ghani	√	√	√	√	√	√	√	√
15	Linda Listiawati	√	√	√	√	√	√	√	√
16	Mellani Mahal H.	√	√	√	√	√	√	√	√
17	Merlin Dewayane	√	√	√	√	s	√	√	√
18	Mustofa Nur Iswan	√	√	√	√	√	√	√	√
19	Oki Darmawan	√	√	√	√	√	√	√	√
20	Paula Niken Gita A.P.	√	√	√	√	√	√	√	S
21	Pius Vincentius	√	√	√	√	√	√	√	√
22	Rega Pratama	√	√	√	√	√	√	√	√
23	Reza Afandi	√	√	S	√	√	√	√	I
24	Riza Maulana	√	√	√	A	√	√	√	√
25	Safira Romadoni	√	√	√	√	√	√	√	√
26	Selvi Nurcahyani	√	√	√	√	√	√	√	√
27	Setyo Pramudyanto	√	√	√	√	√	√	√	√
28	Susilo S.	√	√	√	√	√	√	√	√
29	Trisna Mardiyana	√	√	√	√	√	√	√	√
30	Wahid Ramadani	√	√	√	√	√	√	√	√

APPENDIX J

PHOTOGRAPHS



The researcher explained the materials and some tasks in the handout.



The students were doing some tasks provided in the handout.



The students used dictionary to help them find the Indonesian equivalents of some words.



The students were watching a video.



The students were singing together following the song from the video.



The researcher explained the language functions and gave some examples.



The situation / picture cards for role-play activity



The students performed a role-play in front of the class.



The students were watching another video.



The researcher helped the students in doing a task.



The students performed their dialogues in front of the class.



A student asked for help to the researcher in doing a task.



Some students practiced role-play using a video.



A student described someone enthusiastically.



Most of the students were actively participated in the classroom activity.
They were very enthusiastic in describing people.



The students performed a monologue confidently to describe someone in the post test.

APPENDIX K

PERMIT LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

FORM-16/03.01
10 Juni 2011

Nomor : 410j/UN.34.12/DT/IV/2015
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Yogyakarta, 30 Maret 2015

Kepada Yth.
Kepala SMP Negeri 2 Patuk

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

THE USE OF VIDEOS TO IMPROVE THE STUDENTS' SPEAKING SKILLS AT CLASS VII B OF SMP NEGERI 2 PATUK IN THE ACADEMIC YEAR OF 2014/2015

Mahasiswa dimaksud adalah :

Nama : SINTA PRASETIA TRIAS SARI
NIM : 11202241006
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April - Juni 2015
Lokasi Penelitian : SMP Negeri 2 Patuk

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

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

a.n. Dekan
Kasubag Pendidikan FBS,

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



PEMERINTAH KABUPATEN GUNUNGKIDUL
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SMP 2 PATUK

Alamat : Jln. Yogyakarta-Wonosari Km 24, Patuk, Gunungkidul. Telp. 0274 7478763

SURAT KETERANGAN

Nomor : 423/ 075

Yang bertanda tangan di bawah ini Kepala SMP 2 Patuk Gunungkidul menerangkan bahwa:

Nama	: SINTA PRASETIA TRIAS SARI
NIM	: 11202241006
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Fakultas/ Instansi	: Bahasa dan Seni/ Universitas Negeri Yogyakarta

Telah melaksanakan penelitian di SMP 2 Patuk dengan judul "THE USE OF VIDEOS TO IMPROVE THE STUDENTS' SPEAKING SKILLS AT CLASS VIIB OF SMP NEGERI 2 PATUK IN THE ACADEMIC YEAR OF 2014/2015".

Demikian Surat Keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Patuk, 16 Juni 2015

Kepala Sekolah



HERI MISWANTO, M.Pd.

NIP. 19610704 198302 1 003