

**THE EFFECTIVENESS OF USING VIDEO IN TEACHING SPEAKING
FOR THE EIGHTH GRADE STUDENTS OF SMP N 1 MANISRENGGO**

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A Thesis



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A THESIS

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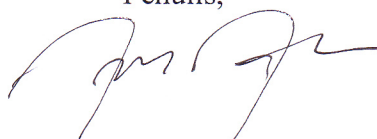
Judul Karya Ilmiah : The Effectiveness of Using Video in Teaching
Speaking for the Eighth Grade Students of SMP N
1 Manisrenggo

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

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

Yogyakarta, 10 Desember 2013

Penulis,



Arum Mustikawati

DEDICATIONS

This thesis is fully dedicated to:

My beloved Mom and Dad,

Ibu Suryatri and Bapak Kusno Hidayat,

My brother,

Deni Satriya Hidayat,

And all my friends,

Fighting!

MOTTO

Giving a try is always much better than doing nothing.

(Anonymous)

Surely, there is ease after hardship.

(Al-Inshirah: 6)

Your success lies right behind the wall blocking your way.

(M As)

Be your BEST self

(@hitmansystem)

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Yogyakarta, December 10, 2013

The Writer,

Arum Mustikawati

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THE EFFECTIVENESS OF USING VIDEO IN TEACHING SPEAKING FOR THE EIGHTH GRADE STUDENTS OF SMP N 1 MANISRENGGO

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ABSTRACT

The study is aimed to find out whether there is a significant difference in the speaking ability between the eighth grade students of SMP N 1 Manisrenggo who were taught by using video and those who were not, in the academic year of 2012/2013.

This research was classified as a quasi-experimental study. It involved 68 students of two groups, Class VIII A as the experimental group and Class VIII B as the control group. The experimental group was taught using video, whereas the control group was taught using the textbook-based technique. The data were obtained by using a pre-test and a post-test. The pre-test was given to both groups before the treatment and the post-test was given after the treatment. The data of the pre-test and post-test of both groups were analyzed by using descriptive and inferential statistics. The data were calculated by using a computer program, SPSS 19.0 for Windows. After the data were tested and found to be homogeneous and normal, the hypothesis was tested using the ANCOVA test.

The results of the research show that there is a significant difference in the speaking ability between the students who were taught by video and those who were taught by using the textbook-based technique. The significance value calculated 0.000 is smaller than 0.05 ($P\text{-value} = 0.000 < 0.05$). Therefore, the hypothesis of this study is accepted. It means that the video technique significantly improves the students' speaking ability in the English teaching at SMP N 1 Manisrenggo.

CHAPTER I

INTRODUCTION

A. Background of the Study

In this twenty first century, the need of mastering English has become crucial for people in the world. The first reason for this is that English becomes the major language used in the global communication. Secondly, most information now is written and delivered in English. Thus the need to master English is very essential, both in speaking and writing.

English in Indonesia is taught since in elementary schools. It becomes one of the compulsory subjects in junior and senior high schools. It is one of the five subjects that are tested at the UN (*Ujian Nasional*). It is taught as an integrated subject to develop the students' language competences. It is learnt by the students in order to communicate. Thus, the speaking ability in English is important because it enables students to interact with others.

Speaking in junior high schools is one of the four English skills the students have to learn. Teaching speaking English in Indonesian junior high schools is not an easy task. English is a foreign language that students do not use in their daily communication. To be able to speak English well, they need to study the other sub-skills such as pronunciation, vocabulary, and grammar.

Beside, motivation is very essential during the learning speaking process. If students are not aware of the importance of learning speaking, they would not give deep attention, and it will affect the learning process.

Moreover, practicing English regularly is needed to improve students' speaking ability and it needs high motivation of the students. English teachers play important roles to support and to help their students practice English in class. Teachers must be creative in creating appropriate and interesting activities to help their students improve their oral production. Of course, they should consider the students' interest which determines whether the activities are appropriate or not. Teachers should be careful in selecting activities to teach speaking.

Based on the result of an observation in SMP N 1 Manisrenggo, Klaten, there were problems of speaking English in the eighth grade students. The students rarely had opportunity to speak English to communicate with others and to share their ideas in the class. Speaking English was difficult for them, but the teacher did not give much attention to it. They had boring activities in the English class. The teacher used textbook-based technique and reading aloud from book when teaching English. He rarely used other media to support his teaching and focused only on what the students might have in the UN (*Ujian Nasional*). Another problem that appears in speaking was in term of pronunciation and vocabulary. The students had limited sources to learn vocabulary and pronunciation. Instead, the teacher was the only source. They also lacked of self-confidence and motivation. They tended to be passive and merely listened to the teacher. The teacher controlled most of the activities and used minimum media to support the teaching of speaking.

In line with this, Richards & Renandya (2002) state that a possible way of stimulating students to talk might be done by providing them with the extensive exposure to authentic language through audio-visual stimuli and with opportunities to use the language. There are some reasons for using video in teaching speaking. First, video includes audio-visuals that are interesting for students. Secondly, it gives an authentic material with the right pronunciation and vocabulary for students to practice. Third, video shows the right situation of the conversation and the right body language of the speaker to the audience. Besides, video also improves students' cultural understanding of English. Related to this, the researcher decided to use video to find out whether or not video can solve the problem. Speaking is more about the process rather than just a product. The use of media in the process of teaching speaking will be helpful in determining the product of speaking. During the process of speaking, students should be stimulated and motivated by the use of appropriate media. The use of video in students' speaking activity is helpful to stimulate and motivate them to speak. It is believed that the use of video activity in the students' speaking class will give a positive contribution to their speaking skill. That is why the researcher chose video as an alternative way to help students improve their speaking skill.

B. Identification of the Problem

Learning to speak a second or foreign language is different from acquiring the first language. Students in EFL (English as a Foreign Language)

countries such as Indonesia need extra effort to learn English. This is because they rarely use it in everyday communication. Learning English for students in Indonesia is quite difficult especially for speaking and writing. Speaking and writing are productive skills. They are different from the other skills. These skills are not only about knowledge but also about how to use the skills and how to process information. Students often find it difficult to face the production process. The problems include worrying about others' responses, using Indonesian rather than English, having inadequate English vocabulary, being unable to pronounce what they mean well, focusing more on the correct function and structure, and the less confidence of speaking English.

An observation on the eighth grade English class of SMP 1 Manisrenggo, Klaten has been done. The researcher found some problems related to speaking. She found that most of the learning processes were teacher centered. Most of the activities were done by the teacher. The teacher gave explanation to the students and the students merely listened to the teacher and followed the instructions. The students had less opportunity to speak English in the class because the teacher spoke more than the students.

In teaching English, the teacher mostly used the work book and course book. Other media were rarely used although they have multimedia facilities such as LCD, radio tape, and multimedia room. Students learnt speaking from reading aloud a dialogue, answering certain questions from work book, and sometimes practicing to make their own conversation with peers and presenting it in front of the class. The teaching and learning process focused

on the materials for the UN (*Ujian Nasional*). They focused on how to deal with exercises that may occur on the exams. Because speaking is not tested, the teacher rarely teaches it in the class.

Students' motivation in speaking seemed very poor. It was due to the boring method used by the teacher and most of them are also shy and less confident to speak English. They tended to use Indonesian rather than English in the class. They spoke English only when answering the teacher's question. They were worrying about the other students' response and making mistakes on grammar.

Having inadequate vocabulary and being unable to pronounce well what they mean became other problems. Students rarely had their own conversation with their peer or teacher in English. They spoke English based on the books and their written answer.

C. Limitation of the Problem

There were so many factors related to the students' speaking skill. It was impossible to explore those all related factors at the same time. This study focused on the eighth grade students of junior high school at the second semester and the use of media to improve the students' speaking skill, especially on their task completion, comprehensibility, fluency, pronunciation, and vocabulary. Media were chosen because they have important roles in supporting and stimulating the students' motivation to speak English. Therefore, the researcher used video as the media in teaching speaking.

A video can provide language in use. It allows students to see paralinguistic behaviour. Using a video in speaking allows them to learn correct pronunciation and to improve their vocabulary and cultural understanding. A video can be used in all instructional environments with classes, small groups, and individual students. In addition, using a video in learning is interesting and motivating for students to learn. It contains audio and visuals that can increase the level of students' interest. It helps both the teacher and students to develop their knowledge about technology and how to use it to support the teaching-learning process.

D. Formulation of the Problem

Regarding the identified problems stated previously, the researcher formulated the problem as follows:

Is there a significant difference in the speaking ability between the eighth grade students of the junior high school who were taught by video and those who were not?

E. The Objective of the Study

At the end of the research, the researcher tried to find out whether or not there is a significant difference in the speaking ability between the eighth grade students of the junior high school who were taught by using video and those who were not.

F. Significance of The Study

The findings of this research will hopefully give some contributions to these following parties:

1. This result of study is expected to give a contribution to the English teachers to improve teaching speaking using video.
2. This study is expected to raise students' motivation in learning English, especially in speaking.
3. To other researchers, the findings of this research are expected to give valuable contribution and information on using video in the English teaching-learning process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Teaching speaking

a. The nature of speaking

Speaking is the verbal use of language to communicate with others. Speaking is concerning putting the ideas into words about perception, feeling and intention to make the other people grasp the message that is conveyed. It can also be said that speaking is people's ability in expressing their idea to other people. People engage in speaking for having a good communication.

Many experts propose definitions of speaking. Fulcher (2003: 22) states that speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating. Linse (2005: 47) states that speaking is equally important in young learners' language development. Moreover, Cameroon (2001: 40) states that speaking is the active use of language to express meaning so that speaking is much more demanding than listening language on learners' language resource and skills. It is because speaking activities require careful and plentiful support of various types, not just support for understanding, but also support for production. Celce-Murcia (2001: 163) states 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. She also states that speaking in a

second or foreign language has often been viewed as the most demanding of the four skills.

It is clear that speaking is a verbal use of language that is important for communication. Speaking is people's ability in expressing their ideas to other people to understand each other. It is a demanding skill that should be developed in order to communicate with others.

b. Micro- and Macro-skills of Speaking

Speaking as well as other skills has a list of various components. The purpose is to serve taxonomy of skills from which the teacher will select one or several that become the objectives for the students to acquire effective speaking strategies. Those are micro-skills and macro-skills.

1) Micro-skills

The micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units (Brown, 2004: 142). The students have to orally produce the different English phonemes and allophonic variants; produce chunks of language of different length; produce English stress patterns, words in stress and unstressed positions, rhythmic structure, and intonational contours; produce reduced forms of words and phrases; use an adequate number of lexical units (words) in order to accomplish pragmatic purposes; produce fluent speech at different rates of delivery; monitor their own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity

of the message; use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms; produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences; express a particular meaning in different grammatical forms; use cohesive devices in spoken discourse.

2) Macro-skills

The macro-skills imply the speaker's focus on the larger elements such as fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options (Brown, 2004: 143). The students have to accomplish appropriately communicative functions according to situations, participants, and goals; use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations; convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; use facial features, kinesthetic, body language, and other nonverbal cues along with verbal language to convey meanings; and 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.

Van Ek and Trim (1998) explain six categories of language-functions for threshold level. The first is imparting and seeking information. This category includes reporting (describing and narrating), correcting, asking, and answering question. The second is expressing and finding out attitudes. This category includes expressing agreement and disagreement; expressing about pleasure, happiness, displeasure, unhappiness; expressing likes and dislikes; expressing about satisfaction/dissatisfaction; expressing surprise/lack of surprise. The third is deciding on course of action (suasion) includes expressing hope, disappointment, fear, gratitude; reacting to an expression of gratitude; offering and accepting of apology; expressing about approval/disapproval. The fourth is for socializing. This category includes attracting attention; greeting people when meeting a friend or acquaintance; replying to a greeting from a friend or acquaintance; and addressing a friend or acquaintance; addressing a stranger. The fifth is structuring discourse includes asking someone's opinion; showing that one is following a person's discourse; interrupting; asking someone to be silent; giving over the floor; indicating a wish to continue; encouraging someone to continue; indicating that one is coming to an end; closing; and telephone opening. The last is communication repair includes signaling understanding/non-understanding; asking for repetition of sentence; and paraphrasing.

One of the implications of the list is the importance of focusing on both the forms and functions of language. In teaching speaking, the teacher does not limit students' attention to the whole picture but he/she also help

students to see the small parts of language that make up the whole. As the teacher plans a specific technique, such a list helps the teacher to focus on clearly conceptualized objectives. The teacher can select one or several from the list as the objective to teach speaking to the students and to assess their speaking ability.

c. Teaching Speaking in Junior High Schools Based on *KTSP* (*Kurikulum Tingkat Satuan Pendidikan*)

Teaching speaking for eighth grade students of junior high school should be based on the *KTSP* (*Kurikulum Tingkat Satuan Pendidikan*). Based on *KTSP* or school based curriculum, English as subject matter for junior high school is aimed at building language ability and communication skill in spoken and written form to face the development of science and technology in globalization era (Suparman, 2007:13). The school based curriculum is developed by the school based on *BSNP* (*Badan Satuan Nasional Pendidikan*) which contains eight educational standards. Two of them are the standards of contents and the standards of graduate competence that become the main reference for each school in developing the curriculum. The standard of content covers teaching material which consists of the standard of competence and the basic competence. Those are developed based on the guidance of the board of national education standard (*BSNP* 2006).

As stated in the government regulation No. 23 year 2006 on National Education System set out in regulation No. 19 year 2005 about national

education standards, National Education Department has prepared competency standard and basic competency for every subject for eighth grade students of junior high school. It is used as a guide for teacher in developing the school-based curriculum.

1) Competency Standard of Speaking

Based on competency standard of speaking stated in the school-based curriculum, the eighth grade students on the second semester are expected to be able to:

- a) Express meaning of short simple transactional and interpersonal conversation to interact with society and surrounding.
- b) Express meaning of functional oral texts and short simple monologue in the narrative and recount text to interact with surrounding.

2) Basic Competency

The objectives of teaching speaking in eighth grade students of junior high school can be reflected on the basic competency that has been prepared by the government. In the objectives of basic competency in the eighth grade students' speaking class on second semester, the students are expected to be able to:

- a) Express meaning in transactional dialogue (to get things done) and simple interpersonal (socialization) dialogue by using oral various languages accurately, fluently, and appropriately to interact with surrounding, including asking, giving, and refusing service; asking, giving, and refusing

things; accepting and denying the fact; asking and giving opinion; asking, giving, refusing something.

- b) Express meaning in transactional dialogue (to get things done) and simple interpersonal (socialization) dialogue by using oral various languages accurately, fluently, and appropriately to interact with surrounding: asking and giving approval; asking, giving, and responding to the statement; opening and closing conversation; opening and closing telephone conversation.
- c) Express meaning in the form of short functional spoken text by using oral various languages accurately, fluently, and appropriately to interact with surrounding.
- d) Express meaning in short simple monologue by using oral various languages accurately, fluently, and appropriately to interact with surrounding in the form of narrative and recount text.

By looking the basic competency of speaking, the teachers will know the scope of speaking materials that will be taught in the class. The materials are language functions such as asking and giving approval, asking, giving, and refusing service, asking, giving, and refusing things, accepting and denying fact, asking and giving opinion, asking, giving, refusing something, asking, giving, and responding to the statement; opening and closing conversation, opening and closing telephone conversation, and genre of text type, that are narrative and recount text.

d. The Characteristics of Junior High School Students

One of challenge in teaching is dealing with age. Different age level needs different way of teaching. Junior high school students can be classified as teens. Teens are in between children and adult. Therefore, it needs a special set of considerations applies to teaching them. Brown (2001) explains that teenagers are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. One of the most important concerns of English teachers is to keep students' self-esteem. Teacher should avoiding embarrassment of students at all costs, affirming each person's talents and strengths, allowing mistakes and other errors to be accepted, emphasizing competition between classmates, and encouraging small-group work where risks can be taken more easily by a teen.

The age factor will give better effects as the teacher begins to teach. Age variables will give a lot of influence in overall lesson, in the types of techniques, in the management of the classroom, in verbal registers as well as body language, in the teacher-student exchanges, and in the relationship that those exchanges conveyed.

e. Types of Classroom Speaking Performance

Different speaking activities such as conversations, group discussions, speeches make different kinds of demand on learners. They require different kinds and levels of preparation and support and different criteria have to be used in assessing how well students carry them out. Before teaching speaking,

it is important for the teacher to know what the students will do in a speaking class.

There are six categories applied to the kinds of oral production that students are expected to carry out in the classroom; they are imitative, intensive, responsive, transactional, interpersonal, and extensive (Brown: 2000). The explanation of those categories is given below:

1) Imitative

Imitating is for focusing on some particular element of language form rather than for the purpose of meaningful interaction. Drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic problems.

2) Intensive

Intensive speaking includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or pair work activity.

3) Responsive

It means that students give short replies to initiate questions or comments. These replies are usually sufficient and do not extend into dialogues.

4) Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language.

5) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining and sustaining social relationship than for transmission and information.

6) Extensive (monologue)

Monologues can be in the form of oral report, summary, or perhaps short speeches.

Those types of speaking performance help teachers in deciding what to do in speaking classroom. These categories also help teachers identify students' speaking level and give them appropriate materials based on their level. The teacher can use them in designing tasks for assessing speaking. The teachers can also consider one of the categories above to be assessed.

f. Principles of Designing Speaking Techniques

In regard to the speaking techniques, Brown (2001: 275) outlines some principles for designing speaking techniques as follows:

- 1) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and theory.

It means that to concern on how to make meaningful activities without throwing away learner needs. For example, make any drilling as meaningful as possible.

- 2) Provide intrinsically motivating technique.

It means that the teacher should link the students' interest and their need for knowledge to achieve the competence. The teacher should help students to see how the activity will benefit them.

- 3) Encourage the use of authentic language in meaningful contexts.

The meaningful interaction is important to encourage the students' willingness to speak in the target language. The teacher can find some help from teacher resource to devise authentic contexts and meaningful interaction.

- 4) Provide appropriate feedback and correction.

Since the most EFL students are totally dependent on the teacher for useful linguistic feedback, the teacher should give correct feedback that are appropriately for the moment.

- 5) Capitalize on the natural link between speaking and listening.

As the teacher perhaps focusing on the speaking goals, listening may naturally precede. Skills in producing language are often initiated through comprehension. The teacher should not lose out on opportunities to integrate the two skills.

- 6) Give students opportunities to initiate oral communication.

It means that the activities should give a lot of opportunities for the students to initiate the target language. When design and use speaking techniques, teacher should have allowed students to initiate language.

7) Encourage the development speaking strategies.

The students do not have to worry about their low level of proficiency since they will build their personal speaking strategies for accomplishing oral communication purposes.

These principles are intended to design appropriate techniques to teach speaking. The teacher should consider the aspects of teaching speaking to encourage students' confidence and give them a lot of opportunities to communicate in English. These principles concern on how to make meaningful activities without throwing away learner needs.

g. Teaching Speaking with the Conventional Technique

Teaching speaking in the eighth grade students of SMP N 1 Manisrenggo often goes with the teacher taking the materials from the textbook and reading a dialogue from the book. The teacher gives an explanation about the dialogue, language function, and key words. After that, the teacher asks students to work in pairs and make a dialogue or just asks the students to read it from the book. Then the students present it in front of the class.

In teaching speaking, textbooks tend to be the main resource the teacher used in deciding what to teach. Most of the time in the classrooms tends to be related to textbooks in some ways. Very often they are the only resources to which all students have accesses during a lesson in addition to the

teacher. Most problems for students' class work and homework are taken from the textbooks. It is also easier because all the students have the book.

The procedure that is used by the teacher in teaching speaking is PPP. PPP, which stands for Presentation, Practice, and Production, is the most often procedure used to teach students. In this procedure the teacher introduces a situation which contextualizes the language to be taught, and then presented. The students then practice the language using accurate reproduction techniques such as choral repetition, individual repetition, and cue-response drills. Later, the students using the new language to make sentences of their own, and this is referred as production (Harmer, 2001:80). The presentation stage involves explaining the aims of the lesson so that students know what they will learn and why. It is also during this stage that the teacher explains the new language, including both its meaning and form, and how to say or write it correctly. The goal of the practice stage is to help students use the new language teacher have just explained to them. The teacher can ask the students to produce sentences or answer questions that demonstrate they understand how to use the language correctly. The final stage is the production stage. This stage can help motivate students to communicate meaning with the new language. Students should have the opportunity during this stage to experiment with the language and give feedback at the end of the stage.

In this case, the teaching and learning in SMP N 1 Manisrenggo, Klaten is based on textbook and is used PPP as techniques of teaching speaking. The most controversial aspects of using the textbook as the main

resource and using PPP for teaching are this kind of technique are teacher centered. It means that this kind of technique does not give a lot of opportunity for students to initiate the language and communicate in the target language. The limited resource also limited students' creativity in doing and understanding the lesson. Based on the characteristics above, it can be said that the teaching and learning in SMP N 1 Manisrenggo, Klaten have not been emphasized on the aspects needed in achieving the English speaking competencies.

The conventional technique used by the teacher was implemented on the control group. The control group was given the same lesson plan and materials as the experimental group. The difference was only on the technique. Video was used for the experimental group, while a textbook-based technique was implemented to the control group.

2. The Use of Video as Audio-visual Learning Media

a. Audio-visual Media

English in Indonesia is a foreign language. Related to this, students learn the target language (English) in their own culture and the available practices or activities in the classroom. The key factor in the English learning development is the opportunity given to students to speak in the target language. Teachers must improve the students' willingness and give them reason to speak.

A possible way of stimulating the students to talk might be to provide them with the extensive exposure to authentic language through audio-visual stimuli and with opportunities to use the language (Richards & Renandya, 2002: 209). Audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language. Audio-visual stimuli provide learners with opportunities to learn from auditory and visual experiences, which enable them to develop their speaking ability.

Cakir (2006) says that all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In designing activities with audio-visual materials, teacher should integrate strategy instruction into interactive activities. Effective interactive activities should be manipulative, meaningful, and communicative, involving learners in using English for a variety of communication purposes. They should be based on authentic or naturalistic source materials. They enable learners to manipulate and practice specific feature of language. They allow learners to rehearse, in class, communicative skills they need in the real world. They should also motivate psycholinguistic processes of learning.

Audio-visual media helps students develop their speaking ability. It contains authentic sources for students to learn English. Trough audio-visual media will motivate them to speak in English. Effective interactive activities using audio-visual media should be manipulative, meaningful, communicative, and involving learners in using English for a variety of communication purposes.

b. Video

A video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. According to Newby et al., (2000: 102), videos are the display of recorded pictures on television-type screen. Any media format that employs a cathode-ray screen to present a picture can be referred to as video. Furthermore, Richards & Renandya (2002: 364) state that video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. It means that video is media that consist of visual and audio effects.

Nowadays, students have an opportunity to increase their knowledge and skill everywhere either inside or outside the classroom by using audio-visual media. Those audio-visual materials, for example films and videos, promote perception, understanding, transfer of training, reinforcement, or knowledge of results and retention. Smaldino, Lowther, and Russell (2007: 310) say that many teachers use video to introduce a topic, to present content, to provide remediation, and to promote enrichment. Video can be used in all instructional environments with classes, a small groups, and individual students. In his thesis Berk (2009) states that the contiguous presentation of verbal and visual material as in videos with integrated dialogue or narration is most effective for novices and visual learners.

Video is media that provides audio-visual that can be used to help in teaching and learning. It can be played back in slow motion so that the eye can

see events that occurred too fast to register through normal vision. Therefore, the use of meaningful video in teaching may be most appropriate for introductory courses, introducing complex topics in any course, lower achieving students, and visual/spatial learners.

c. Video Clip

There are a lot of types of video that can be used to teach speaking. However, a video clip is better to teach speaking. A video clip is a short segment of video or a video which has been cut into several short segments with certain duration of time from one to five minutes. These video clips can be played on the computer or television.

Smaldino, Lowther, and Russell (2007: 310) say that “the trend today is delivery of video media as short, concise segments that teacher can assemble in a variety of ways to support a varieties of utilization scenarios”.

Moreover, Richards and Renandya (2002: 165) state that

it is better to export a short (3-5 minutes) segments of video thoroughly and systematically rather than to play a long sequence which is likely to result in less active viewing on the part of your students.

Berk (2009) in his thesis states that a short video clip may make a gigantic difference in the students' moods, motivation, and attitude. Short video sequences of between one or four minutes can yield a number of exercises, demonstrate a satisfying range of language, are easier to manipulate, and can be highly motivating (Harmer, 2007: 283). It is clear that short segments of video are more effective in the teaching learning process because

teacher can choose any part which consists of certain language function that will be learned by the students.

Today, video is easier to access and it presents in many types. The teacher can select which one is appropriate with the available media and current technology. It will still be useful until several years later for teaching and learning as it follows the development of technology.

d. Teaching Speaking with Video

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

1) General comprehension

The activity in this section is designed to have students to watch video in order to understand the gist of video and then look back again for details. In this activity, students have to try and give as many as information about what they have seen. Then, in pairs, they have to agree on everything they heard and saw. When the discussion has been finished, the teachers read out questions and the students have to write the answer. After that, they compare with other pairs whether they all agree. They watch the video again to check the answer.

2) Working with aspect of language

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

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

3) Video as springboard to creativity

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

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

Sometimes, the teacher needs to modify and select their own authentic video material to fit their timetable and the specific needs of the students.

Richards and Renandya (2002) suggest some guidelines to help teacher planning video lessons effectively and exploit the video material to its utmost effect. They are:

1) Guiding the students toward appreciating video as a language learning tool

Teachers need to lead students to an appreciation of video as a valuable tool for language learning. It helps them to develop viewing skills which they can apply to their video and television viewing experience outside the classroom.

2) Making the video an integral part of the course

Video's true potential in language learning is only achieved when it is used as an integral part of a course. One way to do this is to bring in the video to introduce or to expand on a theme or topic that is already part of the curriculum or that is deal with in the students' textbook.

3) Using short sequences

It is difficult to specify an exact sequence length without identifying a particular video sequence. It is better to exploit a short (three to five minutes) segment of video thoroughly and systematically rather than to play a long sequence which is likely to result in less active viewing on the part of the students.

4) Familiarizing oneself with the material

Treat the video material as seriously as any other language teaching material. The teacher has to learn the materials before presenting in the class.

If time allows, try to doing the activities in order to anticipate difficulties or questions the students may have.

5) Treating the video as both a visual and an audio text

When planning the lessons, it is important to consider not only the video script, but also the video itself. Test the degree of visual support in a video sequence by viewing it first when the sound is turned off to see how much people can comprehend based on the pictures alone.

6) Designing lessons that provide opportunities for repeated viewing

Once is not enough. Unless students are extraordinary and –native levels of language proficiency, they will need to see and hear a video sequence several times if they are to understand the situation, identify the characters, and observe and recall the language and other facets of the video in any detail.

7) Planning activity for three stage

Teachers can promote active viewing and increase students' comprehension and recall by planning video-related lessons for three stages of activities: previewing, viewing, and post-viewing. The stages are elaborated as follows:

a) Pre-viewing activities

These prepare the students to watch the video by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary.

b) Viewing activities

These involve playing and replaying the entire sequence or relevant parts and requiring students to focus on important aspect such as factual information, plot development, or the language used in particular situation.

c) Post-viewing activities.

These require students to react to the video or to practice some particular language point. In this point, the teacher can make discussion, role play, debate, etc.

Like any other resources, video is best when it is used carefully and intelligently. The teacher is responsible for making video based lesson a rewarding language learning experience. How the teacher approach the use of video in the classroom will determine how valuable it is perceived to be by the students, and how significant it will be to them, in the language learning process.

e. The Advantages and Disadvantages of Using Video in Teaching Speaking

Teaching by using video has been used since years ago. It is believed that video gives potential impact on foreign language study. It is beneficial to present both linguistic and non-linguistic aspects. A video is a resourceful tool for teaching foreign language speaking.

Harmer (2007: 308) states that a video can provide language in use. For example, the students can see how intonation matches facial expression and what gestures accompany certain phrases. Another great advantage of

video is that it provides authentic language input for the students. Cakir (2006) states movies and TV programs are made for native speakers, so in that sense video provides authentic language input. Smaldino, Lowther, and Russell (2007: 316) say that one of the advantages of using video is cultural understanding. It means that the teacher can develop a deep appreciation for other cultures by seeing depictions of everyday life in other society.

A video offers some exceptional qualities that make it particularly useful in education. Lever-Duffy and McDonald (2008) say that video can appear to alter both time and space as it captures events. They also state that video has the potential to shift the viewer's location as well as the time frame experience. Video travelogues, documentaries, and docudramas can seem to shift where viewers are located, from the classroom to the location they are viewing.

Harmer (2007: 282) says that learner motivation increases when learners learn language using video. Most students show an increased level of interest when they have a chance to see language in use as well as they hear it, and when this is coupled with interesting task. The use of authentic material can enhance students' interest in classroom activities and increase their motivation to listen, understand, and learn. Busà (2010) states that listening to real people speaking about real-life experiences and interacting with other speakers in a natural way may be considered more stimulating than listening to actors reading scripts elaborated by EFL (English for Foreign Language)

writers. A video can be effective way to get students' attraction and increase their motivation.

Furthermore, Brewster et al (2002: 204) concludes some benefits of using videos for young learners into four aspects as follows:

1) Psychological aspect

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

2) Linguistic aspect

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

3) Cognitive aspect

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

4) Cultural aspects

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

However, above all the advantages of using video to teach speaking, Riddel (2003: 223) states that there are also the disadvantages of using video. The disadvantages of using audio-visual media are the concern of the using of equipment such as students may not see it as a real learning. Students sometimes are frustrated with the 'stop-start' nature of lesson, and with a very big class not everyone may be able to see the screen. The teacher may have to prepare their own materials and tasks. Riddle also suggested not overusing video type of lesson.

From the theories above, it can be concluded that video brings many advantages in teaching and learning speaking. Using a video in teaching speaking gives authentic model of English. It can also provide language in use. Moreover, a video in speaking allows students learning correct pronunciation, improving their vocabularies and understanding different culture. A video is generally easy to understand because of the available visual clues. Using it in learning is interesting and motivating for the students to learn. However, the teacher should also concern about the equipment used in teaching video. Teacher should also manage the use of video and the impact for the students, so they can see it clearly and become aware of what the aims of video for their learning.

B. Relevant Studies

There are some studies which are relevant to the study the researcher conducts here. This study can be supported by an extensive review of the literature on teaching with video and multimedia. In line with this, many researchers have been devoted to determining the usefulness of video as a medium for delivering instruction.

Herron, et al. (2000) examined whether foreign language students learn cultural information embedded in videos. Fifty beginning French students participated. They viewed eight targeted videos as part of their multimedia-based curriculum. A pre-test and a post-test assessed long-term gains in overall cultural knowledge and in the learning of little “c” culture (practices) and big “C” culture (products). Eight post video tests measured short term retention of culture in each of the eight videos. Oral dialogues tested the students’ ability to interact culturally appropriately in a communicative setting. A questionnaire analyzed the students’ perceptions of cultural learning. From the pre- to post-testing, the results indicated a significant gain in overall cultural knowledge. Post-test scores were significantly higher than pre-test scores. Pre-test and post-test scores were significantly higher for little “c” than for big “C.” On the post video tests, measuring short-term retention of culture, there was no significant difference between types of culture retained. Regarding oral performance, students performed culturally appropriately more than 60% of the time. Students perceived that the videos contained more little than big “C” culture and that they learned more little “c.”

Results support using video an effective technological tool for presenting culture in the FL classroom.

Busà (2010) discusses how multimodal resources can be used to teach oral communication strategies as exemplified in a course taught at the University of Padua, Italy. The course focused on lexicon and language structures in use, pronunciation and intonation, body language, and cultural awareness. A variety of multimedia resources were used, including: pictures and illustrations; digital slides; audio files for pronunciation exercises and for audio-video feedback with the speech analysis software *Praat*; video clips from online English courses and other Youtube videos of authentic interviews, talk shows, news, monologues, and presentations. The main class activities were: listening and watching video clips; meta-linguistic discussions on the use of verbal and non-verbal language in different linguistic situations; pronunciation practice; and speaking. The students were filmed while speaking and received feedback on their oral and communicative skills. Overall, the course appeared to be highly effective in raising students' awareness of facts about English communication and its workings.

Mekheimer (2011), for example found that video material can be beneficial to whole language development. The study of sixty four college students of EFL belonged to the English Department; College of languages and Translation, King Khalid University, Abha, Saudi Arabia was set to measure improvement gains in oral, reading and writing skills using data from an experiment that was conducted over a period of one academic year.

Following an intensive, concentrated exposure to authentic video material accompanying a language skills development remedial program and extensive videos of some selected dramatized famous literary works, the findings showed significant differences between experimental and control participants in the study on pretesting/post-treatment testing comparisons at the end of one year of integrated skills teaching using video incorporated in the material.

The use of video can be beneficial to all skills language development. It is believed, then, that the use of video activity in the students' speaking class will give a positive contribution to their speaking skill. That is why the researcher concluded that using video can be an effective way to help students improve their speaking skill.

C. Conceptual Framework

As stated earlier, speaking is about the process rather than just a product. The use of media in the process of speaking will be helpful in determining the product of speaking. During the process of speaking, the students' should be stimulated and motivated by the use of appropriate media. The use of video in students' speaking activity is helpful to stimulate and motivate them to speak. It is believed, then, that the use of video activity in the students' speaking class will give a positive contribution to their speaking skill. That is why the researcher chooses video as an effective media to help students improve their speaking skill.

Video as media is the teaching aids which consist of sounds for the students to listen to and visuals for them to see. It shows the dialogues of native speaker of English in various situations. It also allows listeners to see the facial expression and body language at the same time as they hear the stress, intonation, and rhythm of the language. By watching the conversations in the video, the students can be more motivated.

In teaching speaking, the teacher took the materials from the course book. The speaking activities in the class were the reading dialogue activity and more activities taken from the book. The teacher will give short explanation about the dialogue, language function, and key words. After that, the teacher asks students to work in pairs to make the dialogue. Then the students will present it in front of the class.

D. Hypothesis

Based on the literature review, relevant studies, and conceptual framework above, the hypothesis of this study can be formulated as follows “There is a significant difference in the speaking ability between the eighth grade students of the junior high school who were taught by using video and those who were not”.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research can be classified as a quasi-experimental research type. The research employed the pre-test and post-test design. It was an intact group pre-test – post-test design involving a group of students in the experimental group and those in the control group.

The experimental group was given the special treatment using video. The control group was given the conventional technique without video, namely textbook-based as the teacher usually does. The research involved the independent variable and the dependent variable. The independent variable was the treatment consisting of two levels, the treatment with video in the experimental group and the treatment with the conventional technique in the control group. Meanwhile, the dependent variable was the students' speaking skill. The table below shows the design of the research.

Table 1: The Design of the Research

Group	Independent variable	Dependent variable
Experimental group	Video technique	Students' speaking ability
Control group	Conventional technique	Students' speaking ability

B. Research Population and Sample

The population of this research included the eighth grade students of SMP N 1 Manisrenggo, Klaten in the second semester. The school has six eighth grade classes with 209 students. They are VIII A, VIII B, VIII C, VIII

D, VIII E, VIII F in the academic year of 2012/2013. Each class consists of different numbers of students.

Table 2: The Number of Students

Class	Number of students
VIII A	32
VIII B	36
VIII C	37
VIII D	35
VIII E	31
VIII F	38

It was impossible to use all the population as the sample due to some considerations. The researcher took two classes as the sample of the research. The research sample was selected by the cluster random technique. It is the sample selection in which all members of the population are naturally grouped in units (Wiersma and Jurs, 2009: 355). The researcher used random selection to determine which class will be the experimental group and the control group. From the existing population, the researcher took two classes as the experimental class and the control class. After the sampling selection, VIII A was selected as the experimental class and VIII B as the control class.

Table 3: The Research Sample by Class

No.	Class	The Number of Students
1	VIII A	32
2	VIII B	36

The sample above was divided into two groups. The first group was class VIII A as the experimental group and the second group was class VIII B as the control group. The experimental group was given the video method in their speaking activities. The researcher made lesson plans and some activities for every meeting based on the school-based curriculum. The control group was given the same materials but without using video in their speaking activities. The students read from the book and the teacher gave short explanation. Then, the students made a conversation with their peer to present it in front of the class. The table below shows the distribution of treatment in the research.

Table 4: The Distribution of the Treatment

Group	Class	Treatment	Number of Students
Experimental	VIII A	Video	32
Control	VIII B	Conventional	36

C. Research Instruments

Since the study was quasi-experimental, the instruments to collect the data were a pre-test and a post-test. The collected data were the scores obtained from the pre-test and the post-test of both the control group and the experimental group. The scores from the pre-test were used to see the speaking ability of both classes before the treatment. On the other hand, the scores from the post-test were used to measure whether the implemented method affected the experimental group or not.

In this research study, the speaking test served as the research instrument. The speaking test was held twice, in the pre-test and the post-test. It was used to reveal the significant difference in the speaking ability between the eighth grade students of junior high school who were taught by using video and those who were not.

In formulating the test instrument, the points to be considered are the relevance of the test instruments to the purpose of the study, and the relevance of the test instruments to the curriculum. The test was intended to measure students' speaking ability before and after the treatment. The speaking tests were made based on the school-based curriculum for the eighth grade of the junior high school in the second semester. The syllabus for the eighth grade junior high school students in the speaking aspect was taken as the considerations in formulating test instruments which is further described in Appendix A. In making the test, the researcher took some sources from some English books and the internet.

The instrument was a group of oral assessment in the form of simple transactional and interpersonal conversation/dialogues. The test was given twice. The first test was used to gain the pre-test score before the treatment and the second was used to gain the post-test score after the treatment. The score of the test was based on criteria on the speaking test rubric adapted from Blaz (2001). The contents of the rubric are task completion, comprehensibility, fluency, pronunciation, and vocabulary.

D. The Validity and the Reliability of the Instrument

1. Validity Test Instruments

An instrument is considered valid if it is able to test what should be tested. It can explain the data from the variables which are accurately researched. A valid instrument refers to the extent to which an instrument measures what is supposed to measure (Wiersma and Jurs (2009: 356). Validity criteria used in this study were content validity and construct validity. Before instruments tested to students, they were consulted with expert (the supervising lecturer) whether the instruments were appropriate or not to measure the research variables.

a. Content Validity

The speaking validity test employed content validity. According to Wiersma and Jurs (2009: 355), content validity is the process of how the test establishes the representativeness of the items in a certain domain of skills, tasks, knowledge, and other aspects that are being measured. It means the test was developed in reference to the Standard of Competence and Basic Competence of junior high school year VIII of the second semester of English subject.

Table 5: The Standard of Competence and Basic Competence of Junior High School Year VIII of the Second Semester English subject

Standard of Competence	Basic Competence	Indicators
9. Express the meaning of short and simple	1. To express the meaning of short simple transactional (to get things done) and	<ul style="list-style-type: none">• To ask and answer about requesting, giving, refusing services

<p>transactional and interpersonal conversation/dialogues to interact with the surroundings</p>	<p>interpersonal (to socialize) conversations accurately, fluently and acceptable to interact with the surrounding environment involving the speech act of requesting, giving, refusing services, and requesting, giving, refusing goods, and requesting, giving, refusing information, requesting, giving, disagreeing opinion, and offering/accepting/refusing something.</p> <p>2. To express the meaning of short simple transactional (to get things done) and interpersonal (to socialize) conversations accurately, fluently and acceptable to interact with the surrounding environment involving the speech act of: requesting, agreeing, responding statements, paying attention to the speaker, starting, extending and closing conversations, and starting, extending and closing telephone.</p>	<ul style="list-style-type: none"> • To ask and answer about requesting, giving, refusing goods • To ask and answer about requesting, giving, denying information • To ask and answer about requesting, giving, disagreeing opinion • To ask and answer about offering, accepting, refusing something. • To ask and answer about requesting and giving agreement. • To ask and answer about responding statement. • To ask and answer about paying attention to the speaking partner • Starting, extending, closing conversations • Starting, extending, closing telephone
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b. Construct Validity

Wiersma and Jurs (2009: 358) state that construct validity refers to theoretical construct trait being measured, but not to the technical construction of the test. This validity is used to examine whether the test has a

consistent representation with theories underlying the material given or not.

To score students' speaking test, the researcher used scoring rubric adapted from Blaz (2001: 39).

Table 6: The Oral Assessment Rubric

Categories	1	2	3	4
Task Completion	Minimal attempt to complete the task and/or responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriately and adequately developed	Superior completion of the task, responds with elaboration
Comprehensibility	Responses barely comprehensible	Responses mostly comprehensible, requiring interpretation by the listener	Responses comprehensible, requiring minimal interpretation by the listener	Responses readily comprehensible, requiring no interpretation by the listener
Fluency	Speech halting and uneven with long pauses or incomplete thoughts	Speech slow and/or with frequent pauses; few or no incomplete thoughts	Some hesitation but manages to continue and complete thoughts	Speech continuous with few pauses or stumbling
Pronunciation	Major pronunciation errors	Frequent errors, little or no communication	Occasional pronunciation problems with communication	No or almost no pronunciation errors
Vocabulary	Inadequate and inaccurate use of vocabulary	Somewhat inadequate and inaccurate use of vocabulary and too basic for this level	Adequate and accurate use of vocabulary for this level	Rich use of vocabulary with frequent attempts at elaboration

2. Reliability of Test Instruments

After having tested the validity of the instrument, the next step is to examine the reliability. A test is considered reliable if the same test is given to the same subjects or matched subjects in two different occasions, the test should yield similar result (Brown, 2004: 20). Wiersman and Jurs (2009: 255) added that reliability is the consistency of the instrument in measuring whatever it measures. It means that if the instrument has a consistent result in the second chances or more, the instrument is reliable. The instrument reliability was estimated by using Cronbach Alpha reliability test. Based on the results, the value of α was 0.815. The table shows that the instruments used in this study have a high level of reliability. The calculations were done using a computer program SPSS version 19.0. The computer print outs can be seen in the Appendix F.

Table 7: The Reliability Score

Reliability Statistics	
Cronbach's Alpha	N of Items
.815	2

E. Data Collection Technique

The data were collected for about two months. The data were collected from the pre-test and post-test of the control group and experimental group. The pre-test result was compared to the post-test result in order to find out a significant difference of the students' speaking skills.

F. Time and Place

The research was implemented in SMP N 1 Manisrenggo, located at Tanjungsari, Manisrenggo, Klaten on February-April, 2013. The data were collected about two months including the pre-test and the post-test. The video were used in part of four meetings to the experimental group. The control group used conventional teaching techniques for four meetings.

Table 8: The Schedule of the Study

Date	Time	Class	Material	Activities	K.D.
Thursday, 7 February 2013	07.00	VIII B	<i>Pre-test questions</i>	<i>Pre-test, discussion, and evaluation.</i>	9.1 9.2
Saturday, 9 February 2013	09:55	VIII A	<i>Pre-test questions</i>	<i>Pre-test, discussion, and evaluation.</i>	9.1
Thursday, 14 February 2013	07:00	VIII B	<i>Asking for, Giving, and Refusing Helps</i>	<i>Introducing new material, practicing, making dialog, doing role-play in front of the class, discussion, and evaluation</i>	9.1
Saturday, 16 February 2013	09.55	VIII A	<i>Asking for, Giving, and Refusing Helps Video: May I Help You?</i>	<i>Introducing new material, practicing, making dialog, doing role-play in front of the class, discussion, and evaluation</i>	9.1
Thursday, 21 February 2013	07.00	VIII B	<i>Asking and Giving Opinion</i>	<i>Reviewing previous material, practicing, making dialog, doing role-play in front of the class, discussion, and evaluation</i>	9.1

Saturday, 23 February 2013	09:55		<i>Asking and Giving Opinion Video: I'm Stronger than You</i>	<i>Reviewing previous material, practicing, making dialog, doing role-play in front of the class, discussion, and evaluation</i>	9.1
Thursday, 7 March 2013	07:00	VIII B	<i>Asking for, Giving, and Rejecting Items</i>	<i>Reviewing previous material, practicing, making dialog, doing role-play in front of the class, discussion, and evaluation</i>	9.2
Saturday, 9 March 2013	09:55	VIII A	<i>Asking for, Giving, and Rejecting Items Video: Eating Out at Restaurant</i>	<i>Reviewing previous material, practicing, making dialog, doing role-play in front of the class, discussion, and evaluation</i>	9.2
Thursday, 14 March 2013	07:00	VIII B	<i>Making a Telephone Call</i>	<i>Reviewing previous material, practicing, making dialog, doing role-play in front of the class, discussion, and evaluation</i>	9.2
Saturday, 16 March 2013	09:55	VIII A	<i>Making a Telephone Call Video: Is Richard There?</i>	<i>Reviewing previous material, practicing, making dialog, doing role-play in front of the class, discussion, and evaluation</i>	9.2
Thursday, 4 April 2013	07:00	VIII B	<i>Post-test questions</i>	<i>Post-test, discussion, and evaluation.</i>	9.2
Monday, 8 April 2013	08:20	VIII A	<i>Post-test questions</i>	<i>Post-test, discussion, and evaluation.</i>	9.1 9.2

G. Data Analysis Technique

There were two techniques of analysing the data of this research, namely descriptive and inferential statistics. In the descriptive analysis, there were two formulas used in the computation; the mean and the standard deviation analysis. In the inferential statistics, this research used test of normality, test of homogeneity, and test of hypothesis.

1. Descriptive Analysis

The descriptive analysis was aimed at providing answers to the research question about the effect of using videos to improve students' speaking skills. The statistics used in computation were the mean and the standard deviation. The mean was the average score attained by the subjects of the research. The standard deviation was the average variability of all the scores around the mean. The larger the standard deviation was the more variability was from the central point in the distribution, and vice versa.

2. Inferential Analysis

The inferential analysis used in the research was the analysis of covariance (ANCOVA) test. ANCOVA test is applied because the researcher took into account of the pre-test score. The pre-test score was used as a covariance. It answered the question in the formulation of the problem, namely whether or not the video was effective and significant enough to improve the students' speaking ability. Before the test, however, there was pre-analysis testing of normality and homogeneity.

a. Test of Normality

This test aimed to find out whether or not the collected data showed a normal distribution. This research used Kolmogorov-Smirnov test. Kolmogorov-Smirnov test assessed whether the data were normally distributed or not. If the P -values (significance) is less than $\alpha = 0.05$, the data were not normally distributed, otherwise if the P -values is more than $\alpha = 0.05$ then the data is normally distributed (Carver, 2012: 140).

b. Test of Homogeneity

The test was used to find out whether or not the sample variance was homogeneous. The homogeneity test was intended to test the equality of variance-covariance matrix of the dependent variable of this study. One test for assessing whether variances are homogeneous is Levene's Test, which is simply one-way analysis of variance on the absolute deviation of each score from the mean for the group (Cramer, 2003:149). If the value of significance (probability) on the Levene's Test is greater than 0.05, then the variance in variables are homogeneous.

c. Test of Hypothesis

ANCOVA test was carried out to see if there was a significant difference in the speaking ability between the eighth grade students of Junior High School who were taught by using video and those who were not taught by video. It was used to find out the difference. In this test, the hypothesis was accepted if F -value of observation (F_0) in the statistics result was higher than value of the F -table (F_t) or P -value was lower than 5% or 0.05.

In doing the analysis of those tests, i.e. normality, homogeneity, and hypothesis tests, the researcher used a computer program. It is the SPSS 19.0 for Windows.

CHAPTER IV

RESULTS AND DISCUSSION

A. Results

1. Tests of Analysis Requirements

a. Test of Distribution Normality

Test of distribution normality was aimed to find out whether or not the collected data showed a normal distribution. In this study, the formula used to test the normality of the data is Kolmogorov-Smirnov formula. The data tested are the pre-test and the post-test data in the experimental class and the control class. If the result showed the index $(P) > 0.05$ (α : 5%), the data in this study were normally distributed (Carver 2012: 140). Then, the data were analyzed using SPSS version 19. The distribution of the normality test results can be seen in Table 9.

Table 9: Test of Distribution Normality

One-Sample Kolmogorov-Smirnov Test		Pretest	Posttest
N		68	68
Normal Parameters ^{a,b}	Mean	12.9412	13.2941
	Std. Deviation	1.31447	1.49186
Most Extreme Differences	Absolute	.106	.108
	Positive	.085	.108
	Negative	-.106	-.094
Kolmogorov-Smirnov Z		.875	.887
Asymp. Sig. (2-tailed)		.428	.411

a. Test distribution is Normal.

b. Calculated from data.

The table shows that the index obtained from normality test of the pre-test data is $0.428 > 0.05$ (α : 5%). While the test for normality of the post-test data is $0.411 > 0.05$ (α : 5%). The whole calculation produces have index (P) > 0.05 (α : 5%), it can be stated that the data used in this study were normally distributed.

b. Test of Variance Homogeneity

Besides testing the normal distribution of the data, it is also necessary to test whether or not the sample variance was homogeneous. The test of the variance homogeneity which is gained from SPSS version 19 can be seen in Table 10.

Table 10: Test of Variance Homogeneity

Levene's Test of Equality of Error Variances

Dependent Variable: Posttest

F	df1	df2	Sig.
2.583	1	66	.113

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+Pretest+Class

The table shows that the F-value (F_o) were obtained from the test of variance homogeneity of the post-test were 2.583 are smaller than F-table (F_t) = 3.986. It can be said that the distribution of the pre-test and the post-test data was homogeneous. Calculations can be seen in Appendix I.

2. Description of Research Data

There were two classes which were used as the subjects of the study. The first class was VIII A as the experimental group and the second one was VIII B as the control group. They were chosen by cluster random technique. The experimental group was given videos as the media in teaching speaking. While, the control group was given a regular technique the teacher often used, the textbook-based speaking.

Before and after giving the treatments to both groups, the researcher conducted tests to get the scores of students' speaking ability. Both control and experimental groups were given two types of test. They were the pre-test, the test before giving the treatment, and the post-test, the test after conducting the treatment. After obtaining the pre-test and post-test scores from experimental and control groups, the researcher made the categorization of students' speaking scores.

In making the categorization of students speaking ability scores, the researcher found the mean (M) and standard deviation (Sd) first. Mean is the average score of the students' scores and it can be found by adding all the students' scores and divide them by the number of the students. Meanwhile, standard deviation is a measurement of how the scores are spread out. In this section, the researcher divided the categorization into four main parts. They were the category of the experimental group pre-test, the category of the experimental group post-test, the category of the control group pre-test and the category of the control group post-test.

Table 11: The Categorizing Formula

Max Score	4	x	5	=	20
Min Score	1	x	5	=	5
Mi	25	/	2	=	12.50
Sdi	15	/	6	=	2.50
Good	: $X \geq Mi + Sdi$				
Average	: $Mi - Sdi \leq X < Mi + Sdi$				
Low	: $X < Mi - Sdi$				
Category	Score				
Good	:	X	\geq	15.00	
Average	:	10.00	\leq	X	< 15.00
Low	:	X	<	10.00	

From the table above, it can be concluded that the ideal mean (Mi) is 12.50 and the ideal standard deviation (Sdi) is 2.50. The student speaking ability score (X) is categorized as “good” if X (referring to the score) is greater than or equal to the sum of the mean plus the standard deviation ($X \geq 15.00$). Meanwhile, the student speaking ability scores is considered as “average” if X is greater than or equal to the result of the mean minus the standard deviation and fewer than the result of the mean plus the standard deviation ($10.00 \leq X < 15.00$). When X is fewer than the result of the mean minus the standard deviation ($X < 10.00$), the student speaking ability score is regarded as “low”.

a. The Categorization of Experimental Group’s Pre-Test Scores

The pre-test for the experimental group was aimed to find out the student speaking ability scores before the researcher gave the treatment. The result shows that the students had different ability level in speaking based on the scores that had been collected.

After the categorization of the speaking ability scores of the experimental group using the formula, the frequency were obtained, resulting 7 for “good” category, 25 for “average” category, and 0 for “low” category. In the form of percentage, the results show that “good” category reached 21.9%, “average” category reached 78.1%, and “low” category was 0%. Considering the data above, it was clearly seen that for the student speaking ability in the pre-test scores from the experimental group, the scores are dominantly on the average level.

Table 12: The Experimental Group’s Pre-Test Categorization Result

Pretest Experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	25	78.1	78.1	78.1
	Good	7	21.9	21.9	100.0
	Total	32	100.0	100.0	

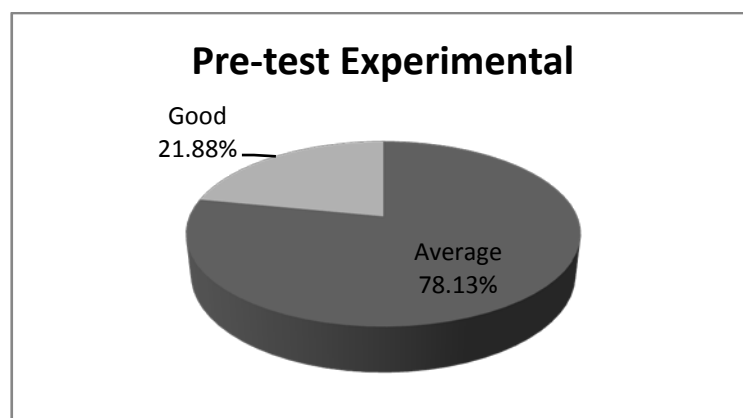


Figure 1: The Categorization of the Experimental Group’s Pre-Test

b. The Categorization of Experimental Group's Post-test Scores

The post test was conducted in the experimental group in order to find out the student speaking ability scores after the treatment. Generally, the scores were better than the pre-test scores. Considering the student post-test scores, it can be concluded that there was an improvement of the student speaking ability scores.

After the data of the student speaking ability scores from experimental group gained using the formula, the frequencies were found out. The result shows that the total students who got “good” category were 21. Meanwhile, the students who got “average” category were 11 and the students who got “low” category were 0. In terms of percentage, the “good” category reached 34.4%. Meanwhile, the “average” category reached 65.6% as the highest percentage and the “low” category was 0% as the lowest percentage.

Table 13: The Experimental Group's Post-Test Categorization Result

Posttest Experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	21	65.6	65.6	65.6
	Good	11	34.4	34.4	100.0
	Total	32	100.0	100.0	

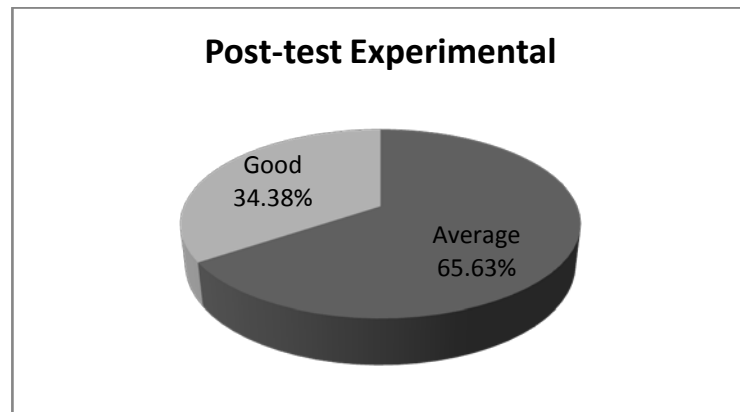


Figure 2: The Categorization of the Experimental Group's Post-Test

c. The Categorization of Control Group's Pre-Test Scores

The same as the pre-test of the experimental group, the control group pre-test was also conducted to find out the student speaking ability scores of the control group. After applying the formula in categorizing the student scores, the frequencies were found out and the result showed that the frequency of the “good” category was 0, the frequency of the “average” category was 35, and the frequency of the “low” category was 1. Meanwhile, in terms of percentage, it can be seen that the “good” category reached 0%, the “average” category reached 97.2%, and the “low” category was only 2.8%.

Table 14: The Control Group's Pre-Test Categorization Result

Pretest Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	1	2.8	2.8	2.8
	Average	35	97.2	97.2	100.0
	Total	36	100.0	100.0	

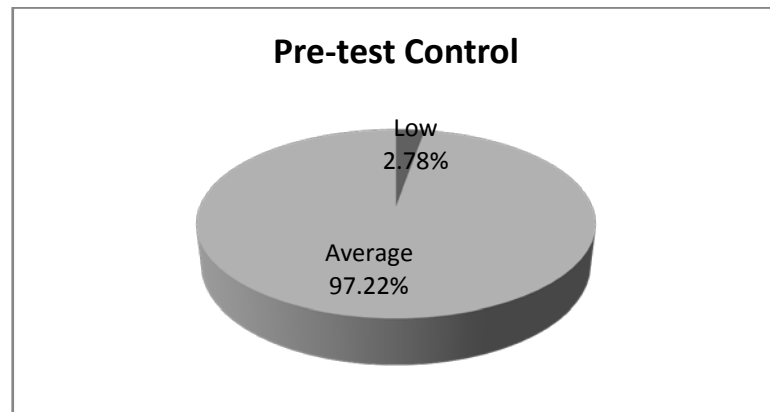


Figure 3: The Categorization of the Control Group's Pre-Test

d. The Categorization of Control Group's Post-test Scores

After conducting teaching and learning process in control group, the researcher conducted the post-test in order to find out the student speaking ability scores. The result of the post test scores, then, was used as comparison to the data of experimental group post test score to measure the effectiveness of the method that the researcher used in this study. The data of the control group showed that the frequency of the "good" category was 1, the frequency of the "average" category was 35 and the frequency of the "low" category was 0. For the percentage, the "good" category got 2.8%, the "average" category as the most dominant got 97.2% and the "low" category got 0%.

Table 15: The Control Group's Post-Test Categorization Result

Posttest Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	35	97.2	97.2	97.2
	Good	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

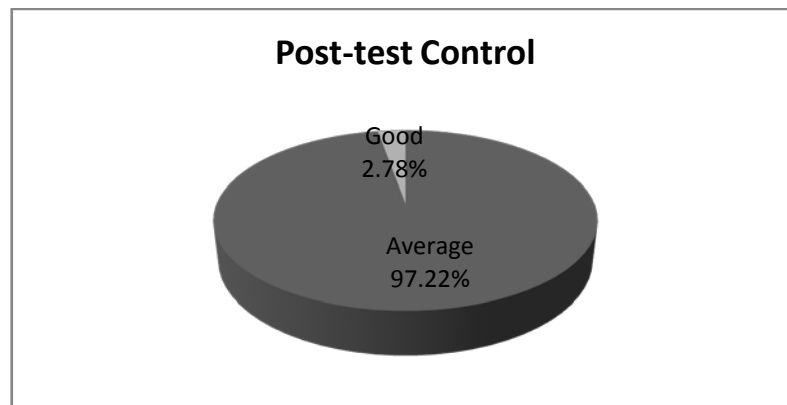


Figure 4: The Categorization of the Control Group's Post-Test

3. Hypothesis Testing

The alternative hypothesis (H_a) proposed in this research is “there is a significant difference in the speaking ability between the eighth grade students of Junior High School who were taught by using video and those who were not”.

For the purposes of testing, an alternative hypothesis is converted into null hypothesis (H_o) so that it is “there is no significant difference in the speaking ability between the eighth grade students of junior high school who were taught by using video and those who were not taught by video”. If the Significance (2-tailed) calculated is smaller than 0.05, then H_o is rejected and H_a accepted.

Table 16: **The Univariate Analysis of Variance**

Tests of Between-Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	91.195 ^a	2	45.598	51.169	.000
Intercept	21.176	1	21.176	23.764	.000
Pretest	20.578	1	20.578	23.092	.000
Class	19.385	1	19.385	21.753	.000
Error	57.922	65	.891		
Total	12167.000	68			
Corrected Total	149.118	67			

a. R Squared = .612 (Adjusted R Squared = .600)

The table above shows that the covariate variable (pre-test) has a significance score (F-value = 23.092 > F-table = 3.986 or sig = 0.000 < 0.05). It means that the pre-test score affected the post-test score. Then, the class factor showed that Fo is 21.753 with Significance (2-tailed) of 0.000 smaller than 0.05. It can be concluded that the pre-test score as a covariate affected both the post-test experimental and the post-test control score, with score different between the experimental class and the control class.

Significance (2-tailed) calculated (0.000) is smaller than 0.05. Then Ho is rejected and Ha is accepted. Ho which said, “there is no significant difference in the speaking ability between the eighth grade students of junior high school who were taught by using video and those who were not” is rejected. Thus, Ha which said, “there is a significant difference in the speaking ability between the eighth grade students of junior high school who were taught by using video and those who were not” is accepted.

B. Discussion

Having finished conducting the study in SMP N 1 Manisrenggo, the researcher, then, analyzed the obtained data by using SPSS 19.0 with the selected formulas. After that, she found that there were several evidences which proved theories that support the hypothesis that she formulated before. The evidences were in the form of numeric data based on the analyzing process. The data were collected before (pre-test) and after (post-test) conducting the experiment in SMP N 1 Manisrenggo, Klaten by using videos to teach speaking English in the experimental class and using conventional technique in the control class.

Before further analysis about the experiment influence by video to teach speaking English, first, the researcher conducted analysis test that consisted of normality test, homogeneity test, validity test, and reliability test. The normality test was used to test whether the distribution of research data consistent with the normal distribution. Besides testing the normal distribution of data, it is also necessary to test whether the variance of data were homogeneous or not. The validity test was used to test whether the instrument was appropriate or not to measure the research variables. Meanwhile, the reliability test was used to test the instrument reliability.

The normality test result showed that the whole calculation got index > 0.05 (α : 5%). It can be stated that the data used in this study were normally distributed. The test of homogeneity of variance resulted that F-value (F_o) 2.583 which was smaller than F-table (F_t) 3.986. It can be said that the

distribution of the data was homogeneous. The validity of the instrument was good because it was suitable with the content validity and the construct validity, and was already consulted with expert (the writer's supervising lecturers). Meanwhile, the reliability analysis showed that the instruments used in this study got a high level of reliability (0.815).

English in Indonesia is a foreign language. Related to this, students learn the target language (English) in their own culture and the available practices or activities in the classroom. The key factor in the English learning development is the opportunity given to students to speak in the target language. Teachers must improve the students' willingness and reason to speak. A possible way of stimulating the students to talk might be to provide them with the extensive exposure to authentic language through audio-visual stimuli and with opportunities to use the language (Richards & Renandya, 2002: 209).

Research findings showed that there is a significant difference in the speaking ability between the eighth grade students of junior high school who were taught by using video and those who are not. In the ANCOVA test, it can be seen that F-value (F_0) 21.753 was higher than F-table (3.989). Significance calculated (0.000) is smaller than 0.05. This fact simply rejected the null hypothesis (H_0) which said "there is no significant difference in the speaking ability between the eighth grade students of junior high school who are taught by using video and those who are not" and accepted the alternative hypothesis (H_a) which said "there is a significant difference in

the speaking ability between the eighth grade students of junior high school who are taught by using video and those who are not”.

From those evidences above, it can be concluded that in designing activities with audio-visual materials, the teacher should integrate strategy instruction into interactive activities. Effective interactive activities should be manipulative, meaningful, and communicative, involving learners in using English for a variety of communication purposes. This finding was consistent with Busà(2010) statements that students can improve their communication skills during a course if oral communication is a regular feature in ELT enhanced by the use of multimodality/multimodal resources such as video. Cakir (2006) also states that all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. They should be based on authentic or naturalistic source materials. They should enable learners to manipulate and practice specific feature of language. They should allow learners to rehearse, in class, communicative skills they need in the real world. They should also motivate psycholinguistic processes of learning.

CHAPTER V

CONCLUSIONS,SUGGESTIONS, AND IMPLICATIONS

The objective of this study was to know the effectiveness of video to improve students' speaking skill. This chapter presents three main sections. They are conclusions, suggestions, and implications. The discussion of each part is presented below.

A. Conclusions

The conclusion of this research study is supported by three findings. They answer the problem formulation in Chapter I. The pre-test result of the experimental class revealed that the mean score was 13.72. Meanwhile, the post-test result showed that the mean score was 14.38. It improved by 0.66 points. The "good" category improved from 21.9% to 34.4%. It improved by 12.5 %. It can be concluded that the students' speaking ability of the experimental group was significantly improved.

The pre-test result of the control class illustrated that the mean was 12.25. Meanwhile, the mean score for the post-test was 12.33. It improved by 0.08 points. The "good" category improved from 0% to 2.8%. It can be concluded that the students' speaking ability of the control group was slightly improved.

The post-test result showed that the mean score of the experimental class was higher than the control class. The mean score of experimental group in the post-test was 14.38 while the control group was 12.33. Then, the "good"

category student of the experimental group in the post-test was 34.4% also higher than the control group that was 2.8%. It means that in teaching speaking, students who were taught by using video had higher scores than those who were not.

Based on the findings of the analysis it can be concluded that there were a significant difference in the speaking ability between the eighth grade students of SMP N 1 Manisrenggo who are taught by using video and those who are not. The analysis showed that Significance (2-tailed) calculated (0.000) is smaller than 0.05 then H_0 is rejected and H_a accepted. Therefore, the hypothesis, “there is a significant difference in the speaking ability between the eighth grade students of junior high school who are taught by using video and those who are not” is accepted.

B. Suggestions

Based on the research that has been conducted with a variety of results that have been obtained, the researcher may give suggestions as follows:

1. For teachers: The use of teaching media should be emphasized more on the visual aspects such as the use of video to improve students' speaking ability.
2. For school: The SMP N 1 Manisrenggo, Klaten is expected to provide infrastructure and equipment, such as video as learning media.
3. For other researchers: They can develop the research further by adding other variables that influence speaking ability such as parental support.

C. Implications

Based on the result of the study, the implications of the research are presented below:

1. The use of video as teaching media could improve students' involvement and enthusiasm in the teaching and learning process. It is because video could stimulate students' interest and motivation.
2. The use of video as teaching media could improve students' speaking ability. It is because video presents new words, phrases, and expressions. Video also provides a full context of language to help students improve their ability in speaking English.
3. Based on the findings, it could be seen that boring activities in the class affected students' motivation and score. Teacher must be selective and creative in designing media to improve English teaching and learning. It is important to use various and interesting media to support class activities.

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APPENDICES

Appendix A: Syllabus

SYLLABUS

School : SMP 1 Manisrenggo
 Class : VIII (Eight)
 Subject : Bahasa Inggris
 Semester : 2 (Two)
 Standard Competency : Speaking

9. Expressing the meaning of short and simple transactional and interpersonal conversation/dialogues to interact with the surroundings.

Basic Competency	Main Teaching-Learning Materials	Teaching-Learning Activities	Indicators	Assessments			Time Allocation	Learning Sources
				Technique (s)	Form	Sample Instrument		
9.1 To express the meaning of short simple transactional (to get things done) and interpersonal (to socialize) conversations accurately, fluently and acceptable to interact with the surrounding environment involving the speech act of requesting, giving, refusing services, and requesting, giving,	Conversation/dialogues using the expressions: <i>A: Do you mind lending me some money?</i> <i>B: No, problems</i> <i>A: Can I have a bit?</i> <i>B: Sure, here you are.</i> <i>A: Here is some money for you.</i> <i>B: Sorry, I can't take this.</i>	1. Developing vocabulary related to the discussed expressions and theme/topic. 2. Question-answer using the discussed expressions in certain topic/theme. 3. Repeating the expressions being discussed said by the teacher	<ul style="list-style-type: none"> To ask and answer about requesting, giving, refusing services To ask and answer about requesting, giving, refusing goods To ask and answer about requesting, giving, denying information To ask and answer about requesting, 	Oral text	Practicing dialogue(s)	<i>Create a dialogue based on the role cards and perform it in front of the class</i>	2 x 40 minutes	1. Textbooks for VIII grade of SMP e.g. - Let's Talks for SMP grade VIII, Pakar Raya Bandung - Global LKS for

Basic Competency	Main Teaching-Learning Materials	Teaching-Learning Activities	Indicators	Assessments			Time Allocation	Learning Sources
				Technique (s)	Form	Sample Instrument		
refusing goods, and requesting, giving, refusing information, requesting, giving, disagreeing opinion, and offering/accepting/refusing something.	<p><i>A: Do you like it ?</i> <i>B: Yes, I do.</i></p> <p><i>A: Have you done it?</i> <i>B: No, I haven't.</i></p> <p><i>A: Do you think it's good?</i> <i>B: I think it is / Sorry I can't say any thing</i></p> <p><i>A: Would you like some?</i> <i>B: Yes, please / No, Thanks</i></p>	<p>4. Exchanging questions and answers using the expressions in pairs</p> <p>5. Practicing dialogues using based on the situation given.</p>	<p>giving, disagreeing opinion</p> <ul style="list-style-type: none"> To ask and answer about offering, accepting, refusing something 					<p>SMP VIII - Window of the World, etc</p> <p>2. Pictures</p> <p>3. Relia</p>

Basic Competency	Main Teaching-Learning Materials	Teaching-Learning Activities	Indicators	Assessments			Time Allocation	Learning Sources
				Technique (s)	Form	Sample Instrument		
9.2 To express the meaning of short simple transactional (to get things done) and interpersonal (to socialize) conversations accurately, fluently and acceptable to interact with the surrounding environment involving the speech act of: requesting, agreeing, responding statements, paying attention to the speaker, starting, extending and closing conversations, and starting, extending and closing telephone.	<p>Conversation/dialogues using the expressions:</p> <p>A: <i>what if I do it again?</i> B: <i>Fine with me.</i></p> <p>A: <i>I Must go now</i> B: <i>Do you have to?</i></p> <ul style="list-style-type: none"> • <i>Right.</i> • <i>I see.</i> • <i>Hm...m yeah</i> • <i>Hello, excuse me</i> • <i>Did you? / Were you?</i> • <i>Thanks/ Bye / see you</i> • <i>Could I speak to ..?</i> • <i>Well, I'm calling to ...?</i> • <i>Nice talking to you.</i> 	<ol style="list-style-type: none"> 1. Exchanging question-answer by using the discussed expressions and vocabulary 2. Listening to spoken language using the discussed expressions 3. Answering questions about the content of the conversation/dialogue (s) 4. Answering questions about the meaning and the functions of the discussed expressions. 5. Using the discussed expressions based on contexts 6. Practicing dialogues by using the discussed expressions 	<ul style="list-style-type: none"> • To ask and answer about requesting and giving agreement • To ask and answer about responding statement • To ask and answer about paying attention to the speaking partner • Starting, extending, closing conversations • Starting, extending, closing telephone 	Oral text	Practicing dialogue(s)	<i>Create a dialogue based on the role cards and perform it in front of the class.</i>	2 x 40 minutes	<ol style="list-style-type: none"> 4. Textbooks for VIII grade of SMP e.g. - Let's Talks for SMP grade VIII, Pakar Raya Bandung - Global LKS for SMP VIII - Window of the World, etc 5. Pictures 6. Relia

Appendix B: Lesson Plan

EXPERIMENTAL CLASS

Experimental class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: SMP NEGERI 1 MANISRENGGO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 9.1. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit (1 X Pertemuan)

Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Melakukan tanya jawab menggunakan ungkapan untuk meminta, memberi dan menolak bantuan.

Materi Pembelajaran

- Video percakapan yang berisi ungkapan meminta, memberi, dan menolak jasa.
 - Conversational video entitled “*may I help you?*”

- Percakapan yang berisi ungkapan meminta, memberi, dan menolak jasa dalam buku panduan.
- Ungkapan meminta, memberi, dan menolak jasa.

Asking	Giving	Rejecting
Can you help me? Would you mind if I ask your help to... I do apologize, but would you kindly helping me to...? (do something).	What can I do to help...? May I help you? May I be assistance?	No, thanks. That's very kind of you, but....

Metode Pembelajaran: Three phase technique

Langkah-Langkah Kegiatan

A. Kegiatan awal

- Opening
- Apersepsi
- Penyampaian tujuan/ topik

B. Kegiatan inti

- Presentation:
 - Siswa melihat sebuah video percakapan yang berisi ungkapan meminta, memberi, dan menolak jasa.
 - Siswa menjawab pertanyaan apakah pernah melihat situasi dalam video tersebut.
 - Siswa menjawab pertanyaan apa yang dilakukan orang-orang dalam situasi tersebut.
- Practice:
 - Siswa memperhatikan kembali ungkapan yang digunakan dalam video tersebut.
 - Siswa terbagi kedalam kelompok diskusi (4 orang/ kelompok) melakukan video review dan mengidentifikasi ungkapan meminta, memberi, dan menolak jasa.
 - Siswa mendapat handout.

- Siswa berlatih mengisi vocabulary atau mengisi paragraph rumpang.
- Siswa berlatih berbicara menggunakan kartu petunjuk yang berisi ungkapan meminta, memberi, dan menolak jasa.
- Siswa bekerja berpasangan. Masing-masing pasangan diberikan situasi terkait dengan isi percakapan meminta, memberi, dan menolak jasa. Setiap pasangan akan mendapatkan situasi yang berbeda. Siswa diberi waktu untuk membuat percakapan berdasarkan situasi yang mereka dapat.
- Production:
 - Siswa melakukan *role-play* di depan kelas secara bergantian.
 - Siswa lain memberikan feedback.
 - Siswa mendapat apresiasi atas pekerjaannya.

C. Penutup

- Siswa menjawab kesulitan belajar dan mendapatkan solusi dari guru.
- Siswa menyimpulkan topik yang telah mereka pelajari.
- Siswa mendapat pekerjaan rumah untuk topik berikutnya.
- Mengakhiri pelajaran.

Sumber Belajar

1. Wardiman, Artono., dkk. 2008. *English in Focus: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. (hal.86).
2. www.youtube.com
3. *Handout*

Penilaian

1. Teknik : Tes lisan
2. Bentuk : Bermain peran

Oral Assessment Rubric

Categories	1	2	3	4
Task Completion	Minimal attempt to complete the task and/or responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriately and adequately developed	Superior completion of the task, responds with elaboration
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Vocabulary	Inadequate and inaccurate	Somewhat inadequate and inaccurate use of	Adequate and accurate use of vocabulary for	Rich use of vocabulary with frequent

	use of vocabulary	vocabulary and too basic for this level	this level	attempts at elaboration
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Adapted from Blaz (2001:39)


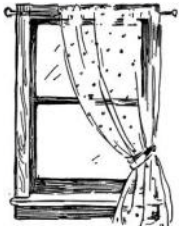
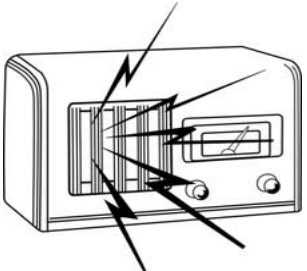

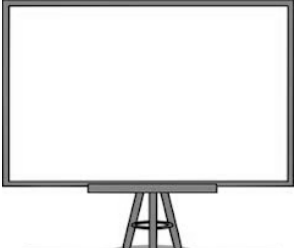




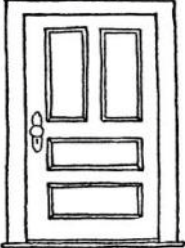

**Mengetahui,
Guru Mapel Bahasa Inggris**

Praktikan

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NIM: 07202241067**

- Make three simple dialogs with your friends about expression of asking for, giving, and refusing helps using the pictures below.

 <p>Read the book</p>	 <p>Close the window</p>	 <p>Turn off the radio</p>
 <p>Turn on the lamp</p>	 <p>Move the chair</p>	 <p>Erase the white board</p>
 <p>Return a book to library</p>	 <p>Carry the bag</p>	 <p>Buy snack in canteen</p>
 <p>Take a picture</p>	 <p>Open the door</p>	 <p>Answer the phone</p>

Experimental class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

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Kelas/Semester	: VIII (Delapan) / 2
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Kompetensi Dasar	: 9.1. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.
Aspek/Skill	: Berbicara
Alokasi Waktu	: 4 x 40 menit (2 X Pertemuan)

Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Melakukan tanya jawab menggunakan ungkapan untuk meminta, memberi dan menolak pendapat.

Materi Pembelajaran

- Video percakapan yang berisi ungkapan meminta dan memberi pendapat.
 - Conversational video entitled “*I’m Stronger than You*”

- Percakapan yang berisi ungkapan meminta dan memberi pendapat dalam buku panduan.
- Ungkapan meminta dan memberi pendapat.

Asking	Giving
What do you think ...? What's your opinion ...? How do you feel about?	I think I must say From my point of view

Metode Pembelajaran: Three phase technique

Langkah-Langkah Kegiatan

A. Kegiatan awal

- Opening
- Apersepsi
- Penyampaian tujuan/ topik

B. Kegiatan inti

- Presentation:
 - Siswa melihat sebuah video percakapan yang berisi ungkapan meminta dan memberi pendapat.
 - Siswa menjawab pertanyaan apakah pernah melihat situasi dalam video tersebut.
 - Siswa menjawab pertanyaan apa yang dilakukan orang-orang dalam situasi tersebut.
- Practice:
 - Siswa memperhatikan kembali ungkapan yang digunakan dalam video tersebut.
 - Siswa terbagi kedalam kelompok diskusi (4 orang/ kelompok) melakukan video review dan mengidentifikasi ungkapan meminta dan memberi pendapat.
 - Siswa mendapat handout.
 - Siswa berlatih mengisi vocabulary atau mengisi paragraph rumpang.
 - Siswa berlatih berbicara menggunakan ungkapan meminta dan memberi pendapat.

- Siswa bekerja berpasangan. Masing-masing pasangan diberikan situasi terkait dengan isi percakapan meminta dan memberi pendapat. Setiap pasangan akan mendapatkan situasi yang berbeda. Siswa diberi waktu untuk membuat percakapan berdasarkan situasi yang mereka dapat.
- Production:
 - Siswa melakukan *role-play* di depan kelas secara bergantian.
 - Siswa lain memberikan feedback.
 - Siswa mendapat apresiasi atas pekerjaannya.

C. Penutup

- Siswa menjawab kesulitan belajar dan mendapatkan solusi dari guru.
- Siswa menyimpulkan topik yang telah mereka pelajari.
- Siswa mendapat pekerjaan rumah untuk topik berikutnya.
- Mengakhiri pelajaran.

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2. www.youtube.com
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		too basic for this level		elaboration
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Adapted from Blaz (2001:39)

**Mengetahui,
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Praktikan

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Activity 1



People have many things to do in their leisure time. Some people visit the park near their house, while some others do interesting activities. What about you?

Listen to your teacher asking you about your opinions related to spare-time activities! The questions could be like these:

- What do you usually do in your free time?
- Is there a recreation park near your place?
- What do you like most about your favourite place?
- Do you do anything special in your free time?
- Do you like to do outdoor activities?

Activity 2



Look at the following examples.
These are some ways to express opinions about places and activities.

Yogyakarta's an exciting city	It's a very exciting city.
Singapore's a clean city.	It's fairly clean.
Jogging is a cheap exercise.	It's very cheap.
Fishing is not a boring activity.	It's not very boring.
Rafting is dangerous for some people.	It's too dangerous for some people.

a) Match each word in list A with its opposite in list B

A	B
1) beautiful	... boring
2) big	... rude
3) cheap	... dirty
4) clean	... expensive
5) friendly	... small
6) interesting	... noisy
7) quiet	... safe
8) dangerous	... ugly

b) Match the questions in column A with the answers in column B. Then practice the conversations with your partner.

Word bank

fashionable
elegant
casual

expensive
neat
beautiful

bright
comfortable
formal



Experimental class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

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Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 9.1. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit (1 X Pertemuan)

Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Melakukan tanya jawab menggunakan ungkapan untuk meminta, memberi dan menolak sesuatu.

Materi Pembelajaran

- Video percakapan yang berisi ungkapan menawarkan / menerima / menolak sesuatu.
 - Conversational video entitled “*Eating Out at Restaurant*”

- Percakapan yang berisi ungkapan menawarkan / menerima / menolak sesuatu.
- Ungkapan menawarkan / menerima / menolak sesuatu.

Asking	Giving	Rejecting
<ul style="list-style-type: none"> • Can I have ...? • Can you give me ...? • May I have ...? 	<ul style="list-style-type: none"> • Here you are. • This is for you. • I'd like to give you • Please accept 	<ul style="list-style-type: none"> • No, thank you. • Not for me, thanks. • Not this time, thanks.

Metode Pembelajaran: Three phase technique

Langkah-Langkah Kegiatan

A. Kegiatan awal

- Opening
- Apersepsi
- Penyampaian tujuan/ topik

B. Kegiatan inti

- Presentation:
 - Siswa melihat sebuah video percakapan yang berisi ungkapan menawarkan / menerima / menolak sesuatu.
 - Siswa menjawab pertanyaan apakah pernah melihat situasi dalam video tersebut.
 - Siswa menjawab pertanyaan apa yang dilakukan orang-orang dalam situasi tersebut.
- Practice:
 - Siswa memperhatikan kembali ungkapan yang digunakan dalam video tersebut.
 - Siswa terbagi kedalam kelompok diskusi (4 orang/ kelompok) melakukan video review dan mengidentifikasi ungkapanmenawarkan / menerima / menolak sesuatu.
 - Siswa mendapat handout.
 - Siswa berlatih mengisi vocabulary atau mengisi paragraph rumpang.

- Siswa berlatih berbicara menggunakan ungkapan menawarkan / menerima / menolak sesuatu.
- Siswa bekerja berpasangan. Masing-masing pasangan diberikan situasi terkait dengan isi percakapan menawarkan / menerima / menolak sesuatu. Setiap pasangan akan mendapatkan situasi yang berbeda. Siswa diberi waktu untuk membuat percakapan berdasarkan situasi yang mereka dapat.
- Production:
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C. Penutup

- Siswa menjawab kesulitan belajar dan mendapatkan solusi dari guru.
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Praktikan



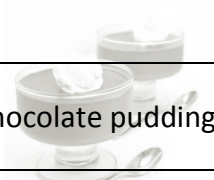


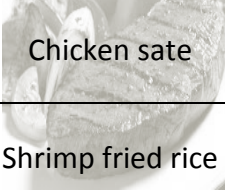
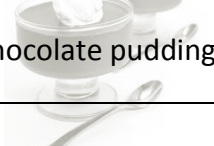

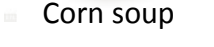
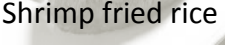
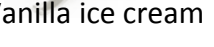
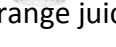
**(WALIYO, S.Pd)
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Asking for, Giving, and Refusing Things

Work with your partner and make a short dialogue based on the following situation. Write down the dialogue and then perform it in front of the class.

Situation: Imagine that you are in a restaurant. One student is being a customer and the other is being a waiter/waitress. Look at the menu and order something.

MENU "The Delicious Restaurant"			
Appetizers	Main Courses	Desserts	Drinks
Cheese sandwich 	Beef steak 	Strawberry cake 	Ice tea 
Vegetables salad 	Chicken sate 	Chocolate pudding 	Coffee 
Corn soup 	Shrimp fried rice 	Vanilla ice cream 	Orange juice 

Experimental class

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Kompetensi Dasar	: 9.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: mengawali, memperpanjang, dan menutup percakapan telepon.
Aspek/Skill	: Berbicara
Alokasi Waktu	: 4 x 40 menit (2 X pertemuan)

Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Mengawali, memperpanjang, dan menutup percakapan telepon dengan akurat, lancar, dan berterima.

Materi Pembelajaran

- Video percakapan yang berisi ungkapan mengawali, memperpanjang, dan menutup percakapan telepon.
 - Conversational video entitled “*Is Richard there?*”
- Percakapan yang berisi ungkapan mengawali, memperpanjang, dan menutup percakapan telepon dalam buku panduan.

- Ungkapan mengawali, memperpanjang, dan menutup percakapan telepon.

Starting	Extending	Ending
<ul style="list-style-type: none"> ▪ Hello. This is ▪ Hello, ... speaking. ▪ Can I speak to ▪ May I speak to ▪ Hi. Is ... there? ▪ Hi. Is ... available? 	<ul style="list-style-type: none"> Well, By the way, Anyway, Furthermore, Moreover, Hold on, please. 	<ul style="list-style-type: none"> Bye. Good bye. See you then, bye. I'll call you later. Nice talking to you. I won't keep you any longer.

Metode Pembelajaran: Three phase technique

Langkah-Langkah Kegiatan

A. Kegiatan awal

- Opening
- Apersepsi
- Penyampaian tujuan/ topik

B. Kegiatan inti

- Presentation:
 - Siswa melihat video percakapan yang berisi ungkapan mengawali, memperpanjang, dan menutup percakapan telepon.
 - Siswa menjawab pertanyaan apakah pernah melihat situasi dalam video tersebut.
 - Siswa menjawab pertanyaan apa yang dilakukan orang-orang dalam situasi tersebut.
- Practice:
 - Siswa memperhatikan kembali ungkapan yang digunakan dalam video tersebut.
 - Siswa terbagi kedalam kelompok diskusi (4 orang/ kelompok) melakukan video review dan mengidentifikasi ungkapan mengawali, memperpanjang, dan menutup percakapan telepon yang terdapat dalam video percakapan tersebut.
 - Siswa mendapat handout.

- Siswa memahami penjelasan tentang ungkapan tentang mengawali, memperpanjang, dan menutup percakapan telepon.
- Siswa berlatih berbicara menggunakan ungkapan mengawali, memperpanjang, dan menutup percakapan telepon.
- Siswa bekerja berpasangan. Masing-masing pasangan diberikan situasi terkait dengan isi percakapan telepon. Setiap pasangan akan mendapatkan situasi yang berbeda. Siswa diberi waktu untuk membuat percakapan berdasarkan situasi yang mereka dapat.
- Production:
 - Siswa melakukan *role-play* di depan kelas secara bergantian.
 - Siswa lain memberikan feedback.
 - Siswa mendapat apresiasi atas pekerjaannya.

C. Penutup

- Siswa menjawab kesulitan belajar dan mendapatkan solusi dari guru.
- Siswa menyimpulkan topik yang telah mereka pelajari.
- Siswa mendapat pekerjaan rumah untuk topik berikutnya.
- Mengakhiri pelajaran.

Sumber Belajar

1. Wardiman, Artono., dkk. 2008. *English in Focus: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. (hal.112).
2. www.youtube.com
3. *Handout*

Penilaian

1. Teknik : Tes lisan
2. Bentuk : Bermain peran

Oral Assessment Rubric

Categories	1	2	3	4
Task Completion	Minimal attempt to complete the task and/or responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriately and adequately developed	Superior completion of the task, responds with elaboration
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Vocabulary	Inadequate and inaccurate use of vocabulary	Somewhat inadequate and inaccurate use of	Adequate and accurate use of vocabulary for	Rich use of vocabulary with frequent

		vocabulary and too basic for this level	this level	attempts at elaboration
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Adapted from Blaz (2001:39)

**Mengetahui,
Guru Mapel Bahasa Inggris**

Praktikan

**(WALIYO, S.Pd)
NIP: 19600322 198103 1009**

**(ARUM MUSTIKAWATI)
NIM: 07202241067**

Activity 1



Work in pairs. Act out the following phone conversation.



Hi there.



Hi. Tini. How are you ?



Good. Thanks. Could I borrow your laptop, please? Two days, I suppose.



That'll be fine, Tin.



Good afternoon. Dr. Rizal's office. Can I help you?



Yes, I'd like to make an appointment with Dr. Rizal, please.



Fine. Is Tuesday morning at five all right?



Yes. Thank you.



Hello.
Can I talk to Hendra, please?



He's not home right now.
Would you like to leave a message?



Ok. Please tell him Andri called him. Thanks.



Sure. Thanks.

Activity 2









What is your phone number? Sometimes you need to mention a phone number. How would you do it? Each figure is spoken individually. When the number of a pair is the same, it is read as 'double'. Look at the examples below:

0341463293 (oh three four one four six three two nine three)

0817532747 (oh eight one seven five three two seven four seven)

0264995544 (oh six four double nine double five double four)

Now, practice saying these phone numbers correctly.

 0855 234 472 363	 496 663
 567 475	 0272 338 225
 770 099	 496371

3. Role play

Work in pairs. Make and practice a phone conversation. Use some of the expressions you have just studied.

CONTROL CLASS

Control class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: SMP NEGERI 1 MANISRENGGO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 9.1. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit (1 X Pertemuan)

Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Melakukan tanya jawab menggunakan ungkapan untuk meminta, memberi dan menolak bantuan.

Materi Pembelajaran

- Percakapan yang berisi ungkapan meminta, memberi, dan menolak jasa dalam buku panduan.
- Ungkapan meminta, memberi, dan menolak jasa.

Asking	Giving	Rejecting
<p>Can you help me?</p> <p>Would you mind if I ask your help to...</p> <p>I do apologize, but would you kindly helping me to...? (do something).</p>	<p>What can I do to help...?</p> <p>May I help you?</p> <p>May I be assistance?</p>	<p>No, thanks.</p> <p>That's very kind of you, but....</p>

Metode Pembelajaran: Three phase technique

Langkah-Langkah Kegiatan

A. Kegiatan awal

- Opening
- Apersepsi
- Penyampaian tujuan/ topik

B. Kegiatan inti

- Presentation:
 - Siswa dipandu dengan contoh yang diberikan guru dalam sebuah situasi.
 - Siswa membuka buku panduan yang berisi gambar dan percakapan yang berisi ungkapan meminta, memberi, dan menolak jasa dalam buku panduan.
 - Siswa menjawab pertanyaan apakah pernah melakukan situasi tersebut.
 - Siswa menjawab pertanyaan apa yang dilakukan dalam situasi tersebut.
- Practice:
 - Siswa terbagi dalam kelompok diskusi (4 orang/ kelompok) melakukan review percakapan dan mengidentifikasi ungkapan meminta, memberi, dan menolak jasa yang terdapat dalam buku panduan tersebut.
 - Siswa mendapatkan handout.
 - Siswa berlatih mengisi vocabulary atau mengisi paragraph rumpang.

- Siswa berlatih berbicara menggunakan kartu petunjuk yang berisi ungkapan meminta, memberi, dan menolak jasa.
- Siswa bekerja berpasangan. Masing-masing pasangan diberikan situasi terkait dengan isi percakapan meminta, memberi, dan menolak jasa. Setiap pasangan akan mendapatkan situasi yang berbeda. Siswa diberi waktu untuk membuat percakapan berdasarkan situasi yang mereka dapat.
- Production:
 - Siswa melakukan *role-play* di depan kelas secara bergantian.
 - Siswa lain memberikan feedback.
 - Siswa mendapat apresiasi atas pekerjaannya.

C. Penutup

- Siswa menjawab kesulitan belajar dan mendapatkan solusi dari guru.
- Siswa menyimpulkan topic yang telah mereka pelajari.
- Siswa mendapat pekerjaan rumah untuk topic berikutnya.
- Mengakhiri pelajaran.

Sumber Belajar

1. Wardiman, Artono., dkk. 2008. *English in Focus: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. (hal.86).
2. *Handout*

Penilaian

1. Teknik : Tes lisan
2. Bentuk : Bermain peran

Oral Assessment Rubric

Categories	1	2	3	4
Task Completion	Minimal attempt to complete the task and/or responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriately and adequately developed	Superior completion of the task, responds with elaboration
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Vocabulary	Inadequate and	Somewhat inadequate and	Adequate and accurate use of	Rich use of vocabulary

	inaccurate use of vocabulary	inaccurate use of vocabulary and too basic for this level	vocabulary for this level	with frequent attempts at elaboration
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Adapted from Blaz (2001:39)


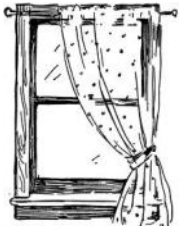
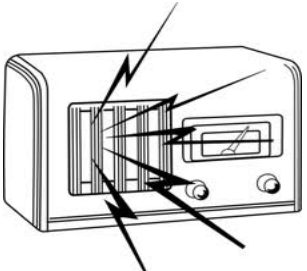
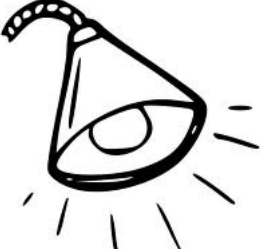

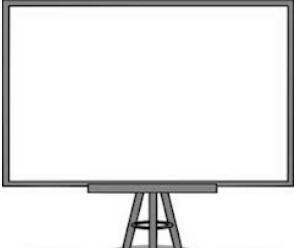



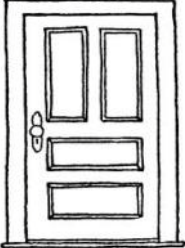

**Mengetahui,
Guru Mapel Bahasa Inggris**

Praktikan

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**(ARUM MUSTIKAWATI)
NIM: 07202241067**

- Make three simple dialogs with your friends about expression of asking for, giving, and refusing helps using the pictures below.

 <p>Read the book</p>	 <p>Close the window</p>	 <p>Turn off the radio</p>
 <p>Turn on the lamp</p>	 <p>Move the chair</p>	 <p>Erase the white board</p>
 <p>Return a book to library</p>	 <p>Carry the bag</p>	 <p>Buy snack in canteen</p>
 <p>Take a picture</p>	 <p>Open the door</p>	 <p>Answer the phone</p>

Control class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: SMP NEGERI 1 MANISRENGGO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	: 9.1. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.
Aspek/Skill	: Berbicara
Alokasi Waktu	: 4 x 40 menit (2 X Pertemuan)

Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Melakukan tanya jawab menggunakan ungkapan untuk meminta, memberi dan menolak pendapat.

Materi Pembelajaran

- Percakapan yang berisi ungkapan meminta dan memberi pendapat dalam buku panduan.
- Ungkapan meminta dan memberi pendapat.

Asking	Giving
What do you think ...? What's your opinion ...? How do you feel about?	I think I must say From my point of view

Metode Pembelajaran: Three phase technique

Langkah-Langkah Kegiatan

A. Kegiatan awal

- Opening
- Apersepsi
- Penyampaian tujuan/ topik

B. Kegiatan inti

- Presentation:
 - Siswa membuka buku panduan yang berisi gambar dan percakapan yang berisi ungkapan meminta, memberi, dan menolak jasa dalam buku panduan.
 - Siswa menjawab pertanyaan apakah pernah melakukan situasi tersebut.
 - Siswa menjawab pertanyaan apa yang dilakukan dalam situasi tersebut.
- Practice:
 - Siswa terbagi dalam kelompok diskusi (4 orang/ kelompok) melakukan review percakapan dan mengidentifikasi ungkapan meminta dan memberi pendapat yang terdapat dalam buku panduan tersebut.
 - Siswa mendapatkan handout.
 - Siswa berlatih mengisi vocabulary atau mengisi paragraph rumpang.
 - Siswa berlatih berbicara menggunakan ungkapan meminta dan memberi pendapat.
 - Siswa bekerja berpasangan. Masing-masing pasangan diberikan situasi terkait dengan isi percakapan meminta dan memberi

pendapat. Setiap pasangan akan mendapatkan situasi yang berbeda. Siswa diberi waktu untuk membuat percakapan berdasarkan situasi yang mereka dapat.

- Production:
 - Siswa melakukan *role-play* didepan kelas secara bergantian.
 - Siswa lain memberikan feedback.
 - Siswa mendapat apresiasi atas pekerjaannya.

C. Penutup

- Siswa menjawab kesulitan belajar dan mendapatkan solusi dari guru.
- Siswa menyimpulkan topic yang telah mereka pelajari.
- Siswa mendapat pekerjaan rumah untuk topic berikutnya.
- Mengakhiri pelajaran.

Sumber Belajar

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2. *Handout*

Penilaian

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2. Bentuk : Bermain peran

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**Mengetahui,
Guru Mapel Bahasa Inggris**

Praktikan

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**(ARUM MUSTIKAWATI)
NIM: 07202241067**

Activity 1



People have many things to do in their leisure time. Some people visit the park near their house, while some others do interesting activities. What about you?

Listen to your teacher asking you about your opinions related to spare-time activities! The questions could be like these:

- What do you usually do in your free time?
- Is there a recreation park near your place?
- What do you like most about your favourite place?
- Do you do anything special in your free time?
- Do you like to do outdoor activities?

Activity 2



Look at the following examples.
These are some ways to express opinions about places and activities.

Yogyakarta's an exciting city	It's a very exciting city.
Singapore's a clean city.	It's fairly clean.
Jogging is a cheap exercise.	It's very cheap.
Fishing is not a boring activity.	It's not very boring.
Rafting is dangerous for some people.	It's too dangerous for some people.

a) Match each word in list A with its opposite in list B

A	B
1) beautiful	... boring
2) big	... rude
3) cheap	... dirty
4) clean	... expensive
5) friendly	... small
6) interesting	... noisy
7) quiet	... safe
8) dangerous	... ugly

b) Match the questions in column A with the answers in column B. Then practice the conversations with your partner.

Word bank

fashionable
elegant
casual

expensive
neat
beautiful

bright
comfortable
formal



suit



blouse



skirt



dress



slacks



shirt



tie



coat



shorts



running shoes



hat



boots



scarf



T-shirt



shoes

Control class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: SMP NEGERI 1 MANISRENGGO
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Kelas/Semester	: VIII (Delapan) / 2
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Aspek/Skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit (1 X Pertemuan)

Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Melakukan tanya jawab menggunakan ungkapan untuk meminta, memberi dan menolak sesuatu.

Materi Pembelajaran

- Percakapan yang berisi ungkapan menawarkan / menerima / menolak sesuatu dalam buku panduan.
- Ungkapan menawarkan / menerima / menolak sesuatu.

Asking	Giving	Rejecting
<ul style="list-style-type: none"> • Can I have ...? • Can you give me ...? • May I have ...? 	<ul style="list-style-type: none"> • Here you are. • This is for you. • I'd like to give you • Please accept 	<ul style="list-style-type: none"> • No, thank you. • Not for me, thanks. • Not this time, thanks.

Metode Pembelajaran: Three phase technique

Langkah-Langkah Kegiatan

A. Kegiatan awal

- Opening
- Apersepsi
- Penyampaian tujuan/ topik

B. Kegiatan inti

- Presentation:
 - Siswa membuka buku panduan yang berisi gambar dan percakapan yang berisi ungkapan menawarkan / menerima / menolak sesuatu dalam buku panduan.
 - Siswa menjawab pertanyaan apakah pernah melakukan situasi tersebut.
 - Siswa menjawab pertanyaan apa yang dilakukan dalam situasi tersebut.
- Practice:
 - Siswa terbagi dalam kelompok diskusi (4 orang/ kelompok) melakukan review percakapan dan mengidentifikasi ungkapan menawarkan / menerima / menolak sesuatu dalam buku panduan tersebut.
 - Siswa mendapatkan handout.
 - Siswa berlatih mengisi vocabulary atau mengisi paragraph rumpang.
 - Siswa berlatih berbicara menggunakan ungkapan meminta dan memberi pendapat.
 - Siswa bekerja berpasangan. Masing-masing pasangan diberikan situasi terkait dengan isi percakapan menawarkan / menerima /

menolak sesuatu. Setiap pasangan akan mendapatkan situasi yang berbeda. Siswa diberi waktu untuk membuat percakapan berdasarkan situasi yang mereka dapat.

- Production:
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 - Siswa lain memberikan feedback.
 - Siswa mendapat apresiasi atas pekerjaannya.

C. Penutup

- Siswa menjawab kesulitan belajar dan mendapatkan solusi dari guru.
- Siswa menyimpulkan topic yang telah mereka pelajari.
- Siswa mendapat pekerjaan rumah untuk topic berikutnya.
- Mengakhiri pelajaran.

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Adapted from Blaz (2001:39)

**Mengetahui,
Guru Mapel Bahasa Inggris**

Praktikan

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Asking for, Giving, and Refusing Things

Work with your partner and make a short dialogue based on the following situation. Write down the dialogue and then perform it in front of the class.

Situation: Imagine that you are in a restaurant. One student is being a costumer and the other is being a waiter/waitress. Look at the menu and order something.

<div> <div>MENU</div> <div>"The Delicious Restaurant"</div> </div>			
Appetizers	Main Courses	Desserts	Drinks
Cheese sandwich 	Beef steak 	Strawberry cake 	Ice tea 
Vegetables salad 	Chicken sate 	Chocolate pudding 	Coffee 
Corn soup 	Shrimp fried rice 	Vanilla ice cream 	Orange juice 

Control class

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama sekolah : SMP NEGERI 1 MANISRENGGO
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / 2
Standar Kompetensi : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar : 9.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: mengawali, memperpanjang, dan menutup percakapan telepon.
Aspek/Skill : Berbicara
Alokasi Waktu : 4 x 40 menit (2 X pertemuan)

Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Mengawali, memperpanjang, dan menutup percakapan telepon dengan akurat, lancar, dan berterima.

Materi Pembelajaran

- Percakapan yang berisi ungkapan mengawali, memperpanjang, dan menutup percakapan telepon dalam buku panduan.
- Ungkapan mengawali, memperpanjang, dan menutup percakapan telepon.

Starting	Extending	Ending
<ul style="list-style-type: none"> ▪ Hello. This is ▪ Hello, ... speaking. ▪ Can I speak to ▪ May I speak to ▪ Hi. Is ... there? ▪ Hi. Is ... available? 	<ul style="list-style-type: none"> Well, By the way, Anyway, Furthermore, Moreover, Hold on, please. 	<ul style="list-style-type: none"> Bye. Good bye. See you then, bye. I'll call you later. Nice talking to you. I won't keep you any longer.

Metode Pembelajaran: Three phase technique

Langkah-Langkah Kegiatan

A. Kegiatan awal

- Opening
- Apersepsi
- Penyampaian tujuan/ topik

B. Kegiatan inti

- Presentation:
 - Siswa membuka buku panduan yang berisi gambar dan percakapan yang berisi ungkapan mengawali, memperpanjang, dan menutup percakapan telepon.
 - Dua siswa memperagakan di depan kelas percakapan yang ada di buku panduan.
 - Siswa menjawab pertanyaan apakah pernah melakukan situasi tersebut.
 - Siswa menjawab pertanyaan apa yang dilakukan dalam situasi tersebut.
- Practice:
 - Siswa terbagi dalam kelompok diskusi (4 orang/ kelompok) melakukan review percakapan dan mengidentifikasi ungkapan mengawali, memperpanjang, dan menutup percakapan telepon yang terdapat dalam buku panduan tersebut.
 - Siswa mendapatkan handout.
 - Siswa memahami penjelasan tentang ungkapan tentang mengawali, memperpanjang, dan menutup percakapan telepon.

- Siswa berlatih berbicara menggunakan ungkapan mengawali, memperpanjang, dan menutup percakapan telepon.
- Siswa bekerja berpasangan. Masing-masing pasangan diberikan situasi terkait dengan isi percakapan telepon. Setiap pasangan akan mendapatkan situasi yang berbeda. Siswa diberi waktu untuk membuat percakapan berdasarkan situasi yang mereka dapat.
- Production:
 - Siswa akan melakukan *role-play* di depan kelas secara bergantian.
 - Siswa lain memberikan feedback.
 - Siswa mendapat apresiasi atas pekerjaannya.

C. Penutup

- Siswa menjawab kesulitan belajar dan mendapatkan solusi dari guru.
- Siswa menyimpulkan topic yang telah mereka pelajari.
- Siswa mendapat pekerjaan rumah untuk topic berikutnya.
- Mengakhiri pelajaran.

Sumber Belajar

1. Wardiman, Artono., dkk. 2008. *English in Focus: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. (hal.112).
2. *Handout*

Penilaian

1. Teknik : Tes lisan
2. Bentuk : Bermain peran

Oral Assessment Rubric

Categories	1	2	3	4
Task Completion	Minimal attempt to complete the task and/or responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriately and adequately developed	Superior completion of the task, responds with elaboration
Comprehensibility	Responses barely comprehensible	Responses mostly comprehensible, requiring interpretation by the listener	Responses comprehensible, requiring minimal interpretation by the listener	Responses readily comprehensible, requiring no interpretation by the listener
Fluency	Speech halting and uneven with long pauses or incomplete thoughts	Speech slow and/or with frequent pauses; few or no incomplete thoughts	Some hesitation but manages to continue and complete thoughts	Speech continuous with few pauses or stumbling
Pronunciation	Major pronunciation errors	Frequent errors, little or no communication	Occasional pronunciation problems with communication	No or almost no pronunciation errors
Vocabulary	Inadequate and inaccurate use of vocabulary	Somewhat inadequate and inaccurate use	Adequate and accurate use of vocabulary for	Rich use of vocabulary with frequent

		of vocabulary and too basic for this level	this level	attempts at elaboration
--	--	--	------------	----------------------------

Adapted from Blaz (2001:39)

**Mengetahui,
Guru Mapel Bahasa Inggris**

Praktikan

**(WALIYO, S.Pd)
NIP: 19600322 198103 1009**

**(ARUM MUSTIKAWATI)
NIM: 07202241067**

Activity 1



Work in pairs. Act out the following phone conversation.



Hi there.



Hi. Tini. How are you ?



Good. Thanks. Could I borrow your laptop, please? Two days, I suppose.



That'll be fine, Tin.



Good afternoon. Dr. Rizal's office. Can I help you?



Yes, I'd like to make an appointment with Dr. Rizal, please.



Fine. Is Tuesday morning at five all right?



Yes. Thank you.



Hello.
Can I talk to Hendra, please?



He's not home right now.
Would you like to leave a message?



Ok. Please tell him Andri called him. Thanks.



Sure. Thanks.

Activity 2









What is your phone number? Sometimes you need to mention a phone number. How would you do it? Each figure is spoken individually. When the number of a pair is the same, it is read as 'double'. Look at the examples below:

0341463293 (oh three four one four six three two nine three)

0817532747 (oh eight one seven five three two seven four seven)

0264995544 (oh six four double nine double five double four)

Now, practice saying these phone numbers correctly.

 0855 234 472 363	 496 663
 567 475	 0272 338 225
 770 099	 496371

3. Role play

Work in pairs. Make and practice a phone conversation. Use some of the expressions you have just studied.

Appendix C: Research Instruments(Pre-Test and Post- Test)

Pre-Test Instrument

Type of the test : speaking performance (role plays)

Skill : speaking

Language functions :

1. Asking for and giving opinions
2. Asking for, giving, and refusing things
3. Asking for and giving helps
4. Making a telephone call

Procedures :

1. The teacher divides the students into a pairs (the students are free to choose their partner).
2. The teacher asks one of the students to randomly take a role play card and write down their names in the performance list.
3. The students are asked to study the card and prepare their performance for about 30 minutes.
4. The teacher calls the students' names randomly to perform, the dialogue in front of the class with their partners.
5. During the performance, the researcher and collaborator will access the students' performance based on the scoring rubric that has been made before.

Scoring rubric for speaking performance (adapted from Blaz, 2001:39):

Categories	1	2	3	4
Task Completion	Minimal attempt to complete the task and/or responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriately and adequately developed	Superior completion of the task, responds with elaboration
Comprehensibility	Responses barely	Responses mostly	Responses comprehensible,	Responses readily

	comprehensible	comprehensible, requiring interpretation by the listener	requiring minimal interpretation by the listener	comprehensible, requiring no interpretation by the listener
Fluency	Speech halting and uneven with long pauses or incomplete thoughts	Speech slow and/or with frequent pauses; few or no incomplete thoughts	Some hesitation but manages to continue and complete thoughts	Speech continuous with few pauses or stumbling
Pronunciation	Major pronunciation errors	Frequent errors, little or no communication	Occasional pronunciation problems with communication	No or almost no pronunciation errors
Vocabulary	Inadequate and inaccurate use of vocabulary	Somewhat inadequate and inaccurate use of vocabulary and too basic for this level	Adequate and accurate use of vocabulary for this level	Rich use of vocabulary with frequent attempts at elaboration

Asking for, Giving, and Refusing Things

Work with your partner and make a short dialogue based on the following situation. Write down the dialogue behind this card, and then perform it in front of the class.

Situation: You are the richest man in the village. You see a beggar. The beggar looks very hungry. You offer the beggar some bread. The beggar accepts your offer.



Asking, Giving, and Refusing Helps

Work with your partner and make a short dialogue based on the following situation. Write down the dialogue behind this card, and then perform it in front of the class.

Situation: Imagine that you are at home. Your mother is busy cooking in the kitchen. She asks you to help her sweep the floor. You refuse to help because you are busy doing homework.



Making A Telephone Call

Work with your partner and make a short dialogue based on the following situation. Write down the dialogue behind this card, and then perform it in front of the class.

Situation: You are talking to your friend on the telephone. You want to borrow his/her camera for holiday.



Making A Telephone Call

Work with your partner and make a short dialogue based on the following situation. Write down the dialogue behind this card, and then perform it in front of the class.

Situation: You are talking to your friend on the telephone. You ask him/her to accompany you to the book store tomorrow afternoon.



Asking for and Giving Opinions

Work with your partner and make a short dialogue based on the following situation. Write down the dialogue behind this card, and then perform it in front of the class.

Situation: imagine that you are talking about famous people in the park. You are talking about famous people with your friend. Choose 2 of 5 pictures below and tell your opinion about them.

Singer



Justin Bieber
cute - friendly

Actress



Maudy Ayunda
beautiful - fashionable

Comedian



Rowan Atkinson
lively - funny

Football Player



Christian Ronaldo
cool - sporty

Actor



Jackie Chan
handsome - strong

Post-Test Instrument

Type of the test : speaking performance (role plays)

Skill : speaking

Language functions :

1. Asking for and giving opinions
2. Asking for, giving, and refusing things
3. Asking for and giving helps
4. Making a telephone call

Procedures :

1. The teacher divides the students into a pairs (the students are free to choose their partner).
2. The teacher asks one of the students to randomly take a role play card and write down their names in the performance list.
3. The students are asked to study the card and prepare their performance for about 30 minutes.
4. The teacher calls the students' names randomly to perform, the dialogue in front of the class with their partners.
5. During the performance, the researcher and collaborator will access the students' performance based on the scoring rubric that has been made before.

Scoring rubric for speaking performance (adapted from Blaz, 2001:39):

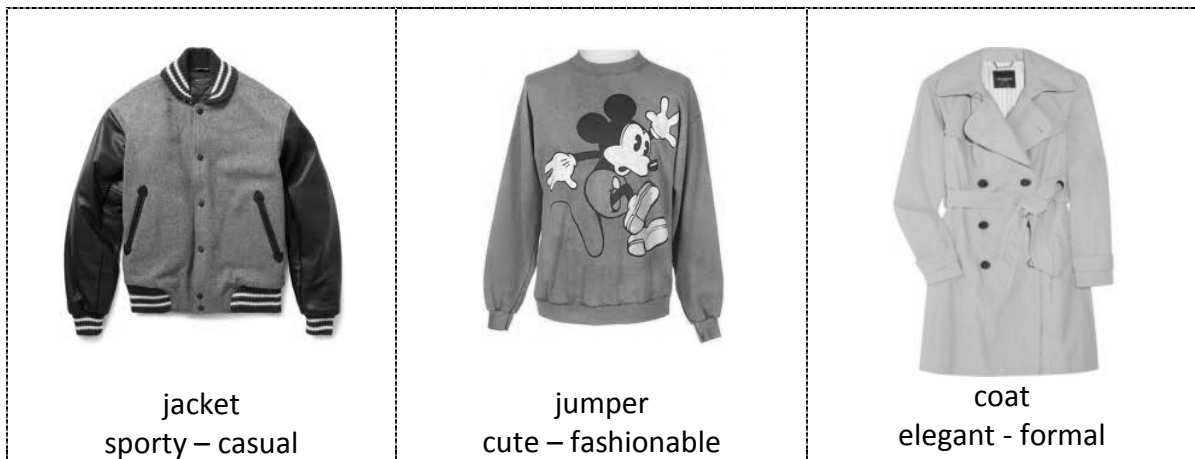
Categories	1	2	3	4
Task Completion	Minimal attempt to complete the task and/or responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriately and adequately developed	Superior completion of the task, responds with elaboration
Comprehensibility	Responses barely	Responses mostly	Responses comprehensible,	Responses readily comprehensible,

	comprehensible	comprehensible, requiring interpretation by the listener	requiring minimal interpretation by the listener	requiring no interpretation by the listener
Fluency	Speech halting and uneven with long pauses or incomplete thoughts	Speech slow and/or with frequent pauses; few or no incomplete thoughts	Some hesitation but manages to continue and complete thoughts	Speech continuous with few pauses or stumbling
Pronunciation	Major pronunciation errors	Frequent errors, little or no communication	Occasional pronunciation problems with communication	No or almost no pronunciation errors
Vocabulary	Inadequate and inaccurate use of vocabulary	Somewhat inadequate and inaccurate use of vocabulary and too basic for this level	Adequate and accurate use of vocabulary for this level	Rich use of vocabulary with frequent attempts at elaboration

Asking for and Giving Opinions

Work with your partner and make a short dialogue based on the following situation. Write down the dialogue, practice it, and then perform it in front of the class.

Situation: imagine that you are in a clothing store. Your friend wants to buy a cloth and needs your recommendation. He/she is confused which one is better for him/her. You give your opinion about the clothes.



Making A Telephone Call

Work with your partner and make a short dialogue based on the following situation. Write down the dialogue, practice it, and then perform it in front of the class.

Situation: You call your friend and ask him/her to go with you to see a new movie at cinema.
He/she agrees.



Making A Telephone Call

Work with your partner and make a short dialogue based on the following situation. Write down the dialogue, practice it, and then perform it in front of the class.

Situation: Your friend asks you to go with him/her to the mall. You refuse because you have to take care of your baby brother because your parents are not home.



Asking for, Giving, and Refusing Things.

Work with your partner and make a short dialogue based on the following situation. Write down the dialogue, practice it and then perform it in front of the class.

Situation: your brother/sister wants to borrow your camera for his/her friend's birthday party this afternoon. You refuse because you want to take some pictures with your friends at the zoo.

**Asking for, Giving, and Refusing Helps.**

Work with your partner and make a short dialogue based on the following situation. Write down the dialogue, practice it and then perform it in front of the class.

Situation: your mom is busy cooking at the kitchen. You want to give her a help. Your mom asks you to help her buy some eggs and carrots at the market.



Appendix D: Schedules of the Study

The schedules of the study

Date	Time	Class	Material	Activities	K.D.
Thursday, 7 February 2013	07.00	VIII B	<i>Pre-test questions</i>	<i>Pre-test, discussion, and evaluation.</i>	9.1 9.2
Saturday, 9 February 2013	09:55	VIII A	<i>Pre-test questions</i>	<i>Pre-test, discussion, and evaluation.</i>	9.1
Thursday, 14 February 2013	07:00	VIII B	<i>Asking for, Giving, and Refusing Helps</i>	<i>Introducing new material, practicing, making dialog, doing role-play in front of the class, discussion, and evaluation</i>	9.1
Saturday, 16 February 2013	09.55	VIII A	<i>Asking for, Giving, and Refusing Helps Video: May I Help You?</i>	<i>Introducing new material, practicing, making dialog, doing role-play in front of the class, discussion, and evaluation</i>	9.1
Thursday, 21 February 2013	07.00	VIII B	<i>Asking and Giving Opinion</i>	<i>Reviewing previous material, practicing, making dialog, doing role-play in front of the class, discussion, and evaluation</i>	9.1
Saturday, 23 February 2013	09.55		<i>Asking and Giving Opinion Video: I'm Stronger than You</i>	<i>Reviewing previous material, practicing, making dialog, doing role-play in front of the class, discussion, and evaluation</i>	9.1
Thursday, 7 March 2013	07:00	VIII B	<i>Asking for, Giving, and Rejecting Items</i>	<i>Reviewing previous material, practicing, making dialog, doing role-play in front of the class, discussion, and</i>	9.2

				<i>evaluation</i>	
Saturday, 9 March 2013	09:55	VIII A	<i>Asking for, Giving, and Rejecting Items Video: Eating Out at Restaurant</i>	<i>Reviewing previous material, practicing, making dialog, doing role-play in front of the class, discussion, and evaluation</i>	9.2
Thursday, 14 March 2013	07.00	VIII B	<i>Making a Telephone Call</i>	<i>Reviewing previous material, practicing, making dialog, doing role-play in front of the class, discussion, and evaluation</i>	9.2
Saturday, 16 March 2013	09:55	VIII A	<i>Making a Telephone Call Video: Is Richard There?</i>	<i>Reviewing previous material, practicing, making dialog, doing role-play in front of the class, discussion, and evaluation</i>	9.2
Thursday, 4 April 2013	07.00	VIII B	<i>Post-test questions</i>	<i>Post-test, discussion, and evaluation.</i>	9.2
Monday, 8 April 2013	08:20	VIII A	<i>Post-test questions</i>	<i>Post-test, discussion, and evaluation.</i>	9.1 9.2

Appendix E: Standard of Competence and Basic Competence of Junior High School and Oral Assessment Rubric

**The Standard of Competence and Basic Competence of junior high school
year VIII of the second semester of English subject**

Standard of Competence	Basic Competence	Indicators
9. Express the meaning of short and simple transactional and interpersonal conversation/dialogues to interact with the surroundings	<p>1. To express the meaning of short simple transactional (to get things done) and interpersonal (to socialize) conversations accurately, fluently and acceptable to interact with the surrounding environment involving the speech act of requesting, giving, refusing services, and requesting, giving, refusing goods, and requesting, giving, refusing information, requesting, giving, disagreeing opinion, and offering/accepting/refusing something.</p> <p>2. To express the meaning of short simple transactional (to get things done) and interpersonal (to socialize) conversations accurately, fluently and acceptable to interact with the surrounding environment involving the speech act of: requesting, agreeing, responding statements, paying attention to the speaker, starting, extending and closing conversations, and starting, extending and closing telephone.</p>	<ul style="list-style-type: none"> • To ask and answer about requesting, giving, refusing services • To ask and answer about requesting, giving, refusing goods • To ask and answer about requesting, giving, denying information • To ask and answer about requesting, giving, disagreeing opinion • To ask and answer about offering, accepting, refusing something. • To ask and answer about requesting and giving agreement. • To ask and answer about responding statement. • To ask and answer about paying attention to the speaking partner • Starting, extending, closing conversations • Starting, extending, closing telephone

The Oral Assessment Rubric

Categories	1	2	3	4
Task Completion	Minimal attempt to complete the task and/or responses frequently inappropriate	Partial completion of the task, responses mostly appropriate yet undeveloped	Completion of the task, responses appropriately and adequately developed	Superior completion of the task, responds with elaboration
Comprehensibility	Responses barely comprehensible	Responses mostly comprehensible, requiring interpretation by the listener	Responses comprehensible, requiring minimal interpretation by the listener	Responses readily comprehensible, requiring no interpretation by the listener
Fluency	Speech halting and uneven with long pauses or incomplete thoughts	Speech slow and/or with frequent pauses; few or no incomplete thoughts	Some hesitation but manages to continue and complete thoughts	Speech continuous with few pauses or stumbling
Pronunciation	Major pronunciation errors	Frequent errors, little or no communication	Occasional pronunciation problems with communication	No or almost no pronunciation errors
Vocabulary	Inadequate and inaccurate use of vocabulary	Somewhat inadequate and inaccurate use of vocabulary and too basic for this level	Adequate and accurate use of vocabulary for this level	Rich use of vocabulary with frequent attempts at elaboration

Adapted from Blaz (2009)

Appendix F: Result of Reliability

RELIABILITY

Case Processing Summary

		N	%
Cases	Valid	68	100,0
	Excluded ^a	0	,0
	Total	68	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,815	2

Appendix G: Pre-Test and Post-Test Score

Pre-Test Score Class VIII A (Rater 1)

NO	NAME	L / P	SCORE					TOTAL
			TC	C	F	P	V	
1	ANANDA WILDAN ADITYA	L	2	3	2	3	2	12
2	ANDHIKA FATHONI KURNIAWAN	L	3	3	3	3	3	15
3	ANGGIT NUGROHO	L	4	3	2	2	2	13
4	AQIS NURKHOLIS	L	4	3	2	2	2	13
5	CARLINA DEWI HAYUNANDA	P	1	3	3	3	3	13
6	DANANG TRIHASCARYO	L	3	3	2	2	2	12
7	DEAR NASYITA	P	1	3	3	3	3	13
8	DIKKY PAMUNGKAS	L	2	3	2	3	3	13
9	DIMAS ERWIN RIZALDI	L	2	3	3	3	2	13
10	EKA SRI DARMA	L	3	2	2	2	2	11
11	ERVIETA ADISTYA HARGIYATI	P	3	3	3	3	3	15
12	FEBRIANA BANUN FITRIANTI	P	3	3	3	3	3	15
13	FEBRIANA KURNIASARI	P	3	3	3	2	3	14
14	HABIB MURSALIM	L	2	2	2	2	3	11
15	IDA SAFITRI	P	3	3	4	3	3	16
16	LENY WIJAYANTI	P	3	3	3	3	3	15
17	LINDA RAHMAWATI DEWI	P	2	3	3	2	2	12
18	LISA NURMANINGSIH	L	4	3	2	2	3	14
19	MIFTAHUL HUDA	L	3	3	3	3	3	15
20	MUDO PRATOMO	L	4	2	3	2	2	13
21	NOVI TRI ASTUTI	P	3	3	3	3	3	15
22	PINKY DIAN PUSPITASARI	P	3	3	3	3	2	14
23	PUTRI AMBARWATI	P	3	3	3	3	3	15
24	SELY RAHMAWATI	P	2	3	3	2	2	12
25	SONIA WIDIANANDA PRATIWI	P	3	3	3	3	3	15
26	SUCI TRISNAWATI	P	4	3	2	2	3	14
27	SUKMA AKBARROTUN FATIMAH	P	3	2	3	2	2	12
28	SYAH MUHAMMAD MOUSA AL ZAKI	L	4	3	2	2	3	14
29	SYAIFULLOH NUR ARDIYANSYAH	L	2	3	2	3	2	12
30	VEGA FARA AYU SAFIA	P	3	3	3	3	3	15
31	VINDY APRILIA PALUPI	P	3	3	3	3	2	14
32	YUSUF HERMAWAN	L	2	3	2	3	2	12
	L = 14 ; P = 18		90	92	85	83	82	432

Pre-Test Score Class VIII A (Rater 2)

NO	NAME	L / P	SCORE					TOTAL
			TC	C	F	P	V	
1	ANANDA WILDAN ADITYA	L	3	3	3	3	2	14
2	ANDHIKA FATHONI KURNIAWAN	L	3	4	3	3	3	16
3	ANGGIT NUGROHO	L	3	3	3	3	3	15
4	AQIS NURKHOLIS	L	3	3	2	3	3	14
5	CARLINA DEWI HAYUNANDA	P	2	3	3	3	3	14
6	DANANG TRIHASCARYO	L	3	3	3	3	2	14
7	DEAR NASYITA	P	2	3	3	3	3	14
8	DIKKY PAMUNGKAS	L	3	3	2	2	3	13
9	DIMAS ERWIN RIZALDI	L	3	3	3	3	3	15
10	EKA SRI DARMA	L	2	3	2	3	2	12
11	ERVIETA ADISTYA HARGIYATI	P	3	3	3	3	3	15
12	FEBRIANA BANUN FITRIANTI	P	3	3	2	2	3	13
13	FEBRIANA KURNIASARI	P	2	3	3	3	3	14
14	HABIB MURSALIM	L	2	3	3	2	2	12
15	IDA SAFITRI	P	3	2	3	3	3	14
16	LENY WIJAYANTI	P	3	3	3	3	3	15
17	LINDA RAHMAWATI DEWI	P	3	3	3	3	3	15
18	LISA NURMANINGSIH	L	3	3	3	3	3	15
19	MIFTAHUL HUDA	L	3	3	3	3	3	15
20	MUDO PRATOMO	L	2	2	2	3	3	12
21	NOVI TRI ASTUTI	P	3	3	2	2	2	12
22	PINKY DIAN PUSPITASARI	P	3	3	3	3	3	15
23	PUTRI AMBARWATI	P	3	3	3	3	3	15
24	SELY RAHMAWATI	P	3	3	3	3	3	15
25	SONIA WIDIANANDA PRATIWI	P	3	2	4	3	3	15
26	SUCI TRISNAWATI	P	3	3	3	2	3	14
27	SUKMA AKBARROTUN FATIMAH	P	3	3	2	2	2	12
28	SYAH MUHAMMAD MOUSA AL ZAKI	L	3	3	3	3	2	14
29	SYAIFULLOH NUR ARDIYANSYAH	L	3	3	3	2	2	13
30	VEGA FARA AYU SAFIA	P	3	3	3	3	2	14
31	VINDY APRILIA PALUPI	P	2	3	3	3	3	14
32	YUSUF HERMAWAN	L	2	3	3	2	2	12
	L = 14 ; P = 18		88	94	90	88	86	446

Pre-Test Score VIII B (Rater 1)

NO	NAME	L / P	SCORE					TOTAL
			TC	C	F	P	V	
1	ADINDA PUTRI RIZQI RAHMAT	P	2	3	3	3	2	13
2	ANDHIKA BAGAS ARDIANTO	L	3	3	3	3	3	15
3	ANDIKE NUR MALITASARI	P	2	2	3	2	2	11
4	ANTON SOLEH HUDIN	L	3	2	2	2	2	11
5	ATIK RAHAYU	P	2	2	2	2	2	10
6	AULIYA IKHSAN	P	2	3	3	3	2	13
7	BIMA SAPUTRA	L	3	3	2	2	2	12
8	DANANG PRASETYO	L	2	3	3	2	3	13
9	DAVID KURNIARIF	L	2	3	2	2	2	11
10	DAVIT	L	3	3	3	2	3	14
11	DEA AYU PERMATASARI	P	2	3	3	3	2	13
12	DELANESA SUNARING TYAS	P	3	3	2	2	2	12
13	DEWI AMIN SRI LESTARI	P	2	3	3	2	2	12
14	DUDUNG ANGGA KIRANA	L	3	3	2	2	2	12
15	DWI NURUL FATIMAH	P	3	2	2	2	2	11
16	HENDAR RAHMAT HIDAYAT	L	2	2	3	2	2	11
17	HENY USWATUN	P	3	2	2	3	2	12
18	INA PINASTHIKA	P	2	2	2	3	2	11
19	IRVAN NUR FAUZI	L	2	2	2	2	2	10
20	LAILA NUR AINI	P	3	2	2	3	2	12
21	LAILA NUR FATIMAH	P	3	2	2	2	2	11
22	MILA AYU ROHYADI	P	2	3	3	2	2	12
23	MUHAMMAD CHOIRUDIN	L	2	3	3	2	2	12
24	PUTRI SUCI RAHAYU	P	3	3	2	2	2	12
25	RIFKA NUR AIDA	P	2	2	2	2	2	10
26	RIKY BUDI DEFTANTI	P	3	3	3	2	2	13
27	RIMBA AJI HERMAWAN	L	3	3	2	2	2	12
28	RIZKA VIVIN NURTIARA	P	3	2	3	2	2	12
29	RIZKI NUGROHO	L	3	2	2	2	2	11
30	SAIUDIN YUDIANTO	L	2	2	3	2	2	11
31	SATRIYO KUNCORO AJI	L	2	1	1	1	1	6
32	SUKMA FIDZIN 'ARSLI MUZADY	L	3	3	3	2	3	14
33	TRI SETIYANINGSIH	P	2	2	2	2	2	10
34	WAHID FATHURAHMAN	L	3	3	2	2	2	12
35	YOSEPHINE GEASICETA EKANIA	P	3	2	2	2	2	11

	PUTRI							
36	YUNI ANITASARI	P	2	3	3	2	2	12
	L = 18 ; P = 20		90	90	87	78	75	420

Pre-Test Score VIII B (Rater 2)

NO	NAME	L / P	SCORE					TOTAL
			TC	C	F	P	V	
1	ADINDA PUTRI RIZQI RAHMAT	P	3	2	3	3	2	13
2	ANDHIKA BAGAS ARDIANTO	L	3	2	2	2	3	12
3	ANDIKE NUR MALITASARI	P	3	2	2	2	2	11
4	ANTON SOLEH HUDIN	L	3	3	3	3	3	15
5	ATIK RAHAYU	P	3	2	3	2	3	13
6	AULIYA IKHSAN	P	3	3	2	3	3	14
7	BIMA SAPUTRA	L	2	2	3	3	3	13
8	DANANG PRASETYO	L	3	3	3	2	2	13
9	DAVID KURNIARIF	L	2	2	3	3	3	13
10	DAVIT	L	2	2	3	3	3	13
11	DEA AYU PERMATASARI	P	3	3	2	3	3	14
12	DELANESA SUNARING TYAS	P	3	2	2	2	2	11
13	DEWI AMIN SRI LESTARI	P	3	3	2	3	3	14
14	DUDUNG ANGGA KIRANA	L	3	3	3	3	3	15
15	DWI NURUL FATIMAH	P	2	3	2	3	2	12
16	HENDAR RAHMAT HIDAYAT	L	2	2	2	2	2	10
17	HENY USWATUN	P	3	2	3	2	3	13
18	INA PINASTHIKA	P	3	3	3	2	3	14
19	IRVAN NUR FAUZI	L	3	3	3	3	3	15
20	LAILA NUR AINI	P	3	2	3	2	3	13
21	LAILA NUR FATIMAH	P	2	3	2	3	2	12
22	MILA AYU ROHYADI	P	3	3	2	3	3	14
23	MUHAMMAD CHOIRUDIN	L	3	3	3	2	2	13
24	PUTRI SUCI RAHAYU	P	2	2	2	2	2	10
25	RIFKA NUR AIDA	P	3	2	2	3	3	13
26	RIKY BUDI DEFTANTI	P	2	3	3	2	3	13
27	RIMBA AJI HERMAWAN	L	3	3	2	2	2	12
28	RIZKA VIVIN NURTIARA	P	2	3	2	3	2	12
29	RIZKI NUGROHO	L	3	3	3	3	3	15
30	SAIUDIN YUDIANTO	L	3	3	3	3	3	15
31	SATRIYO KUNCORO AJI	L	2	2	2	2	2	10
32	SUKMA FIDZIN 'ARSLI MUZADY	L	2	2	3	3	3	13
33	TRI SETIYANINGSIH	P	2	3	2	3	2	12
34	WAHID FATHURAHMAN	L	3	2	2	2	3	12
35	YOSEPHINE GEASICETA EKANIA PUTRI	P	2	3	3	2	3	13

36	YUNI ANITASARI	P	2	3	2	3	2	12
	L = 18 ; P = 20		94	92	90	92	94	462

Post-Test Score Class VIII A (Rater 1)

NO	NAME	L / P	SCORE					TOTAL
			TC	C	F	P	V	
1	ANANDA WILDAN ADITYA	L	3	3	3	3	2	14
2	ANDHIKA FATHONI KURNIAWAN	L	3	4	3	3	3	16
3	ANGGIT NUGROHO	L	3	3	3	3	3	15
4	AQIS NURKHOLIS	L	4	3	2	3	3	15
5	CARLINA DEWI HAYUNANDA	P	2	4	3	3	3	15
6	DANANG TRIHASCARYO	L	4	3	3	3	2	15
7	DEAR NASYITA	P	2	4	3	3	3	15
8	DIKKY PAMUNGKAS	L	3	3	2	2	2	12
9	DIMAS ERWIN RIZALDI	L	4	3	3	3	3	16
10	EKA SRI DARMA	L	4	3	2	3	2	14
11	ERVIETA ADISTYA HARGIYATI	P	3	3	3	3	3	15
12	FEBRIANA BANUN FITRIANTI	P	3	3	2	2	3	13
13	FEBRIANA KURNIASARI	P	3	3	3	3	3	15
14	HABIB MURSALIM	L	3	3	2	2	3	13
15	IDA SAFITRI	P	3	2	3	3	3	14
16	LENY WIJAYANTI	P	2	3	3	3	3	14
17	LINDA RAHMAWATI DEWI	P	3	3	4	3	3	16
18	LISA NURMANINGSIH	L	3	3	3	3	3	15
19	MIFTAHUL HUDA	L	3	3	3	2	3	14
20	MUDO PRATOMO	L	2	2	2	3	3	12
21	NOVI TRI ASTUTI	P	3	3	2	2	2	12
22	PINKY DIAN PUSPITASARI	P	3	3	4	3	3	16
23	PUTRI AMBARWATI	P	3	4	3	3	3	16
24	SELY RAHMAWATI	P	3	3	4	3	3	16
25	SONIA WIDIANANDA PRATIWI	P	3	2	3	3	2	13
26	SUCI TRISNAWATI	P	3	3	3	2	3	14
27	SUKMA AKBARROTUN FATIMAH	P	3	3	2	2	3	13
28	SYAH MUHAMMAD MOUSA AL ZAKI	L	2	2	2	3	3	12
29	SYAIFULLOH NUR ARDIYANSYAH	L	3	3	3	2	2	13
30	VEGA FARA AYU SAFIA	P	3	3	3	3	3	15
31	VINDY APRILIA PALUPI	P	2	3	3	3	3	14
32	YUSUF HERMAWAN	L	3	3	3	2	2	13
L = 14 ; P = 18			94	96	90	87	88	455

Post-Test Score Class VIII A (Rater 2)

NO	NAME	L / P	SCORE					TOTAL
			TC	C	F	P	V	
1	ANANDA WILDAN ADITYA	L	3	3	3	3	2	14
2	ANDHIKA FATHONI KURNIAWAN	L	4	3	4	4	3	18
3	ANGGIT NUGROHO	L	3	2	2	3	3	13
4	AQIS NURKHOLIS	L	3	3	3	3	3	15
5	CARLINA DEWI HAYUNANDA	P	2	3	3	3	2	13
6	DANANG TRIHASCARYO	L	3	3	2	3	3	14
7	DEAR NASYITA	P	2	3	3	3	2	13
8	DIKKY PAMUNGKAS	L	3	3	2	3	2	13
9	DIMAS ERWIN RIZALDI	L	3	3	3	3	3	15
10	EKA SRI DARMA	L	2	3	2	2	3	12
11	ERVIETA ADISTYA HARGIYATI	P	3	3	3	3	3	15
12	FEBRIANA BANUN FITRIANTI	P	3	3	3	3	3	15
13	FEBRIANA KURNIASARI	P	3	3	3	3	3	15
14	HABIB MURSALIM	L	3	3	3	2	2	13
15	IDA SAFITRI	P	3	3	3	3	3	15
16	LENY WIJAYANTI	P	2	3	3	3	3	14
17	LINDA RAHMAWATI DEWI	P	3	4	3	3	3	16
18	LISA NURMANINGSIH	L	3	3	3	3	3	15
19	MIFTAHUL HUDA	L	4	3	4	4	3	18
20	MUDO PRATOMO	L	3	2	3	3	2	13
21	NOVI TRI ASTUTI	P	3	3	3	3	3	15
22	PINKY DIAN PUSPITASARI	P	3	3	3	3	3	15
23	PUTRI AMBARWATI	P	3	3	3	3	3	15
24	SELY RAHMAWATI	P	2	3	2	3	3	13
25	SONIA WIDIANANDA PRATIWI	P	3	3	3	4	3	16
26	SUCI TRISNAWATI	P	3	3	3	3	3	15
27	SUKMA AKBARROTUN FATIMAH	P	3	3	3	3	3	15
28	SYAH MUHAMMAD MOUSA AL ZAKI	L	4	4	3	3	3	17
29	SYAIFULLOH NUR ARDIYANSYAH	L	2	3	3	3	2	13
30	VEGA FARA AYU SAFIA	P	3	3	3	3	3	15
31	VINDY APRILIA PALUPI	P	3	3	3	2	3	14
32	YUSUF HERMAWAN	L	2	3	3	3	2	13
	L = 14 ; P = 18		92	96	93	96	88	465

Post-Test Score VIII B (Rater 1)

NO	NAME	L / P	SCORE					TOTAL
			TC	C	F	P	V	
1	ADINDA PUTRI RIZQI RAHMAT	P	3	2	3	3	2	13
2	ANDHIKA BAGAS ARDIANTO	L	2	3	3	2	2	12
3	ANDIKE NUR MALITASARI	P	2	2	2	2	2	10
4	ANTON SOLEH HUDIN	L	2	3	3	2	2	12
5	ATIK RAHAYU	P	3	2	2	2	2	11
6	AULIYA IKHSAN	P	3	3	2	3	2	13
7	BIMA SAPUTRA	L	2	3	2	2	2	11
8	DANANG PRASETYO	L	2	2	3	2	3	12
9	DAVID KURNIARIF	L	2	3	2	2	2	11
10	DAVIT	L	3	3	3	3	2	14
11	DEA AYU PERMATASARI	P	3	2	2	2	3	12
12	DELANESA SUNARING TYAS	P	2	2	2	2	2	10
13	DEWI AMIN SRI LESTARI	P	3	2	3	3	3	14
14	DUDUNG ANGGA KIRANA	L	2	2	3	2	2	11
15	DWI NURUL FATIMAH	P	2	3	2	2	2	11
16	HENDAR RAHMAT HIDAYAT	L	2	2	2	2	2	10
17	HENY USWATUN	P	3	3	3	2	2	13
18	INA PINASTHIKA	P	3	3	2	2	2	12
19	IRVAN NUR FAUZI	L	3	3	3	2	3	14
20	LAILA NUR AINI	P	3	3	2	2	2	12
21	LAILA NUR FATIMAH	P	2	3	3	3	2	13
22	MITA AYU ROHYADI	P	3	2	2	2	2	11
23	MUHAMMAD CHOIRUDIN	L	3	2	2	2	2	11
24	PUTRI SUCI RAHAYU	P	2	2	3	3	3	13
25	RIFKA NUR AIDA	P	2	2	3	3	3	13
26	RIKY BUDI DEFTANTI	P	2	2	2	2	2	10
27	RIMBA AJI HERMAWAN	L	2	3	2	2	2	11
28	RIZKA VIVIN NURTIARA	P	3	2	3	2	3	13
29	RIZKI NUGROHO	L	2	2	3	2	2	11
30	SAIUDIN YUDIANTO	L	2	3	2	2	3	12
31	SATRIYO KUNCORO AJI	L	2	2	2	2	2	10
32	SUKMA FIDZIN 'ARSLI MUZADY	L	3	3	3	2	3	14
33	TRI SETIYANINGSIH	P	3	2	2	2	2	11
34	WAHID FATHURAHMAN	L	2	3	3	2	2	12
35	YOSEPHINE GEASICETA EKANIA PUTRI	P	2	3	2	2	3	12

36	YUNI ANITASARI	P	3	2	2	2	2	11
	L = 18 ; P = 20		88	89	88	79	82	426

Post-Test Score VIII B (Rater 2)

NO	NAME	L / P	SCORE					TOTAL
			TC	C	F	P	V	
1	ADINDA PUTRI RIZQI RAHMAT	P	3	3	2	2	2	12
2	ANDHIKA BAGAS ARDIANTO	L	3	3	3	2	3	14
3	ANDIKE NUR MALITASARI	P	3	3	2	2	3	13
4	ANTON SOLEH HUDIN	L	2	2	2	3	3	12
5	ATIK RAHAYU	P	3	3	3	2	3	14
6	AULIYA IKHSAN	P	3	2	2	3	3	13
7	BIMA SAPUTRA	L	3	3	3	3	3	15
8	DANANG PRASETYO	L	3	3	3	2	2	13
9	DAVID KURNIARIF	L	3	2	3	2	2	12
10	DAVIT	L	2	2	3	2	3	12
11	DEA AYU PERMATASARI	P	3	2	2	2	3	12
12	DELANESA SUNARING TYAS	P	2	3	2	2	2	11
13	DEWI AMIN SRI LESTARI	P	3	3	2	3	3	14
14	DUDUNG ANGGA KIRANA	L	3	3	2	2	3	13
15	DWI NURUL FATIMAH	P	3	3	2	2	3	13
16	HENDAR RAHMAT HIDAYAT	L	2	2	2	3	3	12
17	HENY USWATUN	P	3	3	3	2	2	13
18	INA PINASTHIKA	P	3	3	2	2	2	12
19	IRVAN NUR FAUZI	L	2	3	3	3	3	14
20	LAILA NUR AINI	P	3	3	3	2	3	14
21	LAILA NUR FATIMAH	P	2	3	3	2	3	13
22	MITA AYU ROHYADI	P	3	2	2	2	2	11
23	MUHAMMAD CHOIRUDIN	L	3	3	3	2	3	14
24	PUTRI SUCI RAHAYU	P	3	3	3	2	3	14
25	RIFKA NUR AIDA	P	3	3	3	2	3	14
26	RIKY BUDI DEFTANTI	P	2	2	2	2	2	10
27	RIMBA AJI HERMAWAN	L	3	2	3	2	2	12
28	RIZKA VIVIN NURTIARA	P	3	3	2	2	3	13
29	RIZKI NUGROHO	L	3	2	2	2	2	11
30	SAIUDIN YUDIANTO	L	2	2	3	2	2	11
31	SATRIYO KUNCORO AJI	L	2	2	2	2	2	10
32	SUKMA FIDZIN 'ARSLI MUZADY	L	3	3	4	3	3	16
33	TRI SETIYANINGSIH	P	3	3	2	2	3	13
34	WAHID FATHURAHMAN	L	3	3	3	2	3	14
35	YOSEPHINE GEASICETA EKANIA PUTRI	P	3	3	3	3	3	15

36	YUNI ANITASARI	P	3	3	2	2	3	13
	L = 18 ; P = 20		99	96	91	80	96	462

RESEARCH DATA

No	Experimental Class						Control Class					
	Pretest			Posttest			Pretest			Posttest		
	Rater 1	Rater 2	Average	Rater 1	Rater 2	Average	Rater 1	Rater 2	Average	Rater 1	Rater 2	Average
1	12	14	13	14	14	14	13	13	13	13	12	12.5
2	15	16	15.5	16	18	17	15	12	13.5	12	14	13
3	13	15	14	15	13	14	11	11	11	10	13	11.5
4	13	14	13.5	15	15	15	11	15	13	12	12	12
5	13	14	13.5	15	13	14	10	13	11.5	11	14	12.5
6	12	14	13	15	14	14.5	13	14	13.5	13	13	13
7	13	14	13.5	15	13	14	12	13	12.5	11	15	13
8	13	13	13	12	13	12.5	13	13	13	12	13	12.5
9	13	15	14	16	15	15.5	11	13	12	11	12	11.5
10	11	12	11.5	14	12	13	14	13	13.5	14	12	13
11	15	15	15	15	15	15	13	14	13.5	12	12	12
12	15	13	14	13	15	14	12	11	11.5	10	11	10.5
13	14	14	14	15	15	15	12	14	13	14	14	14
14	11	12	11.5	13	13	13	12	15	13.5	11	13	12
15	16	14	15	14	15	14.5	11	12	11.5	11	13	12
16	15	15	15	14	14	14	11	10	10.5	10	12	11
17	12	15	13.5	16	16	16	12	13	12.5	13	13	13
18	14	15	14.5	15	15	15	11	14	12.5	12	12	12
19	15	15	15	14	18	16	10	15	12.5	14	14	14
20	13	12	12.5	12	13	12.5	12	13	12.5	12	14	13
21	15	12	13.5	12	15	13.5	11	12	11.5	13	13	13
22	14	15	14.5	16	15	15.5	12	14	13	11	11	11
23	15	15	15	16	15	15.5	12	13	12.5	11	14	12.5
24	12	15	13.5	16	13	14.5	12	10	11	13	14	13.5
25	15	15	15	13	16	14.5	10	13	11.5	13	14	13.5
26	14	14	14	14	15	14.5	13	13	13	10	10	10
27	12	12	12	13	15	14	12	12	12	11	12	11.5
28	14	14	14	12	17	14.5	12	12	12	13	13	13
29	12	13	12.5	13	13	13	11	15	13	11	11	11
30	15	14	14.5	15	15	15	11	15	13	12	11	11.5
31	14	14	14	14	14	14	6	10	8	10	10	10
32	12	12	12	13	13	13	14	13	13.5	14	16	15
33							10	12	11	11	13	12
34							12	12	12	12	14	13
35							11	13	12	12	15	13.5
36							12	12	12	11	13	12
Average			13.72			14.38			12.25			12.33

Appendix H: Descriptive Statistic Results

DESCRIPTIVE STATISTIC RESULT

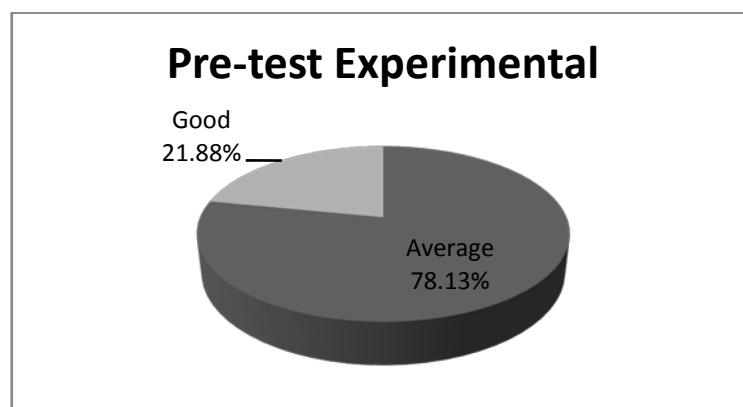
Categorization Formula

Skor Max	4	x	5	=	20
Skor Min	1	x	5	=	5
Mi	25	/	2	=	12.50
Sdi	15	/	6	=	2.50
Good	: $X \geq Mi + Sdi$				
Average	: $Mi - Sdi \leq X < Mi + Sdi$				
Low	: $X < Mi - Sdi$				
Kategori	Skor				
Good	:	X	\geq	15.00	
Average	:	10.00	\leq	X	< 15.00
Low	:	X	<	10.00	

Categorization Result

Pretest Experimental

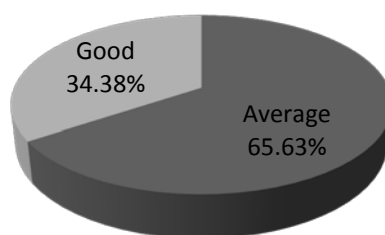
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	25	78.1	78.1	78.1
	Good	7	21.9	21.9	100.0
	Total	32	100.0	100.0	



Posttest Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	21	65.6	65.6	65.6
	Good	11	34.4	34.4	100.0
	Total	32	100.0	100.0	

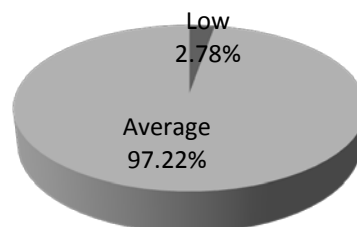
Post-test Experimental



Pretest Control

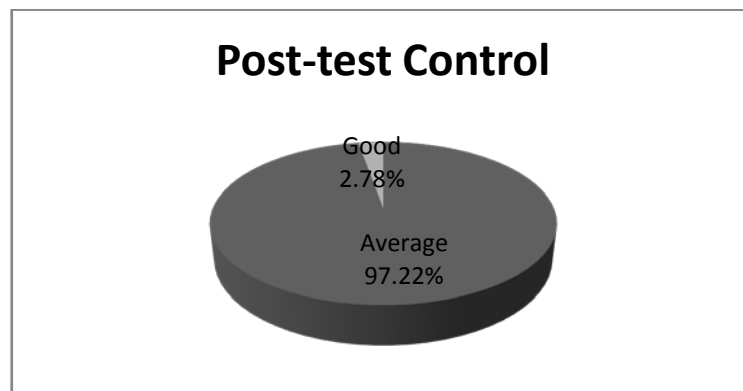
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	1	2.8	2.8	2.8
	Average	35	97.2	97.2	100.0
	Total	36	100.0	100.0	

Pre-test Control



Posttest Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	35	97.2	97.2	97.2
	Good	1	2.8	2.8	100.0
	Total	36	100.0	100.0	



Appendix I: Inferential Statistic Results

NORMALITY TEST RESULT

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		Pretest	Posttest
N		68	68
Normal Parameters ^{a,b}	Mean	12.9412	13.2941
	Std. Deviation	1.31447	1.49186
Most Extreme Differences	Absolute	.106	.108
	Positive	.085	.108
	Negative	-.106	-.094
Kolmogorov-Smirnov Z		.875	.887
Asymp. Sig. (2-tailed)		.428	.411

a. Test distribution is Normal.

b. Calculated from data.

ANCOVA TEST RESULT

Univariate Analysis of Variance

Between-Subjects Factors

Class	Value Label	N
1.00	Experiment	32
2.00	Control	36

Descriptive Statistics

Dependent Variable: Posttest

Class	Mean	Std. Deviation	N
Experiment	14.3750	1.05494	32
Control	12.3333	1.12122	36
Total	13.2941	1.49186	68

Levene's Test of Equality of Error Variances

Dependent Variable: Posttest

F	df1	df2	Sig.
2.583	1	66	.113

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+Pretest+Class

Tests of Between-Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	91.195 ^a	2	45.598	51.169	.000
Intercept	21.176	1	21.176	23.764	.000
Pretest	20.578	1	20.578	23.092	.000
Class	19.385	1	19.385	21.753	.000
Error	57.922	65	.891		
Total	12167.000	68			
Corrected Total	149.118	67			

a. R Squared = .612 (Adjusted R Squared = .600)

Estimated Marginal Means

1. Grand Mean

Dependent Variable: Posttest

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
13.332 ^a	.115	13.103	13.561

a. Covariates appearing in the model are evaluated at the following values: Pretest = 12.9412.

2. Class

Dependent Variable: Posttest

Class	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Experiment	13.979 ^a	.186	13.607	14.350
Control	12.686 ^a	.174	12.339	13.032

a. Covariates appearing in the model are evaluated at the following values: Pretest = 12.9412.

Appendix J: Sample of Students' Works

<input type="checkbox"/>	Nama : Agis Nur kholis (04) VIII A
<input type="checkbox"/>	Dimas Etwin Rizaldi (09)
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	Agis : Hallo
<input type="checkbox"/>	Dimas : Hallo
<input type="checkbox"/>	Agis : Can i Speak with dimas ?
<input type="checkbox"/>	Dimas : Yess ... this is dimas and who are you?
<input type="checkbox"/>	Agis : I am Agis
<input type="checkbox"/>	Dimas : Can i help you , Agis?
<input type="checkbox"/>	Agis : Yes.. Are you bussy today ?
<input type="checkbox"/>	Dimas : No , i am not . why?
<input type="checkbox"/>	Agis : Can You go to theater with me?
<input type="checkbox"/>	Dimas : Theater ? yes I can . By the way
<input type="checkbox"/>	: What is the new movie ?
<input type="checkbox"/>	Agis : Resident Evil 5.
<input type="checkbox"/>	Dimas : woow.. where is the theater that we can ^{watch} that movie ?
<input type="checkbox"/>	Agis : In. Empire xx.1
<input type="checkbox"/>	Dimas : Okay , what time do we go there?
<input type="checkbox"/>	Agis : I wait you in front of school at 13 o'clock
<input type="checkbox"/>	Dimas : Okay Agis
<input type="checkbox"/>	Agis : Thank you , dim..
<input type="checkbox"/>	Dimas : You are welcome.
<input type="checkbox"/>	Agis : see you there
<input type="checkbox"/>	Dimas : See you there too
<input type="checkbox"/>	
<input type="checkbox"/>	

15 April 2013

Nama : Leny Wijayanti (16)
Putri Ambarwati (23)

Dialog

Ambar : " Mom, what are you doing ?
You look very busy ."

Leny : " I'am busy cooking fried rice for lunch ."

Ambar : " What can I do for you Mom ?"

Leny : " Please, help me to buy some eggs and carrots at the market !"

Ambar : " Of course .

Where is the money ?"

Leny : " On the table ."

Ambar : " Of mom . I'll go now ."

Leny : " Be Carefull ."

You'll receive money for your hard work



Anggit : Hello, Alex

Alex : Hai, Anggit.

Anggit : How are you today?

Alex : I'm Fine, thank you. and you?

Anggit : I'm Fine too, thank you.

Alex, can I borrow your camera, For my
friend's birthday party this afternoon

Alex : Ohh, I'm really sorry because I want
to take some picture's with my friend's
at the zoo

Anggit : that's OK. thank you

Alex : You're welcome.

Kelompok : Anggit Nugroho
: Andhika fathoni k.

☐

Dialogue 2.

☐

Vita : Excuse me, Ping. Can you help me ?

☐

Pingky : Yes, I can.

☐

What can I do for you ?

☐

Vita : Can I borrow your dictionary ?

☐

Pingky : Of course.

☐

Where is your dictionary ?

☐

Vita : My dictionary was lost yesterday.
When I put on the shelf.

☐

Pingky : This is dictionary.

☐

Vita : Thank you.

☐

Pingky : Your welcome.

☐
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☐
☐


<input type="checkbox"/>	Nama = Rizka vivin nurtiara
<input type="checkbox"/>	Yuni AnitaSari
<input type="checkbox"/>	no = 30
<input type="checkbox"/>	38
<input type="checkbox"/>	Kelas = VIII B
<input type="checkbox"/>	Brrring - Brrring - Brrring
<input type="checkbox"/>	Yuni : Hallo
<input type="checkbox"/>	vivin : Halo may I speak to yuni?
<input type="checkbox"/>	yuni : This is yuni speaking. who's that?
<input type="checkbox"/>	vivin : I am vivin can you go to mall with me tomorrow?
<input type="checkbox"/>	yuni : Go to mall?
<input type="checkbox"/>	vivin : Yes, can you?
<input type="checkbox"/>	yuni : I am sorry. I must take care of my baby
<input type="checkbox"/>	brother, because my parent are not home.
<input type="checkbox"/>	vivin : Oke, may be next time
<input type="checkbox"/>	yuni : Oke
<input type="checkbox"/>	vivin : nice talking with you.
<input type="checkbox"/>	yuni : nice talking with you too
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Sukma = "Hai Davit, Good morning"

Davit = "Hai, Good morning too"

Sukma = "who is your favorite actor"

Davit = "my favorite actor is Jackie Chan"

Sukma = "why you like a Jackie Chan?"

Davit = "I like Jackie Chan because he is handsome and strong"

Sukma = "who is your favorite football Player in the world?"

Davit = "my favorite football Player is Cristiano Ronaldo, because he is cool and sporty"

Sukma = "Ok. Thankyou for the time"

Davit = "Yes, Your welcome"

1 Dialogue

Pewi Amin Sirehstani
Mita Ayu Rahyudi

Pewi: "Hi, Mita... Good morning."

Mita: "Hi, Pewi... Good morning."

Pewi: "How are you?"

Mita: "I'm fine, thank you, and you?"

Pewi: "I'm fine, thank you too. Mita,

I can not do my English homework.

Can you help me, please?"

Mita: "I'll be glad to help you."

No.

Date:

○ monday

○ tuesday

○ wednesday

○ thursday

○ friday

○ saturday

☐

Nama kelompok: Aulia ilus san (07) dan Dea ayu Permatasari (12)

☐☐☐☐☐

Aulia = "Hello, Who is this? can I speaking to dea?"

☐

Dea = "Yes it is Dea speaking!"

☐

Aulia = "Dea, this is Aulia, can you accompany me to the bookstore tomorrow afternoon."

☐

Dea = "Of course."

☐

Aulia = "Oh thank you very much!"

☐

Dea = "Your well come!"

☐

Aulia = "Good bye"

☐

Dea = "Bye lia!"

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Appendix K: Class Documentations

Class VIII A (Experimental Class)

Students' performance



Watching video session



Class VIII B (Control Class)

Students' performance



Discussion session



Appendix L: Letter of Permits



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

FRM/FBS/33-01
10 Jan 2011

Nomor : 0090a/UN.34.12/DT/I/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

18 Januari 2013

Kepada Yth.
Kepala SMP N 1 Manisrenggo

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

The Effectiveness of Using Vedio in Teaching Speaking for the Eighth Grade Students of SMP N 1 Manisrenggo

Mahasiswa dimaksud adalah :

Nama : ARUM MUSTIKAWATI
NIM : 07202241067
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Januari – Maret 2013
Lokasi Penelitian : SMP N 1 Manisrenggo

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

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

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001



PEMERINTAH KABUPATEN KLATEN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Jl. Pemuda No. 294 Gedung Pemda II Lt. 2 Telp. (0272)321046 Psw 314-318 Faks 328730
KLATEN 57424

Nomor : 072/069/II/09
Lampiran : -
Perihal : Permohonan Ijin Penelitian

Klaten, 5 Februari 2013
Kepada Yth.
Ka. SMPN 1 Manisrenggo
Di -
Klaten

Menunjuk Surat dari Dekan Fak. Bahasa Dan Seni UNY No. 009/0a/UN.34.12/DT/II/2013 Tanggal 18 Januari 2013 Perihal Permohonan Ijin Penelitian, dengan hormat kami beritahukan bahwa di Wilayah/Instansi Saudara akan dilaksanakan Penelitian

Nama : Arum Mustikawati
Alamat : Karangmalang, Yogyakarta
Pekerjaan : Mahasiswa UNY
Penanggungjawab : Indun Probo Utami, SE
Judul/topik : ***The Effectiveness of Using in Teaching Speaking for the Eighth Grade Students of SMP N 1 Manisrenggo***
Jangka Waktu : 3 Bulan (5 Februari s/d 5 Mei 2013)
Catatan : Menyerahkan Hasil Penelitian Berupa **Hard Copy** Dan **Soft Copy** Ke Bidang PEPP/Litbang BAPPEDA Kabupaten Klaten

Besar harapan kami, agar berkenan memberikan bantuan seperlunya.

An. BUPATI KLATEN
Kepala BAPPEDA Kabupaten Klaten
Ub. Sekretaris



Mari Budiono, SH
Pembina Tingkat I
NIP. 19611008 198812 1 001

Tembusan disampaikan Kepada Yth :

1. Ka. Kantor Kesbangpol Kab. Klaten
2. Ka. Dinas Pendidikan Kab. Klaten
3. Dekan Fak. Bahasa Dan Seni UNY
4. Yang bersangkutan
5. Arsip.



PEMERINTAH KABUPATEN KLATEN
DINAS PENDIDIKAN
SMP NEGERI 1 MANISRENGGO

Alamat : Tanjungsari, Manisrenggo, Klaten No. Telp. 02728881437

SURAT KETERANGAN

No : 800 / 829 / 13 / 2013

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Manisrenggo Kab.Klaten menerangkan bahwa :

N a m a : **ARUM MUSTIKAWATI**
Nomor Induk Mahasiswa : 07202241067
Program : S1
Jurusan : Pendidikan Bahasa Inggris
Perguruan tinggi : Universitas Negeri Yogyakarta
Alamat : Jetis,Argomulyo,Cangkringan,Sleman,Yogyakarta
Keterangan : Tersebut diatas telah melaksanakan penelitian dalam rangka
Penyusunan skripsi dengan judul "**THE EFFECTIVENESS
OF USING VIDEO IN TEACHING SPEAKING FOR THE EIGHT GRADE
STUDENTS OF SMP N 1 MANISRENGGO**"
Waktu Penelitian : 5 Februari s/d 5 Mei 2013

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Manisrenggo, 23 Mei 2013

Kepala Sekolah


SUGIYARTO, S.Pd
NIP.19590105 198602 1 006