IMPROVING SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMPN 1 KALIGONDANG, PURBALINGGA, THROUGH THE USE OF MOVIE CLIPS

A Thesis

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

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STATE UNIVERSITY OF YOGYAKARTA

2015

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IMPROVING SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMPN 1 KALIGONDANG, PURBALINGGA, THROUGH THE USE OF MOVIE CLIPS

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

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Yogyakarta, September 2015

Penulis

Suranti Tri Astuti

DEDICATIONS

I faithfully dedicate this thesis to my beloved mom and dad for being the best teachers, and best supporters of mine. You're the best ones in my life who have been struggling to raise your children so well.

MOTTOS

"When life seems too dark, there's always a small light guiding you through all the obstacles. That is God, whose light never dies"-An Arabic Proverb

"It does not matter how slowly you go as long as you do not stop"-Confucius

"The most complicated skill is to be simple"-Dejan Stojanovic

"Yesterday is the past, tomorrow is the future, but today is a gift. That is why it is called the present"-Bill Keane

ACKNOWLEDGEMENTS

Alhamdulillahirobbil ‘alamin, all praise be to the Almighty Allah SWT, the Most Gracious and Most Merciful who always guides and protects me in every step I take in my life. Because of His guidance, blessing and love, finally I could finish this thesis and my study at State University of Yogyakarta.

It would not have been possible to write this thesis without the help and support of the kind people around me. In any case, I am indebted to them for making the time during my study an unforgettable experience.

I owe my deepest appreciation and gratitude to my first consultant, Suharso, M.Pd., who kindly helped and supported me during the process of writing my thesis and has always been patient to give me his advice. I would also like to express my gratitude to my second supervisor, B. Yuniar Diyanti, M.Hum., who always guided and encouraged me when I faced difficulties and obstacles during the process of writing my thesis. I also dedicate my gratitude to Tri Wahyuni Floriasti, M.Hum., as my academic supervisor, for her guidance during my years of study.

I am deeply grateful to my beloved parents, Akhman Nur and Daryati, for their prayers, everlasting love, and every drop of sweat. They always support me and show great patience all the time in my life. I also thank my lovely sister, Latifah Nur Dwiatmi, my lovely brothers, Yusuf Purwo Aji and Mugia Ali Mahmud, and all of my big family members for always supporting me.

Furthermore, I would like to show my gratefulness to my best friends, Anita Nur Masyi’ah, Cinthya Dewi Matahari, Olga Azwita Tiarawati, Tiara Rizki Nastitijati, and Zaqi Bagus Perdana for the friendship and encouragement, and who have contributed their time and energy to help me to conduct my research and have given me some valuable criticisms and suggestions. I would like to thank my fellow classmates of PBI B 2010 class: Upit, Zulfan, Iga, Fia, Sita, Tatik, Ical, Alfa, Ipank, Jannah, Dwi and Cahya for unforgettable moments during these last five years. I

would like to thank all people whom I cannot mention one by one, they have sincerely helped me finish this thesis

I would like to address my gratitude to the principal of SMP Negeri 1 Kaligondang, Purbalingga, Sudarto, S. Pd., for giving me permission to conduct the research in the school and the English teacher, May Kurniawati, S.Pd, for her assistance, and advice during the research. I consider it an honor to work with them. I also thank all Grade VIII A students of SMP Negeri 1 Kaligondang, Purbalingga, in the academic year 2014/2015 for their cooperation and participation so that I could finish my research.

I hope that this thesis is useful for the readers and beneficial to the English teaching and learning activity, especially speaking skills. However, I realize that it is far from being perfect, and therefore, any criticisms, ideas and suggestions for its improvement will be greatly appreciated.

Yogyakarta, September 2015

Suranti Tri Astuti

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ABSTRACT

This research was aimed at improving speaking skills of Grade VIII A students of SMPN 1 Kaligondang, Purbalingga, in the academic year 2014/2015. The problem was that they had low speaking ability.

This was an action research study. The actions were implemented in two cycles based on the class schedule. This research involved 32 students of Grade VIII A of SMPN 1 Kaligondang, Purbalingga, in the academic year 2014/2015 and the English teacher as the research collaborator. The data were in the form of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning activities of speaking, interviewing the students of Grade VIII B and the English teacher, holding discussions with the collaborator, taking pictures, and recording videos. Meanwhile, the quantitative data were collected through pre-test, progress test, and post test.

The results of this research showed that the use of movie clips as the teaching media combined with the use of speaking activities and classroom English was proven to be effective to improve the students' speaking skills. It was capable of attracting students' attention and increasing their learning motivation. They could have better understanding about the use of English in real situations as they got appropriate models of speaking English through the movie clips. They also had adequate opportunities to practice speaking in order to speak fluently and confidently. The students, who gained 54.2 in the pre-test, were able to increase their score up to 69.5 in the post test. It indicated that their speaking skills improved.

Keywords: *speaking, movie clips*

CHAPTER 1

INTRODUCTION

This chapter covers background of the problem, identification of the problems, limitation of the problem, formulation of the problem, objective of the study, and significance of the study.

A. Background of the Study

English is a foreign language that is taught in Indonesian schools as a compulsory subject in junior high school and senior high school. Schools in Indonesia do their best to teach all English competences so that their students can master English well. There are four skills that are taught to students. They are listening, speaking, reading, and writing.

Junior high schools are the beginner level for students in Indonesia for learning English because English is not a compulsory subject for elementary schools especially suburban elementary schools. It becomes a local content subject or just an extracurricular activity. Therefore there are many students who do not comprehend English fully. Teachers expect their students to master all the four skills equally, but there are one or two skill(s) which are less mastered fully for some reasons. Speaking skills are the English skills that students find quite difficult to master especially in suburban junior high schools.

The students of junior high school are expected to be able to speak English fluently and accurately. However, they have some difficulties to express their ideas orally in English because most of them think that English is one of the difficult subjects. In addition, they have limited vocabulary and they do not know

the right pronunciation. They are also expected to know the macro and micro skills of speaking and therefore they are able to speak English well. Thus, they cannot speak or express their ideas in English fluently and accurately as expected.

An interview with Grade VIII English teacher of SMPN 1 Kaligondang which was conducted on February, 14th 2014 revealed that the students had low speaking skills because they thought that speaking English was very difficult. They also showed low interest in speaking English learning, although their interest and motivation to learn English especially speaking English are very important to improve their speaking skills.

In addition, the English teachers of SMPN 1 Kaligondang focused more on teaching reading, and writing skills than speaking skills because their teaching and learning activities goal is to prepare their students to take the national exams. The time allotted for teaching speaking is less than the time allotted for teaching the other skills and therefore the students had less time to practice speaking English in each semester.

The learners' characteristics also influence many aspects in teaching and learning activities. Grade VIII students of SMPN 1 Kaligondang have different characteristics from each other. The teacher should consider their characteristics to decide the effective media and technique to teach speaking skills, and how to manage time allotted for teaching speaking skills effectively.

Improving speaking skills of Grade VIII students of SMPN 1 Kaligondang can be done by using media that are quite interesting for them. Movie clips are alternative media that are quite interesting for junior high school students. The use

of these media makes them see and listen to the native speakers are speaking English with good pronunciation, intonation, stress, and lively expressions. The movie clips are media that show selected expressions or dialog from some movies related to the teaching materials. Thus the students can listen to the right pronunciation, intonation and stress of the words, utterances, sentences or expressions. They will also see the situation and the lively expression of the speakers shown in the scenes of the movie clips. The movie clips are expected to help the teacher to improve the speaking skills of Grade VIII students of SMPN 1 Kaligondang.

B. Identification of the Problems

Teaching and learning activities are not simple processes, because the students have different characteristics and needs. The teacher has to prepare the teaching and learning activities well. An interview with Grade VIII English teacher of SMPN 1 Kaligondang and an observation were conducted to identify the existing problems. It revealed some information about some factors that caused the problems in the teaching and learning activities of speaking skills. There were four factors that contribute to the students' low speaking skills.

The first factor was related to the teacher. Teacher's ability to manage the class and to communicate with the students influences the teaching and learning activities. When students are involved in the activities and can participate actively, it maximizes their achievement in speaking skills. However, students' involvement and participation in the teaching and learning activities in Grade VIII of SMPN 1 Kaligondang were not managed well yet. The English teacher could

not make all of the students in the class actively participate in the speaking classroom activities yet.

The second factor was related to the students. They had limited vocabulary and they did not know the right pronunciation. Only a few of them had a dictionary. They who did not have dictionary could not add their vocabulary repertoire and they could not check the right pronunciation.

Then, Grade VIII students of SMPN 1 Kaligondang were not really motivated to learn English. There were many of them who seemed to show low interest in learning speaking and therefore they had less speaking skills. Some of them liked talking to each other, and cracking jokes during the lesson. It also made the other students did not pay their attention fully to the teacher's explanation, so they could not get the teaching materials well. According to Harmer (2007b: 98), motivation is essential to success in achieving something. The students' motivation and interest are very important in their achievement in learning English especially speaking skills. When they are motivated and have high interest in the teaching and learning activity, they will pay attention fully to the teacher's explanation of the teaching materials. Therefore the students can achieve good speaking skills more easily.

The third factor was related to teaching technique. The technique used by the teacher to deliver the teaching materials really affects the process of teaching and learning. Grade VIII English teacher of SMPN 1 Kaligondang actually had a good technique to teach speaking skills for the students i.e. drama activity, but it was only done once or twice during the whole semester. It was not really effective

to make them being able to speak English well because time allotted for practicing speaking skills was limited. The teacher needed to have another alternative teaching technique that can improve the speaking skills of Grade VIII students of SMPN 1 Kaligondang effectively.

The last factor was related to the media used. Teaching media influence the students' interest in the teaching and learning materials. When the teacher can deliver the teaching and learning materials using interesting media, the teaching and learning materials will be more interesting for the students. The teachers are required to be more creative in selecting the media. The media used in the teaching and learning activities in Grade VIII of SMPN 1 Kaligondang seemed to be monotonous media, such as text-book, and LKS. It made the students bored during the lesson and their achievement of speaking skills became low. Selecting appropriate media teaching speaking English is very important because media can help the students learn speaking English well.

From the explanation above, it clearly seems that there were some problems causing Grade VIII students of SMPN 1 Kaligondang having less speaking skills. In response to these problems, it is necessary to find the ways to overcome those problems adequate to improve the speaking skills of Grade VIII students of SMPN 1 Kaligondang.

C. Limitation of the Problems

This study was conducted to improve speaking skills of Grade VIII A students of SMPN 1 Kaligondang. However it was difficult to conduct a research study covering the-four problems mentioned before. The students' speaking skills

could be improved through several ways, and one of them is by using interesting media. The media used in teaching and learning activities affect the improvement of the students' speaking skills. In this research, movie clips were used as the teaching media. Movie clips enable the student to learn English and develop their speaking competence including pronunciation, grammar accuracy, fluency, vocabulary and comprehension through the exposures of the native speakers' talk.

Therefore this study focused on the effort to improve the speaking skills of Grade VIII A students of SMPN 1 Kaligondang through the use of movie clips in the second semester in the academic year 2014/2015. This study also tried to find out how movie clips as an alternative teaching media would improve students' speaking skills effectively.

D. Formulation of the Problem

According to the identification and limitation of the problems stated before, the problem of this study could be formulated into: "How can movie clips improve speaking skills of Grade VIII students of SMPN 1 Kaligondang in the second semester in the academic year 2014/2015?"

E. Objective of the Study

Related to the formulation of the problem above, the objective of this study was to improve speaking skills of Grade VIII students of SMPN 1 Kaligondang through the use of movie clips in the teaching and learning activities in the second semester in the academic year 2014/2015.

F. Significance of the Study

This study was expected to give a significant contribution to English teachers, schools, or readers in developing English teaching and learning activities especially to improve speaking skills of Grade VIII students. For the teacher, this study would present an alternative media to teach speaking interestingly and effectively. Related to the formulation of the problem and the objective of the study above, this study is expected to be useful.

1. Theoretically, the research findings would contribute to enrich the teaching theories of speaking skills.
2. Practically, the research findings can give more information about the efforts to improve speaking skills of Grade VIII students.
3. The research findings can give a design in the use of movie clips to improve speaking skills of Grade VIII students.
4. The research findings can give a description on how to improve speaking skills of Grade VIII students.
5. Teachers can make use of the research findings for further research and development purposes.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter covers some relevant theories of the study and conceptual framework to support the topic of the research study. The literature review consists of the general concept of speaking, teaching speaking at junior high school, and concept of movie clips.

A. Literature Review

1. The Nature of Speaking

There are many definitions of speaking that are proposed by some language learning experts. Speaking and writing refer to productive language. Nunan (2005:48) states that speaking is productive oral skill and consists of producing systematic verbal utterances to convey meaning. Then, he states that it is harder than the other skills because it happens in real time, and the speaker cannot edit or revise what he says. Speaking another language is not simple.

Brown (2001:267) describes if someone can speak a language, it means that he is able to carry on a conversation reasonably competently. He also states that the standard of successful language acquisition is almost always the demonstration of an ability to accomplish pragmatic goals through interactive discourse with the other language speakers.

In addition, Thornbury (2005:1) states that speaking is so much a part of daily life and much more complex than the ability to speak fluently. It involves both command of certain skills and several different types of knowledge. It consists of at least three stages, i.e.: conceptualization, formulation, and

articulation that the speaker is also engaged in self-monitoring during the process of speaking. Therefore, speaking skills are the activity to have a conversation with others to convey message by taking note of aspects of speaking.

There are two important aspects of speaking, i.e. accuracy and fluency. According to Nunan (2005:55) accuracy is the extent to which students' speech fits to what people really say when they use the target language. In addition, fluency is the extent to which the speakers can use the language quickly and confidently, without or with few hesitations, unnatural pauses, false starts, words searches, etc.

Brown (2001:268) states that these speaking aspects, fluency and accuracy, are important goals in CLT to be achieved. Fluency in many communicative language courses becomes an initial goal of language teaching. It covers flowing and natural language use. Accuracy is achieved by allowing the students to focus on the elements of phonology, grammar, and discourse in their spoken output. It covers clear, articulate, grammatically and phonological correct language use.

Gower et al. (1995:99) state that accuracy focuses on correct use of language that engages the correct use of vocabulary, grammar and pronunciation. Then, fluency is the ability to keep going when someone speak spontaneously and still can be able to get the message during a conversation.

In addition to these two important aspects of speaking, Harmer (2007a:60) states that the speaker also has to put a number of language elements together in order to get meaning during conversation across:

1) Grammar

   The sentence elements such as subject, verb, complement, and adverbial have to go in the right for the sentence to work and can convey the meaning.

2) Vocabulary

   The speaker has to be able to choose appropriate words to express a particular meaning.

3) Pronunciation

   The way the sentence is spoken will determine what it means exactly. Intonation when the speaker pronounces a sentence will give a certain message.

Students have to deal with two types of spoken language in interactive classroom, i.e. interpersonal and transactional dialogue. Brown and Yule in Richards (2008) differentiate between two basic language functions. They are the transactional and interactional functions. Transactional function focuses on the exchange of information, whereas interactional function establishes and maintains social relations. Thornburry in Harmer (2007b:343) also describes a distinction between transactional and interactional functions. Transactional function has a main purpose to convey information and facilitate the exchange of goods and services. Then, the interpersonal function is about maintaining and sustaining good relations between people.

Therefore, the speaker has to consider important aspects of speaking, i.e. accuracy and fluency. When the speaker being able to speak English fluently means that the speakers can use the language quickly and confidently. In addition,

accuracy in speaking English means that the speaker can focus on the correct use of language that engages vocabulary, grammar and pronunciation. The speaker also has to pay attention to the elements of language in order to have successful speaking across grammar, vocabulary and pronunciation.

There are micro- and macro-skills of speaking that are presented by Brown (2004:142-143). Micro-skills of speaking cover phonemes, words, collocations, and phrasal units. They include production English stress patterns, reduced forms, production of fluent speech, the use of strategic devices. Macro-skills of speaking cover fluency, discourse, function, style, nonverbal communication, and cohesion. They include the appropriate accomplishment of communicative functions, the use of appropriate styles, registers, rules of conversations, etc.

In addition, according to Nunan (1989:32) indicators of successful oral communication involve:

1) developing the ability to pronounce phonological features of the language comprehensibly,
2) being able to control stress, rhythm, intonation patterns,
3) developing an acceptable degree of fluency,
4) improving transactional and interpersonal skills
5) developing skills in taking short and long speaking turns,
6) developing skills in the interaction management,
7) improving skills in negotiating meaning,
8) developing conversational listening skills because successful conversations require good listeners as well as good speakers,

9) developing skills in knowing about and negotiating purposes for conversations, and
10) using appropriate conversational formulae and fillers.

2. Teaching and Learning Speaking Skills

Teaching speaking is the activity to get students being able to speak in the classroom. Hughes (2011:51) states that in a language teaching syllabus, the objective of a speaking component is to enable the students to speak the target language. According to Harmer (2007a:123), the goal of teaching speaking is students gradually become autonomous language users by providing opportunities to practise speaking in the classroom, and providing feedback to know how successful the speaking activity and what language problems they are experiencing. Speaking activity is good when it can be engaging for fully students' participation.

Thornbury in Harmer (2007a:123) cites that the teaching of speaking depends on there being speaking classroom culture. The speaking activity can be developed from reading or listening activity. It works when students are able to activate any language they know (useful words and phrases) to talk about something. In other words, students at least are able to use any oral English at the end of the teaching speaking. The teacher should be able to create speaking activity in which the students can practice what they have learnt and provide opportunities to practice real-life speaking.

Materials to teach speaking have been changed in different eras in the evolution of language teaching. According to Nunan (2005:49-50), for many years

in audio-lingual approach, people taught speaking by having repeated sentences and memorized textbook dialogues. They supposedly practiced grammatical structures then later used them in conversation when they learned to speak. The next years, teaching speaking involved providing students with the components of the language and therefore students might spend several semesters to repeat after the teacher, study grammar rules, recite dialogues, and learn vocabulary. During late twentieth century, people learn language by interacting during lessons. Lessons should consist of opportunities to communicate in the target language. This method is called as communicative language teaching.

There are six types of speaking performances that can be applied in the speaking classroom. Those categories are proposed by Brown (2004: 141-142), they are:

a. Imitative

   This category focuses on some particular element of language form that includes practice of imitating words or phrases by drilling activity in the teaching and learning activities.

b. Intensive

   This category is designed to practice some phonological or grammatical aspects of language that can be self-initiated or some pair-work activity.

c. Responsive

   This category involves interactions such as short replies and questions between teacher and student, short conversation, or comments that do not

extend into dialogues. The speech usually can be sufficient, meaningful and authentic.

d. Transactional (dialogue)

This category carries out for the purpose of conveying or exchanging specific information.

e. Interpersonal (dialogue)

This category carries out more for the purpose of maintaining social relationships than the transmission of facts and information.

f. Extensive (monologue)

In this category, students are asked to give extended monologues in the form of oral reports, summaries, or short speeches that are more formal and deliberative.

The researcher used the imitative and interpersonal types during the implementation of the actions. The imitative type was used in practice stage and the interpersonal one was used in the production stage.

Speaking should be taught through communicative and attractive activities. There are many used categories of speaking activities. The teacher can choose an activity that is related to the topic and objective of the lesson by considering the situation; and condition of the students and the teaching materials. There are six categories of speaking activities that are stated by Harmer (2007b:348-352). They are acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role-play.

a. Acting from a script

Acting from a script can be done by playing scripts and acting out the dialogues activities. It is important to teach students 'real acting' in playing scripts. The teacher becomes theatre directors that help students drawing attention to appropriate stress, intonation and speed. Therefore the lines they speak will have real meaning. Giving this activity before the students give their final performances, the teacher can ensure that acting out is both a learning and language producing activity. In acting the dialogues, the teacher should be careful to choose who students will perform first, and also should create the right supportive atmosphere in the classroom. The students will gain much more from the whole experience in the process if they are given time to rehearse their dialogue before the performance.

b. Communication games

Communication games are designed to get students talking. The games that are made depend on an information gap provoke students to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order, find the similarities and differences between pictures. Television and radio games that are imported into the classroom often provide good fluency activities.

c. Discussion

Discussion gives a chance to students expressing their real opinion. It ranges from highly formal, whole group staged events to informal small-group interactions. They are buzz groups, instant comment, formal debates, unplanned discussion, and reaching a consensus.

d. Prepared talks

Prepared talks are speaking activities when students make a presentation on a topic of their own choice. Such talks are not design for informal spontaneous conversation because the students are prepared and more 'writing-like'. If possible, students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are pre-planned activities that are very useful because they ensure that both questioner and respondent have something to say to each other. The result obtained from questionnaires can then form the basis of written work, discussions, or prepared talks.

f. Simulation and role-play

Simulation and role-play can be used to encourage general oral fluency or specific situation to the students. According to Ladousse (2009:5) when students play a role in a specific situation whether act out their own role or somebody else's role, they can express thoughts and feelings as in the real world. It also can help the students to develop their ability to interact with other people.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that relates to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. They can use simulation and role play activities to teach expressions. They can ask the students to write some dialogues and after that they have to act them out in front of the class. In discussion, teachers can use some audio visual

media in a certain situation. These activities can be used as the way to measure how far students can speak and express their feeling in English.

The researcher could choose which activities were appropriate for the students and prepared the suitable materials to be taught. In this research, the researcher chose role-play and discussions.

Learning to speak English is not an easy process for students, especially for EFL students like in Indonesia. According to Harmer (2007a:11) students have different reasons to learn speaking English. Some of them learn English because it is on the curriculum or a compulsory subject at high school, there are some students who think that English is useful for them, etc. Their reasons will give different motivation for them to learn speaking English and affect their result of learning process.

3. Teaching Speaking at Junior High School

Students of junior high school are young adult, teens, and high school-age learners whose ages range between twelve and eighteen. According to Brown (2001: 92), teaching the students in these ages range is the most challenging for the teacher because the students are in the age of transition, confusion, self-consciousness, growing, and changing bodies and minds. In addition, they have not been able to convey meaningful conversation yet. The teacher should provide the students appropriate ways to study language and to make them getting exposed on language skills.

English is a compulsory subject in junior high school. English teaching in Indonesian junior high school is aimed to develop students' communicative

competence that covers four language skills, i.e. listening, speaking, reading and writing skills (SKKD, 2004). Students are expected to communicate using English in daily life either in the written or in the spoken form. Therefore the teacher should improve both students' receptive and productive skill equally.

The students will be able to communicate using English in the spoken form well when they acquire speaking skills. According the *KTSP* curriculum, basic competences of speaking is the use of language variation accurately, fluently, and appropriately in daily conversations.

Standard of competence and basic competencies of English learning that was implemented in the materials of teaching and learning activities in the second semester in the academic year 2014/2015:

Table 1: **Standard of Competence and Basic Competence of English Learning**

Standard of Competence	Basic Competence
9. Expressing meaning in short simple transactional and interpersonal conversations to interact with the nearest environment.	9.1. Expressing meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken language accurately, fluently, and acceptably to interact with the nearest environment involving speech acts: asking, giving, rejecting a help; asking, giving, rejecting an item; asking, giving, denying information; asking, giving, disagreeing with opinions; offering receiving, rejecting something. 9.2. Expressing meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken language accurately, fluently, and acceptably to interact with the nearest environment involving speech acts: asking, giving agreement; responding a statement; paying attention to the speaker; starting, extending, closing a

	conversation; starting, extending, closing a telephone conversation.

The teacher used P-P-P as the learning method in the English teaching and learning activities. Hamer (2007b:64) states that P-P-P can be a specific method that focuses on oral skills. This method is divided into three steps of teaching and learning activities, i.e. presentation, practice, and production. P-P-P is also the most common method because it is probably the easiest to grasp and the simplest to implement, particularly for new or inexperienced teachers.

The implementation of P-P-P method can be seen in table below.

Table 2: **Implementation of P-P-P in the Teaching and Learning Activities**

Learning method	Teaching-Learning Activities
Presenting	a. Students watch **movie clips** that show short dialogues consisting the expressions of asking for, giving, rejecting a help; asking for, giving, rejecting an item; asking for, giving, disagreeing with opinions; asking for and giving agreement; asking for, giving, denying information in English, using linguistic elements in accordance with its social function. b. Students pay attention to the pronunciation of shown expressions.
Practicing	a. Students try to identify the expressions of asking for, giving, rejecting a help; asking for, giving, rejecting an item; asking for, giving, disagreeing with opinions; asking for and giving agreement; asking for, giving, denying information that are shown in movie clips. b. Students repeat the expressions used in the dialogues using expressions of asking for, giving, rejecting a help; asking for, giving, rejecting an item; asking for, giving, disagreeing with opinions; asking for and giving agreement; asking for, giving, denying information with pronunciation, word stress, intonation, and the right attitude as shown in the **movie clips**. c. Students find some difficult words. d. Teacher and students discuss the meaning and

	pronunciations of those words. e. Students practice the new vocabulary. f. In pairs, students practice to use expressions of asking for, giving, rejecting a help; asking for, giving, rejecting an item; asking for, giving, disagreeing with opinions; asking for and giving agreement; asking for, giving, denying information.
Producing	a. Students answer some questions that are given orally. b. Students work in pairs. c. Students do role playing using the expressions of asking for, giving, rejecting a help; asking for, giving, rejecting an item; asking for, giving, disagreeing with opinions; asking for and giving agreement; asking for, giving, denying information. d. Students present the conversation that they have made in front of the class using right pronunciation, intonation, word stress, and attitude.

4. Assessing Speaking

Assessing speaking is a process to measure students' speaking performances. Luoma (2004:1) states that assessing speaking is challenging because there are many factors that can influence on assessing how well someone can speak a language. The test scores are expected to be accurate and appropriate for the purpose of assessing speaking itself. In addition, assessing speaking is a process with many stages. The activity cycle of assessing speaking is shown in the figure below.

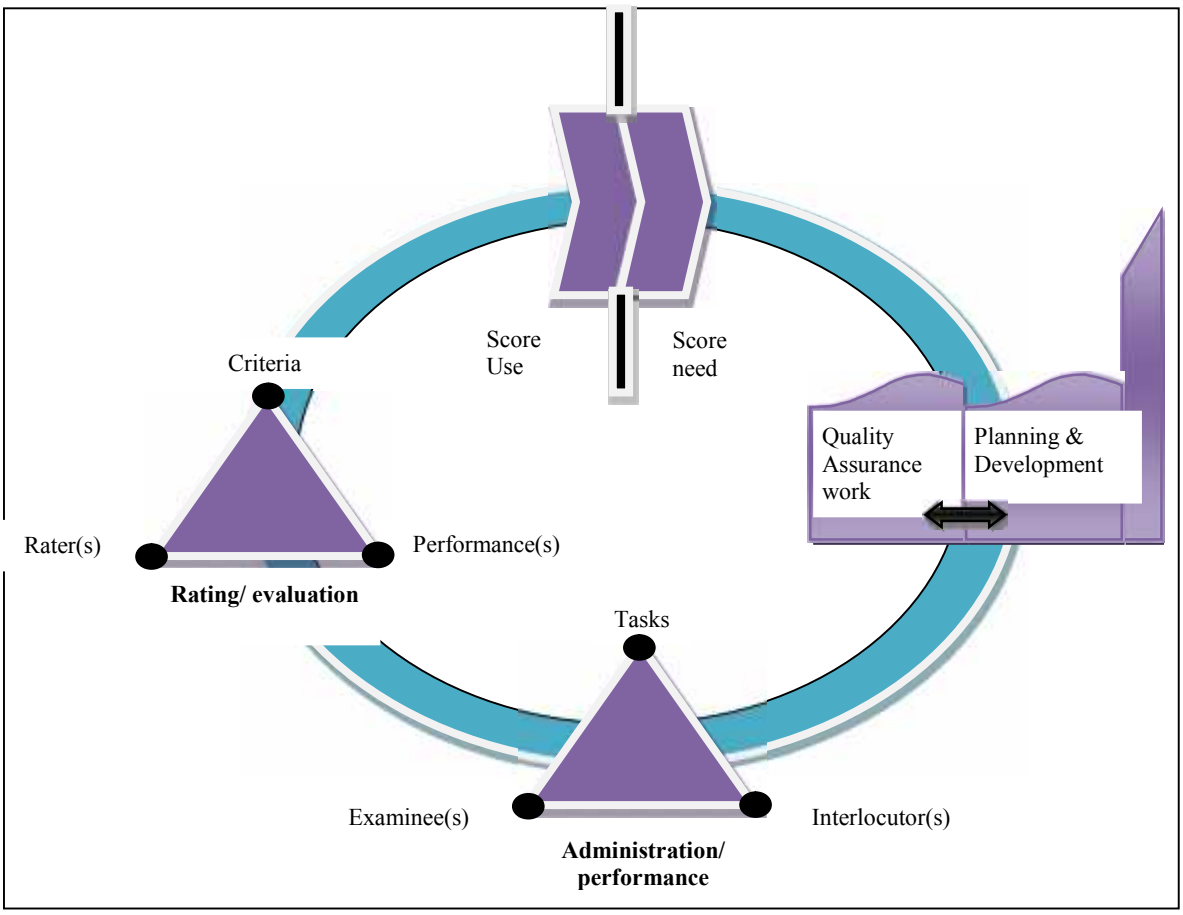

Figure 1: **The Cycle of Assessing Speaking (Luoma, 2004:5)**

The process of assessing speaking begins at the top of the figure above. There is a need for a speaking assessment, then leads to the next stage that is planning and development stage. It defines exactly what it is that needs to be assessed, and then develop, try out to revise tasks, rating criteria and administration procedures that implement this intention. It continues with two interactive processes that are needed for 'doing' speaking assessment, and so on. At the end of a cycle, if the need still exists and there is a new group of examinees waiting to be assessed, the cycle can begin again.

A good test that is proposed by Harmer (2007a:167) is valid and should have been marked reliability. Validity means that the test does what it says it will,

and reliability means that the test not only should be fairly easy to mark but also anyone marking the test should come up with the same result as someone else. The improvement of speaking skills of Grade VIII students of SMPN 1 Kaligondang will be assessed through students' speaking performances. Brown (2001:406-407) presents one of oral proficiency scoring categories rubric that can be used to assess students' speaking performance.

Table 3: **Oral Proficiency Scoring Categories Proposed by Brown (2001:406-407)**

Score	Aspects					
	Grammar	**Vocabulary**	**Comprehension**	**Fluency**	**Pronunciation**	**Task**
1	Errors in grammar are frequent, but speakers can be understood by a native speaker used to dealing with foreigners	Speaking vocabulary inadequate to express anything but the most elementary needs.	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.	(No specific fluency description. Refer to other four language areas for implied level of fluency.)	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (should be able to order a simple meal, ask and give simple directions, make purchases and tell time)
2	Can usually handle elementary constructio	Has speaking vocabulary sufficient to	Can get the gist of most conversation of non-technical	Can handle with confidence but not	Accent is intelligible though often quite faulty.	Able to satisfy routine social

	ns quite accurately but does not have through or confident control of the grammar.	express himself simply with some circumlocutions.	subjects. (i.e., topics that require no specialized knowledge)	with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.		demands and work requirements; needs help in handling any complication or difficulties.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Comprehension is quite complete at a normal rate of speech.	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Can participate effectively in most formal and informal conversations on practical, social and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite	Can understand and participate in any conversation within the range of his experience with a high degree of precision of	Can understand any conversation within the range of his experience.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any	Errors in pronunciation are quite rare.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar

	rare.	vocabulary.		conversation within the range of this experience with high degree of fluency.		situations. Can handle informal interpreting form and into language.
5	Equivalent to that of an educated native speaker.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.	Equivalent to that of an educated native speaker.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Speaking proficiency equivalent to that of an educated native speaker.

5. Movie Clips as Media

a. Movie Clips in Language Teaching and learning

Media are very important in teaching and learning activities. Sugeng (2010:154) states that a medium in teaching and learning activity is an equipment to match the learning objectives and the learning product. In other words, media must support achievement of learning objectives. He also states that media can be anything from a simple object to a hi-tech computer unit. Harmer (2001:134) states that media should engage students in a topic or become the basis of a whole activity. Interesting media can make the students more understand the lesson and can attract the students' attention. Interesting media can motivate the students to learn better. Then, a language teacher has to use variety of teaching aids to explain

language meaning and construction therefore the students can understand the lesson more easily.

English teacher can use movie or film clips as alternative media in teaching and learning activities. According to Kemp (1985:36-40), video and film are both 'media and motion'. They should be considered to be used whenever motion is inherent in a subject, or when it is necessary to communicate and understand an instructional media for relating one idea to another. Watching movie clips in the teaching and learning activities is not a new activity. This activity has already done by many teachers because it is beneficial to achieve learning objectives. Sweeting (2009) states that films can be excellent framework for language work and skill practice. He also states that films provide the teachers and the students with real-life texts that can be used to scaffold pragmatic awareness. Celce-Murcia, Brinton, Goodwin (2010:343) state that the clips which form popular film or TV situation are generally motivating students. A package of communicative competence can be illustrated, rehearsed, and improved in a scene of movie or film. It also includes pragmatic awareness, non-verbal communication, and discourse competence.

In conclusion, the teacher should choose a particular media by considering the students' characteristics, the learning objectives, and the effectiveness of the interesting media. Movie clips are alternative media that can be used effectively for teaching and learning activities especially for teaching language competence.

b. Teaching Speaking through Movie Clips

Movie or film clips is an audio-visual media that can be used to teach speaking more efficiently. The use of movie clips as teaching media is basically similar to the use of video because movie and video are audio and visual media. One of media that can be used in teaching speaking activity is video. According to Harmer (2001: 282), there are some reasons why audio-visual media especially video can encourage students in the teaching and learning activities.

1) Seeing language-in-use. Students can hear language use and see it too. By using movie clips, they get to see language in use. It means that they can see how intonation matches for facial expression and what gestures accompany certain phrases.
2) Cross-cultural awareness. It allows students to look at situations far beyond the classroom. It also gives them a chance to see social culture of another country shown in the movie clips or video.
3) Motivation. Most students show an increased level of interest when they have opportunities to see language in use as well as hear it, and when this is coupled with interesting tasks.

According to Harmer (2007b:308), there are many good reasons for encouraging students to watch while they listen. The teacher should provide students with good viewing and listening tasks therefore they will be attracted to what they are hearing and seeing. Then, movie clips can be used as a main focus of a lesson sequence or as parts of other longer sequences. They only watch a short part of movie that directly relates to the teaching materials.

Goodwin (2008) also provides some reasons to use movie clips as media. First, movie clips allow the students mimicking the real-life interaction that is shown in the clips. Second, movie clips also develop students' intensive listening comprehension by analyzing the native speakers' speech. Then, they can examine the message conveyed through the discourse, the context of the situation, and also the stress and intonation patterns chosen by the speakers. Last, this media provide a rich context for developing interactional skills and improving intelligibility.

In addition, Gower et al. (1995:81) state that videos can be used to introduce grammatical and functional structures to students. The videos are useful if students want to practice listening and also speaking in a class. Therefore audio-visual media have many advantages in teaching and learning activities, especially encouraging the students to watch a whole lot of paralinguistic behaviour while they listen to what the speaker says.

Sweeting (2009) states that films are useful media for raising students' awareness of the role of body language and facial expressions in communicating different attitudes and emotions. Students can enrich their ability to speak in the target language by knowing the body languages that used by the character on the scenes of movie or film. Their social and linguistically awareness can be built by watching the real characters.

In addition, Sugeng (2010:163) states that a movie can be a great medium for teaching language and the use of movie as the teaching media involves a lot of entertainment. It is clear that audio-visual media especially movie clips have many advantages. This media can support speaking teaching and learning

activities. It makes students see and listen to the native speakers speaking English using good pronunciation, intonation, stress, and lively expressions.

There are some criteria for choosing a film or movie clip for the teaching and learning media provided by Goodwin (2008). First, it has 1-2 minutes in length. Second, it presents 2 or 3 speakers. Third, it should be understandable without much explanation. Then, it reflects an interaction, therefore the students can identify with in their everyday life, and it has clear prominent elements. Last, it can be more motivating if encounter has emotional overtones or humor

The movie clips are media that show selected expressions or dialog from some movies related to the teaching materials. Thus the students will listen to the right pronunciation, intonation and stress of the words, utterances, sentences or expressions, and see the matched situation and the lively expression of the speaker shown in the scenes of the movie clips.

B. Related Studies

The use of movies or movie clips in teaching speaking is interesting. It can attract students' attention in learning speaking and can support them to know how to speak fluently and accurately. There are some studies related to the use of audio-visual media in the teaching speaking. These are related studies dealing with using of movie in the teaching speaking as follows:

First, Chenchen (2011) conducted a study on improving students' listening and speaking ability in Chinese ESL Culture Learning Classroom through the use of English Movies. He investigated to figure out the proper ways on how teachers should use movies in the classroom, and the use of English movie for culture

learning and for improving listening and speaking ability. Using movies in ESL classroom has both benefits and challenges. Many teachers have used movies in their classes. They think movie teaching is both good for culture learning and for improving listening and speaking ability.

Second, Guo (2013) conducted a study on the use of video recordings as an effective tool to improve presentation skills. He examined the effectiveness of video data on graduate students' presentation performances, and their ability to learn and improve from such data. The use of video recordings can be a useful tool in improving students' classroom presentations. These high quality visuals have been perceived by students to improve their learning. All of the participants in this study reflected that the use of video recordings effectively enhanced their presentation skills.

Third, Pratiwi (2012) conducted action research study in SMA Berbudi, Yogyakarta. Her research findings showed that the action using video could attract students' attention and interest in the teaching and learning process and the combination of the use of video and the communicative speaking activities was able to encourage the students to speak English.

Another related study was conducted by Masyi'ah (2014). Her research findings showed that the use of video as the teaching media combined with the use of speaking activities and classroom English was effective to improve the students' speaking skills. This combination could get students' attention and increase their learning motivation. The students made significant improvement in

some aspects of speaking skills such as pronunciation, grammar, vocabulary and comprehension.

C. Conceptual Framework

English is still a difficult subject to learn for most junior high school students, especially those in suburban schools in Indonesia like SMPN 1 Kaligondang. There are four skills in English competence to master; those are listening, speaking, reading and speaking skills. Nowadays, using English to communicate is a need because English is used in many aspects by people around the world. Speaking skills become very important to be mastered fluently and accurately for communicating with other people. Learning how to speak English for junior high school students is the basic level of being able to speak English in order that it will help them to master speaking skills in senior high school and in the next levels more easily.

However, there are many students who can not convey their ideas in English well. Varied environments should support the teaching and learning activity to make the teaching and learning activity more interesting for students. In this study, movie clips are used as alternative media to improve speaking skills of Grade VIII students of SMPN 1 Kaligondang. Through the use of movie clips, students can explore native speakers' pronunciation. Therefore their ability in developing their grammatical features, ideas and vocabulary can be improved. Then, the use of this media is also expected to build their interest, motivation, and confidence for learning how to speak English and improve their mastery of linguistic features orally. English movies show cultural expressions of English

language, original expression, good pronunciation and much vocabulary that can improve students speaking skills.

Movie clips are effective teaching media and make the students more actively engaged in the learning process; classroom activities, and interaction. Classroom speaking activities should be selected by considering which activities are appropriate for the students and suitable for the teaching materials. The use of movie clips naturally integrates knowledge and reinforces inter-disciplinary relationship through group discussions and interaction. It also supports social or cooperative learning through the teacher's good classroom management.

CHAPTER III
RESEARCH METHOD

This chapter covers some aspects in research methodology that includes research design, research setting, data collection technique, data analysis technique, validity, and reliability of the research.

A. Research Design

This research study was categorized into action research that attempted to improve a condition of English teaching and learning activities through the steps of planning, implementing, evaluating, and reflecting on the implemented actions. This was a collaborative action research study with the English teacher of Grade VIII as the collaborator. This research was conducted following the cycle(s) of an action research study as stated by Kemmis and McTaggart in Burns (2010:7):

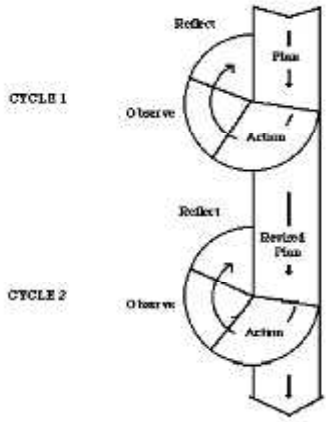

Figure 2: **Cyclical Action Research Model**

According to Kemmis and McTaggart (Burns, 2010:7), an action research study involves four broad phases or steps in a series of cycling activities that consist of planning, acting, observing, and reflecting. Those steps may become a continuing spiral of cycles until the researcher achieved a satisfactory result.

The following steps were the series of cyclical activities that were conducted in this study:

1. **Reconnaissance:** this step is done to find out information concerning the students' speaking skills. The problems and obstacles in teaching speaking were identified through interviews and observations in SMPN 1 Kaligondang. The researcher could obtain the problems from the English teacher and the students. A pre-test was also conducted to measure students' initial speaking skills. In conducting pre-test, the students were asked to have dialogues following instructions that were stated in situation cards. They performed the dialogues in front of the class using the expressions given. An oral speaking rubric was used to measure students' speaking skill in performing the expressions on the dialogues.
2. **Planning**: this step is to arrange some plans to determine the actions that were implemented in the research considering the possible potential improvements. In planning step, the researcher worked together with Grade VIII A English teacher. Both the researcher and the English teacher discussed the possibility of implementation. It also included preparing all teaching and learning equipment such as course grids, lesson plans, handouts, media, and data collection instruments. The steps in planning are:
   a. designing lesson plans and consulting it with the teacher

      Before applying the action, the researcher made lesson plans based on English syllabus for the second semester of Grade VIII. When the lesson plans were ready, the researcher consulted the English teacher about the

lesson plans. Some suggestions and additional information that were given by the English teacher were used to develop the lesson plans. When the lesson plans were accepted by the English teacher, they were ready to be used.

b. preparing teaching media

In this research, movie clips would be used as the media in the teaching and learning activities. The researcher selected the movies, and then split some the movie scenes consisting of the expressions on teaching materials into movie clips.

3. **Acting**: it is the realization of the designed plans. The actions were implemented in some cycles depended on this research needs. In this step, the researcher acted as the teacher and the collaborator became the observer. The plan of the actions was implemented in two cycles. Each cycle was conducted in three meetings. The activities were arranged from the easier to the more difficult ones; therefore the students could understand the teaching and learning materials and could accomplish each task easily.
4. **Observing**: this step involves observing systematically the effect of the action and documenting the class activities. It was a data collection phase to collect information about what was happening during the research. All the actions in the classroom during the implementation of the action were recorded, documented, and analyzed. The researcher asked for help to the English teacher to observe the teaching and learning activities by filling an observation

sheet. The data were collected by using field notes, video recording, photograph, etc.

At the end of each cycle, the researcher interviewed the students and the English teacher to obtain their opinion about the implementation of the action done in each cycle. The researcher conducted a progress-test at the end of Cycle I and a post-test at the end of Cycle II. Some documents were collected, such as lesson plans and others to get information that was relevant to the problems under investigation.

The researcher examined the data and investigated whether the students were able to achieve successful learning by the end of the process. It was supported by some data sources that showed that the process was valid. The English teacher and the students gave their comments on the research to get the catalytic validity.

5. **Reflecting**: at this point, it is to evaluate and describe the effects of the action to know what happened; and also to understand the explored issue more clearly. In other words, reflection was the step to review the study that had been done, to find out the strengths and the weaknesses of each cycle by doing evaluation on field notes, observation sheets, interviews with the English teacher and the students, and also a progress test. This step was important to be conducted to find out whether the actions were successful or not. In other words, the further cycle of action research was decided to improve the situation. If the actions that had been carried out were successful, the researcher would continue to implement them. Conversely, the researcher

would find the more suitable actions to improve the students' speaking skills through the use of movie clips, if the actions were not successful. This process was to assess outcome validity. Furthermore, the researcher collaborated with the collaborator to review the quality of the actions. It could fulfil the dialogic validity.

B. Research Setting

1. Place of the Research

This study was carried out in SMPN 1 Kaligondang that is located in Selanegara, Kaligondang, Purbalingga. This school is located in a suburban area. It makes the students lack opportunity to interact with foreigners and practice their English speaking skills in daily life.

This school has 24 classes, eight parallel classes for each grade. Thus there are eight classes of Grade VIII in this school each of which consists of about 30 to 36 students. The students of each class have different background and characteristics that influence their behaviour and competence of English during teaching and learning activities. There are three English teachers who teach there. The facilities for learning English are not sufficient for supporting the teaching and learning activities, because there is no language laboratory yet. Only Grade IX and four Grade VIII classes have LCD projectors, the other Grade VIII and Grade VII classes have not been equipped with LCD projectors yet, etc.

Grade VIII A students were the subjects of this research study. This class was selected by considering the English teacher's suggestion. The classes of SMPN 1 Kaligondang are classified by the students' grades in each semester.

Grade VIII A consisted of the high achievers in Grade VIII based on their grade on final exam results of first semester. However, according to the English teacher, although Grade VIII A students were high achievers in their grade compared to other Grade VIII classes, they still had low speaking skills. Therefore this class was selected to be the subjects of this research.

This research involved the headmaster, English teacher, and Grade VIII A students of SMPN 1 Kaligondang. The action in this study was implemented through collaboration with Grade VIII English teacher of SMPN 1 Kaligondang as the researcher and the collaborator on this study. The researcher used movie clips in the teaching and learning activities to improve students' speaking skills and the collaborator observed the process and noted their reaction and the condition in the class during the teaching and learning activities.

2. Time of the Research

This action research was conducted in the second semester in the academic year 2014/2015. It was started from January to February 2015 based on the academic calendar and the class schedule.

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

No	Steps	2014																2015							
		February				October				November				December				January				February			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Observation 1																								
2.	Observation 2																								
3.	Planning																								
4.	Pre-Test																								
5.	Action I ▪ Implementation ▪ Observation ▪ Reflection																								
6.	Planning for Cycle II																								
7.	Action II ▪ Implementation																								

	▪ Observation ▪ Reflection																							
8.	Post-Test																							
9.	Analyzing Data and Reporting																							

C. Data Collection Techniques

The data involved in this study were in the form of qualitative and quantitative data. The qualitative data were collected through interviewing English teacher, interviewing students of Grade VIII A, taking photograph, and observing the teaching and learning activities. The quantitative data were collected from the students' speaking performance scores through the pre-test, progress-test, and post-test. The data were collected through:

1. Observations

According to Burns (2010:57), observation has an important role in doing action research. Observation enables the researcher to document specific information on classroom interactions and events, and to see things that really occur rather than as we think they occur. Then, it is conducted to see things from a position of analysis. Observation gives information for answering the research questions and supporting the interpretations that were reached.

2. Interviews

McKay (2008:51) proposes that interviews can be used as a way to find out more about teacher's and learners' opinion and attitudes about various aspects of language learning, such as their feelings about the use of particular classroom activities or the content of classroom materials.

Burns (2010:74) states that interviews are a classic way to conduct a conversation that explores your focus area of the research. Burgess in Burns

(2010:74) has described them as "conversation with a purpose". Interviews are used to gain information which could not be gained through observation and questionnaires.

3. Questionnaires

Dornyei in Burns (2010:81) notes that questionnaires give three types of information: *factual or demographic* (who the interviewees are and their background/experiences), *behavioral* (what they do, or did in the past), *attitudinal* (attitudes, opinions, beliefs, interests and values). The researcher gave the students questionnaires that contained several questions about the movie clips as an alternative media to be used in teaching and learning activity. The researcher would analyze them to conclude what suitable movie clips criteria that should be used in the process.

4. Documentation

Burns (1999:101) cites that in action research, the use of photograph is under-explored. Photographic data give a way of clarifying numerous aspects of the classroom quickly and relatively and providing new angles on the context being researched. Photographs are a way of enhancing classroom analysis and providing visual stimuli that could be integrated into reporting and presenting the research to others, combined with other qualitative techniques. Recording through the videotape and/ or audiotape was done to monitor and to evaluate the actions.

5. Tests

Tests were used to see the students' progress in their speaking skills. A pre-test was given to measure the students' current ability, a progress-test was

given to measure progress of students' speaking skills in the middle process of treatment, and a post-test was given to measure students' speaking skills after treatment of using movie clips as media to improve students' speaking skills. The pre-test was conducted before the implementation of first cycle, the progress-test was conducted after the implementation of the first cycle while the post-test was conducted in the end of last cycle.

D. Data Collection Instruments

The qualified data were collected by using some instruments. The instruments for collecting the data were in the form of:

1. Field notes

According to McKay (2008:81), descriptive field notes are essential for quality ethnographic studies. They provide a recording of what the researcher has seen and heard. Field notes were taken during the teaching and learning activity when conducting the action research in implementation of using movie clips to improve students' speaking skills.

2. Observation Sheets

The observation sheet was provided to record teaching-learning activity during the class quickly and accurately.

3. Questionnaire

According to Burns (2010:81), it is best to use a questionnaire when we want to get responses from several people and we do not have time to interview. Questionnaire was used to gain information on students' opinion about the use of movie clips and their attitude towards the media.

4. Interviews guidelines

Interview guidelines listed the questions to be explored during the interview. It helped to conduct the interviews systematically. Interviews were conducted with the English teacher to collect the teacher's perspective and information about students' speaking skills, the process of teaching and learning activity, and the students' characteristics and behaviour during speaking teaching and learning activity before conducting this action research study. The students were also interviewed in the end of each cycle to find out student's perspective about the implementation of using movie clips as alternative media in speaking teaching and learning activity.

5. Speaking Scoring Rubric

The students' speaking performances were scored using an oral rubric performance to measure students' speaking skills before and after using movie clips as media to improve students' speaking skills. The conducted tests were a pre-test, a progress test, and a post test.

The data were collected using some instruments such as camera, video recorder, and notes to collect qualitative data. Then, speaking rubric was used to collect quantitative data to measure students' speaking skills in the pre-test, progress-test, and post-test.

E. Data Analysis Techniques

The next stage after collecting data was data analysis. Data analysis in action research involves describing (the 'what' of the research) and explaining (the 'why' of the research) (Burns, 1999). The collected authentic data were

interpreted in the reflection phase. The process of data analysis was qualitative and quantitative methods.

Qualitative data were analyzed without using numbers. According to Burn (2010:106), the main tools that can be used to analyze qualitative data are categorizing, and analyzing talk.

1. Categorizing is about sorting object and information into logical groupings. There are two types of coding to develop categories. First type is 'inductive coding' that scans the data carefully to see what categories emerge from the data. Second type is 'deductive data' where the categories are developed based on the literature or on theoretical knowledge and then matched the pre-arranged categories by looking for instances in the data.
2. Analyzing talk is about analyzing data of classroom talk that consists of recordings and transcripts of all or parts of activity to deepen the analysis. Checking out what was actually said from time to time is very worthwhile. The basic aspect of analyzing classroom talk is listening deeply to what is hearing. Richards (2003) suggests four steps in a basic analysis, i.e.:
    a. providing a general characterization,
    b. identifying apparent features,
    c. focusing on structural elements, and
    d. developing a description.

There is a generic process of qualitative data analysis presented by Creswell (2003:191-195). First step is organizing and preparing the data for analysis. It involves transcribing interviews, scanning material, typing up field

notes, and arranging the data. Second step is reading through all the data to obtain general sense of the information and to reflect on its overall meaning. The third step is being detailed analysis with a coding process. It involves taking text data or pictures, plotting sentences or images into categories, and then labelling those categories with a term. The fourth is using the coding process to generate a description of the setting or people as well as the categories or themes for analysis. Then, the coding is used to generate a small number of themes and categorize for a research study. Qualitative studies went through the description and theme identification and into complex theme connection. The fifth step is to advance how the description and themes are represented in the qualitative narrative. This step uses visuals, figures, or tables as adjuncts to a discussion. The final step in the data analysis process is making an interpretation or meaning of the data. Interpretation in qualitative research can take many forms, be adapted for different types of designs, and be flexible to convey personal, research-based, and action meanings.

Quantitative data analysis is presenting data in numerical form. Quantitative data in this study were in the form of students' speaking skills scores from the pre-test, progress test, and post-test. The data were summarized using descriptive statistics. Then, repeated measures analysis of variance would be used to compare the students' pre-test, progress test, and post-test scores to know whether or not there would be significance difference in students' score before and after using movie clips as media to improve students' speaking skills.

F. Validity and Reliability

Validity and reliability were fulfilled to present research findings realistic and credible.

1. Validity of the Data

Validity in action research is used for making sure the conclusions are trustworthy. Anderson in Burns (1999: 161-162) proposes five criteria to fulfil the validity of the research, i.e. democratic, outcome, process, catalytic, and dialogic validity that are explained as follows:

a. 'Democratic validity' relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. It was obtained through interviewing the English teacher of Grade VIII and Grade VIII A students of SMPN 1 Kaligondang to find out their ideas and comments. The writing process would be carried out the actions or activities during the implementation of cooperative learning.

b. Outcome validity relates to 'the notion of actions leading to outcomes that are 'successful' within the research context. In this research, the processes were related to the improvement of the students' speaking skills through the use of movie clips as teaching and learning media.

c. Process validity raises questions about the 'depend-ability' and 'competency' of the research. This validity would be fulfilled by reflecting on the data collection and modifying the strategies to answer the questions raised during the process. The process involved some different data sources and followed by some evidences that show the process.

d. Catalytic validity refers to how the researcher allows the participants to deepen their understanding of the context and how they can make changes in the teacher and participants understanding and the action taken as a result of these changes.
e. Dialogic validity refers to the technique and findings of the study subject to critical conversations or a peer review process. This validity can be fulfilled by discussing the research findings with 'critical friends' or other practitioners. The researcher collaborated with the teacher to observe the process of this research.

According to Brown (2004:22) there is a validity of the test that should be used by the researcher. The name is content-related evidence. It makes sure the tests give appropriate, meaningful, and useful result in terms of purpose. The tests must be the samples of subject matter about which conclusions are drawn, and it requires test takers to perform the behaviour that is being measured. In this research, the task of pre-test, progress-test, and post-test will be made based on the curriculum standards that are SK and KD.

2. Reliability of the Data

Some sources are involved in gathering the data in order to establish the reliability of the data. The reliability of the data was gained by giving genuine data, such as the field notes, interviewing transcripts and documentations.

Triangulations that are proposed by Burns (2010:97) can be used to obtain the trustworthiness. Those are:

a. Time triangulation: the data are collected at different points in time to get sense of what are involved in the processes of the changes. This research was done in two months.
b. Data source triangulation: the data are collected through interviews, observations, and documentations.
c. Researcher triangulation: the data are collected by more than one researcher to compare data with the researcher's own and to provide checks on the reliability of the observations. In this research, the researcher collaborated with the English teacher of Grade VIII to obtain data reliability. Besides, according to Brown (2004:21), inter-rater reliability can be used when there is possibility of human error and subjectivity. It is important to show the obtained quantitative data are not the result of one person's subjective judgment. Therefore, it can be from two or more scorers in the scoring process by applying the same standard. In this research, the used standard scoring was a speaking rubric that was adapted from oral proficiency scoring categories rubric presented by Brown (2001). The scores that were presented by the two scorers would be the two variables of the quantitative data of this research. Correlation coefficient that was most widely used is the Pearson's product-moment correlation coefficient (Pearson's *r*).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings and discussion that refer to the efforts of improving students' speaking skills through the use of movie clips. It covers reconnaissance, planning of the actions, the implementation of the actions, the result of students' speaking performances, and the discussions.

A. Reconnaissance

1. Identification of the Field Problems

The research began with finding problems in the field. Interviews with the English teacher and students were conducted to gain information about the problems of the research in the field. The other step was to conduct an observation of English teaching and learning activity, especially in speaking skills of Grade VIII students of SMPN 1 Kaligondang.

The first interview with Grade VIII English teacher of SMPN 1 Kaligondang was conducted on February, 14th 2014 to gain general information about problems in teaching and learning activities of speaking in this school. Then the class observation and second interview were held on October, 18th 2014 as a part of identifying the problems of the field to have a look at the facts on the English teaching and learning activity in classroom. The class observation was conducted in Grade VIII B in the first semester in the academic year 2014/ 2015. The description of the English teaching and learning activity can be seen in the vignette below.

Day, Date : Saturday, October 18th 2014
Place : Grade VIII B and Teachers' Room of SMPN 1 Kaligondang

The researcher arrived at the school at 06.40 to meet Mrs May. After getting her permission, the researcher went to the classroom to do the class observation. The class started at 07.00

At first, the teacher went to the class and sat in the teacher's chair. Some students still made noises in the class. The class began to be silent when the teacher started the class activity by greeting and checking the students' attendance. Then, she reviewed the previous lesson by asking some questions related to the previous teaching materials to the students. Some students had difficulty in answering the teacher's question using full English orally, whereas the other students remained silent. The teacher used "*When English Rings a Bell"* Grade VIII as the course book. The teaching material for that day was on *chapter* V: *My Uncle is a Zookeeper*. The teacher showed a video about animals in the zoo as the teaching media. The students seemed enthusiastic on the video shown because it showed cartoon character and had music. The teacher asked them to discuss the video shown then she asked some questions related to the video. Some students hesitated to answer and remained silent again. They were not confident to answer the teacher's questions in English. The teacher should encourage the students to answer her questions. Then, there were some students who wanted to answer the questions. They answered in English using limited vocabulary and insufficient grammar skills. When the teacher gave explanation of the teaching materials and the use of singular and also plural nominal nouns, there were also few students who were not paying attention to the material and having chats to each other. Then, the teacher asked them to answer a question about the explanation given to make them focused on the lesson again. After the students already focused on the lesson again, she guided them to imitate the pronunciation of some words on that video. Next the teacher asked them to do a task on the course book based on the materials and provided instructions. After the students finished, the teacher asked whoever wanted to answer the question by raising their hand first. However, it turned out that there was no one who willingly wanted to answer the questions. Therefore the teacher had to point at some of them to become volunteers to answer the questions in front of the class. After that, they discussed the answers.

At the end of the lesson, the teacher concluded the teaching and learning materials and asked the students whether there was any question or not. She also gave them homework. After that, she closed the teaching and learning activity and said goodbye to the students.

Appendix C- Vignette

Pre-test was also conducted to measure Grade VIII A students' initial speaking skills. It was held on January 17th, 2015. The students were asked to perform a dialogue in pairs based on the given situation cards. The researcher and

the collaborator became the raters in scoring students' speaking performances to check the reliability of the data and also to fulfill the democratic validity of this research.

The students' speaking performances were scored using the scoring rubric that had been adapted and developed from the speaking assessment rubric proposed by Brown. The maximum score of each speaking test was 100. The students' pre-test of speaking performances scores can be seen in the Appendix I.

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

	Non-Verbal Aspect (Facial Expression and Body Language)	**Fluency**	**Vocabulary**	**Pronun-ciation**	**Grammar**	**Comprehen-sion**	**Total**
Mean Rater 1	4.3	10.8	5	9	10.7	11.8	**51.5**
Mean Rater 2	5	12.7	5	11.4	10.9	12	**57.3**
Mean	4.65	11.75	5	10.2	10.8	11.9	**54.4**

Figure 3: **Pre-test Activity**

The researcher also provided the transcript of performance done by two students, named Arin Eriana and Triya Nur Safitri, on their pre-test. The transcript of their speaking pre-test performance is seen in the speaking transcript below:

Arin: "Hi, Triya."
Triya: "Hi…"
Arin: "How are you today **[/tuda□/]**?"
Triya: "I am fine, thank you and you?"
Arin: "I am fine thanks."
Triya: "Arin, **(pause)** what is your favorite movie?"
Arin: "My favorite movie is 'Jilbab in Love'."
Triya: "What **(pause) e** what is your opinion **(pause)** ___ the 'Jilbab in Love' movie?"
Arin: "In my opinion, 'Jilbab in Love' movie is good, and **(pause)** what's your opinion about 'Jilbab in Love'?
Triya:"Well, **(pause)** I think 'Jilbab in Love' movie is amazing **[/□□me□.z□ŋ/]**."
Arin:"Ok, thank you and see you tomorrow."
Triya: "See you."

Appendix M- Speaking Transcript 1

In the transcript provided above, it could be seen that Arin and Triya were not fluent yet in English. There were still several mistakes on pronunciation they made. They were slow and often hesitant when they spoke. They seemed shy and no confident in performing the conversation in front of the class. They often showed flat facial expression and just used a little of body languages. Then, they made also some pauses during their performance, but they were still able to express their ideas and responses fairly although Triya still made a mistake with tenses. It could be seen that she left an uncompleted sentence when she asked Arin *"What **(pause) e** what is your opinion **(pause)** ___ the 'Jilbab in Love' movie?"*. However she and Arin were able to continue the performance to the end.

Table 6: **Arin and Triya's Pre-Test Scores**

	Name	Aspects of Score						**Total (100)**
		N 0-10	**F 0-20**	**V 0-10**	**P 0-20**	**G 0-20**	**C 0-20**	
Rater 1	Arin Eriana	5	9	5	10	11	10	**50**
	Triya Nur Safitri	3	9	6	9	12	11	**50**
Rater 2	Arin Eriana	5	12	5	13	11	11	**57**
	Triya Nur Safitri	4	11	6	12	12	11	**56**

Considering the class observation, interviews and pre-test result; there were some existing problems related to the teaching and learning activity that had been identified. The list of field problems is presented in the following table:

Table 7: **The Field Problems in the English Teaching and Learning Activity of Grade VIII A of SMPN 1 Kaligondang**

No	Field Problems	Code
1	The students made a lot of noise.	S
2	Students found difficulties in comprehending English.	S
3	The time allocation was not appropriate.	TT
4	The students had difficulties in pronunciation.	S
5	The students had low vocabulary mastery.	S
6	The students had insufficient skills in grammar.	S
7	Most of the students had no dictionary.	S
8	The students were not confident to speak English in the class.	S
9	The students were not motivated during the English class.	S
10	The students were unfamiliar with the teaching materials given.	TM
11	The teacher did not provide appropriate models to learn English.	T
12	The teacher rarely used interesting media in the class	T Md

S : Students TT : Teaching Technique
T Md : Teaching Media T : Teacher TM : Teaching Material

2. Selecting Problems to Solve

A discussion with Grade VIII A English teacher of SMPN 1 Kaligondang was done to select the problems to be solved collaboratively. Some feasible problems to be solved in the English teaching and learning activity at Grade VIII A are listed in the table below:

Table 8: **The Feasible Problems to be Solved in the English Teaching and Learning Activity of Grade VIII A of SMPN 1 Kaligondang**

No	Field Problems	Code
1	The students had difficulties in pronunciation.	S
2	The students had low vocabulary mastery.	S
3	The students had insufficient skills in grammar.	S
4	The students were not confident to speak English in the class.	S
5	The students were not motivated during the English class.	S
6	The teacher did not provide appropriate models to learn English.	T
7	The teacher rarely used interesting media in the class	T Md

S : Students T : Teacher T Md : Teaching Media

Those problems were related to each other. Then the researcher and the collaborator discussed the possible reasons of low students' speaking skills to find out the weakness and obstacles in the field therefore the possible actions to solve the problems could be determined.

Table 9: **The Possible Reasons of Field Problems to be Solved in the English Teaching and Learning Activity of Grade VIII A of SMPN 1 Kaligondang**

No	Field Problems	Code	Possible reasons
1	The students had difficulties in pronunciation.	S	The teacher was the only model for the students to learn pronouncing words in English.
2	The students had low vocabulary mastery.	S	The teaching and learning materials rarely covered a wide range of vocabulary. The students did not get much opportunity to use the language.
3	The students had insufficient skills in grammar.	S	The teacher rarely emphasized grammar in the teaching and learning materials. The students did not get much opportunity to use the language.
4	The students were not confident to speak English in the class.	S	The students were doubtful about their ability to speak English.
5	The students were not motivated during the English class.	S	The teacher did not really encourage the students to speak English and the opportunities to speak were not sufficiently given.
6	The teacher did not provide appropriate models to learn English.	T	Appropriate materials were hardly provided during the teaching and learning activity.
7	The teacher rarely used interesting media in the class	T Md	The teacher had limited source to have various media to teach English.

S : Students T : Teacher T Md : Teaching Media

3. Determining the Actions to Solve the Feasible Problems

Some actions to overcome the field problems were designed in collaboration with Grade VIII A English teacher. First, movie clips could be used as media to support the teaching and learning activity and to give the students appropriate models to learn English. Second, besides using movie clips, some communicative speaking activities such as discussion and simulation or role playing could be applied to make teaching and learning activity more enjoyable. These activities also could give the students enough opportunities to speak English. Then, some supportive actions could be applied in the teaching and learning activity, such as giving feedback to students' work including pronunciation, grammar, and vocabulary. Guiding questions and handouts of the teaching materials also were given to help the students as brief guidelines in the teaching and learning activity.

The relation between the feasible problems to be solved and the actions that would be implemented can be seen below.

Table 10: **The Possible Actions to Solve the Field Problems in the English Teaching and Learning Activity of Grade VIII A of SMPN 1 Kaligondang**

No	Field Problems	Actions
1	The students had difficulties in pronunciation.	a. Using movie clips as teaching and learning media consisting of appropriate models of English in pronouncing words. b. Giving feedback to students' pronunciation.
2	The students had low vocabulary mastery.	a. Using movie clips as teaching and learning media consisting of wide vocabulary. b. Distributing handouts consisting of the teaching materials that have a wide range of vocabulary.

3	The students had insufficient skills in grammar.	a. Explaining the teaching materials and giving the students tasks to help them to practice their grammar skills. b. Distributing handouts consisting of the teaching materials that give good grammar coverage. c. Giving feedback to students' work focused on their grammar.
4	The students were not confident to speak English in the class.	Applying some communicative activities to encourage the students' confidence to speak English during the teaching and learning activity.
5	The students were not motivated during the English class.	a. Using movie clips as teaching and learning media consisting of appropriate models of English to motivate the students to speak English well. b. Giving feedback to students' work to build their motivation in learning English.
6	The teacher did not provide appropriate models to learn English.	a. Using movie clips as teaching and learning media consisting of appropriate models of English. b. Using English optimally during the class.
7	The teacher rarely used interesting media in the class	a. Using movie clips as an interesting media in the teaching and learning activity of English. b. Applying some communicative activities.

B. Planning

To implement the actions, some preparations and plans were made to make the actions successful, such as:

1. Developing the Research Instruments

The researcher developed the research instruments such as observation checklists, interview guidelines, speaking tests, and the speaking rubric that was adapted from the oral proficiency scoring categories proposed by Brown

(2001:406-407). The observations were conducted during the implementation of the actions, and reflection. The interviews were done during the planning stage, and the reflection stage. It was aimed to get some input related to the problems faced by the research participants and their suggestions on the implementation of the actions, and reflection.

The speaking tests were used to measure students speaking improvements. Then, the speaking scoring rubric was used to assess the students' speaking skills in the pre-test, progress-test, and post-test.

2. Selecting the Teaching Materials

The materials used in teaching and learning activity were selected based on the basic competency and the standard competency of the junior high school for second semester of Grade VIII in the curriculum. The teaching materials were decided together with Grade VIII A English teacher to meet requirements of the curriculum. The teaching materials covered the practice of spoken language in the form of dialogue. The materials were transactional and interpersonal conversations involving the expressions of asking, giving, rejecting a help; asking, giving, rejecting an item; and asking, giving, disagreeing with opinions for the Cycle I, and the expressions of asking, giving, denying information; and asking, giving agreement for the Cycle II.

3. Selecting the Teaching Media

Movie clips were used as the main teaching media in the implementation of the actions. The selection of the media was based on the consideration that

movie clips could give the students appropriate models of English, and adequate examples of the target language in real life context,

A questionnaire was made to get the students' need on what kind of the movie clips they preferred to be watched during the teaching and learning activity. The questionnaire consisted of four questions, they are:

a. *Jika menggunakan potongan film (movie) untuk media belajar speaking, berapa panjang durasi film (movie) tersebut sebaiknya?* (How long does a movie clip should be to be used as speaking learning media?)
   ( ) *Utuh* (Full movie)
   ( ) *≥ 10 menit* (≥ 10 minutes)
   ( ) *≤ 5 menit* (≤ 5 minutes)

The result of this question was:

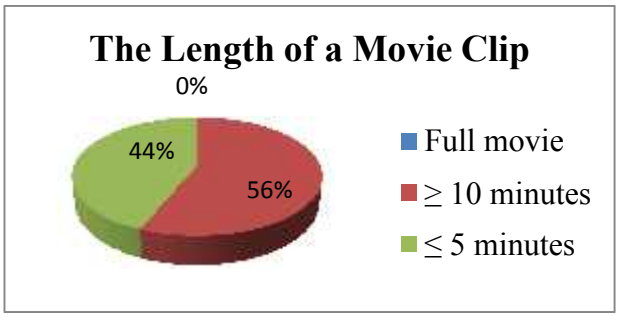

Figure 4: **Result of Question Number One**

The first question was about movie clips length that should be used as speaking learning media. 56% of the students wished that the movie clips were in about 10 minutes, and the rest liked movie clips that were in about 5 minutes. In this point, the researcher and the English teacher agreed to used movie clips with duration ≤ 5 minutes because ± 10 minutes duration for movie clips was too long and time consuming. The students might find it difficult to understand the pronunciation, grammar and the non-verbal expressions that would be shown on the movie clips.

b. *Jenis film (movie) apa yang Anda sukai dan inginkan untuk meningkatkan kemampuan speaking Anda?* (What genre does the movie you wish you watch to improve your speaking skills?)
   ( ) *Dokumenter* (Documentary)
   ( ) *Narasi* (Narrative)
   ( ) *Fiksi* (Fiction)

The result of this question was:

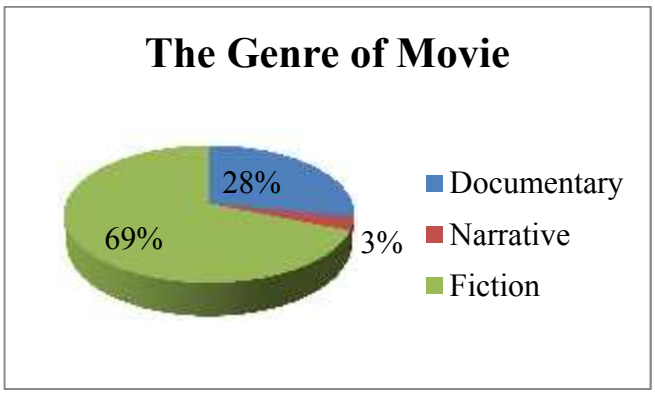

Figure 5: **Result of Question Number Two**

The second question asked about the genre of the movie that they wished to watch in the teaching and learning activity, 69% of the students preferred fiction movie to be used for the speaking learning media. 28% of them wished that documentary movies would be used, and the rest preferred narrative movie.

c. *Anda lebih memilih speaker perempuan atau speaker laki-laki untuk percakapan di dalam film (movie) nantinya?* (Which one do you prefer, male speaker or female speaker in the movie clips?)
   ( ) *Perempuan* (Female speaker)
   ( ) *Laki-laki* (Male speaker)
   ( ) *Tidak masalah* (Both are okay)

The result of this question was:

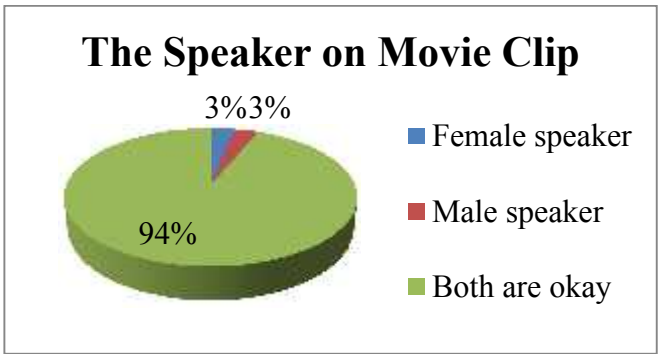

Figure 6: **Result of Question Number Three**

The next question was about whether the students prefer female speaker or male speaker. Most of the students, i.e. 94% thought that they did not find the female or male speaker as a problem therefore it was okay for them whether the speaker would be female or male. The rest of them, i.e. 3%, chose only female speaker and the other 3%, chose male speaker.

d. Untuk mempermudah Anda memahami pronunciation lebih jelas, Anda lebih memilih subtitle Indonesia atau Bahasa Inggris sebagai pendukung? (which one do you prefer Indonesian subtitle or English subtitle for the movie clips to help you to know the pronunciations?)

( ) *Indonesia* (Indonesian subtitle)
( ) *Bahasa Inggris* (English subtitle)
( ) *Tidak masalah* (Both are okay)

The result of this question was:

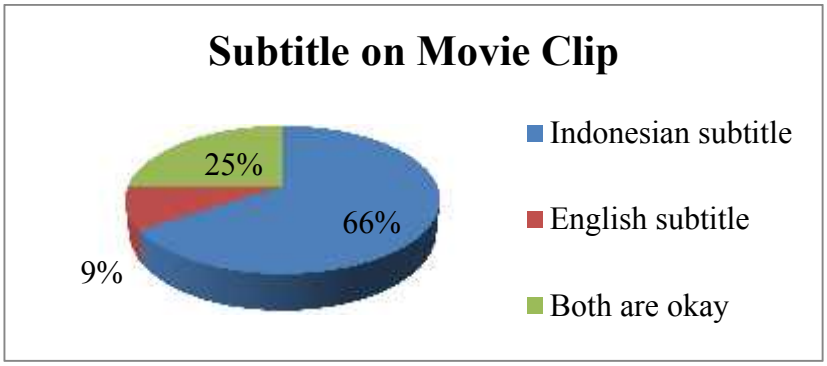

Figure 7: **Result of Question Number Four**

The last question was about whether Indonesian subtitle or English subtitle to be used alongside the movie clips, 66% of the students wished that Indonesian

subtitle would be used alongside the movie clips and 25% of them thought that it was okay for them whether Indonesian subtitle or English subtitle would be used. The rest of them chose English subtitle to be used alongside the movie clips. Although most of the students wished to used Indonesian subtitle alongside the movie clips that would be shown, the researcher and the English agreed to give English subtitle first alongside the movie clips to help them know how a word would be pronounced clearly and how to express a word or a sentence in real situation. Then, Indonesian subtitle also would be given as they wished at the end of each action as a learning source to know English better.

Besides, the other supportive media such as guiding questions and pictures would be used to support the teaching and learning activity. Therefore the students could find it enjoyable to learn speaking English in class.

4. Preparing Movie Clips as the Teaching Media

In this research, preparing movie clips for the teaching media was conducted through three processes. They were:

a. selecting the movie scenes

1) Selecting appropriate movies that are suitable with the learners' needs and characteristics, and also the teaching materials.
2) Screening the movie scenes to get the conversations needed by considering the speakers' pronunciation, intonation, and non-verbal aspects such as facial expressions and body language used.
3) Choosing the scenes that consisted of the appropriate conversations for the teaching materials and also the length of each clip.

b. making movie clips

1) Importing movies that were .avi format into movie maker program.

Figure 8: **Process of Importing Movie to Movie Maker Program**

2) Editing the movies using movie maker program to make movie clips by splitting scene needed of a full length movie into a clip.

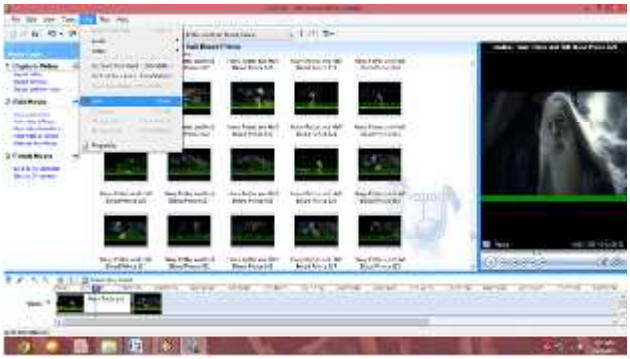

Figure 9: **Process of Splitting a Clip from the Movie**

3) Saving created movie clips that consisted of selected conversation samples from movies related to the teaching materials.

Figure 10: **Process of Saving the Movie Clip**

c. transcribing the conversation in the movie clips

Writing down the conversation on the movie clips into texts to help the students to recognize the speakers' dialogue conversations on the clips more easily.

5. Deciding the Teaching and learning Activity

Some communicative activities would be combined alongside movie clips watching activities such as, group discussions and role playing to help the students being able to speak English fluently, and accurately.

6. Designing Course Grid and Lesson Plans

Course grid and lesson plans were made in designing the teaching materials and the learning activities. They were designed by the researcher in collaboration with Grade VIII English teacher of SMPN 1 Kaligondang based on the curriculum.

C. The Implementation of the Actions

1. The Report of Cycle I

a. Planning

Some actions were planned to solve the feasible problems. The plans that would be implemented were expected to achieve improvements in some aspects as follow:

Table 11: **The Actions and the Expected Improvements**

No	Actions	Expected improvements
1.	Using movie clips as teaching and learning media consisting of appropriate models of English.	• The teaching materials would be more interesting. • The classroom activities would be varied. • The students could be highly motivated to learn English. • They could master the pronunciation, grammar, and vocabulary more.
2.	Applying some communicative activities.	• The students had sufficient opportunities to practice speaking English in the class. • They could participate in the teaching and learning activity more. • They could have higher self confidence to express their idea in English.
3.	Explaining the materials and giving the students tasks.	• The students could understand the teaching material more easily. • They had sufficient opportunities to practice speaking English in the class.
4.	Distributing handouts consisting of the teaching materials	• The allotted time could be appropriate for the students in each task and teaching and learning activity. • Handouts could help the students to absorb the teaching material more easily.
5.	Giving feedback to students' work.	• The students could understand pronunciation, vocabulary and grammar better.
6.	Using English optimally during the class.	• The students could have more vocabulary and were accustomed to listening to English. • They also could improve their comprehension in English.

Implementation of the actions focused on improving the speaking skills of the students through movie clips and the researcher would be the classroom teacher during the implementation as the result of discussion with the English teacher. Then, the action plans that were performed in the Cycle I were:

1) Using Movie Clips as the Teaching and Learning Media

Movie clips were used as the main teaching and learning media in the implementation of the actions to improve speaking skills of Grade VIII students of junior high school. The movie clips were used as the input text to help students to get complete information and knowledge during teaching and learning activity.

The students could learn how to use English in real situation through watching movie clips. The movie clips were taken from some commercial movies that were selected based on the teaching and learning materials for Grade VIII of junior high school at the second semester and the consideration between the researcher and the English teacher.

2) Applying the Communicative Speaking Activities

Communicative speaking activities were applied to give the students sufficient opportunities to speak English in the class. The students were expected to understand the use of English in real situation context through speaking practices. They could develop their self confidence because they had to speak English in doing the classroom activities. Then, they would participate in doing the teaching and learning activity more. The applied communicative speaking activities in the Cycle I were discussions and role playing.

3) Distributing Handouts Consisting of the Teaching Materials

Handouts were given as brief guidelines for the students in each teaching and learning activity to help them to understand the teaching materials easily. The students could focus on the teacher's explanation more because they did not need

to take notes during the explanation. In addition, the time allocation could be managed properly through the use of given handouts.

4) Giving Feedback to Students' Work

Feedback would be given to students' work including pronunciation, vocabulary, and grammar in each meeting of Cycle I. It would be delivered whenever it was needed in the teaching and learning activity.

5) Using English Optimally During the Class

English would be used optimally during the teaching and learning activity to make the students familiar with English words and expressions along with the pronunciation. English was used to greet the students in the beginning of the class, to explain the teaching materials, to give instruction and feedback, to summarize the lesson, and to end the teaching and learning activity.

The students were not accustomed to being taught using English fully in the teaching and learning activity. Then they could not understand the explanations when the teacher spoke English fast to explain the teaching and learning materials, besides there were many vocabulary that they had not heard yet before. Therefore the researcher would provide Indonesian translation in some situations during the implementation in the Cycle I to overcome this problem.

b. Actions and Observations in Cycle I

The Cycle I was carried out in three class meetings on 19th, 24th and 31st of January 2015. The data during Cycle I were collected through observations, interviews, and documentations. In conducting the teaching and learning activities, the researcher did implementation of the actions and the English teacher

observed the process at the back of the classroom. The teaching and learning activity also was documented. Description of the actions is presented as follow:

1) The First Meeting of I

The first meeting of Cycle I was held on January 19th 2015 at 09.15. The time allocation for that meeting was reduced from 90 minutes to 60 minutes on that day because there was National exam try-out for Grade IX students. The English class for Grade VIII A would be conducted in Grade VIII B classroom because the LCD of Grade VIII A was out of order. It was reported in the field notes as follow.

> The English teacher informed that the teaching and learning activity would be conducted in Grade VIII B because the LCD in Grade VIII A was out of order. Therefore when the bell for the first class rang, the students of Grade VIII A switched to Grade VIII B.
>
> *Appendix A- Field Note 5*

At 09.15 the English teacher and the researcher entered the class. The class was very noisy. The students began to be silent after the English teacher started the lesson by greeting, and checking the attendance. All of the 32 students were present. Then the researcher continued the next teaching and learning activity while the teacher became the class observer. Handouts of the teaching materials for the meetings in Cycle I were distributed to the students. Then, the students were asked about their readiness to study. It was started with "Did you study last night?"What did you study?". Some students tried to answer them in English.

Later on, an animation video was shown to make them interested in the teaching materials of that meeting and to build their motivation to learn English. That video was also shown to build the students' knowledge of the use of asking,

giving a help and an item expressions in some situations. It could be seen in the data below.

When the video was played, the students seemed happy and enjoyed watching that video. It even made them laugh. *Appendix A- Field Note 5*

During the presentation phase, the students were asked about the teaching materials, such as "Do you know how to ask for help?", "Can you give me some examples?". They mentioned some examples of asking, giving a help that they know. Most of them answered "Can you help me?" and "Would you help me?".

The next action in this phase was watching movie clips. The students were asked to pay attention to the movie clips that would show dialogues consisting of expressions of asking, giving and rejecting a help as shown in the following data.

R : Let's look at the following movie clips. Ss : Yes, OK Miss. *Appendix A- Field Note 5*

Each movie clip was shown twice to three times. There were four dialogues that were shown as follow:

a) the first dialogue showed an expression of giving help. This clip was taken from a movie entitled Camp Rock 2 (00:27:16-00:27:41),
b) second dialogue showed expression of giving help, and rejecting help. This clip was taken from a movie entitled Harry Potter 6-The Half Blood Prince (02:06:59-02:07:15),
c) third dialogue showed a simple expression of giving help. This clip was taken from a movie entitled Camp Rock 2 (00:01:29-00:01:42), and
d) the fourth dialogue showed an expression of asking help. This clip was taken from a movie entitled Camp Rock (00:44:54-00:45:30).

The movie clips could attract the students' attention. The students became more focused on the lesson when the researcher used movie clips to present the teaching materials. It could be seen in the field note below.

> When the movie clips were shown, the students were enthusiastic and interested in the clips shown. They paid their concentration fully to the video. The class was quite. Unexpectedly when they were asked about the movies shown on the clips, there were some students who did not know the characters and the plot of Harry Potter, although it is a famous movie. Fortunately they still enjoyed to watch the clips and understood examples shown on the clips.
>
> *Appendix A- Field Note 5*

It showed that the students became more enthusiastic and motivated in the teaching and learning activity.

During the practice phase, the students were asked to do the worksheet on the handout that had been distributed before. First, they had to identify the expressions of asking for, giving, and rejecting a help that were shown on the movie clips and they were asked to imitate the expressions that they found on the clips for a few times. The researcher guided them to pronounce some difficult words repeatedly. Then, they were asked to write down the verbs they heard from the clips in the provided table and also to guess the meanings of the words found. After that, the right answers were discussed. The students gave their answer orally by raising their hands first and the other students were required to pronounce the verbs again. There were some students who hesitated to raise their hand because they were not confident to answer the questions orally. Therefore when they asked to answer the questions, most of them remained silent. The English teacher suggested that the researcher should point at the students to answer the questions if there was no student who willingly wanted to answer the question. It was stated in the English teacher's observation sheet as follow.

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
B.	**Students' Activities**				
	1. The students pay attention to the researcher's explanation.	✓			
	2. The students are active in the class.		✓	Siswa masih malu	Perlu ditunjuk agar siswa mau menjawab
	5. The students are confidence to speak.		✓	Siswa masih terlihat malu-malu untuk berbicara di kelas	hanya 1-2 anak yang berani berbicara di kelas

Description: *Siswa masih malu* [The students were shy]
Note: *Perlu ditunjuk agar siswa mau menjawab* [The students should be pointed to answe the questions]

Description: *Siswa masih terlihat malu-malu untuk berbicara didepan kelas* [the students seemed shy to speak out using English in the class]
Note: *Hanya 1-2 siswa yang berani berbicara di depan kelas* [there were only one to two students who wanted to speak out in the class]

Appendix J- Observation Sheet 1

In pairs, students practiced to use those expressions of asking, giving and rejecting a help.

The students were given the next movie clips that would show dialogues consisting of the expressions of asking, giving and rejecting an item as reported in the following data.

R : Let's look at the next movie clips. These clips will show the expressions of asking, giving and rejecting an item.

Appendix A- Field Note 5

Each of these movie clips was also shown twice to three times. On the other hand, the English teacher thought that the movie clips should be shown more than three times to help the students understand the materials better. She stated in the following observation sheet.

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
	2. Main Activities				
	a. Presenting				
	1) The researcher shows movie clips.	✓		Ditayangkan 3 kali	dirasa masih kurang, perlu 4-6 kali jika siswa belum memahami betul

Description: *ditayangkan 3 kali* [it was shown three times]
Note : *dirasa masih kurang, perlu 4-6 kali jika siswa belum memahami betul* [it seemed needed to play the movie clips more than three times. It needed four to six times to show the clips therefore the students could understand the teaching materials well]

Appendix J- Observation Sheet 1

There were three dialogues that were shown as follow:

a) the first dialogue showed an expression of asking an item. This clip was taken from a movie entitled Transformers-Their War. Our World. (00:40:40-00:40:54),
b) second dialogue showed expression of asking an item and rejecting to give it. This clip was taken from a movie entitled Transformers-Their War, Our World (02:06:29-02:06:58),
c) third dialogue showed a simple expression of giving an item. This clip was taken from a movie entitled Camp Rock 2 (00:25:56-00:26:10).

The students were asked to identify the expressions of asking for, giving, rejecting an item that were shown on the movie clips and they were asked to imitate pronouncing the expressions that they found on the clips for a few times. The researcher also guided them to pronounce those expressions repeatedly. The students seemed to have difficulty in pronouncing some words in English. The teacher seemed to think in the same way as written on her observation sheet below.

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
	7. The students are able to pronounce some words correctly.		✓	Siswa masih sulit mengucapkan kata dengan benar	Banyak pengucapan yang salah

Description: *Siswa masih sulit mengucapkan kata dengan benar* [The students seemed to have difficulty to pronounce English words correctly]
Note: *Banyak pengucapan yang salah* [There were many pronunciation mistakes found]

Appendix J- Observation Sheet 1

Then they practiced to use expressions of asking, giving and rejecting an item in pairs again. The students were asked to do a task on the handout for the production phase, but because of the limited time left they had to do that task at home.

In the end of the lesson, the students were asked if they had any questions. Then the lesson about the use of expressions of asking, giving and rejecting a help or an item was concluded briefly, and they were asked to study at home and to do their task well. Finally, the teaching and learning activity was ended.

2) The Second Meeting of Cycle I

The second meeting of Cycle I was conducted on January 24th 2015. The English class for Grade VIII A was at 08.30. The teaching and learning activity was conducted in Grade VIII B classroom again. The lesson was started with greeting and checking the attendance after preparation of the teaching and learning equipments completed and the class atmosphere was more conducive. Then, the students were asked about their readiness to study, such as “Did you study last night?”, “Who remembers what we had discussed in the last meeting?”, “Have you done your homework?”. Some students tried to answer them in

English. Most of them still remembered what they had studied in the last meeting. Their homework was also discussed to check the right answers.

After that the students were informed what they would study that day. The teaching materials of that day were about the expressions of asking, giving, and disagreeing with an opinion. In the presentation phase, the students were asked about the teaching materials first, such as "Have you ever given your opinion about something?", "What do you say to give your opinion?". They mentioned some examples of giving an opinion and also asking an opinion that they know. Most of them answered "I think…" and "I feel…" for the expressions of giving an opinion, and "What do you think about…?" and What do you feel about…?" for the expressions of asking an opinion.

Then the next activity was watching movie clips. The students were asked to pay attention to the movie clips that would show dialogues that consisted of the expressions of asking, giving, and disagreeing with an opinion. Each movie clip was shown to three times. It seemed that the movie clips should be shown repeatedly more than three times to help the students to recognize the speakers' pronunciation well. It was shown in the following part of the observation sheet.

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
	2. Main Activities				
	a. Presenting				
	1) The researcher shows movie clips.	✓		Masing-masing klip di tayangkan 3 kali	Sebaiknya diputar 3-5 kali agar siswa lebih paham

Description: *masing-masing ditayangkan 3 kali* [Each movie clip were shown three times]
Note: *sebaiknya diputar 3-5 kali, siswa lebih paham* [the movie clip ought to be shown three to five times therefore the students could understand the teaching materials better]

Appendix J- Observation Sheet 2

There were three dialogues that were shown as follow:

a) the first dialogue showed an expression of asking and giving an opinion. This clip was taken from a movie entitled Another Cinderella Story (00:06:41-00:06:51)
b) second dialogue showed an expression of asking and giving an opinion. This clip was taken from a movie entitled Camp Rock 2 (01:18:57-01:19:21),
c) third dialogue also showed an expression of asking and giving an opinion. This clip was taken from a movie entitled Camp Rock (00:50:03-00:50:26),

The students looked happy during this activity. They were interested in the movie clips shown like at the previous meeting. It could be seen in the following piece of Appendix A.

> When the movie clips were shown, the students paid their concentration fully to the movie clips. The class was quite. The students seemed enthusiastic and interested in those movie clips. They were totally focused on the clips shown.
>
> *Appendix A- Field Note 6*

Then, the students were asked to do the worksheet on the handout. First, they had to identify the expressions of asking and giving an opinion that were shown on the movie clips. There were some students who tried to mention the expression of asking and giving an opinion that they found on the movie clips orally by raising their hand first. The other students were asked to repeat the expressions that their friend mentioned a few times. When there were words that were pronounced incorrectly, the teacher guided them to pronounce those words repeatedly as shown in the data below.

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
B.	**Students' Activities**				
	7. The students are able to pronounce some words correctly.		✓	Siswa masih mengalami kesulitan dalam mengucapkan beberapa kata yang baru di pelajari	Perlu masih lebih lama untuk melatih siswa mengucapkan kata-kata dengan tepat

Description: *Siswa masih mengalami kesulitan dalam mengucapkan beberapa kata yang baru dipelajari* [The students still had difficulty to pronounce some words that they just learnt]
Note: *Perlu masih lebih lama untuk melatih siswa mngucapkan kata-kata dengan tepat* [it will takes longer time to teach the students for pronouncing English words correctly]

Appendix J- Observation Sheet 2

The students mispronounced some words. It seemed that they had difficulty in recognizing the speakers' pronunciation in the movie clips. It might happen because the sound of the speaker in the class was not loud enough.

Appendix A- Field Note 6

Then, they were asked to write down the difficult words they heard from the clips in the provided table and also to guess the meanings of those words. After that, the right answers were discussed. The students gave their answer orally by raising their hands first and the other students were required to pronouncing those words again. In pairs, students practiced to use those expressions of asking and giving an opinion.

The use of the expressions of asking, giving, and disagreeing with an opinion in real situations was explained. Then, the students were asked to do tasks on the handout related to the movie clips that they watched and the explanation of the teaching materials before. When they finished those tasks, they were asked to answer them orally by raising again their hand first. They answered in English, and then the answers were discussed together with the other students.

There were still some students who were not confident to speak up in the class. When they were asked to answer the questions, most of them remained silent. The researcher had to point at the students to answer the questions again if

there was no student who willingly wanted to answer the question. It could be seen in the following data.

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
B.	**Students' Activities**				
	5. The students are confidence to speak.		✓	masih banyak siswa yang kurang percaya diri	sebagian besar siswa perlu ditunjuk untuk berbicara di depan kelas

Description: *Masih banyak siswa yang kurang percaya diri* [There were still many students who were not confident]
Note: *Sebagian besar siswa perlu ditunjuk untuk berbicaea di depan kelas* [Most of the students should be pointed to speak in the class]

Appendix J- Observation Sheet 2

The teaching and learning activity was ended, but the researcher had not concluded the teaching materials of that day yet because the time for the English class was already up. It was reported in the data below.

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
	3. Closing activities				
	a. The researcher and the students summarize the lesson.		✓	karena keterbatasan waktu, siswa hanya diminta mempelajari materi tsb di rumah	jam pelajaran dikurangi hanya 30 menit per-1 jam pelajaran
	b. The researcher gives an opportunity for the students to ask about what they do not understand.		✓	waktu sudah habis	

Description a: *Karena keterbatasan waktu, siswa hanya diminta mempelajari materi di rumah* [Because of the limited time, the students were asked to study the materials again at home]
Note: *Jam pelajaran dikurangi hanya 30 menit per 1 jam pelajaran* [The time allocation for this meeting was reduced to be 30 minutes]
Description b: *Waktu sudah habis* [the class had finished]

Appendix J- Observation Sheet 2

When the bell rang, the R had not summarized the teaching materials of that day yet because the next class would get started. Therefore the R asked the students to study that day materials again at home.
The R said goodbye to the students and the teaching and learning activity was ended.

Appendix A- Field Note 6

3) The Third Meeting of Cycle I

The third meeting of Cycle I was conducted on January 31th 2015. The class was started with greeting and checking the attendance. All of the 32 students were present. Then, the students were reminded about what was discussed in the previous meeting. Most of them still remembered what they had studied in the last meeting. After that the students were informed what they would do that day. They would review what they had learnt on the two previous meetings, i.e. the expressions of asking, giving and rejecting a help, the expressions of asking, giving and rejecting an item, and the expressions of asking, giving and disagreeing with an opinion. It could be seen in the piece of field notes below.

The R informed what they would do that day. That day, they would review what they had learnt on the two previous meetings, i.e. the expressions of asking, giving and rejecting a help, the expressions of asking, giving and rejecting an item, and the expressions of asking, giving and disagreeing with an opinion. R : *Today, we are going to review what we have learnt before to ask for, give, and reject a help and an item; and ask, give, disagree with opinions.* *Appendix A- Field Note 7*

The students were asked to pay attention to the movie clips that would show the other examples of dialogues that had those expressions. Each movie clip was shown three times. There were four dialogues that were shown as follow:

a) the first dialogue showed an expression of offering help. This clip was taken from a movie entitled Another Cinderella Story (00:52:11-00:52:24)
b) second dialogue showed an expression of asking help. This clip was taken from a movie entitled Camp Rock (00:52:56-00:53:07),

c) third dialogue showed an expression of asking for an item. This clip was taken from a movie entitled Harry Potter 7-The Deathly Hallows (00:06:58-00:07:43),

d) fourth dialogue showed an expression of asking for an opinion. This clip was taken from a movie entitled Harry Potter 6-The Half blood Prince (00:27:47-00:28:01).

The students were asked to identify the expressions of asking for and giving a help, an item, or an opinion that were shown on the movie clips. There were some students who tried to mention the expression of asking and giving an opinion that they found on the movie clips orally by raising their hand first. It was shown in the following data that was filled by the English teacher.

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
B.	**Students' Activities**				
	2. The students are active in the class.	✓		frasa mulai ada yang aktif.	
	5. The students are confidence to speak.	✓		Beberapa siswa sudah percaya diri dalam menjawab pertanyaan	Sebagian besar masih malu.

Description 2: *Siswa mulai ada yang aktif* [The students began to be more active]
Description 5: *Beberapa siswa sudah percaya diri dalam menjawab pertanyaan* [Some students had been more confident of their self in answering questions]
Note 5: *Sebagian besar masih malu* [Most of the students were still shy]

Appendix J- Observation Sheet 3

Then, the researcher guided the students drilling on pronouncing the expressions that had been found repeatedly. It could be seen that the students' pronunciation got to be improved. It was shown in the data below.

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
B.	**Students' Activities**				
	6. The students are able to pronounce some words correctly.	✓		Siswa mulai mengucapkan beberapa kata dengan benar.	Tapi masih ada pengucapan beberapa kata yang salah

Description: *Siswa mulai mengucapkan kata dengan benar* [The students got to pronounce English words correctly]
Note: *Tetapi masih ada pengucapan beberapa kata yang salah* [There were some words that were still mispronounced]

Appendix J- Observation Sheet 3

The researcher explained the teaching materials of that day again, i.e. the use of expressions of asking for and giving a help, an item, and an opinion then also asked if the students had any questions. After that, a speaking test would be conducted and the students were required to work in pairs. They were given a situation card for which they had to perform the dialogue in front of the class for the test. It could be seen in the following part of Appendix A.

The students were given about 15 minutes to create their dialogue text based on the instructions on the situation cards given and also to practice it before doing the dialogue performance in front of the class.

Appendix A- Field Note 7

Because of time limitation, there were only three pairs who performed their dialogue. The other performances would be carried out on the next meeting. Finally, the teaching and learning activity ended when the bell rang.

c. Reflection

After implementing some actions in Cycle I, a discussion about the teaching and learning activity implemented was conducted with the collaborator to make reflection. The reflection was based on the observations and interviews conducted during Cycle I. The data that were gained through observations and interviews were analyzed in the discussion to evaluate the strengths and the

weaknesses of the implemented actions in Cycle I. Everyone could express their opinions and suggestions freely on the implemented actions. It fulfilled the democratic and the dialogic validity as mentioned in chapter III. The results of the reflection were presented below:

1) Using Movie Clips as the Teaching and Learning Media

Movie clips were used as the main teaching and learning media to give the students appropriate models of speaking English. The students could get information about the language use on the movie clips. They could learn how to pronounce some words correctly and how to express them in real situations. Meanwhile, guiding questions were also provided to support the teaching and learning activity as guidance when the students practiced speaking. The activity of watching movie clips had been stated in the Appendix A as follow.

> The students were asked to pay attention to the movie clips that would show dialogues containing expressions of asking, giving and rejecting a help.
> R : Let's look at the following movie clips.
> Ss : Yes, OK Miss.
> Each movie clip was shown twice to three times.
>
> *Appendix A- Field Note 5*

Figure 11: **Watching Movie Clips Activity**

The following extract from interview transcripts shows students' opinion about the use of movie clips as media in the teaching and learning activity.

R	:*"..., Apakah Anda menyukai belajar bahasa Inggris terutama speaking menggunakan movie clips suka ngga?"* (Do you like watching movie clips to study English especially speaking?)
S1	:*"Suka Kak!"* (Yes, I like it)
S4	:*"Iya."* (Yes)
S2	:*"Sangat suka sekali Miss."* (I like it so much, Miss)
S3	:*"Suka…tapi susah ngomongnya."* (I like it, but it was hard to speak English)
	Appendix B- Interview Transcript 9
R	:*".... Pendapat kalian tentang pelajaran Bahasa Inggris selama ini menggunakan movie clips gimana?"* (What is your opinion about English class using movie clips?)
S6	:*"Menarik."* (It was interesting)
S5	:*"Sangat membantu."* (It was so helpful)
S7	:*"Menyenangkan sekali."* (It was enjoyable)
R	:*"Kalian menyukai belajar Bahasa Inggris speaking ngga? Menggunakan movie clips?"* (Do you like to learn speaking English using movie clips?)
S5	:*"Suka sih, cuman susah untuk apa namanya… mengatakannya, e cara bicaranya."* (I like it, but it was hard to … hmm speak, e I mean to pronounce words)
R	:*"OK, kalau kamu Lis?"* (Lis, how about you?)
S7	:*"Suka sekali."* (I like it so much)
	Appendix B- Interview Transcript 10

Although movie clips could attract the students' interest and also provide appropriate models through the speaker's talk, there were still some weaknesses related to the use of this media. First, this media could be time-consuming if it was not prepared well. Second, the students had difficulty in recognizing the speakers' pronunciation of some words. It was because the speakers on movie clips were native speakers who spoke English quite quickly for the students. Then, there were some students who did not hear the audio clearly because the classroom was quite large as they mentioned in the extract from interview transcripts below.

R	:*" ... dengan nonton film kaya kemaren dengan potongan-potongan film ini kalian bisa belajar speaking dengan baik ngga?"* (… By watching movie clips, can you learn to speak English well?)
S1	:*"Ya lumayan."* (Yes, I can learn speak English pretty well)
S4	:*"Tidak,..."* (No, I cannot)
R	:*"Kenapa?"* (Why?)
S4	:*"Karena tidak terdengar suaranya haha."* (Because I cannot hear the sound.)
R	:*"Oh OK haha."* (Oh OK)
…	
R	:*"... Kemudian, kesulitan selama belajar Bahasa Inggris ini selain audio-nya yang kurang keras, susahnya apa?"* (Then, Did you have any difficulty in learning English besides the audio problem?)
S1	:*"Itu, e cara bicaranya!"* (It was the pronunciation)
R	:*"Oh cara bicaranya ya, kalau kamu Ngel?"* (OK, the pronunciation then how about you Ngel?)
S2	:*"Cara pengucapannya yang kurang jelas, gitu lah."*(Yes, the pronunciation was unclear.)
S4	:*"Karena kita kan tidak terbiasa menggunakan Bahasa Inggris sehingga sulit untuk mengucapkannya."* (because we were not accustomed to speaking English therefore it was so hard to pronounce English words)
S3	:*"Iya, sulit mengucapkannya!"* (That's right, it was hard to pronounce words in English.)
	Appendix B- Interview Transcript 9

2) Applying the Communicative Speaking Activities

The speaking activities such as discussions and role playing could improve the speaking skills of the students because they had more opportunities to speak English in teaching and learning activity. They seemed quite happy and interested in participating in the teaching and learning activity. They could learn how to use English in real situation through practicing. The discussions and pair works would increase interaction between the students. These activities could help students to be more confident to speak English in the class. However, there were some students who still felt shy and reluctant to try speaking English in the class. They also still mispronounced some words. The researcher also still had difficulties encouraging some students to be more active in the class.

Figure 12: **Students' Speaking Activity in Pairs**

3) Distributing Handouts Consisting of the Teaching Materials

Handouts of teaching materials could make time allocation more appropriate because the teacher did not need to write the explanation and the tasks on the board. The handout consisted of the teaching materials and tasks that were used in Cycle I. It could be seen in the following data.

Handouts of the teaching materials for the meetings in Cycle I were distributed to the students. The handouts consist of chapter I, II and first meeting material review. *R : Ini Miss bagikan handouts materi untuk panduan kalian belajar untuk beberapa pertemuan mendatang ya.* [I will distribute handouts of the teaching and learning materials for next meetings as the learning guide] *Ss : Oh…ya Miss OK.* [Yes Miss, OK!] *Appendix A- Field Note 5*

There were some tasks for each meeting to be done by the students on the handouts as reported in the parts of Appendix A below.

7. The students were asked to do the worksheet on the handout that had been given before. 16. The students were asked to do a task on the handout, but because of the limited time left they could do that task at home. *Appendix A- Field Note 5*
9. After watching movie clips activity finished, the R asked the students to do the worksheet on the handout. They were asked to analyze the movie clips. 17. The R explained the use of the expressions of asking, giving, and disagreeing with an opinion in real situations. Then, the students were asked to do task 2 and 4 on the handout related to the movie clips that they had watched and the explanation of the teaching materials before. *Appendix A- Field Note 6*

The tasks were given to help students understand the speaking materials. However, because there were more than one task for each meeting that influenced the time management, the time allocation became still inappropriate.

4) Giving Feedback to Students' Work

The feedback was given whenever it was needed. It was effective to help the students to realize their mistakes when speaking English in each teaching and learning activity. It was also given to encourage them by praising them when they did their work well. It could be seen in the following parts of field notes.

The R gave feedback to students' work to build their motivation in learning English. The R asked the students to give applause to them who gave the right answers. When they gave wrong answers, the R would ask the right answer to other students or gave clues about the answer needed. *Appendix A- Field Note 5*
The R gave feedback to students' work to build their motivation in learning English. The R did the same thing like at previous meetings because it seemed effective to encourage the students to be more confident of speaking in the class. *Appendix A- Field Note 7*

5) Using English Optimally During the Class

The classroom English should be regularly used therefore the students could be familiar with English words. In Cycle I, it was used in the opening, and closing activity. It was also used in some main activities during the teaching and learning activity. The use of classroom English could improve speaking skills of the students more effectively. However, it was not optimally used in some parts of the teaching and learning activity, for example when giving the students quite complex instructions. The students tended to have difficulty in understanding what was said. It happened also because they rarely used English in most of classroom activity before. Therefore the researcher should use simpler expressions

and speak English slower to help them to understand what was said in the teaching and learning activity. The amount of Indonesian translation should be decreased and given in appropriate time when the students still found difficulty in understanding what the researcher said.

d. Progress-test

The second speaking assessment was conducted to measure the improvement of speaking skills of Grade VIII A students after conducting Cycle I. It was also taken to support data validity. The students were asked to perform a dialogue in pairs based on the given situation cards as in pre-test. The researcher and the collaborator were the raters to score students' speaking performances to check the reliability of the data and also to fulfill the democratic validity of this research.

The students' speaking performances were still scored using the scoring rubric that was used in previous speaking assessment, i.e. the scoring rubric that had been adapted and developed from the speaking assessment rubric proposed by Brown (2001). The students' progress-test of speaking performances scores can be seen in the Appendix I.

Table 12: **The Progress-test Mean Score of Each Speaking Aspect**

	Non-Verbal Aspect (Facial Expression and Body Language)	**Fluency**	**Vocabulary**	**Pronun -ciation**	**Grammar**	**Comprehen -sion**	**Total**
Mean Rater 1	5.4	12.2	5.4	10.8	11.7	12.6	58.3
Mean Rater 2	6.2	14.3	6	12.9	12.5	13.5	65.4
Mean	5.8	13.25	5.7	11.85	12.1	13.05	**61.85**

e. Findings of Cycle I

After reflecting on the implemented actions and scoring the second students' speaking performance, the findings of Cycle I were concluded. There were some successful and unsuccessful results of the actions during the implementation of Cycle I. They were:

1) Successful results

a) The purpose of using movie clips as teaching and learning media to provide appropriate models of speaking English in real context of communication for Grade VIII students was achieved successfully.

b) The students could understand the teaching materials more easily through the use of movie clips.

c) Students had more opportunities to practice speaking English in real context through the communicative speaking activities.

d) Some students could pronounce words correctly.

e) Students could speak English more confidently when they were practicing and performing.

f) The students could be more motivated and interested in learning to speak English in the class because of the movie clips and the classroom activities.

2) Unsuccessful results

a) The students had difficulty in understanding some speakers' pronunciations in the movie clips.

b) Most of the students still felt shy and reluctant in speaking English in the class.

c) Most of the students also had difficulty in expressing their idea in the form of spoken language using English.

d) Some students still mispronounced words.

e) Some students still had low grammatical accuracy.

f) The preparations of the media and the class were quite time-consuming.

The following table would show the findings and reflections of Cycle I, and also the recommendations for Cycle II:

Table 13: **The Findings and Reflections of Cycle I, and also the Recommendations for Cycle II**

No	Actions in Cycle I	Reflections of Cycle I	Recommendations for Cycle II
1.	Using movie clips as teaching and learning media consisting of appropriate models of English.	• The students had difficulty to recognize the speakers' pronunciation of some words because the speakers on movie clips were native speakers who speak English quite quickly for the students.	• The movie clips should be shown repeatedly to help them recognize the speakers' pronunciation. • The researcher also should guide the students to imitate the expressions on the clips slowly, and give another models of right pronunciation.
2.	Applying some communicative activities.	• There were some students who still felt shy and reluctant to try speaking English in the class. • The researcher also still found difficulty to encourage some students to be more active in the class.	• Besides pair work activity, a group work activity could be also applied to encourage them to interact with other students in the teaching and learning activity therefore they could support each other to be more active during group discussion.
3.	Explaining the materials and giving the students tasks.	• Explaining the teaching materials and giving tasks helped the students to understand the teaching materials.	• The action should be continued in the next cycle.
4.	Distributing	• Handouts of teaching	• The action should be continued

	handouts consisting of the teaching materials	materials could make time allocation more appropriate because the teacher did not need to write the explanation and the tasks on the board.	in the next cycle.
5.	Giving feedback to students' work.	• The feedback was given whenever it was needed. It was effective to help the students to realize their mistakes when speaking English in each teaching and learning activity. • It was also given to encourage them by praising them when they did their work well.	• The action should be continued in the next cycle.
6.	Using English optimally during the class.	• Classroom English was not optimally used in some parts of the teaching and learning activity for example when giving the students quite complex instructions. The students tended to have difficulty in understating what was said. It happened also because they rarely used English in most of classroom activity before.	• The researcher should use simpler expressions and speak English slower to help them to understand what is said in the teaching and learning activity. • The amount of Indonesian translation should be decreased and given in appropriate time when the students still found difficulty in understanding what the researcher said.

2. The Report of Cycle II

a. Planning

After reflecting the actions in Cycle I, the researcher and the collaborator found that some problems were still needed to be solved in Cycle II. These

problems were students' pronunciation, and also students' grammar and vocabulary. The students still mispronounced some words and found difficulty in using correct grammar and choosing proper words to be expressed.

Through the interview and discussions with Grade VIII A English teacher, it was decided that the implementation of actions in Cycle II still focused on the same problems found in Cycle I that was improving speaking skills of Grade VIII A students through the use of movie clips. In Cycle II, there were some actions would be implemented again and the other would be improved. The researcher also would implement some new actions. Therefore the teaching and learning activity in Cycle II was expected to be more enjoyable. Some improved actions in Cycle II were presented as follows.

1) The researcher would show the movie clips repeatedly to help the students recognize the speakers' pronunciation.
2) The researcher would guide the students to imitate the expressions on the clips slowly and give them another model of right pronunciation.
3) Besides pair work activity, a group work activity would be applied to encourage them to interact with other students in the teaching and learning activity.
4) The researcher would use simpler expressions and speak English slower to help the students to understand what was said in the teaching and learning activity.
5) Indonesian translation would be decreased and given in appropriate time when the students still found difficulty in understanding what the researcher said.

b. Actions and Observations in Cycle II

The actions in Cycle II were also conducted in three meetings, i.e. on February 2nd, 7th, and 9th, 2015. The researcher implemented the actions which had been planned before.

1) The First Meeting of Cycle II

The first meeting of Cycle II was conducted on February 2nd, 2015. The class was started at 08.15. That day was the first meeting in Cycle II, and would continue the speaking assessment for progress test. The teaching and learning activity conducted in Grade VIII B again. It could be seen in the data below.

> When the bell rang, the students of Grade VIII A switched to Grade VIII B. After the R completed the preparation of the teaching and learning activity and the students were on the class, the R started the lesson by greeting, and checking the students' presence. The R informed the students that they would continue the speaking performance assessment from the previous meeting.
>
> *Appendix A- Field Note 8*

Handouts that contained the teaching materials and tasks for the meetings in Cycle II were distributed to the students after finishing the speaking performance assessment as reported in the following part of field note 8.

> When the speaking performance assessment finished, the R distributed the handouts of the teaching materials for the meetings in Cycle II to the students. The Handouts consisted of chapter III, IV and first meeting material review of Cycle II.
>
> *Appendix A- Field Note 8*

During the presentation phase, firstly, the students were asked about their readiness to study. It was started with "Did you study last night?"What did you study?". Some students tried to answer them in English.

The teaching materials of that day were about the expressions of asking for and giving agreement. The students were asked about the teaching materials, such as "Do you know how to ask for agreement in English?", "Can you give me some examples?". They mentioned some examples of asking, giving a help that they know. Most of them answered "Do you agree …?".

The next action in this phase is watching movie clips. The students were asked to pay attention to the movie clips that would show dialogues that consisted of the expressions of asking for, and giving agreement. Unexpectedly, LCD in this class was also out of order that day, but there was no another class to be used. Therefore the movie clips could not be shown and there was only the audio of the movie clips that could be played for the input text. It could be seen in Appendix A, as follow.

> Unexpectedly, LCD in Grade VIII B was also out of order that day, but there was no another class to be used. Therefore the movie clips could not be shown and there was only the audio of the movie clips that could be played as input text.
> R : *Karena LCDnya rusak juga, kita hanya bisa mendengarkan audionya dulu bagaimana?* [Because the LCD was also out of order, let's listen to the audio first, OK?]
> S : *Iya* Miss *ngga papa*. [Yes Miss, It's OK!]
> R : *Nanti kalian bisa maju ke depan per baris untuk melihat klip yang ditayangkan di leptop ya.* [Then you can come forward for each row to watch the clips shown on the computer]
> S : OK Miss.
> Those audio of movie clips were played repeatedly up to five times or more until the students could recognize the expressions of asking for or giving agreement on the movie clips. Besides that, the students were also asked to come forward the class watching the movie clips on the laptop once to help the students to know the situation of the dialogue took place, and also body language and the facial expressions of the speakers on movie clips.
>
> *Appendix A- Field Note 8*

There were three clips for input texts that day. Those audio of movie clips were played repeatedly until the students could recognize the expressions of asking for

or giving agreement on the movie clips. The students were also asked to come forward the class to see the movie clips on the laptop once. This activity was expected to help the students to know the situation of the dialogue taken place, and also body language and the facial expressions of the speakers on movie clips. This activity was shown in the data below.

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
	2. Main Activities				
	a. Presenting				
	1) The researcher shows movie clips.	✓		siswa diperdengarkan suara dari klip 4 kali dan diminta maju melihat gambar di laptop 1 kali	- LCD rusak

Description: *Siswa diperdengarkan suara dari klip 4 kali dan diminta maju melihat gambar di leptop 1 kali.* [The students listened to the audio of those clips four times for each clips, and they were asked to come forward watching the movie clip shown on the computer once]
Note: LCD *rusak* [The LCD was out of order]

Appendix J- Observation Sheet 4

There were three movie clips for the teaching and learning media that day. Those movie clips were:

a) the first dialogue showed simple expressions of asking for and giving agreement. This clip was taken from a movie entitled Camp Rock 2(00:54:47-00:55:09),
b) second dialogue showed expressions of asking for and giving agreement. This clip was taken from a movie entitled Camp Rock 2 (01:30:12-01:30:33),
c) third dialogue showed a simple expression of giving disagreement. This clip was taken from a movie entitled Princess Protection Program (00:08:40-00:09:15).

After each movie clip was played, the students were asked to identify the expressions of asking for and giving agreement that were on the movie clips and they

were asked to imitate the expressions that they heard on the clips for a few times. The researcher guided them to pronounce some difficult words repeatedly. She pronounced those words one by one, and the students repeated after her. She drilled the students to pronounce those words repeatedly until they could pronounce those words properly. Then, the students practiced using those expressions of asking for and giving agreement in pairs. The students' pronunciation seemed getting better after they were guided to do pronunciation drilling for several meetings. It could be seen in the data below.

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
B.	**Students' Activities**				
	6. The students are able to pronounce some words correctly.	✓		sudah terlihat perkembangan	

Description: *Sudah terlihat perkembangan* [Students' pronunciation had been improving]

Appendix J- Observation Sheet 4

Then, the researcher explained the use of the expressions of asking for and giving agreement in real situations. After that, the students were asked to do a task in the handout as reported in the following data.

The R explained the use of the expressions of asking for and giving agreement in real situations.
The students were asked to do task 3 in the handout. They did the task by following the instructions stated on the task.

Appendix A- Field Note 8

When they finished those tasks, they were asked to answer them orally by raising their hand first. The R guided them to discuss the answers together. The students looked more active in the discussion activity. There were more students who wanted to raise their hand to answer the questions. It was reported as follow.

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
B.	**Students' Activities**				
	2. The students are active in the class.	✓		Siswa terlihat mulai antusias untuk aktif di kelas	
	5. The students are confidence to speak.	✓		Beberapa siswa mulai menunjukkan percaya diri berbicara di kelas	

Description 2: *Siswa terlihat mulai antusias untuk aktif di kelas* [The students seemed to began more enthusiastic to be more active in the class]
Description 5: *Beberapa siswa mulai menunjukan percaya diri berbicara di kelas* [Some student got to be more confident speaking up in the class]

Appendix J- Observation Sheet 4

Before closing the class, the researcher briefly concluded the teaching materials of that day, i.e. the use of expressions of asking for and giving agreement. At the end of the lesson, the students were asked if they had any questions. They were asked to study at home, and also to do a task at home. Finally, the teaching and learning activity was ended.

2) The Second Meeting of Cycle II

The second meeting of Cycle II was held on February 7th, 2015. The teaching and learning activity was conducted at multipurpose hall to use the LCD and speaker on that hall for the teaching and learning activity. The researcher and Grade VIII A English teacher had to done some preparations for the class, such as preparing LCD and speaker, and also arranging seats for the students. It could be seen in the Appendix A.

The English teacher suggested using multipurpose hall for the class because the hall also has all we need for conducting the teaching and learning activity, such as LCD, speaker, and also whiteboard. Therefore the teaching and learning activity on that day was conducted on this hall because the LCD in Grade VIII A and B classes were still out of order. The R, and the ET of Grade VIII A were doing some preparations for conducting the class activity. We prepared LCD and speaker, and also arranged seats for the students. When the bell for the first class rang, the English teacher guided the students of Grade VIII A to move into the multipurpose hall.

Appendix A- Field Note 9

The class was started with greeting and checking the attendance. All of the 32 students were present. Then, the students were asked about their readiness to study, such as “Did you study last night?”, “Who remembers what we had discussed in the last meeting?”, “Have you done your homework?”. Some students tried to answer them in English. Most of them still remembered what they had studied in the last meeting. Their homework was also discussed to check the right answers. After that the students were informed what they would study that day. The teaching materials of that day were about how to ask for and give information in English.

The students were asked to pay attention to the movie clips that would show dialogues that had the expressions of asking for and giving information. Each movie clip was shown repeatedly three to five times until the students could recognize the expressions of asking for or giving information in the movie clips. There were three dialogues that were shown as follow:

a) the first dialogue showed an expression of asking for and giving information. This clip was taken from a movie entitled Princess Protection Program (00:23:58-00:24:20)
b) second dialogue showed an expression of asking for information. This clip was taken from a movie entitled Captain America- The Winter Soldier (00:37:55-00:38:16),
c) third dialogue also showed an expression of asking for and giving information. This clip was taken from a movie entitled Harry Potter 7-The Deathly Hallows Part 1 (01:49:07-01:49:49),

The students were asked to do the worksheet on the handout. First, they had to identify the expressions and their function that were shown on the movie clips. There were some students who tried to mention the expression of asking for and giving information that they found on the movie clips orally by raising their hand first. The other students were asked to repeat the expressions that their friends mentioned a few times. When there were words that were pronounced incorrectly, the researcher showed the students the right pronunciation through digital dictionary and guided them to pronounce those words repeatedly. It could be seen in the data below.

When there were words that were pronounced incorrectly, the R showed the students right pronunciation using digital dictionary 'CALD Third Edition' and guided them to pronounce those words repeatedly.

Appendix A- Field Note 9

Then, the students practiced to use those expressions of asking for and giving information from the movie clips in pairs. The students got better in pronouncing some English words for time to time. The English teacher seemed to think the same way about the students' improvement on pronunciation. It was written in her observation sheet below.

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
B.	**Students' Activities**				
	6. The students are able to pronounce some words correctly.	✓		terlihat kemajuan dalam pengucapan beberapa kata.	

Description: *Terlihat kemajuan dalam pengucapan beberapa kata.* [The students looked to get better in pronouncing some English words]

Appendix J- Observation Sheet 5

The use of the expressions of asking for and giving information in real situations was explained. Then, the students were asked to work in group of four

to do a task. They had to discuss the answer in their own group and then present their group's answers. During the group discussion, the students looked enthusiastic and more active in giving their opinion for doing that task. It could be seen in the following data.

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
B.	**Students' Activities**				
	2. The students are active in the class.	✓		Siswa mulai terlihat aktif, terutama saat tugas kelompok.	

Description: *Siswa mulai terlihat aktif, terutama saat tugas kelompok* [The students began to be active, especially when they did the group task]

Appendix J- Observation Sheet 5

When they finished those tasks, they were asked to answer the task orally by raising their hand first as the representation of their group. They answered in English, and then the answers were discussed together with the other groups. During the discussion, it could be seen that the students had been a bit more confident in their selves to participate in class discussion as written in the data below.

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
B.	**Students' Activities**				
	5. The students are confidence to speak.	✓		Siswa mulai percaya diri untuk berbicara meskipun ada yang harus ditunjuk terlebih dahulu	

Description: *Siswa mulai percaya diri untuk berbicara meskipun ada yang harus ditunjuk terlebih dahulu* [The students began to be confident to speak up although there were some students who still had to be pointed]

Appendix J- Observaton Sheet 5

Because of the limited time left, they had to continue the discussion in the next meeting.

Before closing the class, the researcher briefly concluded the teaching materials of that day, i.e. the use of expressions of asking for and giving information. Then, the students also were asked if they had any questions and to study at home. They also were informed that the next speaking assessment would be done on the next meeting after finishing teaching and learning activity. Finally, the teaching and learning activity was ended.

3) The Third Meeting of Cycle II

The third meeting of Cycle II was conducted on February 9th, 2015 and still at the multipurpose hall of the school. The class was started with greeting and checking the attendance. All of the 32 students were present. The students were reminded about what was discussed in the previous meeting. Most of them still remembered what they had studied in the last meeting. Then, the students and the researcher continued the group work discussion from the previous meeting. The students seemed to become more active and confident to speak up and participate in the class discussion. It could be seen in the following part of field note 10.

> Then, the students and the R continued to discuss the right answers on the group task of the previous meeting together. The answers were presented orally by the students. They raised their hand first before giving their answers. There were some students who raised their hands at the same time to get the chances to give their group answer. It showed that the students became more active and confident to speak up and participate in the class discussion.
>
> *Appendix A- Field Note 10*

After the group work discussion, the students were informed what they would do that day. That day, they would review what they had learnt on the two previous meetings, i.e. the expressions of asking for and giving agreement, and the expressions of asking for and giving information. Then the researcher also

distributed additional teaching material sheets to support the teaching and learning activity that day. It was shown in a part of field notes below.

> The R distributed additional teaching material sheets for the second material review on that day. The sheets consist of vocabulary list and the pronunciation transcript of difficult words found in the two previous meetings and for that day meeting.
>
> *Appendix A- Field Note 10*

The students were asked to pay attention to the movie clips that would show the other examples of dialogues that had those expressions. Each movie clip was shown repeatedly three to five times or more until the students could recognize those expressions. There were two dialogues that were shown as follow:

a) the first dialogue showed an expressions of asking for and giving agreement. This clip was taken from a movie entitled Camp Rock (00:19:46-00:20:02),
b) second dialogue showed an expressions of asking for and giving information. This clip was taken from a movie entitled Casper (01:00:34-01:02:25).

The students were asked to identify the expressions and their function that were shown on the movie clips. There were some students who tried to mention the expressions of asking for and giving agreement, and the expressions of asking for and giving information that they found on the movie clips orally by raising their hand first. The other students were asked to repeat the expressions that their friends mentioned a few times. The researcher drilled them the pronunciation of the expressions that had been found repeatedly. The students also were drilled a list of vocabulary on the additional sheets distributed. This activity could be seen in the Appendix A.

The R drilled them in pronouncing the expressions that had been found repeatedly.
Beside those words, the students were also drilled a list of vocabulary that had been shown during meetings in the Cycle II on the additional sheets distributed.

Appendix A- Field Note 10

When there were words that were pronounced incorrectly, the researcher showed them right pronunciation in the digital dictionary and guided them to pronounce those words repeatedly. The researcher expected that this drilling activity could improve the students' pronunciation. It could be seen in the following data.

When there were words that were pronounced incorrectly, the R showed the students right pronunciation using digital dictionary 'CALD Third Edition' and guided them to pronounce those words repeatedly. It was expected to help the students to improve their pronunciation.

Appendix A- Field Note 10

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
B.	**Students' Activities**				
	6. The students are able to pronounce some words correctly.	✓		Siswa terlihat semakin menunjukkan kemajuan	Apalagi ditambah drilling pengucapan beberapa kata-kata

Description: *Siswa terlihat semakin menunjukan kemajuan* [The students' pronunciation showed improvement]
Note: *Apalagi ditambah* drilling *pengucapan beberapa kata-kata* [Moreover, a pronunciation drill for some words was done to support the teaching and learning activity]

Appendix J- Observation Sheet 6

Then, the students practiced to use those expressions from the movie clips in pairs.

The researcher explained the teaching materials of that day, i.e. the use of expressions of asking for and giving agreement, and the expressions of asking for and giving information then also asked if the students had any questions. After that, a speaking test was done and the students were required to work in pairs.

They would perform a dialogue in front of the class for the test. The researcher and the English teacher assessed the students' speaking performance using the scoring rubric that was used in the previous speaking assessment. This activity could be seen in the data below.

> After that, a speaking post test would be conducted and the students were required to work in pairs. They would perform the dialogue in front of the class for the test based on the situation cards given before. The R explained again the instruction to do the assessment of students' speaking performance. The students were given 10 minutes to check their dialogue text that they had created based on the instructions on the situation cards given and also to practice it before doing the dialogue performance in front of the class.
>
> *Appendix A- Field Note 10*

During students' speaking performance, it could be seen that the students had been more confident in speaking English as reported in the English teacher' observation sheet below.

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
B.	**Students' Activities**				
	5. The students are confidence to speak.	✓		Siswa terlihat semakin percaya diri saat tampil di depan kelas	

Description: *Siswa terlihat semakin percaya diri saat tampil di depan kelas* [The students looked more confident in when they performed in front of the class]

Appendix J- Observation Sheet 6

Finally, the teaching and learning activity was ended.

c) Reflection

When implementing some actions in Cycle II was finished, a discussion to have a final reflection was conducted with the collaborator. The data that were gained through observations and interviews were analyzed to evaluate the implemented actions. Conducting discussion to have reflection fulfilled the democratic and the dialogic validity as mentioned in chapter III. The results of the reflection were presented below.

1) Using Movie Clips as the Teaching and Learning Media

Movie clips were used as the main teaching and learning media to give the students appropriate models of speaking English. It could be seen that movie clips were effective to improve speaking skills of Grade VIII students. The students could learn language use presented by the movie clips. They also learnt how to pronounce some words correctly and how to express them in the real situations. Their speaking skills were improved. It can be seen in the following extract of interview transcripts in Appendix B

R	:*"Apakah dengan menonton potongan movie membantu ngga kalian dalam belajar speaking?* (What do you think about the use of movie clips for learning speaking? Did it help you?)
S4	:*"Membantu Miss."*(Yes, it did)
S1	:*"Iya Miss lumayan membantu banget."* (Yes, it did. It was so helpful)
R	:*"Terus apa ada kemajuan yang dirasakan selama pelaksanaan kegiatan belajar Bahasa Inggris terutama speaking dengan menonton potongan movie bareng Miss kemaren?"* (Then, is there any progress in learning English especially speaking during the class using movie clips? What is that?)
S1	:*"Ada, lebih PD, lebih e aktifitas eh gitu deh."* (Yes, it did. I gain more confidence and the activity is more hmm…)
S3	:*"Iya lebih PD, lebih tahu cara pengucapan, lebih bisa menggunakan Bahasa Inggris dengan baik."* (Yes, it did. I can be more confident. Besides, I know the right pronunciation and use English well)

Appendix B- Interview Transcript 13

R	:*"Terus apakah dengan menonton potongan movie kaya kemaren itu membantu kalian dalam belajar speaking ngga?"* (What do you think of using movie clips to learn speaking? Did it help you?)
S6	:*"Membantu."* (Yes, it did)
S9	:*"Sangat membantu."* (Yes, it helped me very much)
S5	:*"Jadi ngucapinnya jadi tau… gitu Mba."* (It helped me to know the right pronunciation)
R	:*"Kemajuan apa yang kalian rasakan selama pelaksanaan kegiatan belajar bahasa Inggris terutama speaking dengan menonton potongan movie?"* (Do you have any progress in learning English especially speaking during the class using movie clips? What is that?)
S5	:*"Maju dalam belajar."* (Yes, I do, it was in learning English)
R	:*"Terus?"* (Is there another progress?)

S7	:*"Mudah mengucapkan."* (I can pronounce words easily)
S8	:*"Jadi lebih suka belajar bahasa Inggris."* (I like English more)
	Appendix B- Interview Transcript 14

The students also felt interested in learning to speak English. They also think that the teaching and learning activity were more enjoyable during the use of movie clips in the lesson. The following extract of interview transcripts showed that the students thought the movie clips were interesting.

R	:*"Kalian senang atau ngga dengan penggunaan potongan movie sebagai media dalam belajar Bahasa Inggris?"* (Do you like to study English using movie clips?)
S2	:*"Seneng."* (Yes, I do)
S1	:*"Setuju."* (Yes, I agree with her)
S3	:*"Senang, karena bisa nonton film hehe apalagi film yang belum pernah nonton."* (Yes, I do because we can watch movies, moreover, the movies that we had not watched before)
S4	:*"Iya seneng jadi asyik."* (Yes, I do because the lesson became more enjoyable)
	Appendix B- Interview Transcript 13

R	:*"... Bagaimana pendapat kalian mengenai kegiatan di kelas bahasa Inggris selama Mba yang ngajar?"* (What do you think about the English class when I became the teacher who used movie clips?)
S5	:*"Bagus,... kreatif karena baru pernah ada yang seperti itu."* (It was good and creative because it was the first time to use movie clips in the English class)
S6	:*"Kegiatannya menyenangkan, selalu senang."* (The teaching and learning activities were always fun.)
S5	:*"Materinya juga jelas jadi mengetahui gitu-gitu."* (The teaching and learning materials were clearer therefore we could know them.)
R	:*"Apakah kalian suka belajar bahasa Inggris terutama speaking dengan menonton potongan film movie?"* (Do you like to study English using movie clips?)
S5	:*"Lumayan, relative senang."* (It was quite attractive and fun.)
S6	:*"Suka, jadi lebih jelas."* (Yes, I like it because the materials were clearer.)
S9	:*"Bisa menghibur mba."* (It was fun and entertaining)
	Appendix B- Interview Transcript 14

Through movie clips, the students could hear the right pronunciation of words. Listening speakers' talk on the clips helped the students to increase their

vocabulary and grammar accuracy. They also know how to use appropriate body languages and facial expressions when they speak English.

In this cycle, there were some movie clips taken from three movies, entitled Princess Protection Program (2009); Captain America: The Winter Soldier (2014); and Casper (1995), that were not shown in Cycle I. The clips taken from these movies were added in Cycle II to keep following the teaching materials designed because they contained the examples of expressions taught, i.e. expressions of giving disagreement, asking for, and giving information. On the other hand, three movies, entitled Harry Potter 6: The Half Blood Prince (2009); Another Cinderella Story (2008); and Transformers: Their War Our World (2007) were not shown because they were not suitable for this cycle teaching materials.

2) Applying the Communicative Speaking Activities

The communicative speaking activities successfully provided adequate opportunities to speak English in teaching and learning activity. They could learn how to use English in real situation through practicing. The students seemed happy and interested in participating in the teaching and learning activity. The discussions, pair works, and also group work could increase interaction between the students.

Figure 13: **Students' Work Activity in Groups**

Figure 14: **Classroom Discussions**

These activities helped students to be more confident to speak English in the class. Therefore the students' confidence and speaking skills could be improved. Giving more pronunciation models and drilling the students helped them to know the right pronunciation therefore they could minimize possibility of mispronouncing words.

3) Distributing Handouts Consisting of the Teaching Materials

Handouts of teaching materials made time allocation more appropriate because the teacher did not need to write the explanation and the tasks on the board. The tasks on handout helped students to understand the speaking materials.

4) Giving Feedback to Students' Work

The feedback was given whenever it was needed. It was effective to help the students to realize their mistakes when speaking English in each teaching and learning activity. It was also given to encourage them by praising them whenever they did their work well.

5) Using English Optimally During the Class

Using classroom English during the teaching and learning activity effectively improved speaking skills of the students. It was effective to provide

them with opportunities to be familiar with English. The researcher used simple words or expressions and spoke English slower to help them understand what was said in the teaching and learning activity. Indonesian translations were minimally given in Cycle II to make the students more familiar with English.

In the interview with Grade VIII English teacher, the teacher said that the students showed improvement in their speaking skills such as they became more confident to speak English and had better pronunciation. It could be seen in the following extract of interview transcript.

R	:*"Apa saja kelebihan di cycle ini Bu setelah menggunakan movie clips di Cycle I dan II ya Bu?"* (What is the improvement that can be seen after the implementations of the actions in Cycle I and II?)
ET	:*"Untuk siswa saya lihat lebih percaya diri ketika tampil atau perform, e… kelebihannya intinya kesan yang pertama anak lebih percaya diri, yang kedua pronunciation-nya lebih bagus daripada yang sebelumnya, terus anak lebih tertarik… e dengan adanya kegiatan ini."* (I think the students were more confident while they did speaking performance, -in short, first the students became more confident. Second, their pronunciation was better than before and the students were more interested in the teaching and learning activity like this.)
…	
ET	:*"Untuk penggunaan movie clips atau video itu bagus bisa diterapkan untuk meningkatkan kemampuan siswa berbicara, kemudian juga karena ada visual-nya dan apa namanya audio-nya mereka kayaknya lebih fokus, lebih mudah untuk mempelajari Bahasa Inggris karena mereka melihat contoh orang ngomong dengan Bahasa Inggris dan mendengarkan pronunciation-nya yang bener."* (Using movie clips or videos like this is a good activity that can be implemented to improve students' speaking skills because there were visual and audio input provided, the students focused more. It helped the students to study English more easily because they can see the examples of people who speak English well and they also can hear the right pronunciations of English words.)
	Appendix B- Interview Transcript 12

d) Post-Test

The third speaking assessment was conducted to measure the improvement of speaking skills of Grade VIII A students after conducting Cycle I and Cycle II. It was also taken to support data validity and reliability. The students were still asked to perform a dialogue in pairs based on the given situation cards as in the pre-test and the progress-test. The researcher and the collaborator still became the raters to score students' speaking performances to check the reliability of the data and also to fulfill the democratic validity of this research.

The students' speaking performances were also scored using the scoring rubric that was used in previous speaking assessments, i.e. the scoring rubric that had been adapted and developed from the speaking assessment rubric proposed by Brown (2001). The students' progress-test of speaking performances scores can be seen in the Appendix I.

Table 14: **The Post-test Mean Score of Each Speaking Aspect**

	Non-Verbal Aspect (Facial Expression and Body Language)	**Fluency**	**Vocabulary**	**Pronun-ciation**	**Grammar**	**Comprehen-sion**	**Total**
Mean Rater 1	6.5	13.5	6.2	12.7	13.2	14.8	66.9
Mean Rater 2	7.1	15.5	6.6	14.2	14.1	15.1	72.5
Mean	6.8	14.5	6.4	13.45	13.65	14.95	**69.7**

The researcher provided the transcript of Arin and Triya's performance on their post-test. The transcript is presented as follows:

Arin: "Excuse me."
Triya: "Yes."
Arin: "**A**… I want to know about Owabong, can you tell me about Owabong?"
Triya: "Yes, Owabong is ___ largest water attractions in Purbalingga, and there are many **(pause)** water rides."
Arin: "Do you know the location of Owabong and the existing facilities in Owabong? Can you tell me?"
Triya: "Yes, I know. The Owabong is located in Owabong Street No.1, Bojongsari, Purbalingga, and the facilities there: flaying fox, water boom, gazebo, fish therapy, warm water pool, 4D ex-theme, and jet water."
Arin: "I'd like to know **(pause)** another tourism destination, Can you tell me?"
Triya: "Yes of course, you can go to the Reptile Park. It is near Owabong or you can go to **(pause)** Walik."
Arin: "Oh thank you for information."
Triya: "You are welcome, goodbye."
Arin:" Bye."

Appendix M- Speaking Transcript 2

In the post test, it can be seen that Arin's and Triya's score were going up. They were fluent enough when they were performing their dialogue. Their pronunciation was mostly correct and clear. They spoke smoothly but still with some hesitation. It could be seen when Triya still made a mistake with tenses. However, Arin and Triya were so confident on expressing their dialogue. They also had shown enough facial expressions and body language in particular parts of their conversation. It showed that Arin and Triya could improve their speaking performance on post-test.

Table 15: **Arin and Triya's Post-Test Scores**

	Name	Aspects of Score						**Total (100)**
		N 0-10	**F 0-20**	**V 0-10**	**P 0-20**	**G 0-20**	**C 0-20**	
Rater 1	Arin Eriana	7	14	7	13	14	16	**71**
	Triya Nur Safitri	6	12	7	12	12	16	**65**
Rater 2	Arin Eriana	7	16	8	14	15	15	**75**
	Triya Nur Safitri	7	16	7	15	13	15	**73**

e) Finding of Cycle II

In Cycle II, some improved actions were implemented. The teaching and learning activity was expected to be more enjoyable for the students. The implementation of actions in Cycle I and Cycle II that had been changing can be seen as follow:

Table 16: **The Differences between the Implementation of Actions in Cycle I and Cycle II**

No	The Actions	Cycle I	Cycle II
1.	Movie clips shown as the teaching media consisting of appropriate models of English.	a. Each movie clip was shown twice to three times as the input text. b. The clips shown were taken from movies entitled: 1) Camp Rock (00:44:54-00:45:30, 00:50:03-00:50:26, and 00:52:56-00:53:07) 2) Camp Rock 2 (00:27:16-00:27:41, 00:01:29-00:01:42, 00:25:56-00:26:10, and 01:18:57-01:19:21) 3) Harry Potter 7: The Deathly Hallows Part 1 (00:06:58-00:07:43) 4) Another Cinderella Story (00:06:41-00:06:51, and 00:52:11-00:52:24) 5) Harry Potter 6: The Half Blood Prince (02:06:59-02:07:15, and 00:27:47-00:28:01) 6) Transformers: Their War. Our World. (00:40:40-00:40:54, and 02:06:29-02:06:58)	a. Each movie clip was shown repeatedly in about three to five times until the students could recognize the speakers' pronunciation. b. The clips shown were taken from movies entitled: 1) Camp Rock (00:19:46-00:20:02) 2) Camp Rock 2 (00:54:47-00:55:09, and 01:30:12-01:30:33) 3) Harry Potter 7: The Deathly Hallows Part 1 (01:49:07-01:49:49) 4) Captain America: The Winter Soldier (00:37:55-00:38:16) 5) Casper (01:00:34-01:02:25) 6) Princess Protection Program (00:08:40-00:09:15, and 00:23:58-00:24:20)

		c. The speakers on the movie clips and the researcher became the models of English pronunciation for the students.	c. Besides the speakers on the movie clips and the researcher as the models of English, another model of English pronunciation was given. It is using digital dictionary 'CALD Third Edition' to show the students right pronunciation more intensively.
2.	Teaching materials delivered	The teaching materials in Cycle I covered the expressions of asking for, giving, rejecting a help; asking for, giving, rejecting an item; and asking for, giving, disagreeing with opinions.	The teaching materials in Cycle II covered the expressions of asking for and giving agreement**;** and asking for, giving, denying information.
3.	Communicative activities applied	Classroom discussion and pair work activities were applied in the teaching and learning activity.	Besides classroom discussion and pair work activities, a group work activity was applied to encourage the students to interact each other more during the teaching and learning activity.
4.	Classroom English during the class.	a. There were some quite complex instructions given to the students. Therefore the students tended to find difficulty to understand what the researcher said. b. The researcher gave Indonesian translation during the teaching and learning activity.	a. The researcher used simpler expressions and spoke English slower to help the students to understand what was said during the teaching and learning activity. b. The researcher decreased the amount of Indonesian translation. It was given when the students still found difficulty to understand what the researcher said during the lesson.

Then through reflecting on the implemented actions, the researcher and the collaborator concluded the findings of Cycle II. There were some improvements during Cycle II, i.e.:

1) The purpose of using movie clips as teaching and learning media to provide appropriate models of speaking English in real context of communication for Grade VIII students was achieved successfully.
2) The students could understand the teaching materials more easily through the use of movie clips.
3) The students found the movie clips interesting and easier to be comprehended.
4) Students had more opportunities to practice speaking English in real context through the communicative speaking activities.
5) The students could be more motivated and interested in learning to speak English in the class because of the movie clips and the classroom activities.
6) Students could speak English more confidently when they were practicing and performing.
7) Most of the students could pronounce words correctly.
8) Students' grammatical accuracy and comprehension improved.
9) Students' vocabulary increased.

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

D. Quantitative Data Analysis

To support the qualitative data, speaking assessments, i.e. pre-test, progress-test, and post-test had been conducted to measure the improvement of speaking skills of Grade VIII students. The pre-test was conducted on January 17th, 2015 and the progress-test was conducted on January 31st, 2015. Meanwhile, the post-test was conducted on February 9th, 2015. The students were asked to perform a dialogue in pairs based on the given situation cards. The researcher and the collaborator were the raters to score students' speaking performances using the scoring rubric that had been adapted and developed from the speaking assessment rubric proposed by Brown (2001).

Table 17: **Repeated Measures Analysis of Variance Statistics of Students' Speaking Assessments**

Descriptive Statistics

	Mean	Std. Deviation	N
PreTestScore	54.1563	7.17122	32
ProgressTestScore	61.5625	5.35174	32
PostTestScore	69.5312	5.30359	32

Table 18: **Pairwise Comparison on Repeated Measures Analysis of Variance Statistics of Students' Speaking Assessments**

Pairwise Comparisons

Measure:MEASURE_1

(I) Test	(J) Test	Mean Difference (I-J)	Std. Error	Sig.[a]	95% Confidence Interval for Difference[a]	
					Lower Bound	Upper Bound
1	2	-7.406*	.697	.000	-8.827	-5.985
	3	-15.375*	.952	.000	-17.317	-13.433
2	1	7.406*	.697	.000	5.985	8.827
	3	-7.969*	.650	.000	-9.294	-6.643
3	1	15.375*	.952	.000	13.433	17.317
	2	7.969*	.650	.000	6.643	9.294

Based on estimated marginal means
*. The mean difference is significant at the .05 level.
a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

In addition, to confirm the significant improvement of mean scores in the speaking skills tests before and after the implementation of the actions, the researcher used Repeated Measures Analysis of Variance to give the significant value and to make the result more valid and reliable. By using SPSS version 16, it can be seen in Table 17 that the students speaking scores of post-test was higher than the score of pre-test and progress-test. It can be concluded that there is improvement on the students' speaking scores after implementing the actions during the teaching and learning activity. Meanwhile, the standard deviation in the post-test was lower than the standard deviation in the progress-test and pre-test. It means that the students' speaking score is homogeneous.

Table 18 gives the significant level for differences between the students' speaking assessments scores. It can be seen that there is a significant difference between pre-test and progress-test (p=0.000), and between progress-test and post-test (p=0.000). From the 'Mean Difference (I-J) column, it can be seen that the value in pair 1 and 2 is negative (-7.406). It showed that the mean score in pre-test was lower than the mean score in the progress-test. Then, the value shown in pair 2 and 3 is also negative (-7.969). It showed that the mean score in progress-test was lower than the mean score in the post-test. According to these results, it could be concluded that there was significant improvement in the students' speaking scores.

E. Inter-Rater Reliability

According to Brown (2004:21), inter-rater reliability can be used when there is possibility of human error and subjectivity. It is important in showing that the obtained data are not the result of one person's subjective judgment. Therefore, the scoring process of students' speaking performances was done by two scores, i.e. the researcher and the collaborator. The scores that were presented by the two scorers became the two variables of the quantitative data of this research. Correlation coefficient that was most widely used is the Pearson's product-moment correlation coefficient (Pearson's *r*).

Table 19: **Pearson Correlation**

Correlations			
		PreTestScoreR1	PreTestScoreR2
PreTestScoreR1	Pearson Correlation	1	.947**
	Sig. (2-tailed)		.000
	N	32	32
PreTestScoreR2	Pearson Correlation	.947**	1
	Sig. (2-tailed)	.000	
	N	32	32
**. Correlation is significant at the 0.01 level (2-tailed).			

Findings:

- The r : 0. 947
- n : 32
- p-value : 0.000

The variables in the table above were the students' pre-test score by the researcher that had been labeled as Pre-TestScoreR1 and the students' pre-test score by the collaborator that had been labeled as Pre-TestScoreR2. By using SPSS version 16, the result showed r = 0. 947. It showed a high correlation. It

indicated that there is consistency between the score by the researcher and the collaborator. In conclusion, the tests conducted were reliable.

F. Discussions

This research aimed to describe how the use of movie clips could improve speaking skills of Grade VIII A students of SMPN 1 Kaligondang. The result of this research had been discussed by the researcher and Grade VIII English teacher to be the final reflection. The findings of this research showed that the use of movie clips improved speaking skills of the students in some aspects, i.e. pronunciation, vocabulary, grammar, comprehension, and the use of non-verbal aspects. Their fluency in speaking English also improved.

The research findings were collected from the qualitative and the quantitative data that were gained during the research. The qualitative data were from the observations and interviews with Grade VIII English teacher and the students. Meanwhile, the quantitative data were derived from the students' speaking scores of pre-test, progress-test, and also post-test.

This research was focused on improving speaking skills of the students through the use of movie clips as the teaching media. This strategy was implemented both in Cycle I and Cycle II. The description of the research findings can be seen in the following table:

Table 20: **The Change Results of Actions in Cycle I and Cycle II**

No	Results of Cycle I	Results of Cycle II
1.	Movie clips used in the teaching and learning activity provided appropriate models of speaking English through the speakers' talk. Movie clips also could attract students' attention. However, the students still had	Movie clips that were used were already appropriate for teaching media to teach speaking.

	difficulty in recognize the speakers' pronunciation of some words because the speakers on movie clips were native speakers who speak English quite quickly for the students.	
2.	Communicative speaking activities provided adequate opportunities for the students to speak English. However, there were some students who still felt shy and reluctant to try speaking English in the class. Therefore the researcher still found difficulty to encourage some students to be more active in the class. The students also still mispronounced some words.	The discussions, pair works, and also group work could increase interaction between the students that helped students to be more confident to speak English in the class. Giving more pronunciation models and drilling the students helped them to know the right pronunciation therefore they could minimize possibility of mispronouncing words.
3.	Classroom English was not optimally used in some parts of the teaching and learning activity for example when giving the students quite complex instructions. The students tended to have difficulty in understanding what is said.	Using classroom English was combined with Indonesian translations in appropriate time. The researcher used simple words or expressions and spoke English slower to help students to understand what was said in the teaching and learning activity. It helped them to get the meaning more easily.

Through the observations and interviews conducted in the reconnaissance step, it revealed that the students' speaking skills were low because the students seemed not interested in learning speaking skills. The solution needed to solve this problem was using a teaching media in the teaching and learning activity. In this research, the teaching media used was movie clips.

According to Celce-Murcia, Brinton, and Goodwin (2010:343), the clips from popular film or TV situation generally motivate students. A package of communicative competence can be illustrated, rehearsed, and improved in a scene of movies or films. It also includes pragmatic awareness, non-verbal communication, and discourse competence. The students seemed to have higher

motivation for learning to speak English after joining the English class using movie clips as the teaching media. The students seemed enthusiastic about the teaching materials taught. In the interview, the students state that the teaching and learning activity was interesting and they like the use of movie clips as the teaching media.

Harmer (2007b:308) states that there are many good reasons for encouraging students to watch while they listen. Providing the students with good viewing and listening tasks seemed to make them attract to what they are hearing and seeing. Goodwin (2008) also states that movie clips allow the students mimicking the real-life interaction that is shown in the clips. Based on the interviews done to the students, the students liked the speaking teaching and learning activity using movie clips as they got appropriate models of speaking and had an enjoyable and fun atmosphere.

As stated before, the implementation of movie clips and the actions including applying some communicative speaking activities, distributing handouts, giving feedback to students' work, and using classroom English during the class were successful in improving speaking skills of Grade VIII A students of SMPN 1 Kaligondang in second semester in the academic year 2014/2015. The findings could be inferred from the observations and interviews with the English teacher and the students during this research.

The students' speaking skills were also assessed through a pre-test, a progress-test, and a post-test. The pre-test was carried out before the implementation of the actions to assess students' initial speaking skills on

January, 17th 2015. Then, the progress-test was carried out after the implementation of the actions in Cycle I on January, 31st and February, 2nd 2015. The post-test was carried out after the implementation of the actions in Cycle II finished on February, 9th 2015. The table below shows the comparison between the results of pre-test, progress-test, and post-test in general.

Table 21: **Comparison between the Results of Pre-test, Progress-test, and Post-test**

Score	Pre-test	Progress-test	Post-test
Mean	54.4	61.8	69.7

The table above showed the improvement on students' scores. The students were able to increase their score during the implementation of actions in this research. In conclusion, the use of movie clips was proven to be effective improving the speaking skills of Grade VIII students. The changes of the students' speaking assessments results can be seen as follow:

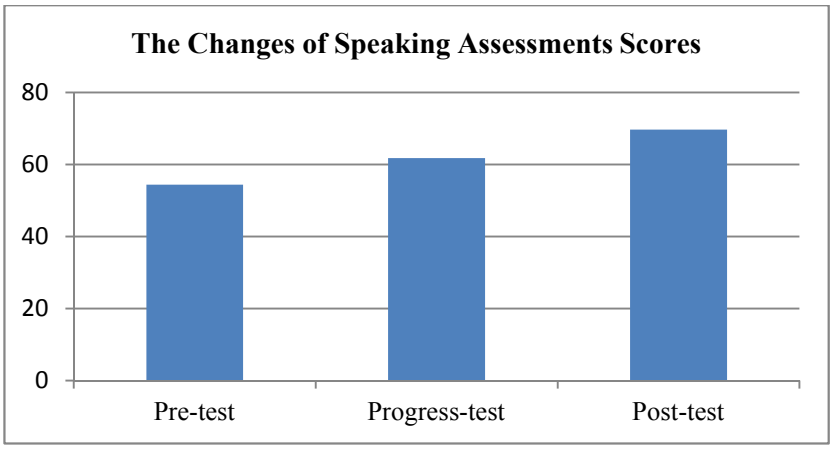

Figure 15: **The Changes of Students' Speaking Assessments Scores**

The results of students' speaking performance during the implementation were also presented to support the finding that the use of movie clips could improve the students' speaking skills. The improvement of the students' speaking skills during the implementation of the actions can be seen in the following figure.

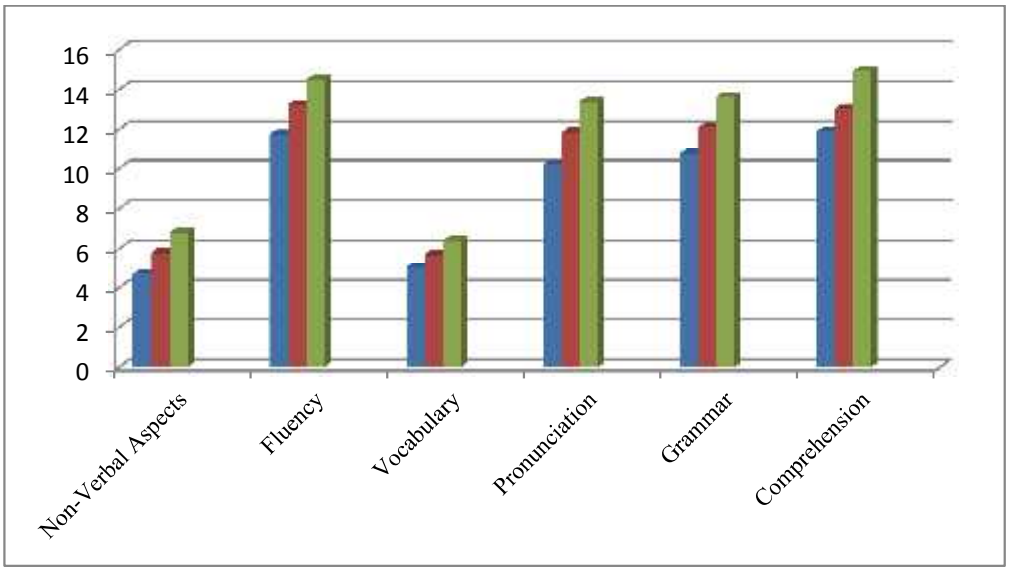

Figure 16: **The Improvement of the Students' Speaking Skills on the Six Aspects**

Before Implementing Actions (Pre-test Score)
After Cycle I (Progress-test Score)
After Cycle II (Post-test Score)

In the figure 16, it can be seen that speaking skills of Grade VIII A students of SMPN 1 Kaligondang had improved for each aspect scored such as pronunciation, fluency, grammar, vocabulary, comprehension, and non-verbal aspects. The students' pronunciation score for pre-test was 10.2, and increased to 13.4 for post-test. Their fluency score increased from 11.7 to 14.5, and their grammar score increased from 10.8 to 13.6. Their vocabulary score increased from 5 to 6.4, and their comprehension score increase from 11.9 to 14.9 then their non-verbal aspects also increased from 4.7 to 6.8.

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

This chapter discusses the conclusion of the research, implications, and the suggestions for the English teachers, the institutions of education, the students, and the other researchers. The discussions of each section will be delivered as follows:

A. Conclusion

This research was conducted by involving Grade VIIIA students of SMPN 1 Kaligondang at the second semester in the academic year 2014/2015 started on January to February, 2015. It was carried out in two cycles. The objective of this research was to improve students' speaking skills through the use of movie clips. After implementing the two cycles, this research could be concluded that the use of movie clips as media in teaching and learning activities of speaking was effective to improve speaking skills of Grade VIII students. The actions consisted of the use of movie clips as the input combining with the use of communicative speaking activities such as, discussions, giving feedback, and speaking performances in role playing.

Movie clips could develop teaching and learning activities. There are some advantages of using movie clips as media. First, the use of movie clips as media could attract students' attention and improve their motivation in teaching and learning activity. The use of movie clips also made the teaching and learning activity more enjoyable and fun, hence the students were more relaxed and interested in learning speaking. Second, the combination of the use of movie clips

and the communicative speaking activity, such as discussion and role playing gave the students adequate opportunities to practice speaking in order to speak fluently and confidently. Teaching and learning activity became more interactive and communicative. Third, movie clips could improve the effectiveness of the learning material. The students could understand about the use of English in real situation better because they got appropriate models of speaking English through movie clips. The use of movie clips made them see and listen to the native speakers speaking English with good pronunciation, intonation, stress, and lively expressions.

As mentioned before, the use of movie clips could improve the students' speaking skills by the fact that the students' post-test score was higher than their pre-test and progress score. The pre-test score mean was 54.4 and the progress-test score mean was 61.8, while the post test score mean was 69.7. From data sources above, it can be concluded that the students' speaking skills improved.

B. Implications

The use of movie clips is effective to improve speaking skills of Grade VIII students with regard to the result of this research. The implications of this research are presented as follow:

1. The use of movie clips as media can attract students' attention and improve their motivation in teaching and learning activity. They will be more relaxed and interested in learning speaking because teaching and learning activity more enjoyable and fun by the use of movie clips. They can also listen to how

native speakers pronounce some words and see how they express some expressions.

2. The use of handouts is very useful to help students to learn speaking English. The handouts help them to understand the teaching and learning materials further alongside the movie clips.
3. The combination of the use of movie clips and the communicative speaking activity, discussion and role playing, gives students adequate opportunities to practice speaking in order to speak fluently and confidently. As the students are asked to perform the role plays in front of the class, they can improve their confidence and also their speaking skills.

C. Suggestions

Some suggestions are proposed to the participants who are closely related to this research. The suggestions are made based on the conclusions and implications of this research. They are described as follows:

1. For the English teacher

   In designing the speaking materials, the teacher should consider students' need and interest to create effective teaching and learning activity in speaking. The use of appropriate media also should be considered to deliver materials more easily and to attract students' attention to speak English fluently and confidently.

2. For the students

   The students should consider to use English movie as their another reference to learn speaking English because some clips on English movies can help

them to know how to express some expressions in proper pronunciation, intonation, stress and non-verbal aspects.

3. For the school institution

   The school can apply some efforts to improve students' speaking skills considering the problems that occur in the teaching and learning activity at the school.

4. For the other researcher

   The result of this research is expected to give encouragement to the other researcher to conduct further study dealing with the use of movie clips in English teaching and learning activity.

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APPENDICES

A. Field Notes
B. Interview Guidelines and Transcript
C. Vignette
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E. Course Grid
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APPENDIX A

FIELD NOTE

FIELD NOTES

FIELD NOTE 1

Location : SMPN 1 Kaligondang
Day/ Date : Friday, February 14th 2014
R : Researcher
H : Headmaster

The R went to SMPN 1 Kaligondang to meet the H for asking permission of doing observation in a class of Grade VIII at this school. H gave the R permission of doing the observation and the action research planning in this school. H recommended R to meet Mrs May who is one of the English teachers for Grade VIII in the teachers' room for asking her help in doing the observation and the research. Before the R met Mrs May, H gave R motivation and guidelines for doing research in SMPN 1 Kaligondang later.

FIELD NOTE 2

Location : Teachers' Room of SMPN 1 Kaligondang
Day/ Date : Friday, February 14th 2014
R : Researcher
ET : English Teacher
H : Headmaster

The R met ET in the teachers' room after getting recommendation from H. The R introduced herself and conveyed her intention for doing observation in one of Grade VIII classes. The R asked ET help in doing the observation and her research later. ET wanted to help R for doing the observation. However the class observation could not be done in the short future because the ET was very busy in doing her duty. Therefore the observation was done by interviewing the ET first for collecting basic information about Grade VIII students and the English teaching and learning activity especially on speaking skills in SMPN 1 Kaligondang. The ET explained the condition of the English teaching and learning activity and the characteristics of Grade VIII students during English class. Then, ET told R to communicate by phone or message for consultation if R needed help or had any question related to the observation or the research planning in this school.

FIELD NOTE 3

Location : Teachers' Room and Grade VIII B of SMPN 1 Kaligondang
Day/ Date : Saturday, October 18th 2014
R : Researcher
ET : English Teacher

The R came to the school at 06.40 to meet the ET after getting her permission for doing the class observation in one of Grade VIII classes that day. After the bell for the first class rang, the R followed ET to the classroom. The class started at 07.00. The descriptions of the class observation done during the teaching and learning activity that day were:

1. The ET went to the class and sat in the teacher's chair. ET let R sit on a chair behind the students in order to observe the teaching and learning activity well.
2. Some students still made noises in the class.
3. The class began to silence when the ET started the class activity by greeting and checking the students' attendance. All of the students were present.
4. The ET reviewed the previous lesson by asking the students. Some students tried to answer but they had difficulty in answering the teacher's question using full English orally, whereas the other students remained silent. It could be seen that they had difficulties in pronunciation and insufficient grammar skills however their answers still could be understood by the ET.
5. The ET used "*When English Rings a Bell"* Grade VIII as the course book. The teaching material for that day was on *chapter* V: *My Uncle is a Zookeeper*.
6. The ET showed a video about animals in the zoo to present the materials to the students. They seemed enthusiastic on the video shown because it showed cartoon character and had music.
7. The ET asked them to discuss the video shown then she asked some questions related to the video. Some students hesitated to answer and remained silent again. They were not confident to answer the ET's questions in English orally.
8. Therefore she should encourage the students to answer her questions. Then, there were some students who wanted to answer the questions. They answered in English using limited vocabulary and insufficient grammar skills.
9. When the ET gave explanation of the teaching materials and the use of singular and also plural nominal nouns, there were few students who were not paying attention to the material and having chats with their friends. Then, the ET asked them to answer a question about the explanation given to make them focused on the lesson again.
10. After the students already focused on the lesson again, they were guided to imitate the pronunciation of some words on that video.
11. The ET asked them to do a task on the course book based on the materials and provided instructions. After the students finished, the ET asked whoever wanted to answer the question by raising their hand first.

12. There was no one who willingly wanted to answer the questions. Therefore the ET had to point at some of them to become volunteers to answer the questions in front of the class. After that, they discuss the answers.
13. When the time was up, the ET concluded the teaching and learning materials and asked the students whether there was any question or not.
14. The ET also gave them homework and reminded them to study at home.
15. After that, ET closed the teaching and learning activity and said goodbye to the students.

After observing the English teaching and learning activity in Grade VIII B, R discussed it with ET and consulted her about the action research planning that would be done in this school. Then, she suggested R doing the action research in Grade VIII A because she told that this class is the most suitable to be the subject of this research. R asked one of lesson plans and syllabus used for Grade VIII. R also asked the other information needed for doing this action research.

FIELD NOTE 4

Location : Teachers' Room and Grade VIII A of SMPN 1 Kaligondang
Day/ Date : Saturday, January 17th 2015
R : Researcher
ET : English Teacher

R went to the school after getting the ET's confirmation for doing pre-test on that day to collect initial students' skills in doing speaking performance before the research conducted. R went to the class with the ET. The ET started the class as usual and introduced R to the students. Before doing pre-test, the ET conducted the teaching and learning activity to review the previous materials. After that, ET helped R to inform the students that there would be pre-test on speaking performance. R told the students to have a dialogue performance in pairs based on situation card given. R provided five situation cards that consisted of instructions, situations, and expressions that should be presented as follow:

Asking for, giving, and rejecting a help
One day at break time, there are two students. They are A and B. Student A comes and greets B in the class. ▪ A: You need a help in doing something. You ask B to help you. ▪ B: You are happy to help A. After that, you want to give A another help. ▪ A: You do not need another help because you know that you can do it by yourself. So, you reject help from B politely.
Asking for, giving, and rejecting an item/ thing
Student C and D are best friends. One day, D gets something that C really wants.

D looks for C to give it to him/her. ▪ D: You give that thing to C. ▪ C: You are so happy and accept it. You ask D what she/he wants as a return of it. ▪ D: You do not need anything, so you reject politely the offer that C gives.
Asking for and giving an opinion One day, Student E and F were discussing about something like movies or books. ▪ F: You ask E's opinion about your favorite movie or book. ▪ E: You give your opinion on F's favorite movie or book. You also want to know about F's opinion about your favorite one then you ask F's opinion on it. ▪ E: You also give your opinion about E's favorite one.
Asking for and giving information Student G has a plan to take course. Student G needs information about the best course place in Purbalingga. So, she/he meets H to ask for the information. ▪ G: You ask H where the best course is in Purbalingga. ▪ H: You give G information about some courses in Purbalingga by mentioning some names, such as; Primagama, Neutron, Ganesha Operation, etc. ▪ G: You need further information about one of those courses. You ask H about the location of that course.
Asking for and giving agreement or disagreement At the end of class, Student I and J are discussing about what they will do in the weekend. ▪ J: You suggest going to bookstore for the weekend plan. ▪ I: You agree with this plan. Then, you ask J to watch movie after that. ▪ J: You disagree to watch movie because you want to go to another place. You ask I's agreement to go another place like central park. ▪ I: You agree with J's plan to go another place.

One of students from each pair took a situation cards for their performance. After they got their situation card, they should create a dialogue text to be performed based on the instructions on the situation card that they had got. When they finished creating the dialogue text, they should perform their dialogue in front of the class. The R and ET assessed their performances. After finishing the pre-test assessment, ET returned to the teachers' room while R interviewed the students to know their opinion about English class and the reaserch that would be conducted. There were only two students who were interviewed because the other students were shy to interact with R. The two students also were asked by the teacher to do this interview. After the R interviewed the students, R went to the teachers' room to discuss the planning of the research implementation. R also gave ET the lesson plans, course grid, handout, and the example of observation sheet that would be used during the implementation of this research. R consulted ET about the format

and the content of the lesson plans, course grid, and handout in order to be appropriate as the school rule. The ET gave some opinions and suggestions to correct and develop them properly later. Then, G also gave R the English class schedule on Grade VIII A.

FIELD NOTE 5

Location : Teachers' Room and Grade VIII B of SMPN 1 Kaligondang
Day/ Date : Monday, January 19th 2015
R : Researcher
ET : English Teacher
Ss : Students

The R went to the school at 08.50. On that day the lesson was started at 09.15 because there was national exam try-out for Grade IX students from 07.00-09.00. Then, the time allocation was reduced to from 45 minutes to 30 minutes. The R prepared the teaching equipments for the first meeting before the class started. The ET informed that the teaching and learning activity would be conducted in Grade VIII B because the LCD in Grade VIII A was out of order. Therefore when the bell for the first class rang, the students of Grade VIII A switched to Grade VIII B. The students were very noisy. After the teaching preparation completed and the students were on the class, the ET started the lesson by greeting, and checking the students' presence. The class also began to be conducive and silence. All of the 32 students were present. Then the R continued the next teaching and learning activity while the ET became the class observer. The students were shy because that day someone else would teach them for the first time.

1. Handouts of the teaching materials for the meetings in Cycle I were distributed to the students. The handouts consisted of chapter I, II and first meeting material review.
   R : Ini Miss bagikan handouts materi untuk panduan kalian belajar untuk beberapa pertemuan mendatang ya.
   [I will distribute handouts of the teaching and learning materials for next meetings as the learning guide]
   Ss : Oh…ya Miss OK.
   [Yes Miss, OK!]
2. The students were asked about their readiness to study. It was started with "Did you study last night?"What did you study?". Some students tried to answer them in English shyly.

3. An animation video was shown to make them interested in the teaching materials of that meeting and to build their motivation to learn English. This video shown also was expected to build the students' knowledge of the use of asking, giving a help and an item expressions in some situations. When the video was played, the students seemed happy and enjoyed watching that video. It even made them laugh.
4. The students were asked about the teaching materials, such as "Do you know how to ask for help?", "Can you give me some examples?". They mentioned some examples of asking, giving a help that they know. Most of them answered "Can you help me?" and "Would you help me?".
5. The students were asked to pay attention to the movie clips that would show dialogues containing expressions of asking, giving and rejecting a help.
   R : Let's look at the following movie clips.
   Ss : Yes, OK Miss.
   Each movie clip was shown twice to three times. There were four dialogues that were shown as follow:
   a. the first dialogue showed an expression of giving help. This clip was taken from a movie entitled Camp Rock 2 (00:27:16-00:27:41),
   b. second dialogue showed expression of giving help, and rejecting help. This clip was taken from a movie entitled Harry Potter 6-The Half Blood Prince (02:06:59-02:07:15),
   c. third dialogue showed a simple expression of giving help. This clip was taken from a movie entitled Camp Rock 2 (00:01:29-00:01:42),
   d. the fourth dialogue showed an expression of asking help. This clip was taken from a movie entitled Camp Rock (00:44:54-00:45:30).
6. When the movie clips were shown, the students were enthusiastic and interested in the clips shown. They paid their concentration fully to the video. The class was quite. Unexpectedly when they were asked about the movies shown on the clips, there were some students who did not know the characters and the plot of Harry Potter, although it is a famous movie. Fortunately they still enjoyed to watch the clips and understood examples shown on the clips.
7. The students were asked to do the worksheet on the handout that had been given before.
8. First, they had to identify the expressions of asking for, giving, rejecting a help that were shown on the movie clips and they were asked to imitate the expressions that they found on the clips for a few times. The R guided them to pronounce some difficult words repeatedly.
9. Then, they were asked to write down the verbs they heard from the clips in the provided table and also to guess the meanings of the words.
10. The right answers were discussed. The students gave their answer orally by raising their hands first and the other students were required to pronouncing the verbs again. Some students hesitated to raise their hand because they were

not confident to answer the questions orally. Therefore when they asked to answer the questions, most of them remained silent.

11. The R gave feedback to students' work to build their motivation in learning English. The R asked the students to give applause to them who gave the right answers. When they gave wrong answers, the R would ask the right answer to other students or gave clues about the answer needed.
12. Students practiced to use those expressions of asking, giving and rejecting a help in pairs.
13. The students were given the next movie clips that would show dialogues that had the expressions of asking, giving and rejecting an item.

    R : Let's look at the next movie clips. These clips will show the expressions of asking, giving and rejecting an item.

    Each of these movie clips was also shown twice to three times. There were three dialogues that were shown as follow:

    a. the first dialogue showed an *expression of asking an item*. This clip was taken from a movie entitled Transformers-Their War. Our World. (00:40:40-00:40:54),
    b. second dialogue showed expression of *expression of asking an item and rejecting to give it*. This clip was taken from a movie entitled Transformers-Their War, Our World (02:06:29-02:06:58),
    c. third dialogue showed a simple expression of giving help. This clip was taken from a movie entitled Camp Rock 2 (00:25:56-00:26:10).
14. The students were asked to identify the expressions of asking for, giving, rejecting an item that were shown on the movie clips and they were asked to imitate the expressions that they found on the clips for a few times. The R guided them to pronounce those expressions repeatedly.
15. The students practiced to use expressions of asking, giving and rejecting an item in pairs again.
16. The students were asked to do a task on the handout, but because of the limited time left they could do that task at home.
17. Before closing the class, the R briefly explained the teaching materials of that day, i.e. the use of expressions of asking, giving and rejecting a help or an item.
18. After that, ET closed the teaching and learning activity and said goodbye to the students.

After the class ended, the ET and R went to the teachers' room to discuss the teaching and learning activity that day and the next meeting. The R asked ET's opinion about that day meeting and the lack of the teaching and learning activity that should be corrected and developed for the next meetings.

FIELD NOTE 6

Location : Grade VIII B of SMPN 1 Kaligondang
Day/ Date : Saturday, January 24th 2015
R : Researcher
ET : English Teacher

The R went to the school at 08.00. On that day the lesson was started at 08.30. The R prepared the teaching equipments for the second meeting before the class started. The teaching and learning activity would be conducted in Grade VIII B again. Therefore when the bell for the third lesson rang, the students of Grade VIII A switched to Grade VIII B. After the teaching preparation completed and the students were on the class, the ET started the lesson by greeting, and checking the students' presence. All of the 32 students were present. Then the R continued the next teaching and learning activity.

1. The students were asked about their readiness to study. It was started with "Did you study last night?", "Who remembers what we have discussed in the last meeting?".
2. Some students tried to answer in English. Most of them still remembered what they had studied in the last meeting.
3. Their homework was also discussed to check the right answers.
4. After that the students were informed what they would study that day. The teaching materials of that day were about the expressions of asking, giving, and disagreeing with an opinion.
   R : Today, we are going to do learn how to ask, give, disagree with opinions. Are you ready?
   Ss : Yes Miss… ready!.
5. The students were asked about the teaching materials, such as "Have you ever given your opinion about something?", "What do you say to give your opinion?".
6. They mentioned some examples of giving an opinion and also asking an opinion that they know. Most of them answered "I think…" and "I feel…" for the expressions of giving an opinion, and "What do you think about…?" and What do you feel about…?" for the expressions of asking an opinion.
7. The students were asked to pay attention to the movie clips that would show dialogues that had the expressions of asking, giving, and disagreeing with an opinion. Each movie clip was shown to three times. There were three dialogues that were shown as follow:

a. the first dialogue showed an expression of asking and giving an opinion. This clip was taken from a movie entitled Another Cinderella Story (00:06:41-00:06:51)
b. second dialogue showed an expression of asking and giving an opinion. This clip was taken from a movie entitled Camp Rock 2 (01:18:57-01:19:21),
c. third dialogue also showed an expression of asking and giving an opinion. This clip was taken from a movie entitled Camp Rock (00:50:03-00:50:26).

8. When the movie clips were shown, the students paid their concentration fully to the movie clips. The class was quite. The students seemed enthusiastic and interested in those movie clips. They were totally focused on the clips shown.
9. After watching movie clips activity finished, the R asked the students were asked to do the worksheet on the handout. They were asked to analyze the movie clips.
10. First, they had to identify the expressions of asking and giving an opinion that were shown on the movie clips. There were some students who tried to mention the expression of asking and giving an opinion that they found on the movie clips orally by raising their hand first.
11. The students mispronounced some words. It seemed that they had difficulty in recognizing the speakers' pronunciation on the movie clips. It might happen because the sound of the speaker in the class was not loud enough.
12. The R gave feedback to students' work to build their motivation in learning English. The R did the same thing like at previous meeting.
13. The other students were asked to repeat the expressions that their friend mentioned a few times. When there were words that were pronounced incorrectly, the R guided them to pronounce those words repeatedly.
14. Then, the students were asked the words from the clips that they thought the words were the difficult to be pronounced. The R guided them to guess the meanings of those words and find the right pronunciation of those words
15. The R pronuounced those words one by one, and the students repeated after her. The R drilled the students to pronounce those words until they could pronounce those words properly.
16. In pairs, students practiced to use those expressions of asking and giving an opinion.
17. The R explained the use of the expressions of asking, giving, and disagreeing with an opinion in real situations. Then, the students were asked to do task 2 and 4 on the handout related to the movie clips that they had watched and the explanation of the teaching materials before.

18. When they finished those tasks, they were asked to answer them orally by raising again their hand first. They answered in English, and then the answers were discussed together with the other students.
19. It seemed that there were still some students who were not confident to speak up in the class. When they asked to answer the questions, most of them remained silent. Therefore the researcher had to point at the students to answer the questions again if there was no student who willingly wanted to answer the question.
20. When the bell rang, the R had not summarized the teaching materials of that day yet because the next class would get started. Therefore the R asked the students to study that day materials again at home.
21. The R said goodbye to the students and the teaching and learning activity was ended.

FIELD NOTE 7

Location : Teachers' Room and Grade VIII B of SMPN 1 Kaligondang
Day/ Date : Saturday, January 31st 2015
R : Researcher
ET : English Teacher

The R went to the school at 08.10. On that day the lesson was started at 08.30 The R prepared the teaching equipments for the third meeting before the class started. The teaching and learning activity conducted in Grade VIII B again. When the bell for the third lesson rang, the students of Grade VIII A switched to Grade VIII B. After the teaching preparation completed and the students were on the class, the ET started the lesson by greeting, and checking the students' presence. All of the 32 students were present. Then the R continued the next teaching and learning activity.

1. The students were reminded about what was discussed in the previous meeting. Most of them still remembered what they had studied in the last meeting.
2. The R informed what they would do that day. That day, they would review what they had learnt on the two previous meetings, i.e. the expressions of asking, giving and rejecting a help, the expressions of asking, giving and rejecting an item, and the expressions of asking, giving and disagreeing with an opinion.
   R : *Today, we are going to review what we have learnt before to ask for, give, and reject a help and an item; and ask, give, disagree with opinions.*
3. The students were asked to pay attention to the movie clips that would show the other examples of dialogues that had those expressions. Each movie clip

was shown to three times. There were four dialogues that were shown as follow:

a. the first dialogue showed an expression of offering help. This clip was taken from a movie entitled Another Cinderella Story (00:52:11-00:52:24)
b. second dialogue showed an expression of asking for help. This clip was taken from a movie entitled Camp Rock (00:52:56-00:53:07),
c. third dialogue showed an expression of asking for an item. This clip was taken from a movie entitled Harry Potter 7-The Deathly Hallows (00:06:58-00:07:43),
d. fourth dialogue showed an expression of asking for an opinion. This clip was taken from a movie entitled Harry Potter 6-The Half blood Prince (00:27:47-00:28:01).

4. The students were asked to identify the expressions of asking for and giving a help, an item, or an opinion that were shown on the movie clips.
5. There were some students who tried to mention the expression of asking and giving an opinion that they found on the movie clips orally by raising their hand first.
6. The R gave feedback to students' work to build their motivation in learning English. The R did the same thing like at previous meetings because it seemed effective to encourage the students to be more confident of speaking in the class.
7. Then, the R drilled them in pronouncing the expressions that had been found repeatedly.
8. The students practiced to use those expressions in pairs.
9. The R explained again the teaching materials of that day, i.e. the use of expressions of asking for and giving a help, an item, or an opinion then also asked if the students had any questions.
10. After that, a speaking test would be done and the students were required to work in pairs. They were given a situation card then they had to play the dialogue in front of the class for the test.

Asking for, giving, and rejecting a help
One day at break time, there are two students. They are A and B. Student A comes and greets B in the class. ▪ A: You need a help in doing something. You ask B to help you. ▪ B: You are happy to help A. After that, you want to give A another help. ▪ A: You do not need another help because you know that you can do it by yourself. So, you reject help from B politely.
Asking for, giving, and rejecting an item/ thing
Student C and D are best friends. One day, D gets something that C really wants. D looks for C to give it to him/her. ▪ D: You give that thing to C. ▪ C: You are so happy and accept it. You ask D is there something that D

needs or wants. ▪ D: You do not need anything, so you reject politely the offer that C gives.
Asking for and giving an opinion One day, Student E and F were discussing about movies or books. ▪ F: You ask E's opinion about your favorite movie or book. ▪ E: You give your opinion on F's favorite movie or book. You also want to know about F's opinion about your favorite one then you ask F's opinion on it. ▪ E: You also give your opinion about E's favorite one.
Asking, giving, denying information At the end of class, Student G really wants to go somewhere like a restaurant ore somewhere else. G does not know about the place. G meets H to ask about the information. ▪ G: You ask H where the place is. ▪ H: You tell G the location of that place. ▪ G: You need other information about the place. So you ask H about the other information. ▪ H: You give the other information that G needs.
Asking for and giving agreement or disagreement At the end of class, Student I and J are discussing about what they will do in the weekend. ▪ J: You suggest going to bookstore for the weekend plan. ▪ I: You agree with this plan. Then, you ask J to watch movie after that. ▪ J: You disagree to watch movie because you want to go to another place. You ask I's agreement to go another place. ▪ I: You agree with J's plan to go another place.

11. The students were given about 15 minutes to create their dialogue text based on the instructions on the situation cards given and also to practice it before doing the dialogue performance in front of the class.
12. Because of time left, there were only three pairs who performed their dialogue. The other performances would be carried on the next meeting.
13. Finally, the teaching and learning activity was ended when the bell rang.

FIELD NOTE 8

Location : Library and Grade VIII B of SMPN 1 Kaligondang
Day/ Date : Monday, February 2nd 2015
R : Researcher
ET : English Teacher

The R went to the school at 07.30 and waited for the ET in the library. The R waited for the flag ceremony finished. The R prepared the teaching equipments needed for the teaching and learning activity. When the ET came to library, R gave lesson plans and the observation sheets for the meetings in the Cycle II. On

that day the lesson was started at 08.15. That day was the first meeting in Cycle II, and would continue the speaking assessment for progress test. The teaching and learning activity conducted in Grade VIII B again. When the bell rang, the students of Grade VIII A switched to Grade VIII B. After the R completed the preparation of the teaching and learning activity and the students were on the class, the R started the lesson by greeting, and checking the students' presence. All of the 32 students were present.

1. The R informed the students that they would continue the speaking performance assessment from the previous meeting.
2. When the speaking performance assessment finished, the R distributed the handouts of the teaching materials for the meetings in Cycle II to the students. The handouts consisted of chapter III, IV and first meeting material review of Cycle II.
3. Then, the students were asked about their readiness to study. It was started with "Did you study last night?"What did you study?". Some students tried to answer them in English.
4. The teaching materials of that day were about the expressions of asking for and giving agreement. The students were asked about the teaching materials, such as "Do you know how to ask for agreement in English?", "Can you give me some examples?".
5. They mentioned some examples of asking, giving a help that they know. Most of them answered "Do you agree …?".
6. The students were asked to pay attention to the movie clips that would show dialogues that had the expressions of asking for and giving agreement.

   R : Let's look at the following movie clips. These clips will show the dialogues that consisted of the expressions of asking for and giving agreement. *Jadi, nanti clip yang akan ditayangkan berisi contoh dialog yang menunjukan ekspresi-ekspresi* asking for and giving agreement.

   Ss : (They nodded, it seemed that they understood)
7. Unexpectedly, LCD in Grade VIII B was also out of order that day, but there was no another class to be used. Therefore the movie clips could not be shown and there was only the audio of the movie clips that could be played as input text.

   R : *Karena LCDnya rusak juga, kita hanya bisa mendengarkan audionya dulu bagaimana?* [Because the LCD was also out of order, let's listen to the audio first, OK?]

   S : *Iya* Miss *ngga papa*. [Yes Miss, It's OK!]

   R : *Nanti kalian bisa maju ke depan per baris untuk melihat klip yang ditayangkan di leptop ya.* [Then you can come forward for each row to watch the clips shown on the computer]

   S : OK Miss.

8. Those audio of movie clips were played repeatedly up to five times or more until the students could recognize the expressions of asking for or giving agreement on the movie clips. Besides that, the students were also asked to come forward the class watching the movie clips on the laptop once to help the students to know the situation of the dialogue took place, and also body language and the facial expressions of the speakers on movie clips.
9. There were three movie clips for the teaching and learning media and input texts that day. Those movie clips were:
    a. the first dialogue showed simple expressions of asking for and giving agreement. This clip was taken from a movie entitled Camp Rock 2(00:54:47-00:55:09),
    b. second dialogue showed expressions of asking for and giving agreement. This clip was taken from a movie entitled Camp Rock 2 (01:30:12-01:30:33),
    c. third dialogue showed a simple expression of giving disagreement. This clip was taken from a movie entitled Princess Protection Program (00:08:40-00:09:15).
10. After each movie clip was played, the students were asked to identify the expressions of asking for and giving agreement that were on the movie clips. There were some students who tried to mention the expressions that they found on the movie clips orally by raising their hand first.
11. The R gave feedback to students' work to build their motivation in learning English.
12. Then, the students were asked the words from the clips that they thought the words were the difficult to be pronounced. The R guided them to guess the meanings of those words and find the right pronunciation of those words
13. The R pronounced those words one by one, and the students repeated after her. The R drilled the students to pronounce those words repeatedly until they could pronounce those words properly.
14. Then, students practiced to use those expressions of asking for and giving agreement in pairs.
15. The R explained the use of the expressions of asking for and giving agreement in real situations.
16. The students were asked to do task 3 in the handout. They did the task by following the instructions stated on the task.
17. When they finished those tasks, they were asked to answer them orally by raising again their hand first. There were more students than in previous meetings who wanted to raise their hand to answer the questions.
18. The R guided them to discuss the answers.

19. Before closing the class, the R briefly concluded the teaching materials of that day, i.e. the use of expressions of asking for and giving agreement.
20. In the end of the lesson, the students were asked if they had any questions. They were asked to study at home, and also to do a task at home. Finally, the teaching and learning activity was ended.

The ET and the R went to the library to discuss the teaching and learning activity of that day and the implementation of the actions in Cycle I again.

FIELD NOTE 9

Location : Library and Multipurpose Hall of SMPN 1 Kaligondang
Day/ Date : Saturday, February 7th 2015
R : Researcher
ET : English Teacher

The R went to the school at 08.00 and waited for the ET in the library. The R prepared the teaching equipments needed for the teaching and learning activity. When the ET came, ET and the R discussed the planning of the teaching and learning activity for that day meeting. The ET suggested using multipurpose hall for the class because the hall also has all we need for conducting the teaching and learning activity, such as LCD, speaker, and also whiteboard. Therefore the teaching and learning activity on that day was conducted on this hall because the LCD in Grade VIII A and B were still out of order. The R, and the ET of Grade VIII A were doing some preparations for conducting the class activity. We prepared LCD and speaker, and also arranged seats for the students. When the bell for the first class rang, the ET guided the students of Grade VIII A to move into the multipurpose hall. After the teaching preparation completed and the students were on the hall, the ET started the lesson by greeting, and checking the students' presence. All of the 32 students were present. Then the R continued the next teaching and learning activity.

1. The students were asked about their readiness to study, such as "Did you study last night?", "Who remembers what we had discussed in the last meeting?", "Have you done your homework?". Some students tried to answer them in English. Most of them still remembered what they had studied in the last meeting.
2. Their homework was also discussed to check the right answers.
3. After that the students were informed what they would study that day to motivate the students to learn the teaching materials that day. The teaching materials of that day were about how to ask for and give information in English.

4. The R asked the students about the expressions of asking for and giving information in English that students know by asking "*Do you know how to ask for information in English? Can you give me examples?".*
5. The students tried to answer R's questions and mentioned the examples of those expressions that they know to ask for and give information. Most of them mentioned: "*Do you know …?*, Can you tell me?".
6. The students were asked to pay attention to the movie clips that would show dialogues that had the expressions of asking for and giving information.
   R : *Let's look at the following movie clips. Please pay attention to the dialogues shown on the clips.*
7. Each movie clip was shown repeatedly to five times until the students could recognize the expressions of asking for or giving information on the movie clips. There were three dialogues that were shown as follow:
   a. the first dialogue showed an expression of asking for and giving information. This clip was taken from a movie entitled Princess Protection Program (00:23:58-00:24:20)
   b. second dialogue showed an expression of asking for information. This clip was taken from a movie entitled Captain America- The Winter Soldier (00:37:55-00:38:16),
   c. third dialogue also showed an expression of asking for and giving information. This clip was taken from a movie entitled Harry Potter 7-The Deathly Hallows Part 1 (01:49:07-01:49:49),
8. The students were asked to do the worksheet on the handout.
9. First, they had to identify the expressions and their function that were shown on the movie clips. There were some students who tried to mention the expression of asking for and giving information that they found on the movie clips orally by raising their hand first. The other students were asked to repeat the expressions that their friend mentioned a few times.
10. When there were words that were pronounced incorrectly, the R showed the students right pronunciation using digital dictionary 'CALD Third Edition' and guided them to pronounce those words repeatedly.
11. Then, the students practiced to use those expressions of asking for and giving information from the movie clips in pairs.
12. The R explained the use of the expressions of asking for and giving information in real situations.
13. The students were asked to work in group of four to do a task. They had to discuss the answer in their own group then later they would present their group's answers.
14. When they finished those tasks, they were asked to answer them orally by raising again their hand first as the representation of their group. They

answered in English, and then the answers were discussed together with the other groups. Because of the limited time left, they had to continue the discussion next meeting.

15. The R briefly concluded the teaching materials of that day, i.e. the use of expressions of asking for and giving information.
16. Then, the students also were asked if they had any questions and to study at home.
17. They also were informed that the next speaking assessment would be done on the next meeting after finishing teaching and learning activity.
18. Finally, the teaching and learning activity was ended.

FIELD NOTE 10

Location : Library and Multipurpose Hall of SMPN 1 Kaligondang
Day/ Date : Monday, February 9th 2015
R : Researcher
ET : English Teacher

The R went to the school at 07.30 and waited for the ET in the library. The R waited for the flag ceremony finished. The R prepared the teaching equipments needed for the teaching and learning activity. The lesson was started at 08.15. That day was the third meeting in Cycle II, and would assess the students' speaking performance for post test. The teaching and learning activity conducted in the multipurpose hall of SMPN 1 Kaligondang again. When the bell rang, the students of Grade VIII A moved into the hall. When the students were on the class and the preparation for the teaching and learning activity completed, the R started the lesson by greeting, and checking the students' presence. All of the 32 students were present.

1. The students were reminded about what was discussed in the previous meeting. Most of them still remembered what they had studied in the last meeting.
2. Then, the students and the R continued to discuss the right answers on the group task of the previous meeting together. The answers were presented orally by the students. They raised their hand first before giving their answers. There were some students who raised their hands at the same time to get the chances to give their group answer. It showed that the students became more active and confident to speak up and participate in the class discussion.
3. The students were informed what they would do that day. That day, they would review what they had learnt on the two previous meetings, i.e. the expressions of asking for and giving agreement, and the expressions of asking for and giving information.

4. The R distributed additional teaching material sheets for the second material review on that day. The sheets consisted of vocabulary list and the pronunciation transcript of difficult words found in the two previous meetings and for that day meeting.
5. The students were asked to pay attention to the movie clips that would show the other examples of dialogues that had those expressions. Each movie clip was shown repeatedly three to five times or more until the students could recognize those expressions. There were two dialogues that were shown as follow:
   a. the first dialogue showed an expressions of asking for and giving agreement. This clip was taken from a movie entitled Camp Rock (00:19:46-00:20:02),
   b. second dialogue showed an expressions of asking for and giving information. This clip was taken from a movie entitled Casper (01:00:34-01:02:25).
6. The students were asked to identify the expressions and their function that were shown on the movie clips.
7. There were some students who tried to mention the expressions of asking for and giving agreement, and the expressions of asking for and giving information that they found on the movie clips orally by raising their hand first. The other students were asked to repeat the expressions that their friend mentioned a few times.
8. The R drilled them in pronouncing the expressions that had been found repeatedly.
9. Beside those words, the students were also drilled a list of vocabulary that had been shown during meetings in the Cycle II on the additional sheets distributed.
10. When there were words that were pronounced incorrectly, the R showed the students right pronunciation using digital dictionary 'CALD Third Edition' and guided them to pronounce those words repeatedly. It was expected to help the students to improve their pronunciation.
11. Then, the students practiced to use those expressions from the movie clips in pairs.
12. The researcher explained again the teaching materials of that day, i.e. the use of expressions of asking for and giving agreement, and the expressions of asking for and giving information then also asked if the students had any questions.
13. After that, a speaking post test would be conducted and the students were required to work in pairs. They would perform the dialogue in front of the class for the test based on the situation cards given before. The R explained

again the instruction to do the assessment of students' speaking performance. The students were given 10 minutes to check their dialogue text that they had created based on the instructions on the situation cards given and also to practice it before doing the dialogue performance in front of the class. The situation cards given were:

Asking for and giving a help
One day at the break time, you went to library. You saw the librarian was busy to arrange many books in bookshelf. □ You give the librarian help to arrange those books. □ Librarian accepts your help. □ You are looking for English-Indonesian dictionary but you don't know where the dictionary is. You asking for help to find it. □ Librarian helps the student to look for the dictionary.
Asking for and giving an item
At English class, you forgot bringing a pen. □ You asked for borrowing your friend's pen. □ Your friend could lend her/his pen to you. □ You knew that she/he also didn't bring a dictionary □ You wanted to lend your dictionary to her/him if she/he needs it. □ Your friend was very happy when you said that you want to lend your dictionary to her/him.
Asking for and giving an opinion
One day, you and your brother/sister was discussing about KPK versus Police. □ Your brother/sister asks your opinion about this problem. □ You give your opinion on it. You think that KPK is right. □ You also ask about your bother/sister's opinion about it. □ He/she also gives his/her opinion. He/she thinks that both KPK and Police have good and bad points. So he/she can't give further opinion.
Asking for and giving an information
When, a student met a tourist in Purbalingga bus station. □ Tourist asked about Owabong. □ The students told him about Owabong. □ The tourist asks about Owabong location and the facilities on Owabong. □ You gave the tourist the information. □ The tourist asks about the other tourism destination. □ You told him about the other places.
Asking for and giving agreement or disagreement
Your family was discussing about your family plans for the next holiday. □ Your father/mother asks your agreement about going to Baturaden. □ You disagree with this plan, because you want to go to the other place. □ You tell her/him where you want to go for next holiday. □ Your mother/father agrees with you but wants to think about it.

□ She/he says that she wants to tell you later.

14. The R and ET assessed the students' speaking performance using the scoring rubric that was used in previous speaking assessments.
15. When the bell rang, there were only three pairs who had not been performed yet. Therefore, the speaking performance assessment were continued to finish.
16. Finally, the teaching and learning activity and the students' speaking assessment were ended.

APPENDIX B

INTERVIEW GUIDELINES AND TRANSCRIPTS

PEDOMAN INTERVIEW

1. PROSES *RECONNAISSANCE*

a. *Interviewee* : Guru Bahasa Inggris

Pertanyaan :

1) Dapatkah Ibu menjelaskan bagaimana proses belajar mengajar di kelas yang Ibu ampu?
2) Di antara *listening*, *speaking*, *reading* dan *writing*, manakah *skills* yang terkadang kurang diajarkan pada siswa?
3) Kenapa *skills* tersebut kurang diajarkan pada siswa?
4) Bagaimana kemampuan komunikasi bahasa Inggris siswa kelas VIII terutama dalam hal *speaking*?
5) Menurut Ibu, kendala apa yang sangat signifikan dalam mengajar *speaking*?
6) Apa yang Ibu lakukan untuk mengatasai masalah atau kendala tersebut?
7) Media apa yang biasa Ibu gunakan untuk mengajar *speaking*?
8) Aktivitas apa yang biasa dilakukan ketika siswa belajar *speaking*?
9) Bagaimanakah antusias siswa di kelas ketika pelajaran Bahasa Inggris berlangsung?
10) Bagaimana cara Ibu untuk membuat siswa berkonsentrasi pada materi yang Ibu ajarkan dan menikmati kegiatan belajar mengajar?

b. *Interviewee* : Siswa

Pertanyaan :

1) Apakah Anda suka pelajaran Bahasa Inggris?
2) Jika sulit, menurut Anda, di antara *listening*, *speaking*, *reading* dan *writing*, manakah yang paling sulit?
3) Bagian apakah yang sulit menurut Anda?
4) Apa yang anda lakukan untuk mengatasi kesulitan tersebut?
5) Media apa yang biasa digunakan ibu guru ketika mengajar *speaking*?

2. DURING THE IMPLEMENTATION OF THE ACTION

Siklus I

a. *Interviewee* : Guru Bahasa Inggris

Pertanyaan :

1) Bagaimana penilaian Ibu terhadap kemampuan berbicara siswa di *cycle* I?
2) Apakah media yang dipakai efektif?
3) Apa saja kekurangan pada *cycle* I yang menurut pengamatan Ibu perlu dikembangkan?
4) Menurut Ibu, kemajuan apa yang dicapai siswa dalam *cycle* ini?
5) Apa saran Ibu untuk *cycle* berikutnya?

b. *Interviewee* : Siswa

Pertanyaan :

1) Bagaimana pendapat Anda mengenai kegiatan di kelas bahasa Inggris selama ini?
2) Apakah Anda menyukai belajar bahasa Inggris terutama *speaking* dengan menonton potongan film (*movie*)? Mengapa?
3) Apakah dengan monoton potongan film (*movie*) membantu Anda dalam belajar *speaking*? Mengapa?
4) Apa kesulitan selama belajar *speaking*?
5) Bagaimana dengan materi yang diajarkan?

Siklus II

a. *Interviewee* : *English teacher*

Pertanyaan

1) Bagaimana penilaian Ibu terhadap kemampuan berbicara siswa di *cycle* 2 ini?
2) Apa saja kekurangan yang ada di *cycle* ini?
3) Apa saja kelebihan di *cycle* ini?
4) Menurut Ibu, kemajuan apa yang dicapai dalam *cycle* ini?
5) Apa saran Ibu untuk kegiatan semacam ini?

b. *Interviewee* : Siswa

Pertanyaan

1) Bagaimana pendapat Anda mengenai kegiatan di kelas bahasa Inggris selama ini?
2) Apakah Anda menyukai belajar bahasa Inggris terutama *speaking* dengan menonton potongan film (*movie*)? Mengapa?
3) Apakah dengan menonton potongan film (*movie*) membantu Anda dalam belajar *speaking*? Mengapa?
4) Kemajuan apa yang Anda rasakan selama pelaksanaan kegiatan belajar bahasa Inggris terutama *speaking* dengan menonton potongan film(*movie*)?
5) Apakah Anda senang atau tidak dengan penggunaan potongan film (*movie*) sebagai media?

INTERVIEW TRANSCRIPTS

Hari, tanggal : Jumat, 14 Februari 2014
Tempat : Ruang Tamu SMPN 1 Kaligondang
KS : Kepala Sekolah
P : Peneliti

P menemui KS di ruang tamu SMPN 1 Kaligondang yang berada di dekat ruang Tata Usaha dan pintu masuk.

Interview 1

P : "Selamat pagi, Pak."
KS : "Selamat pagi, mbak. Ada yang bisa saya bantu?"
P : "Begini Pak, sebelumnya perkenalkan saya Suranti mahasiswa jurusan Pendidikan Bahasa Inggris. Saya bermaksud meminta ijin untuk melaksanakan observasi dan penelitian di sekolah ini Pak. Ini surat permohonan ijin observasi dari pihak kampus pak."
KS : "Ya, ya. Dari universitas mana ya mbak?, dan peneitiannya tentang apa ya mbak?"
P : "Saya dari UNY, Pak. Jadi saya kan bermaksud melaksanakan observasi pelajaran Bahasa Inggris di kelas VIII, Pak. Nantinya hasil observasi akan saya gunakan sebagai acuan untuk penelitian mengenai upaya peningkatan kemampuan berbicara Bahasa Inggris menggunakan media, Pak.."
KS : "Begini mbak, saya si silakan saja mbak, kalau di kelas VIII nanti mbak langsung saja menghubungi Ibu May guru Bahasa Inggris kelas VIII"
P : "Baik Pak, terimakasih sebelumnya telah memberikan saya ijin untuk melaksanakan observasi untuk penelitian saya di sekolah ini."
KS : "Iya, silakan saja, mbak. Tunggu sebentar saya akan persiapkan surat disposisinya nanti mbak bisa bawa untuk langsung menemui Ibu May di Ruang Guru."
P : "Baik Pak, terimakasih banyak."
KS : "Iya mbak, sama-sama."

Hari, tanggal : Jumat, 14 Februari 2014
Tempat : Ruang Guru SMPN 1 Kaligondang
G : Guru Bahasa Inggris
G2 : Guru Bahasa Inggris kelas IX
P : Peneliti

P menemui G di ruang guru SMPN 1 Kaligondang.

Interview 2

P : "Selamat pagi, dengan Ibu May?"
G : "Pagi mbak, iya saya Ibu May."
P : "Maaf mengganggu, Bu. Saya Suranti mahasiswa Pendidikan Bahasa Inggris, UNY, Bu. Saya bermaksud untuk melakukan observasi pelajaran Bahasa Inggris di kelas VIII, Bu. Saya sudah berbicara dengan Pak Kepala Sekolah, dan beliau menyarankan saya untuk langsung menemui Ibu, dan ini desposisi surat permohonan ijin observasi dari Pak Kepala, Bu."
G : "Oh, iya mbak. Observasinya berkaitan dengan apa ya mbak?"
S : "
G : "Jadi rencana mbak mau bagaimana? Nanti kalau ada yang perlu dibantu mbak bisa langsung bilang sama saya."
P : "Begini Bu rencananya saya ingin menyaksikan kegiatan belajar-mengajar di kelas Bu untuk mengetahui bagaimana pelajaran Bahasa Inggris berlangsung di kelas terutama dalam *speaking skills*-nya, Bu.
G : "Saya ada pelajaran Bahasa Inggris baru minggu depan hari selasa dan kebetulan untuk *speaking* semester ini sudah selesai mbak karena saya menyatukan semua materi *speaking* dalam sebuah kegiatan yaitu drama mbak karena waktu untuk mengajar *speaking* memang lebih sedikit dibandingkan dengan *skills* yang lainnya."
P :"Oh jadi begitu nggih, Bu. Kalau begitu apa saya boleh wawancara Ibu saja untuk mengetahui bagaiamana proses belajar-mengajar Bahasa Inggris kelas VIII, Bu?"
G : "Boleh saja mbak, silahkan."
P : "Terimakasih, Bu. Pertama, boleh saya tahu kurikulum yang digunakan di SMPN 1 Kaligondang ini, Bu? Apakah masih KTSP atau sudah Kurikulum 2013?"
G :"Di sini masih pake KTSP mbak."

P :"Oh jadi masih KTSP nggih, Bu. Jadi silabusnya juga menyesuaikan KTSP y Bu?"

G :"Iya, KTSP dari MGMP langsung, tapi kadang kita direvisi sendiri dari MGMP sekolah."

P :"RPP-nya bagaimana Bu?"

G :"RPPnya masih langsung dari MGMP jadi ngga buat sendiri."

P :"Sarana dan prasarana sendiri disini apakah sudah bisa mendukung terutama untuk *speaking* dan semua *skills* yang lain bu?"

G :"Sebetulnya si kalau ini kita udah kaya VIII A sampai dengan VIII D itu sudah ada LCD-nya, jadi sebenernya udah apa- *qualified* ya Cuma masih kurang 1 speaker tapi modelnya saya bawa kalau untuk misalnya listening saya bawa tapi itu sebenarnya sudah OK lah ibaratnya tinggal ini aja."

P :"Oh iya Bu, berarti jumlah kelas disini ada …?"

G :"Gimana?"

P :"Jumlah kelas VIIInya itu Bu ada berapa?"

G :"Kelas VIII itu ada delapan kelas."

P :"Berarti VIII A sampai VIII …"

G :"VIII H."

P :"Jadi ada delapan kelas…dan empat kelas …"

G :"Delapan kelas tu gini VIII A sampe D itu homogen, jadi yang pinter-pinter tu di A begitu. Nanti yang di E sampe dengan H itu heterogen. Iya.."

P :"E—mm terus untuk proses pembelajrannya, bagaimana proses membuka pelajarannya itu. Apakah menggunakan hmm *using English* atau Bahasa Indonesia atau Jawa ya?"

G :"Kalau untuk openingnya jelas pake Bahasa Inggris, cuma kadang gini apa ya- yang jadi kebiasaannya anak-anak itu atau jadi masalahnya anak-anak itu kalau ngomong *Good morning* itu ga pernah—selalu kaya'Se-lamat pa-gi Bu~"

P :"Oh jadi 'Go-od mo-orni-ing~"

G :"nah itu… kan kurang tepat ya, jadi itu harus selalu- sering diingatkan. Bolak-balik gitu terus kalo nggak diingatkan selalu mbalik kaya diawal begitu."

P :"Kalau Bahasa yang digunakan untuk mengajar itu bilingual atau lebih besar Bahasa Inggris –"

G :"Bilingual. Untuk *opening* sama *closing*-nya itu wajib pake Bahasa Inggris. Dan kalau *checking attendance* itu juga pake Bahasa Inggris.

G2 :"Kalau kelas IX itu Bahasa Inggris hampir 100%.

P :"Oh jadi kalau kelas IX sudah hampir 100%?"

G2 :"Iya 100%, anu maksudnya hmm ga selalu si tapi ada beberapa kali si 100%. Iya ada 100% kalau saya si 100%."

P :"Oh jadi kalau disini kaya semakin tinggi kelas itu semakin-"

G :"Iya kayak udah otomatis."

G2 :"Tapi upgrade kaya---hehe iya."

G :"Kita ini …, kalau saya si sebenarnya gini kita udah kesepakatannya setiap masuk sama keluar itu pake *–using in English*. Walaupun, kadang yang namanya anak juga kadang kayak… misalnya saya kan ngajarnya kelas A sampe D. Jadi kalau kelas bawah masuk ke atas karena di-*rolling* itu biasanya juga pada ga biasa ya karna masuk tiba-tiba berubah. Nanti ketika sudah kebiasaan masuk dan keluar menggunakan Bahasa Inggris."

P :"Terus untuk penyajian materinya, apakah ada buku paket ataukah LKS atau apa Bu …?"

G :"Buku paket ada LKSnya juga ada."

P :"Buku paketnya apa ya Bu?"

G :"Buku paketnya—Lets talk apa ya?"

P :"Oh Lets talk. Jadi masih samalah ya Bu."

G :"Iya masih sama. Cuma untuk materi-materi tertentu saya biasanya ehm cari di internet."

P :"Metode… pengajaran yang digunakan itu apa Bu? Apakah masih traditional atau sudah *communicative*?"

G :"Ya…tergantung materinya juga sih, kalau menyinggung *grammar* kayaknya masih sama ya tapi kalau misalnya sudah ke penyampaian teks itu biasane saya apa itu modelnya diskusi."

P :"Terus, ya, berarti…kalau yang *speaking* semuanya difokuskan ke drama?"

G :"Iya, eh nggak. Jadi kadang tergantung, kadang e-- kalau misal waktunya cukup mungkin saya mid-test ya tapi kalau misalkan untuk menyingkat waktu lah biasanya saya… kejelekan saya y menyingkat waktu sih hehe jadi y drama. Secara keseluruhan kan sudah masuk ke situ. Cuma ditambahin sama *greeting-closing*."

P :"Untuk penggunaan waktu sendiri apakah sudah efektif?
Sebenarnya kan kalau siswa SMP kan biasanya mereka ada tenggang waktu mereka konsentrasi penuh sampe mereka itu tidak konsentrasi itu bagaimana cara Ibu mengatur waktu."

G :"Ya…..jadi ngatur waktu gimana?"

P :"Misal kalau ngatur waktu kan 45 menit x dua itu kan kalau beberapa siswa itu kan *learners' characteristic* kan kalau SMP itu tingkat konsentrasinya 35 menit awal nanti setelahnya itu kan mereka …"

G :"Nggak konsen?"

P :"Mulai tidak konsen itu bagaiman ibu me-*manage* waktu?"

G :"Ya paling saya selingi sama becanda gitu kalau nggak kayak misalnya main *games* kalau nggak saya pas mbawa LCD eh apa namanya laptop sama audio saya putarkan sesuatu yang *related* dengan materi."

P :"Terus untuk pergerakan di kelas. Apakah mereka hanya *stuck* di satu bangku atau mereka ada suatu aktifitas yang membuat mereka itu bergerak."

G :"Kalau lebih seringnya sih ini aja di meja masing-masing seringnya. Kecuali kalau memang harus drama terus praktek, ituloh mereka"

P :"Terus bagaimana cara ibu memotivasi siswa agar mereka itu mau belajar dan mampu menguasai *skills* baik dari *writing, reading, listening* maupun *speaking* itu giamana caranya?"

G :"Ya itu ketika selingan kasih hmm film, dikasih sesuatu yang apa namanya yang membangkitkan apa yang 'oh ternyata Bahasa Inggris itu kan saya memotivasi belajar bahasa Inggris nggak sulit tergantung kebiasaan', terus kalau anak melakukan kesalahan ya udah nggak papa."

P :"Berarti nggak ada *punishment and reward*?"

G :"Sebenere *punishment* itu ada, kalau *punishment* itu kalau hal-hal yang wajib yak an misalnya dari awal ketika saya masuk kelas kan ada komitmen kita disini *rule*-nya apa, nah ketika mereka melanggar *rule* saya kasih *punishment*. Contohnya ketika mereka manggil saya, saya wajibkan untuk memanggil saya 'Mrs May' kalau nggak ya 'Ma'am' kalau ga y *punishment*, kadangkan *forget* ya itu berarti kasih *punishment*. *Reward*-nya ya ketika mereka mendapatkan apa nilai A."

P :"Mm… kalau ee penggunaan media berarti LCD, speaker …."

G :"Iya itu kalau dulu pas belum ada LCD-lah saya pakainya yang *hard* atau apa, tapi sekarang kan ini udah ini ya. Gini…paling gini kalau saya paling malah biasanya itu ketika misalkan saya temanya *invitation* kan banyak sekali contoh-contoh *invitation* saya malah lebih cenderung biar anak untuk eksplor di itu, cari *invitation* misalkan tentang apa namanya *wedding party* atau *birthday party* jadi malah anak yang eksplor sendiri nanti hasilnya kasihkan ke saya nah itu untuk teks."

P :"Nah kalau untuk evaluasi misalkan e….eksplorasi *skill* yang diajarkan itu gimana Bu? Apakah dengan test ataukah secara e…"

G :"Tergantung materinya juga kalau *speaking* ya itu kan sudah masuk di drama ya, kalau kaya reading ya masuknya biasanya test kadang juga kayak *narrative* sama *recount* itu kan dua kadang lisan sama tulis kadang lisan menghafalkan keduanya sih."

P :"Terus Ibu, perilaku siswa di kelas itu gimana Bu? Apakah mereka e bisa bekerjasama dengan Ibu melaksanakan kegiatan belajar mengajar dengan baik ataukah memang karna anak-anak ya Bu kalauyang cowok pasti rebut, ya gitu-gitu bu?

G :"Biasanya kalau untuk sukarela itu memang agak-agak sulit ya, untuk *volunteer* gitu itu harus… kalau dari kelas atas itu ada yang mau ya tapi kalau yang sudah menengah bawah itu harus sedikit ada *forcement* ya paksaan. Tapi nanti si sebenernya sendiri bisa cuma itu ya sedikit harus dipaksa, harus dimotivasi selalu seperti itu kalau ngga ya ya ngga mau ini ngga mau maju gitu…"

P :"Oh…berararti memang siswa disini itu ada yang aktif tetapi ada yang kurang ya Bu?"

G :"Iya."

P :"Kalau perilaku mereka di luar kelas, apakah berbeda jauh dari di kelas? Misal kan ada anak-anak yang bandel…"

G :"Kalau yang bandel si itu pasti ada, heeh."

P :"Kalau menurut Ibu, kemampuan komunikasi anak-anak sejauh ini bagaiamana? Kalau mereka *speaking* itu gimana bu?"

G :"Sebenernya kalau dulu ya mbak dulu kan ada kelas imersi, kelas bilingual lah, itukan diperbolehkan oleh pemerintah waktu itu kan ada jam tambahan sendiri untuk yang skill *speaking*-nya waktu itu sebenere tinggi tingkat ininya apa apa namanya… kesadaran untuk speaking itu tinggi. Tapi sekarang karena keterbatasan dengan hilangnya kelas imersi itu juga sedikit mempengaruhi, akhirnya dalam proses pembelajaran jadi… Jadi kalau dulu itu jadi saya merasakan dampaknya sekali kalau dulu kan itu juga ada kelas *vocabulary* ya, jadi anak-anak kan bener-bener hafal itu semua kosa kata yang sudah saya berikan tapi sekarang kan dengan keterbatasan waktu kan hanya empat jam kan itu ya agak e sebenere agak susah juga, saya bandingkan hasilnya sama yang kelas VII sekarang dengan kelas VII dulu itu beda."

P :"Kalau kendala yang signifikan ketika Ibu mengajar *speaking* itu apa Bu, yang masalah yang paling sering?"

G :"*Pronunciation*-nya, sama kalau PD itu kan dari diri sendirii ya itu paling harus saya sering-sering dimotivasi untuk- biar anak-anak bisa PD."

P :"Jadi cara Ibu untuk mengatasi masalah itu biasanya gimana Bu?

G :"Ya paling saya harus mencontohkan saya dulu, jadi harus *modeling* dulu gitu loh, harus *modeling* dulu gitu terus kemudian saya ambil siswa yang aktif setelah itu nanti bergiliran. Sering-sering *modeling* lah"

P :"Terus kalauu media yang ibu gunakan dengan mengajar *speaking*, misalkan e kaya LCD-nya itu kan Ibu pake *video*, apakah itu *video-video*nya yang langsung konkret ke *pronunciation* ataukah *movie* ataukah *video* motivasi Bahasa Inggris?

G :"Kalau untuk *speaking*-nya itu saya sesuaikan sama temanya, kalau misalkan itu teks-teks *description* yang menggambarkan itu saya ambil artis apa ya begitu hanya gambarnya aja kan terus nanti anak-anak menggambarkan ya mulai dari anak-anak yang suka lah yang lagi *in* itu artis siapa kaya gitu kadang saya."

P :"Jadi misal nanti kalau e, bagaimana menurut Ibu tentang e *improving* melalui *movie clips* jadi kan nanti ada *movie* yang akan kita ambil di e *part-part* gitu, dipotong dikasih *subtitle* Bahasa Inggrisnya. Bagaiamana menurut pendapat Ibu e pandangan ke depan apakah itu bisa meningkatkan atau tidak?"

G :"Sebenernya kalau anak itu saya melihat kalau film-film itu familiar pasti… anak-anak itu kan antusias dulu ya, tapi sayangnya kan juga gini kalau mereka kan sekolah di pinggiran ya jadi untuk nonton film barat yang ini kayaknya kalau saya bilang telat, misalnya saya bilang 'Eragon' itu ngga semua anak tahu, padahal kan 'Eragon' itu kan sebenere film yang udah e film yang *popular* ya yang udah familiar harusnya tapi disini tuh ngga mbak. Jadi disini paling… kadang susah-susah juga mau ngambil film-film mana yang anak-anak sini tonton kayak gitu karena orientasinya mereka nonton itu film barat ya sama nonton film lain itu orientasinya beda kayak gitu jadi susahnya gitu."

P :"Iya ya Bu apalagi acara-acara TV sekarang itu …"

G :"Susahnya gitu kalau mungkin… beda kalau dikota. Kalau di kota si kan e…intinya di kota ya kalau SMP-SMP di kota pasti dengan film-film itu pasti sudah biasa mungkin bisa banget meningkatkan e *improving speaking skills*-nya, kalau disini harus bener-bener pilih film yang kaya 'Harry Potter'… itu aja 'Harry Potter' belum tentu semua tahu loh, hehe."

P :"Oh ya Bu baik…saya kan juga e bermaksud itu …"

G :”Disini juga kaya yang apa anak-anak yang e maju lomba itu memang bakatnya e *speaking*-nya itu bagus.”

P :”Terus disini ada kaya semacam *speaking club* ngga si Bu?”

G :”Sebenere ada maksudnya itu juga ada, tapi iya memang kalau saya sama Bu Woro sama Bu _____ masuk kadang hari ini misalkan minggu ini kita writing kerjaannya nggambar, nggambar kalau besok reading jadi apa namanya ganti-gantian. Cuma kendalanya kalau speaking itu apa ngajarin anak-anak satu persatu *pronunciation*-nya itu yang agak susah gitu.”

P :”Terus kalau menurut Ibu tingkat berapa persen anak dari kelas VIII itu kira-kira Bahasa Inggrisnya itu sudah lumayan baik ke atas itu berapa persen?”

G :”Ya…berapa ya paling ngga sampe, e di bawah 50% kayaknya hehe.”

P :”Oh jadi di bawah 50% ya Bu?”

G :”Iya.”

P :” Paling beberapa anak tertentu yang memang grade-nya bagus ya Bu.”

G :”Justru malah cenderungnya untuk pasif sama aktifnya malah, lebih banyakan yang pasif mungkin daripada yang aktif mungkin.”

P :”Baik bu saya rasa cukup semua informasi yang sudah Ibu berikan, terimakasih banyak dan maaf sudah mengganggu Ibu.”

G :”Ngga apa-apa mba, kalau ada yang perlu saya bantu mba bisa langsung menghubungi saya, sms saja juga ngga papa.”

P :”Baik terimakasih sekali Bu. Rencananya kan hasil wawancara hari ini akan saya jadikan bahan untuk penelitian saya mendatang, dan jika dibolehkan saya ingin melakukan penelitian disini kalau samuanya sudah bisa Bu.”

G :”Oh iya mba nanti akan saya bantu, mba santai saja kami siap menerima mba penelitian disini.”

P :”Kapan-kapan saya akan menghubungi Ibu lagi untuk rencana pelaksanaan peneltian nanti bu. Kalau begitu saya mau pamit pulang dulu, terimakasih sudah mau menerima saya disini untuk wawancara.”

G :”Iya mba, hati-hati di jalan ya. Saya tunggu kabar selanjutnya.”

Hari, tanggal : Sabtu, 18 Oktober 2014
Tempat : Ruang Guru SMPN 1 Kaligondang
G : Guru Bahasa Inggris
P : Peneliti

P menemui G di ruang guru SMPN 1 Kaligondang.

Interview 3

P :"Assalamu'alaikum, Mrs May. Selamat Pagi."

G :"Wa'alakumsalam, pagi mba."

P :"Maaf Ibu sudah lama sekali saya tidak kesini dan hanya berkomunikasi lewat sms."

G :"Ngga apa-apa mba, jadi gimana mba?"

P :"Seperti yang kemarin saya sampaikan lewat sms, hari ini saya bermaksud melihat kegiatan belajar mengajar di kelas VIII berlangsung Bu."

G :"Iya mba, seperti yang saya bilang kemarin hari ini ada pelajaran Bahasa Inggris di kelas VIII B jam 1-2. Mau langsung masuk saja atau mau gimana mba?"

P :"Baik bu, langsung saja kalau begitu."

G :"Ya sudah ayo mba masuk ke kelas."

Interview 4

P :"Terimakasih ya Bu sudah mengizinkan saya masuk kelas hari ini."

G :"Sama-sama mba, ada yang diperlukan lagi mba?"

P :"Begini Bu, e saya mau menanyakan kelas yang nantinya bisa saya jadikan sebagai subyek penelitian itu sebaiknya kelas VIII apa ya bu? VIII B atau gimana."

G :"Sebaiknya si di kelas VIII A saja mba karena VIII A menurut saya anak-anaknya lebih aktif dan lebih cepat menangkap materi yang di ajarkan.

P :"Oh begitu nggih Bu, baik e tapi kan saya observasinya tadi di VIII B jadi saya belum tahu kalau di VIII B bagaimana Bu pas kegiatan belajar mengajar."

G :"Sama saja si mba ngga jauh beda jadi ngga masalah, mba rencananya mau penelitian kapan?"

P :"Saya si pengen secepetnya Bu kalau bisa bulan depan, tapi saya juga masih belum tahu karena proposal saya masih belum fix."

G :"Ya sudah mba, kalau sudah mau penelitian kabarin saya saja."

P :"Oh y Bu kemarin kan di sms Ibu bilang kurikulunya sekarang pakai 2013, kalau boleh saya mau minta syllabus dan contoh RPPnya bu."

G :"Oh nggih sebentar saya copy kan mba."

P :"Baik Bu, terimakasih."

G :"Ini mba"

P :"Terimakasih Bu. Oh ya Bu kalau saya benar bisa penelitian bulan depan, kira-kira materi yang bisa saya jadikan bahan yang mana ya bu?"

G :"Gini mba sekarang kan saya mengajar sampai chapter V 'my uncle is a zookeeper. Nanti mba bikin aja yang chapter selanjutnya chapter VI."

P :"Untuk bukunya apa anak-anak sudah punya semuanya Bu?"

G :"Ya yang kaya mba Ii tadi liat, sebenernya bukunya sudah dating tapi belum semua jadi kalau mulai chapter baru anak-anak diberi fotocopyan sementara mba."

P :"Oh begitu… Baik, Bu. Nanti saya akan e kabari lagi, bagaiaman kepastian pelaksanaan kapan penelitiannya dan kalau sudah fix saya juga akan siapkan bahan-bahan ajar dan semuanya."

G :"Iya mba, nanti kabarin saya saja sms seperti kemarin-kemarin saja juga bisa kalau mba Ii lagi di Jogja."

P :"Baik bu, terimakasih kalau begitu saya pamit dulu."

G :"Iya mba, Ati-ati ya I."

Hari, tanggal : Rabu, 12 November 2014
Tempat : Ruang Guru SMPN 1 Kaligondang
G : Guru Bahasa Inggris
P : Peneliti

P menemui G di ruang guru SMPN 1 Kaligondang.

Interview 5

P :" Assalamu'alaikum, Mrs May."

G :"Wa'alaikumsalam, ada apa mba?"

P :"Maaf Bu saya datang tidak mengabari Ibu dulu sebelumnya."

G :"Oh iya ngga apa-apa mba, kenapa ya mba?"

P :"Sebenarnya saya mau mememberitahu Ibu kalau saya tidak jadi melakukan penelitian pada bulan ini Bu karena e persiapan media, materi dan lainnya belum selesai dan kalau tidak salahh awal bulan depan sudah UTS nggih Bu?"

G :"Iya mba, oh ngga papa. Terus mba jadinya mau kapan?"

P :"Kalau saya paksakan untuk semester ini kan sepertinya tidak memungkinkan nggih bu? Jadi saya berencana penelitian awal semester depan, boleh ngga bu?"

G :"Oh ya ngga papa, disiapin aja semuanya nanti kalu sudah jadi mba Ii kabarin saya saja."

P :"Baik Bu, terimakasih. Oh ya Bu, untuk awal semester depan kira-kira materi yang perlu saya siapkan yang mana ya Bu? Apa *chapter* VII dan VIII Bu yang *comparison* sama *description*?"

G :"Iya betul yang itu mba."

P :"Baik kalau begitu nanti akan saya siapkan semuanya dan nanti saya akan kabarin Ibu lagi. Terimakasih nggih Bu, saya mau pamit dulu."

G :"Iya mba, sama-sama. Oh mau langsungan? Ya sudah hati-hati ya."

P :"Nggih Bu, mari. Assalamu'alaikum."

Hari, tanggal : Rabu, 7 Januari 2015
Tempat : Ruang Guru SMPN 1 Kaligondang
G : Guru Bahasa Inggris
P : Peneliti

P menemui G di ruang guru SMPN 1 Kaligondang.

Interview 5

P :" Assalamu'alaikum, Mrs May."

G :"Wa'alaikumsalamm eh mba Ii. Sudah lama mba?"

P :"Belum kok Bu."

G :"Gimana mba?"

P :"Begini Bu, e saya berencana mau melaksanakan penelitian awal semester ini, dan ini surat ijin pelaksanaan penelitiannya Bu."

G :"Oh iya, nanti saya akan serahkan ke TU. Terus rencananya gimana mba?"

P :"Sebelumnya saya mau tahu Bu, kurikulumnya masih tetap pake yang 2013 atau kembali ke KTSP ya BU."

G :"Oh itu iya kembali ke KTSP mba."

P :"E… jadi kalau begitu materinya juga berubah ya Bu mengikuti silabus KTSP."

G :"Iya mba."

P :"Berarti kalau tidak salah materi untuk *speaking skills* itu jadi *expressions* ya Bu?"

G :"Ya mba betul."

P :"Kalau begitu materi yang bisa saya jadikan e materi dalam penelitian saya itu seperti expressions of asking for, giving help, item, opinion dan sebagainya itu ya Bu."

G :"Iya mba di silabusnya itu."

P :"Kalau begitu saya boleh ngga Bu minta waktu sekitar satu mingguan untuk membiat ulang RPP, media dan bahan-bahan penelitian yang lainnya, soalnya

kan e kemarin saya buatnya pake kurikulum 2013 dan materinya yang Ibu bilang dulu *comparison* dan *description*, jadi saya butuh waktu sebentar bagaimana Bu."

G :"Oh ya ngga papa disiapin aja dulu yang diperlukan nanti kalau ada yang perlu ditanyakan sms aja bisa atau langsung ke sini juga bisa. Kalau sama saya mba Ii sante sja."

P :"Ibu kalau boleh saya minta contoh RPP Ibu yang KTSP untuk referensi saya boleh Bu?

G :"Oh gini aja, Ii buat sendiri saja sesuai yang diajarin di kampus, punya saya juga paling tidak sama kok kaya yang ada di contoh-contoh."

P :"Oh begitu nggihh Bu, baik tadinya saya takut kalau yang nanti saya buat ngga sesuai sama yang Ibu biasa pake."

G :"Oh ngga kok, kamu bikin saja nanti kan dikasih ke saya sebelum mengajar nanti saya lihat sesuai atau ngganya tapi pasti si ngga bakal jauh beda juga.

P :"Oh nggih, terimakasih Bu. Saya sebenere ngga enak mundur-mundur terus Bu."

G :"Ngga papa mba."

P :"Oh ya Bu menurut Ibu materi *expressions* ini saya berikan ke anak-anak urutannya yang mana dulu ya Bu biar lebih mudah buat anak-anak?"

G :"Saya si sebenere terserah Ii aja, tapi kalau menurut saya si dari *help* sama *item* dulu terus baru *opinion, agreement* dan *information* mba, gimana?"

P :"Iya Bu saya manut Ibu saja, saya kan juga masih bingung mana yang terbaik buat anak-anak disini. Oh ya Bu untuk *pre-test* penelitian saya kira-kira bisa kapan ya Bu?"

G :"Oh ya itu nanti saya kabarin Ii lagi, saya persiapkan dulu anak-anaknya. Nanti gini aja mba kalau bahan penelitiannya sudah selese mba Ii langsung kabarin saya, nanti saya kasih tahu jadwal yang pas buat *pre-test* gimana?"

P :"Oh iya Bu, baik kalau begitu."

G :"Terus nanti kira-kira *pre-test*-nya itu kaya apa mba?"

P :"Jadi itu nanti saya akan kasih kartu-kartu situasi kaya gitu bu, terus e nanti anak-anak buat dialog sesuai yang di kart uterus kalau sudah mereka maju di depan kelas buat mempraktekkannya Bu."

G :"Oh gitu, jadi kaya *play a role* gitu ya mba?"

P :"Iya Bu kurang lebih seperti itu."

G :"Terus nanti itu yang maju berapa anak mba? Soalnya kan anak-anak masih belum terbiasa si mba ini juga kan kemarin habis tes semesteran di-*rolling* lagi kelasnya."

P :"Nanti semuanya tetep maju Bu buat dinilai."

G :"Oh jadi ngga beberapa anak buat contoh aja gitu mba?"

P :"Ngga Bu nanti tetep semuanya."

G :"Oh ya sudah kalau begitu mba nanti saya siapkan anak-anak kelas VIII Anya."

P :"Kalau begitu saya pamit Bu, nanti RPP dan lain-lain kalau sudah selese akan saya beritahukan ke Ibu."

G :"Iya mba, nanti buat jadwal *pre-test*nya saya kabarin. Hati-hati di jalan ya."

P :"Baik Bu, terimakasih. Assalamualaikum."

G :"Wa'alaikumsalam."

Hari, tanggal : Sabtu, 17 Januari 2015
Tempat : Ruang Kelas VIII A
P : Peneliti
S1 : Surya
S2 : Intan

Pada saat istirahat kedua sekitar pukul 11.00, setelah P melakukan pre-test, P mencoba untuk berbicara pada beberapa siswa kelas VIII A

Interview 6

P :"Pertama, boleh kenalan ga namanya siapa tadi kan Kakak belum paham banget siapa namanya."

S1 :"Pake Bahasa Inggris atau Indonesia Miss?"

P :"Terserah mau pake Bahasa Inggris ato Indonesia terserah ngga masalah."

S1 :"Oke, my name is Surya Adi Winoto. I'm from SMPN 1 Kaligondang. Mm…e I'm in class VIIIA. And…that."

P :"Ok, and you?"

S2 :Ya perkenalkan, nama saya Intan Nugraheni. Saya bersekolah di SMP 1 Kaligondang, di kelas VIIIA."

P :"Ok, e… kakak mau nanya nih, yang pertama ini apakah anda suka pelajaran Bahasa Inggris, suka ngga?"

S1 :"Suka Kak, karena…kita belajar Bahasa Inggris, sehingga kita mengetahui Bahasa Internasional, sehingga apabila kita pergi ke luar negeri atau kita pergi ke kota saja pasti kita akan lebih mudah untuk berbicara dengan turis ataupun dengan orang yang pandai berbahasa Inggris."

P :"Ok, kalau Intan bagaimana? Suka ngga sama pelajaran Bahasa Inggris?"

S2 :"Ya suka, tentunya untuk bisa menambah pengetahuan kita untuk dapat menguasai Bahasa Inggris menjadi salah satu modal utama kita kalau misalnya kita ke luar negeri kalau ngga bisa berbahasa Inggris kita akan susah."

P :"Ok, terus pertanyaan kedua ya, merut kalian diantara *listening, speaking, reading,* sama *writing* mana yang paling sulit?"

S1 :"E…*writing*."

P :"*Writing*? Ok, kenapa?"

S1 :"Karena kita sebagai orang Indonesia tentunya sangat susah untuk *pronunciation* dan juga untuk menulis '*come'* kita ngga tahu nilsnya gimana, kalau *writing* kan harus real antara bilang karo e sama menulis itu beda. Jadi kita terkadang salah untuk menulis."

P :"Ok, kalau Intan, menurut kamu mana yang paling susah *speaking listening* atau apa?"

S2 :"Menurut saya… listening."

P :"Listening?"

S2 :"Karena kalau misalnya kalau Bahasa Inggris dan Bahasa Indonesia kan beda ya gimana cara membacanaya, jadi kalau menurut telinga orang beda-beda itu mesti… setiap itu akan beda, jadi e… itu…"

P :"Terus bagian yang sulit kan udah sekarang untuk mengatasi kesultan tersebut bagaimana?"

S1 :"Ya… kita,,, e, untuk… itu, membaca setidaknya kita membuka kamus sehingga kita tahu kalau 'come' tulisannya 'c-o-m-e' jadi kita tahu kalau oh

jadi begitu, jadi waktu kita menulis jadi kita tidak akan menemukan kesulitan dan kesalahan pada tulisan itu."

P :"Kalau Intan gimana caranya?"

S2 :"Kalau menurut saya caranya dengan memperbanyak belajar lagi, menambah pengetahuan pengetahuan-pengetahuan itu…"

P :"Terus nih, menurut kalian *speaking* itu susah ngga?"

S1&S2 :"Speaking? Itu…m"

S2 :"Lumayan…"

P :"Lumayan bisa,… Ok, jadi kalau kalian buat belajar *speaking* bagaimana? E… caranya belajar *speaking* biar lebih lancer lagi ada caranya ngga? Biasanya di rumah bagaimana?"

S1 :"Biasanya di rumah, buat teks kecil, kecil-kecilan ngga papa, dua paragraf atau berapa, dua kalimat atau e dua paragraf terserah, terus kita berada di depan kaca. Pertama kita ngapalin dulu kalau sudah hafal kita berada di depan kaca sehingga kita juga akan mengetahui mulut kita bagaiamana mengucapkannya dan juga ekspresi kita, karena biasanya *speaking* digunakan dalam *story telling* lomba."

P :"Oh ya kalau Intan?"

S2 :"Iya sama."

P :"Sama aja?... Ok, terus bisanya Bu e Mrs May itu pas ngajar *speaking* pake apa, yang kalian paling suka b

Hari, tanggal : Sabtu, 17 Januari 2015

Tempat : Ruang Guru SMPN 1 Kaligondang

G : Guru Bahasa Inggris

P : Peneliti

P menemui G di ruang guru SMPN 1 Kaligondang setelah melaksanakan *Pre-test*.

Interview 7

P :"Terimakasih nggih Bu atas bantuannya dalam pre-test ini. Ini RPP, handout dan lainnya yang besok akan saya pakai untuk mengajar di kelas. Silahkan dilihat dulu Bu."

G :"Sama-sama mba, oh ya sebentar saya lihat dulu."

P :"Kalau ada yang kurang atau salah silahkan ibu beritahu saya Bu,"

G :"Ini mba Ii pakenya P-P-P ya?"

P :"Iya Bu, kenapa ya?"

G :"Ngga papa, biasanya kalau saya si pakenya yang _____, tapi sama saja kok Ii pake ini juga ngga papa. Ini mba di bagian *opening* ka nada yang memberikan motivasi, lebih baik nanti Ii pake video atau lagu yang ada kaitannya dengan materi tapi belum masuk ke materi kalau saya biasanya begitu biar anak-anak tertarik dulu sama kegiatan belajar-mengajarnya tapi kalau ngga ada ya ngga papa."

P :"Oh nggih baik Bu nanti saya akan cari video atau lagu yang cocok buat masuk ke materi biar anak-anak termotivasi."

G :"Terus kalau lainnya si saya rasa sudah baik bisa dipakai."

P :"Terimakasih Bu, oh iya Bu ini contoh lembar *observation sheet* yang nantinya setiap pertemuan saya minta tolong sama Ibu buat diisi."

G :"Oh iya mba, jadi nanti tinggal saya centang gitu saja ya mba?"

P :"Nggih Bu bener, sesuai saja sama apa yang Ibu lihat di kelas selama jam pelajaran berlangsung."

G :"Baik mba saya paham. Ada lagi mba yang bisa saya bantu?"

P :"Kayaknya sudah Bu, kira-kira saya bisa mulai masuk kapan ya Bu?"

G :"Kalau mba Ii sudah siap nesok Senin bisa di mulai."

P :"Oh nggih Bu siap, jadwal kelas VIIIA jam berapa ya Bu?"

G :"Sebentar saya lihat jadwal pelajarannya. Ini mba jadi VIIIA itu Bahasa Inggris hari Senin jam 1-2 setelah upacara dan hari Sabtu jam 3-4."

P :"Berarti besok senin saya kesini kira-kira setelah upacara selesai atau gimana Bu?"

G :"Oh iya kebetulan Senin besok ada *try-out* ujian untuk kelas IX jadi paling anak-anak masuk jam 9 atau jam set 10an, besok senin pagi saya kabarin mba Ii saja buat pastinya."

P :"Oh nggih Bu, nanti saya tunggu kabar dari Ibu."

G :"Ada lagi yang lain mba? Soalnya habis ini saya masih ada kelas"

P :"Sudah Bu, terimakasih Ibu maaf jadi mengganggu Ibu langsung ke kelas saja. Kalau begitu saya pamit pulang nggih Bu."

G :"Oh nggih ati-ati ya, saya langsung ke kelas ya."

Hari, tanggal : Senin, 19 Januari 2015
Tempat : Ruang Guru SMPN 1 Kaligondang
G : Guru Bahasa Inggris
P : Peneliti

P menemui G di ruang guru SMPN 1 Kaligondang setelah pertemuan pertama selesai

Interview 8

P :"Terimakasih nggih Bu, hari ini akhirnya penelitian dapat dimulai dan telah berjalan dengan lancer."

G :"Iya mba sama-sama."

P :"Oh ya Bu, menurut Ibu pertemuan hari ini gimana? Apa saja kekurangannya? Nanti biar besok saya perbaiki."

G :"Sebenere si sudah bagus mba, cumin menurut saya itu *movie clips*-nya diputer 4 sampe 5 kali ngga papa biar anak-anak paham bener."

P :"Oh iya Bu, soalnya saya takute kebanyakan dan waktunya ngga cukup hehe."

G :"Oalah begitu, sebenere ngga papa mba yang penting anak-anak paham dulu aja."

P :"Baik Bu, besok saya akan perbanyak lagi menayangkannya. Terus Bu ada yang lainnya ngga?"

G :"Gini, kayaknya tempo Ii ngomong itu dipelanin lagi dan diulang-ulang, soalnya anak belum terbiasa dengan tempo segitu cepatnya."

P :"Baik Bu besok saya akan usaha pelanin lagi. Ada yang lain ngga Bu?"

G :"Kayaknya si udah mba, oh ya ini observation sheetnya belum selesai saya isi semua. Gimana kalau saya ngasihnya maberng sama penilaian kalau udah selesai semua?"

P :"Oh nggih Bu ngga papa."

G :"Ii mau langsung pulang atau disini dulu? Saya masih ada kelas habis ini gimana?"

P :"Langsung pulang saja Bu, saya juga mau mempersiapkan untuk pertemuan selanjutnya. Terimakasih nggih Bu."

G :"Iya sama-sama, ya sudah kalau begitu ati-ati ya."

Hari, tanggal : Senin, 2 Februari 2015

Tempat : Ruang Kelas VIII A SMPN 1 Kaligondang

P : Peneliti

S1 : Linda

S2 : Angel

S3 : Upik

S4 : Ani

S5 : Triya

S6 : Wati

S7 : Allisa

P melakukan wawancara dengan siswa kelas VIII A mengenai proses pembelajaran bahasa Inggris pada cycle 1

Interview 9

P :"An, mba boleh nanya-nanya ngga?"

S4 :"Boleh mba, tapi malu. Buat apa itu mba?"

P :"Malu kenapa, ngga papa kok Cuma ditanya-tanya doang. Yang lain siapa lagi nih yang boleh ditanya-tanya. Ayolah…"

S4 :"Ya udah mba, ini Upik sama Angel juga mba."

P :"Iya Pik, Ngel mau ya?"

S2 :"Ngga ah Miss, malu. Ini Linda aja Linda."

S3 :"Iya Miss malu Linda sama Ani aja."

P :"Udah kalian berempat aja, biar semuanya ditanya-tanya hehe."

S1 :"Y udah deh Miss."

P :"Mulai ya, bagaimana pendapat Anda mengenai kegiatan di kelas bahasa Inggris selama ini? Dua minggu terakhir ini gimana?"

S1 :"Senang!"

S2 :"Ya asyik ya ditambah itu jadi semangat ya gitu lah."

P :"Ditambah nonton *movie clips* maksudnya?"

S2 :"Iya Miss hehe."

S4 :"Tidak membosankan."

S3 :"Sangat menarik!"

P :"Oh Ok, kok singkat singkat banget si njawabnya."

S4 :"Bingung Miss hehe intine seneng deh."

P :"Oh…Ok. Apakah Anda menyukai belajar bahasa Inggris terutama *speaking* menggunakan *movie clips* suka ngga?"

S1 :"Suka Kak!"

S4 :"Iya."

S2 :"Sangat suka sekali Miss."

S3 :"Suka…tapi susah ngomongnya."

P :"Oh gitu haha… dengan nonton film kaya kemaren dengan potongan-potongan film ini kalian bisa belajar *speaking* dengan baik ngga?

S1 :"Ya lumayan."

S4 :"Tidak,…"

P :"Kenapa?"

S4 :"Karena tidak terdengar suaranya haha."

P :"Oh Ok haha."

S2 :"Ya agak sedikit-sedikitlah anu apa ya ngga terlalu ngga terlalu….mm bisalah ya sedikit-sedikit."

P :"Oh haha, jawabannya pada sedikit-sedikit juga yah haha. Kemudian, kesulitan selama belajar Bahasa Inggris ini selain *audio*-nya yang kurang keras, susahnya apa?"

S1 :"Itu, e cara bicaranya!"

P :"Oh cara bicaranya ya, kalau kamu Ngel?"

S2 :"Cara pengucapannya yang kurang jelas, gitu lah."

S4 :"Karena kita kan tidak terbiasa menggunakan Bahasa Inggris sehingga sulit untuk mengucapkannya."

S3 :"Iya, sulit mengucapkannya!"

P :"Ok, pertanyaan terakhir bagaimana dengan materi yang diajarkan kemarin tentang ekspresi itu gimana?"

S1 :"Hm….susah."

S2 :"Materinya bagus bisa digunakan dalam kegiatan sehari-hari."

S4 :"Membantu untuk materi selanjutnya."

S3 :"Sama Miss….membantu materi yang yaa…yang …."

S4 :"Diajarkan."

S3 :"Iya ya betul yang diajarkan Miss hehe."

P :"Ok, terimakasih ya buat waktunya."

S1, 2, 3, & 4 :"Sama-sama Miss."

Interview 10

P :"Siapa lagi nih yang boleh Miss maintain tolong lagi? Allisa?"

S7 :"Ngga mau ah Miss kalo sendirian…"

P :"Ya udah mau sama siapa lagi."

S3 :"Ini Miss Wati aja hehe."

P :"Iya Wati mau ya?"

S6 :"Aduh gimana ya Miss malu…"

S4 :"Udah Wat ngga papa bantuin Miss Ii hehe.:"

S3 :"Iya Wat ayo, aku kan udah haha."

S6 :"Ya udah deh Miss,…"

S2 :"Triya sekalian Miss hehe."

P :"Boleh juga, ayo Triya juga mau ya."

S5 :"Aduh… ya udah deh Mba tapi cumin kaya tadi ngga papa ya sedikit-dikit aja njawabnya, hehe."

P :"Iya ngga papa udah mau aja mba udah seneng banget. Ok, Mulai ya. Pendapat kalian tentang pelajaran Bahasa Inggris selama ini menggunakan *movie clips* gimana?"

S6 :"Menarik."

S5 :"Sangat membantu."

S7 :"Menyenangkan sekali."

P :"Kalian menyukai belajar Bahasa Inggris *speaking* ngga? Menggunakan *movie clips*?"

S5 :"Suka sih, cuman susah untuk apa namanya… mengatakannya, e cara bicaranya."

P :"Ok, kalau kamu Lis?"

S7 :"Suka sekali."

P :"Kemudian dengan nonton potongan *movie* kemarin e potongan film itu membantu ngga buat kalian belajar *speaking*?"

S6 :"Membantu banget."

S5 :"Iya membantu banget."

S7 :"Sangat setuju."

P :"Terus kesulitannya kemarin gimana kan yang lain tadi udah bilang kalau menurut kalian apa?"

S6 :"Cara mengucapkannya."

S7 :"Cara pengucapan."

S5 :"Sama."

P :"Ok, terus materi yang diajarkan gimana?

S6 :"Ya…sangat membantulah untuk kesehariannya."

S5 :"Sangat menarik."

S7 :"Materi yang diajarkan banyak jadi kita tahu lebih, e lebih tahu… gitu lah Miss."

P :"Ok hehe, terimakasih ya jawabannya. Miss pamit dulu ini juga udah masuk. Kalian selamat belajar lagi ya, maaf udah ganggu."

Ss :"Iya Miss sama-sama, ati-ati Miss."

Hari, tanggal : Senin, 2 Februari 2015
Tempat : Ruang Guru SMPN 1 Kaligondang
G : Guru Bahasa Inggris
P : Peneliti

P menemui G di ruang guru SMPN 1 Kaligondang untuk wawancara mengenai proses pembelajaran di kelas VIII A pada cycle pertama.

Interview 11

P :"Permisi Bu, maaf mengganggu, mau interview sedikit bu mengenai kegiatan belajar mengajar di cycle 1."

G :"Oh iya mba silahkan."

P :" Pertama, Bagaimana penilaian Ibu terhadap kemampuan berbicara siswa di *cycle* I ini Bu?"

G :"Untuk kemampuannya…sudah lumayan, tapi masih ada beberapa siswa yang e tidak percaya diri e untuk e melakukan komunikasi dengan Bahasa Inggris, ya."

P :"Kemudian, apakah media yang dipakai itu efektif atau tidak?"

G :"Ya efektif."

P :"Apa saja kekurangan pada *cycle* I yang menurut pengamatan Ibu perlu dikembangkan?"

G :"Untuk *movie clips*-nya kemungkinan akan lebih bagus lagi kalau diputar lebih dari tiga kali karena mereka masih belum biasa melihat potongan-potongan film itu."

P :"Terus menurut Ibu, kemajuan apa yang dicapai siswa dalam *cycle* ini?"

G :"Untuk kemajuannya, yang pertama *pronunciation* karna kalau kami sebagai guru Bahasa Inggris di sekolah kami untuk pelafalan e *pronunciation* itu agak kurang e karena medianya yang belum semua bisa diberikan, terus mba?"

P :"Apa saran Ibu untuk *cycle* berikutnya atau perlu ada tambahan apa?"

G :"E…movie clips tetep dipakai hanya saja untuk reviewnya itu lebih banyak lagi e…terus untuk e apa namanya situasinya, situasinya jangan terlalu banyak dulu. Itu saja si mba dari saya."

Hari, tanggal : Selasa, 17 Februari 2015
Tempat : Ruang Guru SMPN 1 Kaligondang
G : Guru Bahasa Inggris
P : Peneliti

P menemui G di ruang guru SMPN 1 Kaligondang untuk wawancara mengenai proses pembelajaran di kelas VIII A pada cycle kedua.

Interview 12

P :" "Maaf mengganggu lagi, Bu. Hehe."

G : "Iya, gak apaapa, Mbak. Silakan saja."

P :" Bagaimana penilaian Ibu terhadap kemampuan berbicara siswa di *cycle* II kemarin ini ya Bu?"

G :"Untuk kemampuan siswa… kemampuan berbicara siswa di *cycle* II sudah lebih maju daripada di *cycle* sebelumnya."

P :"Terus apa saja kekurangan yang ada di *cycle* II ini meskipun sudah jalan dua *cycles* ya Bu?"

G :"Untuk ini kita e *pronunciation*-nya masih kurang, walaupun sudah ada beberapa yang sudah mengalami peningkatan tapi masih kebanyakan dari mereka untuk *pronunciation*-nya masih kurang

P :"Apa saja kelebihan di *cycle* ini Bu setelah menggunakan *movie clips di* cycle I dan II ya Bu?"

G :"Untuk siswa saya lihat lebih percaya diri ketika tampil atau *perform*, e… kelebihannya intinya kesan yang pertama anak lebih percaya diri, yang kedua *pronunciation*-nya lebih bagus daripada yang sebelumnya, terus anak lebih tertarik… e dengan adanya kegiatan ini."

P :"Terus menurut Ibu, kemajuan apa yang dicapai dalam *cycle* II ini? Jadi kemajuan selain *pronunciation*-nya, adakah kemajuan lainnya seperti apa anak-anak lebih tertarik untuk belajar Bahasa Inggris gitu Bu?"

G :"Kayaknya untuk kemajuan seperti itu ada ngga cuma dilihat dari satu faktor ya tapi banyak faktor: dari *pronunciation*, dari percaya diri, dari mereka tertarik dengan Bahasa Inggris gitu hanya dengan adanya sesuatu yang baru yang menarik otomatis jadi narik semuanya untuk maju."

P :"Berarti dengan *movie clips* ini e kelebihan *movie clips* ini bisa membantu anak-anak ya Bu?"

G :"Iya, memperlancar dan juga untuk mengucapkan kata dalam Bahasa Inggris dengan benar."

P :"Kemudian apa saran Ibu untuk kegiatan semacam ini yang menggunakan *movie clips* atau *video* dan lain-lain sebagai media Bu?"

G :"Untuk penggunaan *movie clips* atau *video* itu bagus bisa diterapkan untuk meningkatkan kemampuan siswa berbicara, kemudian juga karena ada visual-nya dan apa namanya *audio*-nya mereka kayaknya lebih fokus, lebih mudah untuk mempelajari Bahasa Inggris karena mereka melihat contoh orang ngomong dengan Bahasa Inggris dan mendengarkan *pronunciation*-nya yang bener."

P :" Baiklah kalau begitu, mungkin itu dulu Bu. Terima kasih atas dukungan dan bantuan Ibu selama ini sehingga penelitian saya bisa dilaksanakan baik dan lancar, Bu."

G : "Iya, mbak sama-sama. Kalau untuk kemajuan siswa saya selalu mendukung mbak agar kemampuan mereka dalam Bahasa Inggris meningkat, memang kan untuk melihat kemajuan yang total diperlukan hal-hal baru tapi membutuhkan proses yang panjang ya mba hehe."

P : "Iya, Bu. Oh ya Bu kalau begitu saya pamit dulu, Bu. Oh ya Bu saya mau minta ijin untuk besok pas saya kesini lagi saya bermaksud mewawancarai anak-anak kelas VIII A lagi Bu saat jam istirahat, bagaimana Bu?"

G :"Oh ya I ngga papa, Ii dating saja ke sekolah nanti sebelunya sms saya dulu saja nanti saya beritahukan jam istirahtnya.

P :"Terimakasih sekali lagi ya Bu."

G : "Iya, Mbak Ii sama-sama. Hati-hati ya."

Hari, tanggal : Jumat, 20 Februari 2015
Tempat : Ruang Kelas VIII A SMPN 1 Kaligondang
P : Peneliti
S1 : Angel
S2 : Dila
S3 : Allisa
S4 : Upik
S5 : Eki
S6 : Fendi
S7 : Azis
S8 : Anwar
S9 : Rizki

P melakukan wawancara dengan siswa kelas VIII A mengenai proses pembelajaran bahasa Inggris setelah *cycle* II

Interview 13

P :"Pagi…, Miss boleh ganggu bentar ngga?"

S1 :"Boleh Miss, ada apa ya?"

P :"Miss mau tanya-tanya lagi dikit, kemarin si udah bilang sama Ani mau wawancara sama kalian lagi. Ani mana?"

S1 :"Boleh si Miss."

S4 :"Masih lagi latihan volley Miss buat lomba."

P :"Oh ya udah sama kalian dulu ya."

S1 :"Ini Miss sama Dila sama Alissa sekalian, hehe."

P :"Oh ya boleh banget, hehe. Miss mulai ya, yang pertama Miss mau nanya bagaimana pendapat kalian mengenai kegiatan di kelas Bahasa Inggris selama ini sama Miss?"

S1 :"Sangat membantu Miss dalam pelajaran."

S3 :"Menyenangkan Miss."

P :"Terus nih, apakah kalian suka belajar Bahasa Inggris terutama *speaking* dengan menonton potongan *movie* kaya kemaren itu?"

S2 :"Suka Miss, soalnya jadi lebih jelas gimana ekspresinya."

S3 :"Iya, suka… suka."

P :"Apakah dengan menonton potongan *movie* membantu ngga kalian dalam belajar *speaking*?

S4 :"Membantu Miss."

S1 :"Iya Miss lumayan membantu banget."

P :"Terus apa ada kemajuan yang dirasakan selama pelaksanaan kegiatan belajar Bahasa Inggris terutama *speaking* dengan menonton potongan *movie* bareng Miss kemaren?"

S1 :"Ada, lebih PD, lebih e aktifitas eh gitu deh."

S3 :"Iya lebih PD, lebih tahu cara pengucapan, lebih bisa menggunakan Bahasa Inggris dengan baik."

S4 :"Setuju."

S2 :"Sama Miss."

P :"Kalian senang atau ngga dengan penggunaan potongan *movie* sebagai media dalam belajar Bahasa Inggris?"

S2 :"Seneng."

S1 :"Setuju."

S3 :"Senang, karena bisa nonton film hehe apalagi film yang belum pernah nonton."

S4 :"Iya seneng jadi asyik."

P :"Ok, makasih ya udah mau bantu Miss njawab pertanyaannya, dan sorry loh jadi ngganggu."

S1 :"Sama-sama Miss."

S4 :"Ngga kok Miss."

Interview 14

P :"Pagi… lagi apa ni? Ngerjain PR ya?"

S5 :"Hehe iya Mba dikit, belum selese."

P :"Kalo ngerjainnya sambil Mba nanya-nanya boleh ngga?

S5 :"Boleh Mba."

P :"Beneran ngga keganggu nih?"

S5 :"Ngga Mba Cuma nulis doing ini."

P :"Y udah Mba tanya-tanya ya."

S6 :"Gimana ya Mba… e ya udah deh manut aja."

P :"Ok, yang pertama bagaimana pendapat kalian mengenai kegiatan di kelas bahasa Inggris selama Mba yang ngajar?

S5 :"Bagus,… kreatif karena baru pernah ada yang seperti itu."

S6 :"Kegiatannya menyenangkan, selalu senang."

S5 :"Materinya juga jelas jadi mengetahui gitu-gitu."

P :"Apakah kalian suka belajar bahasa Inggris terutama *speaking* dengan menonton potongan film *movie*?"

S5 :"Lumayan, relative senang."

S6 :"Suka, jadi lebih jelas."

S9 :"Bisa menghibur mba."

P :"Terus apakah dengan menonton potongan *movie* kaya kemaren itu membantu kalian dalam belajar *speaking* ngga?"

S6 :"Membantu."

S9 :"Sangat membantu."

S5 :"Jadi ngucapinnya jadi tau… gitu Mba."

P :"Kemajuan apa yang kalian rasakan selama pelaksanaan kegiatan belajar bahasa Inggris terutama *speaking* dengan menonton potongan *movie*?

S5 :"Maju dalam belajar."

P :"Terus?"

S7 :"Mudah mengucapkan."

S8 :"Jadi lebih suka belajar bahasa Inggris."

P :"Ok, terakhir nih. Apakah senang senang atau ngga dengan penggunaan potongan *movie* sebagai media belajar kaya kemaren?"

S8 :"Seneng banget."

S7 :"Iya Miss."

P :"Makasih ya udah mau mbantuin Mba njawab pertanyaannya, maaf ya jadi ngganggu kalian bentar."

Ss :"Sama-sama Miss..Mba….:"

P :"Y udah sekarang lanjutin belajarnya, Mis pamit dulu yam au ketemu Mrs May."

Ss :"Iya Miss, hati-hati ya Miss.

APPENDIX C
VIGNETTE

VIGNETTE

Day, Date	: Saturday, October 18th 2014
Place	: Grade VIII B and Teachers' Room of SMPN 1 Kaligondang

The researcher arrived at the school at 06.40 to meet Mrs May. After getting her permission, the researcher went to the classroom to do the class observation. The class started at 07.00

At first, the teacher went to the class and sat in the teacher's chair. Some students still made noises in the class. The class began to be silent when the teacher started the class activity by greeting and checking the students' attendance. Then, she reviewed the previous lesson by asking some questions related to the previous teaching materials to the students. Some students had difficulty in answering the teacher's question using full English orally, whereas the other students remained silent. The teacher used "*When English Rings a Bell"* Grade VIII as the course book. The teaching material for that day was on *chapter* V: *My Uncle is a Zookeeper*. The teacher showed a video about animals in the zoo as the teaching media. The students seemed enthusiastic on the video shown because it showed cartoon character and had music. The teacher asked them to discuss the video shown then she asked some questions related to the video. Some students hesitated to answer and remained silent again. They were not confident to answer the teacher's questions in English. The teacher should encourage the students to answer her questions. Then, there were some students who wanted to answer the questions. They answered in English using limited vocabulary and insufficient grammar skills. When the teacher gave explanation of the teaching materials and the use of singular and also plural nominal nouns, there were also few students who were not paying attention to the material and having chats to each other. Then, the teacher asked them to answer a question about the explanation given to make them focused on the lesson again. After the students already focused on the lesson again, she guided them to imitate the pronunciation of some words on that video. Next the teacher asked them to do a task on the course book based on the materials and provided instructions. After the students finished, the teacher asked whoever wanted to answer the question by raising their hand first. However, it turned out that there was no one who willingly wanted to answer the questions. Therefore the teacher had to point at some of them to become volunteers to answer the questions in front of the class. After that, they discussed the answers.

At the end of the lesson, the teacher concluded the teaching and learning materials and asked the students whether there was any question or not. She also gave them homework. After that, she closed the teaching and learning activity and said goodbye to the students.

APPENDIX D
FIELD PROBLEMS

The Field Problems Found in the English Teaching and Learning Activity of Grade VIII A of SMPN 1 Kaligondang

No	Problems	Description	Cause	Code
1	The students made a lot of noise.	The students made a lot of noise when they found English teaching and learning activity really boring. They could not pay attention to the teaching materials well.	Students	S
2	Students found difficulties in comprehending English.	Students found difficulties in comprehending English because they think that English is one of the difficult subjects. It affected their comprehending English materials,	Students	S
3	The time allocation was not appropriate.	The time allotted for teaching speaking is less than time allotted for teaching the other skills and therefore the students had less time to practice speaking English in a semester.	Teaching technique	TT
4	The students had difficulties in pronunciation.	Students did not know the right pronunciation. The students did some mistakes in pronouncing some English words.	Students	S
5	The students had low vocabulary mastery.	Students had limited vocabulary. It made them have some difficulties to express their ideas orally in English because it was sometimes difficult to find exactly the right word to express what they wanted to say.	Students	S
6	The students had insufficient skills in grammar.	Some understanding of grammar is fundamental to learning English. The students had insufficient skills in grammar. Sometimes it caused them could not arrange a sentence in English well.	Students	S
7	Most of the students had no dictionary.	Only a few of them bring a dictionary. It caused them, who did not bring a dictionary, to have difficulty increasing their vocabulary and checking the right pronunciation.	Students	S
8	The students were not confident to speak in English in the class.	In teaching and learning activity, students were not confident to answer the teacher's questions in English. They also seemed shy and no confident in performing the conversation in front of the class.	Students	S

9	The students were not motivated during the English class.	Students were not motivated when learning English. There were many of them who had low interest in learning speaking and therefore they had less speaking skills.	Students	S
10	The students were unfamiliar with the teaching materials given.	Sometimes students had difficulty understanding the teaching materials because they were unfamiliar with the topics of the teaching materials given.	Teaching materials	TM
11	The teacher did not provide appropriate models to learn English.	The teacher was the only model for students of speaking during the teaching and learning activity. Students need another model of speaking that is appropriate to improve their speaking skills more.	Teacher	T
12	The teacher rarely used interesting media in the class	Teaching media influence students' interest in the teaching and learning materials. The media used in teaching and learning activities in Grade VIII of SMPN 1 Kaligondang were monotonous media, such as text-book, and LKS. It made the students bored during the lesson and their achievement of speaking skills was low.	Teaching media	T Md

The field problems presented in the table above were categorized into five categories of problems according to what causes. The categories of problems were coded as follows:

S : Students,
TT : Teaching Technique,
T Md : Teaching Media,
T : Teacher, and
TM : Teaching Material.

APPENDIX E
COURSE GRIDS

COURSE GRID

Improving Speaking Skills of Grade VIII Students of SMPN 1 Kaligondang, Purbalingga, through the Use of Movie Clips

Standard of Competence

9. Speaking

Expressing meaning in short simple transactional and interpersonal conversations to interact with the nearest environment.

Basic Competency

9.1. Expressing meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken language accurately, fluently, and acceptably to interact with the nearest environment involving speech acts: asking, giving, rejecting a help; asking, giving, rejecting an item; asking, giving, denying information; asking, giving, disagreeing with opinions; offering receiving, rejecting something.

9.2. Expressing meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken language accurately, fluently, and acceptably to interact with the nearest environment involving speech acts: asking, giving agreement; responding a statement; paying attention to the speaker; starting, extending, closing a conversation; starting, extending, closing a telephone conversation.

Cycle 1 (Meeting 1-3)

Topic	Learning Materials	Interactive Learning Activities		Indicators	Sources	Evaluation
		Teacher	Students			
Expressions of: • asking for, giving, rejecting a help • asking for, giving, rejecting an item • asking for, giving, disagree-ing with opinions	Oral and written texts contain expression of asking for, giving, rejecting a help; asking for, giving, rejecting an item; asking for, giving, disagreeing with opinions. • Text Structure Could you help me…?. No problem. I don't think I can. May I borrow your …?. Yes, sure. I'm afraid not. What do you think about …?. I think … I don't think … • Language Elements (1) vocabulary: verbs, nouns and adjectives appropriately in a noun phrase (2) Speech, word stress, intonation, (3) Spelling and punctuation	Presentation 1) Teacher gives **movie clips** that show short dialogues consisting the expressions of asking for, giving, rejecting a help; asking for, giving, rejecting an item; asking for, giving, disagreeing with opinions in English, using linguistic elements in accordance with its social function. 2) Teacher asks students to pay attention to the pronunciation of shown expressions. 3) Teacher explains the expressions. 4) Teacher shows examples of how to pronounce the expressions. Practice 1) Teacher asks students to identify the expressions of asking for, giving, rejecting a help; asking for, giving, rejecting an item; asking for, giving, disagreeing with opinions that are shown in movie clips. 2) The teacher asks students to repeat the expressions used in the dialogues using expressions of asking for, giving,	Presentation 1) Students watch **movie clips** that show short dialogues consisting the expressions of asking for, giving, rejecting a help; asking for, giving, rejecting an item; asking for, giving, disagreeing with opinions in English, using linguistic elements in accordance with its social function. 2) Students pay attention to the pronunciation of shown expressions. 3) Students pay attention to the teacher's explanation and the examples of how to pronounce the expressions. Practice 1) Students try to identify the expressions of asking for, giving, rejecting a help; asking for, giving, rejecting an item; asking for, giving, disagreeing with opinions that are shown in movie clips. 2) Students repeat the expressions used in the dialogues using expressions of asking for, giving, rejecting a help; asking for, giving, rejecting an item;	1. Finding the verbs, adjectives, or nouns from the text. 2. Pronouncing the words correctly. 3. Answering questions related to the text orally. 4. In pairs, presenting a conversation consisting of the expressions of asking for, giving, rejecting a help; asking	1. Dictionary 2. Laptop 3. LCD 4. Speaker 5. **Movie Clips** are taken from Movies entitled: ▪ Another Cinderella Story (00:06:41-00:06:51, and 00:52:11-00:52:24) ▪ Camp Rock (00:44:54-00:45:30, 00:50:03-00:50:26, and 00:52:56-00:53:07) ▪ Camp Rock 2	- Speaking Performance: Situation dialogues. - Oral Short-Answer Tasks

		rejecting a help; asking for, giving, rejecting an item; asking for, giving, disagreeing with opinions with pronunciation, word stress, intonation, and the right attitude as shown in the **movie clips**. 3) Teacher asks students to find difficult words. 4) Teacher and students discuss the meaning and pronunciations of those words. 5) Teacher drills the new vocabulary. 6) Teacher asks students to work in pairs. 7) The teacher asks students to practice using expressions of asking for, giving, rejecting a help; asking for, giving, rejecting an item; asking for, giving, disagreeing with opinions. Production 1) Teacher asks students to answer some questions orally. 2) Teacher asks students to work in pairs. 3) Teacher gives students situation cards for role playing using the expressions of asking for, giving, rejecting a help; asking for, giving, rejecting an item; asking for, giving, disagreeing with opinions. 4) Teacher asks students to present their conversation in front of the class using right pronunciation, intonation, word stress, and attitude. 5) Teacher video tapes students' speaking performances.	asking for, giving, disagreeing with opinions with pronunciation, word stress, intonation, and the right attitude as shown in the **movie clips**. 3) Students find some difficult words. 4) Teacher and students discuss the meaning and pronunciations of those words. 5) Students practice the new vocabulary. 6) In pairs, students practice to use expressions of asking for, giving, rejecting a help; asking for, giving, rejecting an item; asking for, giving, disagreeing with opinions. Production 1) Students answer some questions that are given orally. 2) Students work in pairs. 3) Students do role playing using the expressions of asking for, giving, rejecting a help; asking for, giving, rejecting an item; asking for, giving, disagreeing with opinions. 4) Students present the conversation that they have made in front of the class using right pronunciation, intonation, word stress, and attitude.	for, giving, rejecting an item; asking for, giving, disagreeing with opinions in front of the class.	(00:27:16-00:27:41, 00:01:29-00:01:42, 00:25:56-00:26:10, and 01:18:57-01:19:21) ▪ Harry Potter 6: The Half Blood Prince (02:06:59-02:07:15, and 00:27:47-00:28:01) ▪ Harry Potter 7: The Deathly Hallows Part 1 (00:06:58-00:07:43) ▪ Transformers: Their War. Our World. (00:40:40-00:40:54, and 02:06:29-02:06:58) 6. Hand out 7. Situation Cards	

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COURSE GRID

Improving Speaking Skills of Grade VIII Students of SMPN 1 Kaligondang, Purbalingga, through the Use of Movie Clips

Standard of Competence

9. Speaking

Expressing meaning in short simple transactional and interpersonal conversations to interact with the nearest environment.

Basic Competency

9.1. Expressing meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken language accurately, fluently, and acceptably to interact with the nearest environment involving speech acts: asking, giving, rejecting a help; asking, giving, rejecting an item; asking, giving, denying information; asking, giving, disagreeing with opinions; offering receiving, rejecting something.

9.2. Expressing meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken language accurately, fluently, and acceptably to interact with the nearest environment involving speech acts: asking, giving agreement; responding a statement; paying attention to the speaker; starting, extending, closing a conversation; starting, extending, closing a telephone conversation.

Cycle II (Meeting 1-3)

Topic	Learning Materials	Interactive Learning Activities		Indicators	Sources	Evaluation
		Teacher	Students			
Expressions of: • asking for and giving agreement • asking for, giving, denying information	Oral and written texts contain expression of asking for and giving agreement; asking for, giving, denying information. • Text Structure Do you agree if ...? That's a good idea. Would you agree with ...? I totally agree. Don't you agree? I can't agree. Do you know...? Yes, I know that. It…. Can you tell me...? It is … I'd like to know…? I'm really sorry, but… How do you know that? Are you sure? As far as I know… • Language Elements (1) vocabulary: verbs, nouns and adjectives appropriately in a noun phrase (2) Speech, word stress, intonation, (3) Spelling and punctuation	Presentation 1) Teacher gives **movie clips** that show short dialogues consisting the expressions of asking for and giving agreement; asking for, giving, denying information in English, using linguistic elements in accordance with its social function. 2) Teacher asks students to pay attention to the pronunciation of shown expressions. 3) Teacher explains the expressions. 4) Teacher shows examples of how to pronounce the expressions. Practice 1) Teacher asks students to identify the expressions of asking for and giving agreement; asking for, giving, denying information that are shown in movie clips. 2) The teacher asks students to repeat the expressions used in the dialogues using	Presentation 1) Students watch **movie clips** that show short dialogues consisting the expressions of asking for and giving agreement; asking for, giving, denying information in English, using linguistic elements in accordance with its social function. 2) Students pay attention to the pronunciation of shown expressions. 3) Students pay attention to the teacher's explanation and the examples of how to pronounce the expressions. Practice 1) Students try to identify the expressions of asking for and giving agreement; asking for, giving, denying information that are shown in movie clips. 2) Students repeat the expressions used in the dialogues using expressions of	1. Finding the verbs, adjectives, or nouns from the text. 2. Pronouncing the words correctly. 3. Answering questions related to the text orally. 4. In pairs, presenting a conversation consisting of the expressions of asking for and giving	1. Dictionary 2. Laptop 3. LCD 4. Speaker 5. **Movie Clips** are taken from Movies entitled: ▪ Camp Rock (00:19:46-00:20:02) ▪ Camp Rock 2 (00:54:47-00:55:09, and 01:30:12-01:30:33) ▪ Captain America: The Winter Soldier (00:37:55-	- Speaking Performance: Situation dialogues. - Oral Short-Answer Tasks

		expressions of asking for and giving agreement; asking for, giving, denying information with pronunciation, word stress, intonation, and the right attitude as shown in the **movie clips**. 3) Teacher asks students to find difficult words. 4) Teacher and students discuss the meaning and pronunciations of those words. 5) Teacher drills the new vocabulary. 6) Teacher asks students to work in pairs. 7) The teacher asks students to practice using expressions of asking for and giving agreement; asking for, giving, denying information. Production 1) Teacher asks students to answer some questions orally. 2) Teacher asks students to work in pairs. 3) Teacher gives students situation cards for role playing using the expressions of asking for and giving agreement; asking for, giving, denying information. 4) Teacher asks students to present their conversation in front of the class using right pronunciation, intonation, word stress, and attitude. 5) Teacher video tapes students' speaking performances.	asking for and giving agreement; asking for, giving, denying information with pronunciation, word stress, intonation, and the right attitude as shown in the **movie clips**. 3) Students find some difficult words. 4) Teacher and students discuss the meaning and pronunciations of those words. 5) Students practice the new vocabulary. 6) In pairs, students practice to use expressions of asking for and giving agreement; asking for, giving, denying information. Production 1) Students answer some questions that are given orally. 2) Students work in pairs. 3) Students do role playing using the expressions of asking for and giving agreement; asking for, giving, denying information. 4) Students present the conversation that they have made in front of the class using right pronunciation, intonation, word stress, and attitude.	agreement; asking for, giving, denying information in front of the class.	00:38:16) ▪Casper (01:00:34-01:02:25) ▪Harry Potter 7: The Deathly Hallows Part 1 (01:49:07-01:49:49) ▪Princess Protection Program (00:08:40-00:09:15, and 00:23:58-00:24:20) 6. Hand out 7. Situation Cards	

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APPENDIX F
LESSON PLANS

LESSON PLAN

School	: SMPN 1 Kaligondang
Grade/ Semester	: VIII/ 2
Subject	: English
Text Type	: Transactional and interpersonal dialogues
Topic	: *Asking for, Giving and Rejecting Help* *Asking for, Giving and Rejecting Item/ Thing*
Skill	: Speaking
Time Allocation	: 2 x 45 minutes

Standards of Competence : 9. **SPEAKING**

Expressing meaning in simple transactional and interpersonal conversations to interact with the nearest environment.

Basic Competence : 9.1. Expressing meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken language accurately, fluently, and acceptably to interact with the nearest environment involving speech acts: asking, giving, rejecting a help; asking, giving, rejecting an item; asking, giving, denying information; asking, giving, disagreeing with opinions; offering receiving, rejecting something.

Indicators : 9.1.1. Using expressions for asking, giving, rejecting a help

9.1.2. Using expressions for asking, giving, rejecting an item

A. Learning Objective :

At the end of the learning process students are expected to be able to discover and understand the functions of expression for asking, giving, rejecting a help and an item appropriately and to perform simple dialogue correctly.

B. Learning Materials

1. Expressions of asking, giving, rejecting a help:

Asking for a help	Giving a help	Rejecting a help
a. Would you …? b. Could you help me …? c. Can I ask you a favor? d. I wonder if you could help me …? e. I need some help f. Would you …? g. Would you mind I ask you to do me a favor h. Can you help me?	Why not? No problem Sure, with my pleasure Let me … You look like need some help to… **Offering a help** What can I do to help you? May I help you? Can I help you?	I don't think I can I'm afraid not Help yourself No, thanks That's very kind of you but …

2. Expressions of asking, giving, rejecting an item:

Asking for an item	Giving an item	Rejecting an item
a. May I borrow your …? b. Do you think you can lend me …? c. Give me … d. Can I have …? e. Would you be so kind to give me …?	Yes, sure Here you are Certainly!	I'm sorry. I'm using it. I'm afraid not

C. Learning Method

- PPP (Presentation, Practice, Production)

D. Teaching and Learning Activities

- Each meeting is always done with 3 phases, namely:

1. Opening Phase:

Greeting and calling the roll

Greets: Good morning, Class! How are you today?

Leads prayers: *Let's pray together, shall we*

Amen.

Who is absent today? What happened? …

Sharing what are going to be learned today

Today, we are going to do learn how to ask for, give, and reject a help and an item. If you pay attention on this activity, you will understand how to

ask for, give, and reject a help and an item, then this activity will improve our vocabulary.

Showing a video that relates to teaching material to motivate the students learning about expressions of asking for, giving, rejecting a help; and asking for, giving, rejecting an item.

2. **Main Activity :**

Presentation:

a. Do you know how to ask for help?
b. Can you give me examples?
c. The researcher gives examples of how to ask for, give, reject a help, and ask for, give, reject an item from others through movie clips.
   Let's look at the following movie clips.

Practice:

a. The students identify the expressions of asking for, giving, rejecting a help, and asking for, giving, rejecting an item that are shown in movie clips.
b. The students imitate the examples.
   (repeat this activity for several time until the students understand well)
c. The students try to find verbs from the text, by watching the movie clips.
d. The students try to find the meaning of verbs that are found before.
e. In pairs, students practice to use expressions of asking, giving and rejecting a help.
f. In pairs, students practice to use expressions of asking, giving and rejecting an item.

Production:

a. The students try to answer some questions orally.
b. The researcher and the students discuss the answers together.
c. The researcher explains the right answers to the students.

3. **Closing Activity:**

a. Teacher asks the students is there any learning difficulty they found

b. Teacher asks students to summarize about what they have learned.
   Today, we have learnt about the expressions of asking for, giving, rejecting a help or an item in English. Can you tell me what you have learned today?
c. Students summarize what they have learned in this meeting.
d. The teacher ends the activities by saying parting expressions

Task 1

In the movie clips, you find expressions of asking for, giving, and rejecting a help. Write down those expressions on this table below!

Asking for a help	Giving a help	Rejecting help

Task 2

In the movie clips, you find expressions of asking for, giving, and rejecting an item/thing. Write down those expressions on this table below!

Asking for an item/ thing	Giving an item/ thing	Rejecting an item/ thing

Task 3

Write down the verbs that you heard in the movie clips on this table below and then try to find the meaning from dictionary!

No	Verb	Meaning
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10		

Task 4

What do you say to the following situations? Look at the example.

1. You see someone who needs help to bring her heavy bag. (giving help)
   - ☞ Let me help you taking that bag for you, sir. _____
2. You need your friend's help to carry books to library because those books are too heavy for you to carry by yourself. (**asking for help**)
   - ☞ _____
3. Your mother is cooking. You want to help her. (**offering a help**)
   - ☞ _____
4. Your friend wants to borrow your ruler but you do not bring it. (**rejecting to give item politely**)
   - ☞ _____
5. Your younger sister asks you to help her do his homework. (**giving help**)
   - ☞ _____
6. You do not bring a pen. You want to borrow your friend's pen. (**asking an item**)
   - ☞ _____

E. Learning Sources:

Movie clips that are shown the expressions of asking, giving, rejecting a help, and asking, giving, rejecting an item

Priyana, Joko, dkk. 2008. *SCAFFOLDING English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Wardiman, Artono dkk. 2008. *English in focus: for grade VIII Junior High School*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Teacher's made materials (handout). *Attached*

F. Assessment

1. Technique : Spoken test
2. Form : Spoken

	Non-Verbal Aspect (Facial Expression and Body Language)	**Fluency**	**Vocabulary**	**Pronunciation**	**Grammar**	**Comprehension**
S c o r e	**0-2** Flat facial expression and not using any body language	**0-5** Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand	**0-2** Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	**0-5** Student was difficult to understand, quiet in speaking, unclear in pronunciation.	**0-5** Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	**0-5** Student had difficulty understanding the topics that were being discussed.
	3-5 - Already having enough expressions, but amount is less than 50%. - Enough body language in particular parts of the conversation	**6-10** Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to	**3-5** Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	**6-10** Student was slightly unclear with pronunciation at times, but generally is fair.	**6-10** Student was able to express their ideas and responses adequately but often displayed inconsistencies with their	**6-10** Student fairly grasped some of the questions and topics that were being discussed.

		continue.			sentence structure and tenses.	
	6-8 - Already having enough expressions in about ≥50% of the conversation. - Enough body language in particular parts of the story	**11-15** Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	**6-8** Student utilized the words learned in class, in an accurate manner for the situation given.	**11-15** Pronunciation was good and did not interfere with communication	**11-15** Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	**11-15** Student was able to comprehend and respond to most of the questions and topics that were being discussed.
	9-10 Good and appropriate expressions and body languages in all over the conversation.	**16-20** Speech is effortless and smooth with speed that comes close to that of a native speaker.	**9-10** Rich, precise and impressive usage of vocabulary words learned in and beyond of class.	**16-20** Pronunciation was very clear and easy to understand.	**16-20** Student was able to express their ideas and responses with ease in proper sentence structure and tenses.	**16-20** Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
	10	**20**	**10**	**20**	**20**	**20**

Purbalingga, 19 Januari 2015

English Teacher

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Researcher

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LESSON PLAN

School : SMPN 1 Kaligondang
Grade/ Semester : VIII/ 2
Subject : English
Text Type : Transactional and interpersonal dialogues
Topic : Asking for, giving, disagreeing with opinions
Skill : Speaking
Time Allocation : 2 x 45 minutes

Standards of Competence : 9. **SPEAKING**

Expressing meaning in simple transactional and interpersonal conversations to interact with the nearest environment.

Basic Competence : 9.1. Expressing meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken language accurately, fluently, and acceptably to interact with the nearest environment involving speech acts: asking, giving, rejecting a help; asking, giving, rejecting an item; asking, giving, denying information; asking, giving, disagreeing with opinions; offering receiving, rejecting something.

Indicators : 9.1.3. Using expressions for asking, giving, disagreeing with opinions

A. Learning Objective :

At the end of the learning process students are expected to be able to discover and understand the functions of expression for asking, giving, disagreeing with opinions appropriately and to perform simple dialogue correctly.

B. Learning Materials

1. Expressions of asking, giving, disagreeing with opinions:

<table>
<tr><th>Asking for an opinion</th><th>Giving an opinion</th><th>Disagreeing with opinions</th></tr>
<tr><td rowspan="3">• What's your opinion of …?
• What do you think about …?
• What do feel about …?
• Do you have an opinion on …?
• Do you think …?</td><td rowspan="3">I think …
In my opinion …
I feel
From my point of view, …
Of course
That's …</td><td>• I don't think so.
• But, in my opinion …</td></tr>
<tr><td>Reject to give an opinion</td></tr>
<tr><td>• I can't feel that.
• I can't give any opinion.
• I don't think about that.</td></tr>
</table>

C. Learning Method

- PPP (Presentation, Practice, Production)

D. Teaching and Learning Activities

- Each meeting is always done with 3 phases, namely:

1. Opening Phase:

Greeting and calling the roll

Greets: Good morning, Class! How are you today?

Leads prayers: *Let's pray together, shall we*

Amen.

Who is absent today? What happened? …

Sharing what are going to be learned today

Today, we are going to do learn how to ask, give, disagree with opinions. If you pay attention on this activity, you will understand how to ask, give, disagree with opinions then this activity will improve our vocabulary.

Showing a video that relates to teaching material to motivate the students learning about expressions of asking, giving, disagreeing with opinions.

2. Main Activity :

Presentation:

a. Have you ever given your opinion about something?
b. What do you say to give your opinion?

c. The researcher gives examples of how to ask, give, disagree with opinions through movie clips.
Let's look at the following movie clips.

Practice:

a. The students identify the expressions of asking, giving, disagreeing with opinions that are shown in movie clips.
b. The students imitate the examples.
(repeat this activity for several time until the students understand well)
c. The students list difficult words from the movie clips.
d. The students try to find the meaning of those difficult words that are found before.
e. In pairs, students practice to use expressions of asking, giving, disagreeing with opinions

Production:

a. The students try to answer some questions orally.
b. The researcher and the students discuss the answers together.
c. The researcher explains the right answers to the students.

3. Closing Activity:

a. Teacher asks the students is there any learning difficulty they found
b. Teacher asks students to summarize about what they have learned.
Today, we have learnt about the expressions of asking, giving, disagreeing with opinions in English. Can you tell me what you have learned today?
c. Students summarize what they have learned in this meeting.
d. The teacher ends the activities by saying parting expressions

Task 1

In the movie clips, you find expressions of asking for, giving, and Disagreeing with opinions/ reject to give an opinion. Write down those expressions on this table below!

Asking for an opinion	Giving an opinion	Disagreeing with opinions/ Reject to give an opinion

Task 2

Answer the following questions based on the conversations on the movie clips!

1. What does Mary think about Tammy dress?
2. What does the kid say to ask Jason's opinion?
3. What does Jason say when he is not sure about the kid question?
4. What does Mitchie's mother say to ask Mitchie and Caitlyn's opinion about her cookies?
5. What does Caitlyn think about the cookies and the cupcakes?

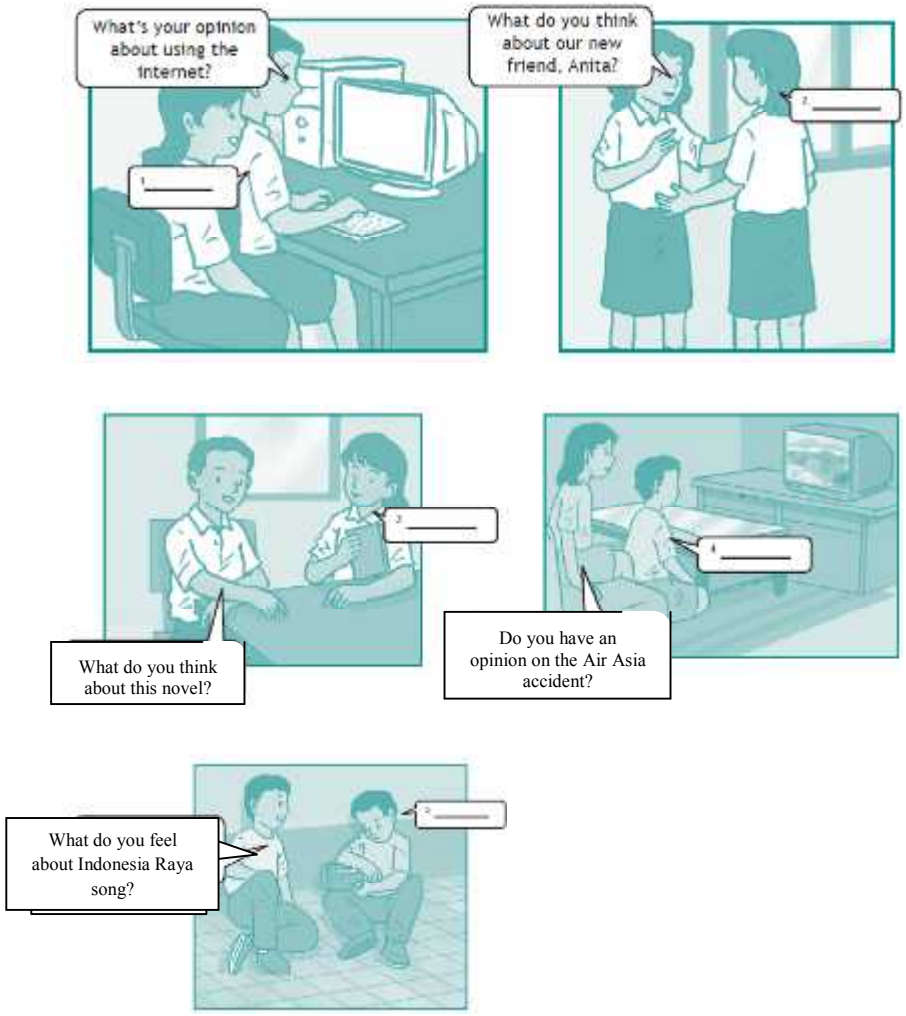
Task 3

Write down the difficult words in the movie clips on this table below and then try to find the meaning!

No	Words	Meaning

Task 4

Complete the following dialogues using the expressions of asking for and giving an opinion provided!



Answer:

a. I think the story of this novel is very interesting.
b. I feel Indonesia Raya song is amazing.
c. I think the internet is very useful.
d. I don't think so.
e. In my opinion, Air Asia accident was terrible because many people have been killed.

Task 5

Read the following statements from the conversation on movie clips (task 1) and task 4. Write T if the statement is true and write F if the statement is false. Correct the false statement.

Statements	T/F	Corrections
1.Mary does not think that Tammy dress is good. 2.The kid asks Jason opinion about winning in the competition. 3.Jason is very sure that they gonna win the competition. 4.Caitlyn asks for Mitchie's opinion about the cookies. 5.Caitlyn thinks that everything is great. 6.The student doesn't think internet is useful 7.In the boy's opinion Air Asia accident was terrible.	**F**	Mary thinks that Tammy dress is amazing.

E. Learning Sources:

Movie clips that are shown the expressions of asking, giving, rejecting a help, and asking, giving, rejecting an item

Priyana, Joko, dkk. 2008. *SCAFFOLDING English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Wardiman, Artono dkk. 2008. *English in focus: for grade VIII Junior High School*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Teacher's made materials (handout). *attached*

F. Assessment

1. Technique : Spoken test
2. Form : Spoken

	Non-Verbal Aspect (Facial Expression and Body Language)	Fluency	Vocabulary	Pronunciation	Grammar	Comprehension
Score	**0-2** Flat facial expression and not using any body language	**0-5** Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand	**0-2** Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	**0-5** Student was difficult to understand, quiet in speaking, unclear in pronunciation.	**0-5** Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	**0-5** Student had difficulty understanding the topics that were being discussed.
	3-5 - Already having enough expressions, but amount is less than 50%. - Enough body language in particular parts of the conversation	**6-10** Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.	**3-5** Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	**6-10** Student was slightly unclear with pronunciation at times, but generally is fair.	**6-10** Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	**6-10** Student fairly grasped some of the questions and topics that were being discussed.
	6-8 - Already having enough expressions in about ≥50% of the conversation. - Enough body language in particular parts of the story	**11-15** Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	**6-8** Student utilized the words learned in class, in an accurate manner for the situation given.	**11-15** Pronunciation was good and did not interfere with communication	**11-15** Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	**11-15** Student was able to comprehend and respond to most of the questions and topics that were being discussed.

	9-10 Good and appropriate expressions and body languages in all over the conversation.	**16-20** Speech is effortless and smooth with speed that comes close to that of a native speaker.	**9-10** Rich, precise and impressive usage of vocabulary words learned in and beyond of class.	**16-20** Pronunciation was very clear and easy to understand.	**16-20** Student was able to express their ideas and responses with ease in proper sentence structure and tenses.	**16-20** Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
	10	**20**	**10**	**20**	**20**	**20**

Purbalingga, 29 Januari 2015

English Teacher

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Researcher

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LESSON PLAN

School	: SMPN 1 Kaligondang
Grade/ Semester	: VIII/ 2
Subject	: English
Text Type	: Transactional and interpersonal dialogues
Topic	: Asking for, giving, rejecting a help and an item Asking for, giving, disagreeing with opinions
Skill	: Speaking
Time Allocation	: 2 x 45 minutes

Standards of Competence : 9. **SPEAKING**

Expressing meaning in simple transactional and interpersonal conversations to interact with the nearest environment.

Basic Competence : 9.1. Expressing meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken language accurately, fluently, and acceptably to interact with the nearest environment involving speech acts: asking, giving, rejecting a help; asking, giving, rejecting an item; asking, giving, denying information; asking, giving, disagreeing with opinions; offering receiving, rejecting something.

Indicators : 9.1.1. Using expressions for asking, giving, rejecting a help

9.1.2. Using expressions for asking, giving, rejecting an item

9.1.3. Using expressions for asking, giving, disagreeing with opinions

A. Learning Objective :

At the end of the learning process students are expected to be able to discover and understand the functions of expression for asking, giving, rejecting a help and an item; and expressions for asking, giving, disagreeing with opinions appropriately and to perform simple dialogue correctly.

B. Learning Materials

1. Expressions of asking, giving, rejecting a help:

Asking for a help	Giving a help	Rejecting a help
a. Would you …? b. Could you help me …? c. Can I ask you a favor? d. I wonder if you could help me …? e. I need some help f. Would you …? g. Would you mind I ask you to do me a favor h. Can you help me?	Why not? No problem Sure, with my pleasure Let me … You look like need some help to… **Offering a help** What can I do to help you? May I help you? Can I help you?	I don't think I can I'm afraid not Help yourself No, thanks That's very kind of you but …

2. Expressions of asking, giving, rejecting an item:

Asking for an item	Giving an item	Rejecting an item
a. May I borrow your …? b. Do you think you can lend me …? c. Give me … d. Can I have …? e. Would you be so kind to give me …?	Yes, sure Here you are Certainly!	I'm sorry. I'm using it. I'm afraid not

3. Expressions of asking, giving, disagreeing with opinions:

Asking for an opinion	Giving an opinion	Disagreeing with opinions
• What's your opinion of …? • What do you think about …? • What do feel about …? • Do you have an opinion on …? • Do you think …?	I think … In my opinion … I feel From my point of view, … Of course That's …	• I don't think so. • But, in my opinion … **Reject to give an opinion** • I can't feel that. • I can't give any opinion. • I don't think about that.

C. Learning Method

- PPP (Presentation, Practice, Production)

D. Teaching and Learning Activities

- Each meeting is always done with 3 phases, namely:

1. **Opening Phase:**

   Greeting and calling the roll

   Greets: Good morning, Class! How are you today?

   Leads prayers: *Let's pray together, shall we*

   Amen.

   Who is absent today? What happened? …

   Sharing what are going to be learned today

   Today, we are going to review what we have learnt before to ask for, give, and reject a help and an item; and ask, give, disagree with opinions. If you pay attention on this activity, you will understand how to ask for, give, and reject a help and an item; and ask, give, disagree with opinions, then this activity will improve our vocabulary.

2. **Main Activity :**

   Presentation:

   a. The researcher gives other examples of how to ask for, give, reject a help, and ask for, give, reject an item from others through movie clips. (as material review)

      Let's look at the following movie clips.

   b. The researcher gives other examples of how to ask, give, disagree with opinions through movie clips. (as material review)

      Let's look at the following movie clips.

   Practice:

   a. The students identify the expressions of asking for, giving, rejecting a help, and asking for, giving, rejecting an item that are shown in movie clips.

   b. The students imitate the examples.

(repeat this activity for several time until the students understand well)

c. The students identify the expressions of asking, giving, disagreeing with opinions that are shown in movie clips.

d. The students imitate the examples.

(repeat this activity for several time until the students understand well)

Production:

a. The students are required to form a group of two then they are given situation cards to make a conversation.

b. The students present the conversation that they have made in front of the class using right pronunciation, intonation, word stress, and attitude.

3. Closing Activity:

a. Teacher asks the students is there any learning difficulty they found

b. Teacher asks students to summarize about what they have learned.

Today, we have learnt about the expressions of asking for, giving, rejecting a help or an item; and the expressions of asking for, giving, disagreeing with opinion in English. Can you tell me what you have learned today?

c. Students summarize what they have learned in this meeting.

d. The teacher ends the activities by saying parting expressions

Texts of the conversation that showed on movie clips:

1. First dialogue on movie clips is taken from a movie entitled Another Cinderella Story (00:52:11-00:52:24).

Offering help:

Joey : Hey, do you want me to show some moves? For your audition, I can help you practice.
Mary : Hmm, I might be into that.
Joey : Oh, you might be into that?
Bell is ringing
Mary : Meet me tomorrow.

2. Second dialogue on movie clips is taken from a movie entitled Camp Rock (00:52:56-00:53:07).

Asking for help:
Shane is wondering whose the voice is that he heard before. He wants to find her.
Shane : Now, I just have to find that girl with the voice.
Shane comes to Andy and asks his help.
Shane : Hey, Andy! Buddy. You wanna do me a favor?
Andy : Sure.

3. Third dialogue on movie clips is taken from a movie entitled Harry Potter 7- The Deathly Hallows (00:06:58-00:07:43).

Asking for an item:
In a meeting of Voldemort's followers, Voldemort needs a new wand if he wants to attack Harry Potter. He asks his follower to give over their wand to him.
Voldemort : I must do it with another's wand.
Come, surely one of you would like the honor? Hmm?
What about you Lucius?
Lucius : My lord
Voldemort : My Lord? I require your wand.
Lucius gives his wand to Voldemort

4. Fourth dialogue on movie clips is taken from a movie entitled Harry Potter 6- The Half blood Prince (00:27:47-00:28:01).

Asking for opinion:
Luna helps Harry to fix his nose using a magic spell.
Luna : Episkey! [Luna reads a magic spell)
After Luna reads the spell, Harry wants to know about his appearance.
Harry : How do I look?
Luna : Exceptionally ordinary.
Harry : Brilliant.

Task 1

In the movie clips, you find expressions of asking for, giving, and rejecting a help. Write down those expressions on this table below!

Asking for a help	Giving a help	Rejecting help

Task 2

In the movie clips, you find expressions of asking for, giving, and rejecting an item/thing. Write down those expressions on this table below!

Asking for an item/thing	Giving an item/thing	Rejecting an item/thing

Task 3

In the movie clips, you find expressions of asking, giving, disagreeing with opinions. Write down those expressions on this table below!

Asking for an opinion	Giving an opinion	Disagreeing with opinions/ Reject to give an opinion

Task 4

Situation Cards for Role Playing using the expressions of asking for, giving, and rejecting a help; asking for, giving, and rejecting an item/ thing; asking for and giving an opinion; asking for and giving information; and asking for and giving agreement or disagreement. Students work in pairs for role playing situations below:

Asking for, giving, and rejecting a help
One day at break time, there are two students. They are A and B. Student A comes and greets B in the class. ❖ A: You need a help in doing something. You ask B to help you. ❖ B: You are happy to help A. After that, you want to give A another help. ❖ A: You do not need another help because you know that you can do it by yourself. So, you reject help from B politely.
Asking for, giving, and rejecting an item/ thing
Student C and D are best friends. One day, D gets something that C really

wants. D looks for C to give it to him/her. ❖ D: You give that thing to C. ❖ C: You are so happy and accept it. You ask D is there something that D needs or wants. ❖ D: You do not need anything, so you reject politely the offer that C gives.
Asking for and giving an opinion One day, Student E and F were discussing about movies or books. ❖ F: You ask E's opinion about your favorite movie or book. ❖ E: You give your opinion on F's favorite movie or book. You also want to know about F's opinion about your favorite one then you ask F's opinion on it. ❖ E: You also give your opinion about E's favorite one.
Asking, giving, denying information At the end of class, Student G really wants to go somewhere like a restaurant ore somewhere else. G does not know about the place. G meets H to ask about the information. ❖ G: You ask H where the place is. ❖ H: You tell G the location of that place. ❖ G: You need other information about the place. So you ask H about the other information. ❖ H: You give the other information that G needs.
Asking for and giving agreement or disagreement At the end of class, Student I and J are discussing about what they will do in the weekend. ❖ J: You suggest going to bookstore for the weekend plan. ❖ I: You agree with this plan. Then, you ask J to watch movie after that. ❖ J: You disagree to watch movie because you want to go to another place. You ask I's agreement to go another place. ❖ I: You agree with J's plan to go another place.

E. Learning Sources:

Movie clips that are shown the expressions of asking, giving, rejecting a help, and asking, giving, rejecting an item

Priyana, Joko, dkk. 2008. *SCAFFOLDING English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Wardiman, Artono dkk. 2008. *English in focus: for grade VIII Junior High School*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Teacher's made materials (handout). *attached*

F. Assessment

1. Technique : Spoken test
2. Form : Spoken

	Non-Verbal Aspect (Facial Expression and Body Language)	Fluency	Vocabulary	Pronunciation	Grammar	Comprehension
S c o r e	**0-2** Flat facial expression and not using any body language	**0-5** Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand	**0-2** Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	**0-5** Student was difficult to understand, quiet in speaking, unclear in pronunciation.	**0-5** Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	**0-5** Student had difficulty understanding the topics that were being discussed.
	3-5 - Already having enough expressions, but amount is less than 50%. - Enough body language in particular parts of the conversation	**6-10** Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.	**3-5** Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	**6-10** Student was slightly unclear with pronunciation at times, but generally is fair.	**6-10** Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	**6-10** Student fairly grasped some of the questions and topics that were being discussed.
	6-8 - Already having enough expressions in about ≥50% of the conversation. - Enough body language in particular parts of the story	**11-15** Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	**6-8** Student utilized the words learned in class, in an accurate manner for the situation given.	**11-15** Pronunciation was good and did not interfere with communication	**11-15** Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct	**11-15** Student was able to comprehend and respond to most of the questions and topics that were being discussed.

	9-10 Good and appropriate expressions and body languages in all over the conversation.	**16-20** Speech is effortless and smooth with speed that comes close to that of a native speaker.	**9-10** Rich, precise and impressive usage of vocabulary words learned in and beyond of class.	**16-20** Pronunciation was very clear and easy to understand.	**16-20** Student was able to express their ideas and responses with ease in proper sentence structure and tenses.	**16-20** Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
	10	**20**	**10**	**20**	**20**	**20**

Purbalingga, 31 Januari 2015

English Teacher

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Researcher

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LESSON PLAN

School	: SMPN 1 Kaligondang
Grade/ Semester	: VIII/ 2
Subject	: English
Text Type	: Transactional and interpersonal dialogues
Topic	: Asking and Giving Agreement
Skill	: Speaking
Time Allocation	: 2 x 45 minutes

Standards of Competence : 9. **SPEAKING**

Expressing meaning in simple transactional and interpersonal conversations to interact with the nearest environment.

Basic Competence : 9.2. Expressing meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken language accurately, fluently, and acceptably to interact with the nearest environment involving speech acts: asking, giving agreement; responding a statement; paying attention to the speaker; starting, extending, closing a conversation; starting, extending, closing a telephone conversation.

Indicators : 9.2.1. Using expressions for asking and giving agreement

A. Learning Objective :

At the end of the learning process students are expected to be able to discover and understand the functions of expression for asking and giving agreement appropriately and to perform simple dialogue correctly.

B. Learning Materials

1. Expressions of asking and giving agreement:

Asking for agreement	Giving agreement	Giving disagreement
a. Agreed? b. Don't you agree? c. Do you agree if ...? d. Would you agree with ...?	a. Agreed. b. Yes, you're right. c. That's right. d. Yes, that's true e. True enough. f. I totally agree. g. I absolutely agree. h. That's a good idea. i. We seem to be saying the same thing.	a. I could not agree more. b. I'm not sure. c. I can't agree. d. I totally disagree with you.

C. Learning Method

- PPP (Presentation, Practice, Production)

D. Teaching and Learning Activities

- Each meeting is always done with 3 phases, namely:

1. Opening Phase:

Greeting and calling the roll

Greets: Good morning, Class! How are you today?

Leads prayers: *Let's pray together, shall we*

Amen.

Who is absent today? What happened? ...

Sharing what are going to be learned today

Today, we are going to do learn how to ask for and give agreement. If you pay attention on this activity, you will understand how to ask for and give agreement, then this activity will improve our vocabulary.

2. Main Activity :

Presentation:

a. Do you know how to ask for an agreement in English?
b. Can you give me examples?
c. The researcher gives examples of how to ask for and give agreement from others through movie clips.

Let's look at the following movie clips.

Practice:

a. The students identify the expressions of asking and giving agreement that are shown in movie clips.
b. The students imitate the examples.
   (repeat this activity for several time until the students understand well)
c. In pairs, students practice to use expressions of asking and giving agreement.

Production:

a. The students try to answer some questions orally.
b. The researcher and the students discuss the answers together.
c. The researcher explains the right answers to the students.

3. Closing Activity:

a. Teacher asks the students is there any learning difficulty they found
b. Teacher asks students to summarize about what they have learned.
   Today, we have learnt about the expressions of asking and giving agreement in English. Can you tell me what you have learned today?
c. Students summarize what they have learned in this meeting.
d. The teacher ends the activities by saying parting expressions

Task 1
Pay attention to expressions of asking for and giving an agreement or disagreement on the movie clips! Then, act it out with friends.
(Show Movie Clips)

Task 2
You find expressions with different functions in the conversations on the movie clips. Identify the functions of those expressions on this table below!

Expression	**Functions**
1. [...] Agreed? 2.Agreed! 3.I know, right? 4.I totally agree 5.I could not agree more	

Task 3

Complete the following dialogues using the expressions of asking for and giving agreement or disagreement provided!

1. Budi : Andi, I'm confused. Which book must I buy?
   Andi : Don't be confused. _____?[1]
   Budi : I'm not sure. _____[2] because this book is too expensive.
   Andi : Okay, what about this one? I think it is a good book
   Budi : Great!_____[3].
   Andi : Lets buy this one.
   Budi : Ok.
2. Nilam : Hey, Laila. How about going to canteen? I'm hungry.
   Laila : Why not. That's a good idea. Before going to canteen we'll go to library. _____?[4]
   Nilam : I'm not sure. I'm very hungry right now. How about going to library after going to canteen?
   Laila : Ok, _____[5]
   Nilam : Thanks a lot.

Do you agree?
We seem to be saying the same thing
I agree with you.
Do you agree if I choose this book?
I can't agree with this

Task 4

Have a dialogue with your friend based on the following clues. Include the expressions of asking for and giving agreement. Look at the example.

1. Learning English is interesting. (agree/disagree)

You : Don't you agree that learning English is interesting?
Your friend : Yes, I agree.

2. English is not a difficult subject. (agree/disagree)
3. Dictionary is very useful to learn English. (agree/disagree)

4. English helps us to get the better future. (agree/disagree)
5. English movie, song and novel help to learn English well. (agree/disagree)
6. Speaking in English is easy. (agree/disagree)

E. Learning Sources:

Movie clips that are shown the expressions of asking and giving agreement.

Priyana, Joko, dkk. 2008. *SCAFFOLDING English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Wardiman, Artono dkk. 2008. *English in focus: for grade VIII Junior High School*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Teacher's made materials (handout). *Attached*

F. Assessment

1. Technique : Spoken test
2. Form : Spoken

	Non-Verbal Aspect (Facial Expression and Body Language)	**Fluency**	**Vocabulary**	**Pronunciation**	**Grammar**	**Comprehension**
S c o r e	**0-2** Flat facial expression and not using any body language	**0-5** Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand	**0-2** Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	**0-5** Student was difficult to understand, quiet in speaking, unclear in pronunciation.	**0-5** Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	**0-5** Student had difficulty understanding the topics that were being discussed.
	3-5 - Already having enough expressions, but amount is less than 50%.	**6-10** Speech is slow and often hesitant and irregular. Sentences may	**3-5** Student was able to use broad vocabulary words but was lacking, making	**6-10** Student was slightly unclear with pronunciation at times, but generally is fair.	**6-10** Student was able to express their ideas and responses adequately but	**6-10** Student fairly grasped some of the questions and topics that were being discussed.

	- Enough body language in particular parts of the conversation	be left uncompleted, but the student is able to continue.	him/her repetitive and cannot expand on his/her ideas.		often displayed inconsistencies with their sentence structure and tenses.	
	6-8 - Already having enough expressions in about ≥50% of the conversation. - Enough body language in particular parts of the story	**11-15** Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	**6-8** Student utilized the words learned in class, in an accurate manner for the situation given.	**11-15** Pronunciation was good and did not interfere with communication	**11-15** Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	**11-15** Student was able to comprehend and respond to most of the questions and topics that were being discussed.
	9-10 Good and appropriate expressions and body languages in all over the conversation.	**16-20** Speech is effortless and smooth with speed that comes close to that of a native speaker.	**9-10** Rich, precise and impressive usage of vocabulary words learned in and beyond of class.	**16-20** Pronunciation was very clear and easy to understand.	**16-20** Student was able to express their ideas and responses with ease in proper sentence structure and tenses.	**16-20** Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
	10	**20**	**10**	**20**	**20**	**20**

Purbalingga, 2 Februari 2015

English Teacher

May Kurniawati, S.Pd
NIP. 19800513 201406 2 001

Researcher

Suranti Tri Astuti
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LESSON PLAN

School	: SMPN 1 Kaligondang
Grade/ Semester	: VIII/ 2
Subject	: English
Text Type	: Transactional and interpersonal dialogues
Topic	: Asking for, Giving, Information
Skill	: Speaking
Time Allocation	: 2 x 45 minutes

Standards of Competence : 9. **SPEAKING**

Expressing meaning in simple transactional and interpersonal conversations to interact with the nearest environment.

Basic Competence : 9.1. Expressing meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken language accurately, fluently, and acceptably to interact with the nearest environment involving speech acts: asking, giving, rejecting a help; asking, giving, rejecting an item; asking, giving, denying information; asking, giving, disagreeing with opinions; offering receiving, rejecting something.

Indicators : 9.1.4. Using expressions for asking for, giving, and denying information

A. Learning Objective :

At the end of the learning process students are expected to be able to discover and understand the functions of expression for asking, giving, and denying information appropriately and to perform simple dialogue correctly.

B. Learning Materials

1. Expressions of asking, giving, and denying information:

Asking for information	Giving information	Denying information
• Do you know...? • Can you tell me...? • Excuse me...? • I'd like to know…?	• Yes, just go… (telling a place) • Yes, I know that. It…. • It is …	• How do you know that? • Are you sure? As far as I know… • I'm really sorry, but…

C. Learning Method

- PPP (Presentation, Practice, Production)

D. Teaching and Learning Activities

- Each meeting is always done with 3 phases, namely:

1. Opening Phase:

Greeting and calling the roll

Greets: Good morning, Class! How are you today?

Leads prayers: *Let's pray together, shall we*

Amen.

Who is absent today? What happened? ...

Sharing what are going to be learned today

Today, we are going to do learn how to ask for, give information. If you pay attention on this activity, you will understand how to ask for and give information, then this activity will improve our vocabulary.

2. Main Activity :

Presentation:

a. Do you know how to ask for information in English?
b. Can you give me examples?
c. The researcher gives examples of how to ask for and give information from others through movie clips.

Let's look at the following movie clips.

Practice:

a. The students identify the expressions of asking for and giving information that are shown in movie clips.
b. The students imitate the examples.

(repeat this activity for several time until the students understand well)

c. The students mention the difficult words from the movie clips.
d. The students try to find the meaning and the pronunciation of those words that are found before.
e. In pairs, students practice to use expressions of asking for, giving, and denying information.

Production:

a. In group of four, students complete conversations with suitable answers that have been provided.
b. The students try to answer some questions orally.
c. The researcher and the students discuss the answers together.
d. The researcher explains the right answers to the students.

3. Closing Activity:

a. Teacher asks the students is there any learning difficulty they found
b. Teacher asks students to summarize about what they have learned.
Today, we have learnt about the expressions of asking for, giving, and denying information in English. Can you tell me what you have learned today?
c. Students summarize what they have learned in this meeting.
d. The teacher ends the activities by saying parting expressions

Task 1

Pay attention to expressions of asking for and giving information on the movie clips! Then, act it out with friends.

(Show Movie Clips)

Task 2

In the movie clips, you find expressions of asking for and giving information Write down those expressions on this table below!

Asking for information	Giving information

Task 3

GROUP WORK:

Make a group of four then complete the following conversations using the expressions of asking for and giving information provided!!

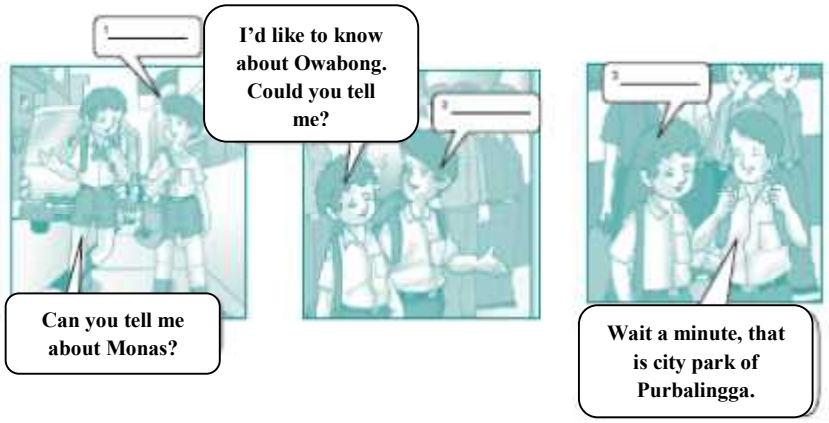
Text 1: Bus Station In Purbalingga town square, there is a tourist who wants to know the location of the bus station. Then, he asks to a student who he meets there.	
Tourist : Good Afternoon.	
Student : Good Afternoon, sir.	
1	
Student : Yes, it is Purbalingga bus station.	
Tourist : Do you know where it is?	
2	
Tourist : How do I get there? Can you tell me, please?	
3	
Tourist : Ok, thank you very much.	
4	

Text 2: The Nearest Masjid In front of ABC department store, there is a woman who is looking for a nearest masjid. Then, she meets a student and asks her where the nearest masjid.	
Woman : *Assalamu'alaikum*.	
Student : *Wa'alaikumsalam*.	
Woman : Do you know the nearest masjid?	
5	
6	
Student : Sure, the Masjid is about 200 meters to the east from here. Just go straight, and then turn left, please.	
Woman : Ok, I got it. Thank you.	
Student : You're welcome, madam.	
Text 3 Food or Drink In this holiday, Rahmat (Anton' cousin) comes to visit Anton. Rahmat is from Magelang. It is the first time for Rahmat visit Purbalingga. He wants to try special food or drink in Purbalingga.	
7	
Anton : Of course, there is a lot of food and drink here. There are *Soto Kriyik, mendoan, Sate Blater, and Es Duren Kombinasi*.	
Rahmat : What do you recommend?	
Anton : You should try *Es Duren Kombinasi*. It is a highly recommended drink.	
8	
Anton : It is the combination of durian, coconut milk, palm sugar, ice, and milk. Can you imagine that?	
9	

10
Rahmat : Will you take me there?
Anton : Sure. Let's go.
ANSWER
Rahmat : What is that?
Anton : Yes, you can buy it at food stand near Klawing Bridge, in front of Purbalingga District Military Command in Bancar.
Rahmat : Wow! Can you tell me where I can buy it?
Student : You're welcome, sir.
Tourist : Excuse me is there a bus station near here?
Rahmat : Anton, can you tell me any special food or drink of Purbalingga?
Student : Yes, I know that. The bus station is located in Jenderal Ahmad Yani Street, sir.
Woman : Can you tell me where it is?
Student : Yes, madam. There is Masjid Agung Darussalam.
Student : Yes, you can go by minibus number 1 or 9 from here if you want to go there.

Task 4

Complete the following dialogues using the expressions of asking for and giving information provided!



a. How about Usman Janatin park, what do you know about it?
b. Sure, Monas is the National Monument of Indonesia. It is located in Central Jakarta.
c. Yes, it is a famous water park in Purbalingga. It is very interesting place.

E. Learning Sources:

Movie clips that are shown the expressions of asking and giving agreement.

Priyana, Joko, dkk. 2008. *SCAFFOLDING English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Wardiman, Artono dkk. 2008. *English in focus: for grade VIII Junior High School*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Teacher's made materials (handout). *Attached*

F. Assessment

1. Technique : Spoken test
2. Form : Spoken

	Non-Verbal Aspect (Facial Expression and Body Language)	**Fluency**	**Vocabulary**	**Pronunciation**	**Grammar**	**Comprehension**
S c o r e	**0-2** Flat facial expression and not using any body language	**0-5** Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand	**0-2** Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	**0-5** Student was difficult to understand, quiet in speaking, unclear in pronunciation.	**0-5** Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	**0-5** Student had difficulty understanding the topics that were being discussed.

	3-5 - Already having enough expressions, but amount is less than 50%. - Enough body language in particular parts of the conversation	**6-10** Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.	**3-5** Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	**6-10** Student was slightly unclear with pronunciation at times, but generally is fair.	**6-10** Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	**6-10** Student fairly grasped some of the questions and topics that were being discussed.
	6-8 - Already having enough expressions in about ≥50% of the conversation. - Enough body language in particular parts of the story	**11-15** Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	**6-8** Student utilized the words learned in class, in an accurate manner for the situation given.	**11-15** Pronunciation was good and did not interfere with communication	**11-15** Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	**11-15** Student was able to comprehend and respond to most of the questions and topics that were being discussed.
	9-10 Good and appropriate expressions and body languages in all over the conversation.	**16-20** Speech is effortless and smooth with speed that comes close to that of a native speaker.	**9-10** Rich, precise and impressive usage of vocabulary words learned in and beyond of class.	**16-20** Pronunciation was very clear and easy to understand.	**16-20** Student was able to express their ideas and responses with ease in proper sentence structure and tenses.	**16-20** Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
	10	**20**	**10**	**20**	**20**	**20**

Purbalingga, 7 Februari 2015

English Teacher

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Researcher

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LESSON PLAN

School	: SMPN 1 Kaligondang
Grade/ Semester	: VIII/ 2
Subject	: English
Text Type	: Transactional and interpersonal dialogues
Topic	: Asking for and Giving Agreement Asking for and Giving Information
Skill	: Speaking
Time Allocation	: 2 x 45 minutes

Standards of Competence : 9. **SPEAKING**

Expressing meaning in simple transactional and interpersonal conversations to interact with the nearest environment.

Basic Competence :

9.1 Expressing meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken language accurately, fluently, and acceptably to interact with the nearest environment involving speech acts: asking, giving, rejecting a help; asking, giving, rejecting an item; asking, giving, denying information; asking, giving, disagreeing with opinions; offering receiving, rejecting something.

9.2 Expressing meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken language accurately, fluently, and acceptably to interact with the nearest environment involving speech acts: asking, giving agreement; responding a statement; paying attention to the speaker; starting, extending, closing a conversation; starting, extending, closing a telephone conversation.

Indicators :

9.1.4 Using expressions for asking for, giving, and denying information

9.2.1 Using expressions for asking and giving agreement

A. Learning Objective :

At the end of the learning process students are expected to be able to discover and understand the functions of expression for asking for and giving agreement; and asking for and giving information appropriately and to perform simple dialogue correctly.

B. Learning Materials

1. Expressions of asking for and giving agreement:

Asking for agreement	Giving agreement	Giving disagreement
a. Agreed? b. Don't you agree? c. Do you agree if ...? d. Would you agree with ...?	a. Agreed. b. Yes, you're right. c. That's right. d. Yes, that's true e. True enough. f. I totally agree. g. I absolutely agree. h. That's a good idea. i. We seem to be saying the same thing.	a. I could not agree more. b. I'm not sure. c. I can't agree. d. I totally disagree with you.

2. Expressions of asking for and giving information:

Asking for information	Giving information	Denying information
• Do you know...? • Can you tell me...? • Excuse me...? • I'd like to know…?	• Yes, just go… (telling a place) • Yes, I know that. It…. • It is …	• How do you know that? • Are you sure? As far as I know… • I'm really sorry, but…

C. Learning Method

- PPP (Presentation, Practice, Production)

D. Teaching and Learning Activities

- Each meeting is always done with 3 phases, namely:

1. Opening Phase:

Greeting and calling the roll

Greets: Good morning, Class! How are you today?

Leads prayers: *Let's pray together, shall we*

Amen.

Who is absent today? What happened? …

Sharing what are going to be learned today

Today, we are going to review the materials of expressions for asking for, and giving agreement; asking for, and giving information. If you pay attention on this activity, you will understand how to ask for and give agreement; ask for, and give information, then this activity will improve our vocabulary.

2. **Main Activity :**

Presentation:

a. The researcher gives other examples of how to ask for, give agreement, and ask for, give information through movie clips. (as material review)
   Let's look at the following movie clips.

Practice:

a. The students identify the expressions of asking for and giving agreement, and asking for and giving information that are shown in movie clips.
b. The students imitate the examples.
   (repeat this activity for several time until the students understand well)
c. The students practice to pronounce words from vocabulary list.

Production:

a. The students are required to form a group of two then they are given situation cards to make a conversation.
b. The students present the conversation that they have made in front of the class using right pronunciation, intonation, word stress, and attitude.

3. **Closing Activity:**

a. Teacher asks the students is there any learning difficulty they found
b. Teacher asks students to summarize about what they have learned.
   Today, we have learnt about the expressions of asking for and giving agreement, and asking for and giving information in English. Can you tell me what you have learned today?

c. Students summarize what they have learned in this meeting.

d. The teacher ends the activities by saying parting expressions

Vocabulary List from the previous meeting:

Word	Meaning	Pronunciation
Know (verb)	Tahu	nəʊ / /noʊ /
Located [locate] (verb)	Is located→terletak	/lə ʊ ke tid/ /loʊ - ke tid /
Recommend (verb)	Menyarankan	/ˌ rek.əˈ mend/
Should (modal verb)	Harus	/ʃ ʊ d/
Imagine (verb)	Membayangkan	/ˈ mæd .n/
Got [get] (verb)	Mendapat	/gɒ t/ /gɑ : t/
Want (verb)	Mau/ menginginkan	/wɒ nt/ /wɑ : nt/
Tourist (noun)	Turis/ wisatawan	/ˈ t ə.r st/ /ˈ t r. st/
Station (noun)	Stasiun/ terminal/ pul	/ˈ ste . ə n/
District (noun)	Daerah/ wilayah	/ ˈ d s.tr kt/
Town square (noun)	Alun-alun	/taʊ n/ - /skweə r / /skwer/
Bridge (noun)	Jembatan	/bɪ d/
Food stand (noun)	Kios makanan	/fu: d/ - /stænd/
Street (noun)	Jalan	/stri: t/
Here (adverb)	Disini	/h ə r / /h r/
About (preposition)	Tentang	/əˈ baʊ t/
Nearest (adjective)	Paling dekat/ terdekat	/n ə r est/ /n rest/
Highly (adverb)	Sangat	/ˈ ha .li/

The scripts of conversations on the movie clips:

1. First dialogue on movie clips is taken from a movie entitled Camp Rock (00:19:46-00:20:02).

Asking for and giving agreement

Mitchie enters Tess, Ella, and Peggy's room, then greets them.

Mitchie : Hi, Guys.

Ella : Hi, Mitchie.

Tess : Hey

Mitchie : So, which bed is mine?

Tess : That one.

Tess points to Peggy's bed.

Peggy : But ...

Tess : Peggy doesn't mind. Do you?

Peggy : I guess not.

2. Second dialogue on movie clips is taken from a movie entitled Casper (01:00:34-01:02:25).

Asking for and giving information

Kat : Casper!

Kat calls casper because she is afraid to go alone

After a long way in the machine, Kat arrives in a room. Casper is already there.

Casper : Well?

Kat : What was that?

Kat asks Casper what the machine is.

Casper : The "Up and At 'Em" machine. My dad was a great inventor, but he had a little trouble getting going in the morning

Kat : Did't he ever hear of caffeine?

Cards for Role Playing using the expressions of asking for, giving, and rejecting a help; asking for, giving, and rejecting an item/ thing; asking for and giving an opinion; asking for and giving information; and asking for and giving agreement or disagreement. Students work in pairs for role playing situations below:

Asking for and giving a help
One day at the break time, you went to library. You saw the librarian was busy to arrange many books in bookshelf. ☐ You give the librarian help to arrange those books. ☐ Librarian accepts your help. ☐ You are looking for English-Indonesian dictionary but you don't know where the dictionary is. You asking for help to find it. ☐ Librarian helps the student to look for the dictionary.
Asking for and giving an item
At English class, you forgot bringing a pen. ☐ You asked for borrowing your friend's pen. ☐ Your friend could lend her/his pen to you. ☐ You knew that she/he also didn't bring a dictionary ☐ You wanted to lend your dictionary to her/him if she/he needs it. ☐ Your friend was very happy when you said that you want to lend your dictionary to her/him.
Asking for and giving an opinion
One day, you and your brother/sister was discussing about KPK versus Police. ☐ Your brother/sister asks your opinion about this problem. ☐ You give your opinion on it. You think that KPK is right. ☐ You also ask about your bother/sister's opinion about it. ☐ He/she also gives his/her opinion. He/she thinks that both KPK and Police have good and bad points. So he/she can't give further opinion.
Asking for and giving an information
When, a student met a tourist in Purbalingga bus station. ☐ Tourist asked about Owabong.

☐ The students told him about Owabong. ☐ The tourist asks about Owabong location and the facilities on Owabong. ☐ You gave the tourist the information. ☐ The tourist asks about the other tourism destination. ☐ You told him about the other places.
Asking for and giving agreement or disagreement Your family was discussing about your family plans for the next holiday. ☐ Your father/mother asks your agreement about going to Baturaden. ☐ You disagree with this plan, because you want to go to the other place. ☐ You tell her/him where you want to go for next holiday. ☐ Your mother/father agrees with you but wants to think about it. ☐ She/he says that she wants to tell you later.

E. Learning Sources:

Movie clips that are shown the expressions of asking and giving agreement.

Priyana, Joko, dkk. 2008. *SCAFFOLDING English for Junior High School Students Grade VIII*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Wardiman, Artono dkk. 2008. *English in focus: for grade VIII Junior High School*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

Teacher's made materials (handout). *Attached*

F. Assessment

1. Technique : Spoken test
2. Form : Spoken

	Non-Verbal Aspect (Facial Expression and Body Language)	**Fluency**	**Vocabulary**	**Pronunciation**	**Grammar**	**Comprehension**
S c o r e	**0-2** Flat facial expression and not using any body language	**0-5** Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized	**0-2** Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in	**0-5** Student was difficult to understand, quiet in speaking, unclear in pronunciation.	**0-5** Student was difficult to understand and had a hard time communicating their ideas and responses	**0-5** Student had difficulty understanding the topics that were being discussed.

		expressions. Difficult for a listener to understand	responding.		because of grammar mistakes.	
	3-5 - Already having enough expressions, but amount is less than 50%. - Enough body language in particular parts of the conversation	**6-10** Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.	**3-5** Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	**6-10** Student was slightly unclear with pronunciation at times, but generally is fair.	**6-10** Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	**6-10** Student fairly grasped some of the questions and topics that were being discussed.
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	10	**20**	**10**	**20**	**20**	**20**

Purbalingga, 9 Februari 2015

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APPENDIX G
HAND OUTS

CAN I HELP YOU?

UNIT 1

In this unit, you will learn to:

- understand the functions of expression for asking, giving, rejecting a help and an item/thing appropriately
- perform simple dialogue correctly

Let's Start

Pay attention to expressions of asking for, giving and rejecting a help on the movie clips! Then, act it out with friends.

The scripts of conversations on movie clips:

1. First dialogue on movie clips is taken from a movie entitled Camp Rock 2 (00:27:16-00:27:41)
   Mitchie is in a recording studio alone. She is wondering how good the recording studio is.
   Mitchie : Wow! Now, this is a recording studio.
   Luke comes in the recording studio where Mitchie is. He greets Mitchie.
   Luke : Hey
   Mitchie : Uhm, hi
   Can I help you with something?
   Luke : Do I look like I need help?
   Mitchie : Do I know you?
   Luke : That's funny, I'm Luke. Luke Williams. I was just on-stage, like two minutes-ago

2. Second dialogue on movie clips is taken from a movie entitled Harry Potter 6-The Half Blood Prince (02:06:59-02:07:15)
   In the attic of the school, Draco wants to attack Dumbledore. Dumbledore tries to persuade him to not do that.
   Dumbledore : Draco, years ago. I knew a boy who made all the wrong choices. Please, let me help you.
   Draco : I don't want your help. Don't you understand? I have to do this.

3. Third dialogue on movie clips is taken from a movie entitled Camp Rock 2 (00:01:29-00:01:42)
   Mitchie just arrives in the 'Camp Rock' in this summer. She is so excited when she meets her friend, Caitlyn.
   Mitchie : Aah! Caitlyn!
   Caitlyn : Mitchie! Hi
   Mitchie : Caitlyn …
   Caitlyn : How are you?
   Mitchie : I'm great.
   Caitlyn : Let me take this for you.
   Mitchie : Thank you

4. Fourth dialogue: on movie clips is taken from a movie entitled Camp Rock (00:44:54-00:45:30)
   Mitchie is so happy and comes to her mother in the kitchen.
   Mitchie : Hi Mom! How you doing?
   Mother : I'm all right. How are you?
   Mitchie : I'm great, I'm wonderful. I'm fantastic. I'm …
   Mother : Putting chips into bowls …
   Mitchie : Right.
   Mitchie goes to foodstuff storage to take the chips while Caitlyn comes. So Caitlyn does not meet Mitchie and sees that Mrs Torres works alone.
   Caitlyn : Hey, Mrs Torres
   Mother : Hi, Caitlyn. Thanks for coming in early. Taco night takes the entire kitchen staff and our six hands.
   Caitlyn : Six?
   Mother : Yeah, my daughter. So, can you please start-in on the onions? Brown wants to talk to me about next week's campfire pig-out.
   Caitlyn : Sure.

TASK 1

In the movie clips, you find expressions of asking for, giving, and rejecting a help. Write down those expressions on this table below!

Asking for a help	Giving a help	Rejecting help

EXPLANATION:

You can use:

the following expressions to ask for a help:

- Can you help me?
- Would you …?
- Would you mind if I ask your help to …?
- May I ask you to do me a favor?

the following expressions to offer a help:

- Can I help you
- What can I do to help you?
- May I help you?

the following expressions to reject a help and reject to help:

- No, thanks.
- That's very kind of you, but …
- I don't think I can …
- I'm afraid not.

TASK 2

Pay attention to expressions of asking for, giving and rejecting an item/thing on the movie clips! Then, act it out with friends.

The scripts of conversations on movie clips:

1. First dialogue on movie clips is taken from a movie entitled Transformers-Their War. Our World. (00:40:40-00:40:54)
   In the war, Captain Lennox needs telephone. He meets a kid. He wants to borrow telephone from that kid's father.
   Captain Lennox : Where's your Papa? Where's your Papa?
   Kid : Papa
   Captain Lennox : Sir, we need… I need a telephone.
   Kid's father : Telephone?
   Captain Lennox : Yes.
   Kid's father : Cell-phone!
   Captain Lennox : I don't know how to thank you.

2. Second dialogue on movie clips is taken from a movie entitled Transformers-Their War. Our World. (02:06:29-02:06:58)
   In the top of a building, Sam is holding into a sculpture. He is trying to avoid Megatron, a robot, that wants to take the All Sparks from him.
   Sam : Where do I go?
   Megatron : Give me the All Sparks and you may live to be my pet.
   Sam : Oh no, no, no, no
   I'm never giving you this All Sparks.
   Megatron : Oh, so unwise!

3. Third dialogue on movie clips is taken from a movie entitled Camp Rock 2 (00:25:56-00:26:10)
   Dana and Nate are just chatting about the stage performance. Dana met Nate when she was looking for her bracelet. When her father came, she had to come to her father immediately.
   Dana : Well, I guess I should go.
   Nate : here. You don't wanna lose it.
   Dana : you can keep it if you want.
   Nate : What would I do with a bracelet?
   Dana : Right.

In the movie clips, you find expressions of asking for, giving, and rejecting an item/thing. Write down those expressions on this table below!

Asking for an item/ thing	Giving an item/ thing	Rejecting an item/thing

Write down the verbs that you heard in the movie clips on this table below and then try to find the meaning!

No	Verb	Meaning

EXPLANATION:

You can use:

the following expressions to ask for an item/thing:
- Can I have …?
- May I borrow your …?
- Would you be so kind to give me …?
- Give me …

the following expressions to giving a help or an item/thing:
- Let me …
- You look like need some help to …
- Yes, sure.
- Why not?
- No problem
- Certainly

TASK 5

What do you say to the following situations? Look at the example.

1. You see someone who needs help to bring her heavy bag. (giving help)
   - ☞ Let me help you taking that bag for you, sir. _____
2. You need your friend's help to carry books to library because those books are too heavy for you to carry by yourself. (**asking for help**)
   - ☞ _____
3. Your mother is cooking. You want to help her. (**giving a help**)
   - ☞ _____
4. Your friend wants to borrow your ruler but you do not bring it. (**rejecting to give an item/thing politely**)
   - ☞ _____
5. Your younger sister asks you to help her do his homework. (**giving a help**)
   - ☞ _____
6. You do not bring a pen. You want to borrow your friend's pen. (**asking for an item/thing**)
   - ☞ _____

WHAT DO YOU THINK?

UNIT 2

In this unit, you will learn to:

- understand the functions of expression for asking, giving, disagreeing with opinions appropriately
- perform simple dialogue correctly

Let's Start

TASK 1

Pay attention to expressions of asking for and giving an opinion on the movie clips! Then, act it out with friends.

The scripts of conversations on movie clips:

1. First dialogue on movie clips is taken from a movie entitled Another Cinderella Story (00:06:41-00:06:51)
   Tammy and Marry are going to school. Tammy asks Marry about her fashion style.
   Tammy : Hey, do you think my leather goes my tutu?
   Mary : You look amazing as always.
   Tammy : It's Tammy original. I figured I should dress in stuff for last semester together ever.

2. Second dialogue on movie clips is taken from a movie entitled Camp Rock 2 (01:18:57-01:19:21)
   At the bedtime, the kid wants to know about Jason opinion on their chance to win the singing competition against Camp Star.
   Kid : Jason, do you think we're gonna win?
   Jason : Of course, we're gonna win. You guys are rock stars.
   Kid : But, what if they are too?
   Jason : I guess, I didn't think about that.
   Good night.

3. Third dialogue on movie clips is taken from a movie entitled Camp Rock (00:50:03-00:50:26)
   Mitchie and Caitlyn were blowing on ballons. Mrs Torres, Mitchie's Mother, came and brought a cookie. She asked Mitchie and Caitlyn's opinion about her cookie.
   Mother : Hey! Does this look like a record, girls?
   Mitchie : Huh?
   Mother : I mean a CD. Does this cookies look like a CD? Because I want it to look authentic next to my eight note cupcakes.
   Caitlyn : Everything looks great, Connie.
   Mother : These theme nights are so busy, huh?
   Oh, I gotta go get the ice cream for my Rolling Stones cones! See you later.

TASK 2

Answer the following questions based on the conversations on the movie clips!

1. What does Mary think about Tammy dress?
2. What does the kid say to ask Jason's opinion?
3. What does Jason say when he is not sure about the kid question?
4. What does Mitchie's mother say to ask Mitchie and Caitlyn's opinion about her cookies?
5. What does Caitlyn think about the cookies and the cupcakes?

TASK 3

Write down the difficult words in the movie clips on this table below and then try to find the meaning!

No	Words	Meaning

EXPLANATION:

You can use:

the following expressions to ask for opinion:

- What's your opinion of …?
- What do you think about …?
- What do feel about …?
- Do you have an opinion on …?
- Do you think …?

the following expressions to give opinion:

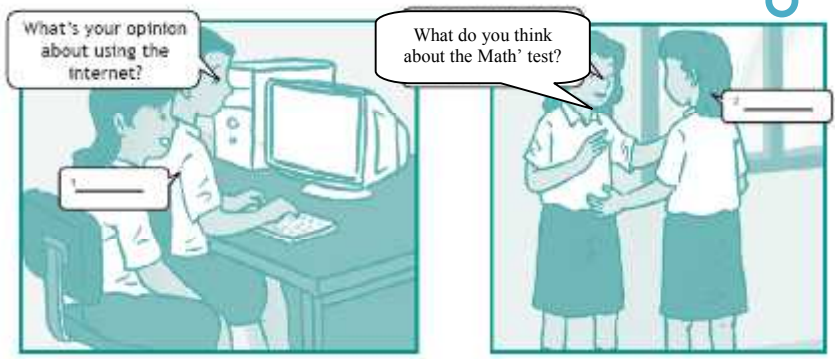
- I think …
- In my opinion …
- I feel …
- From my point of view, …
- Of course
- That's …

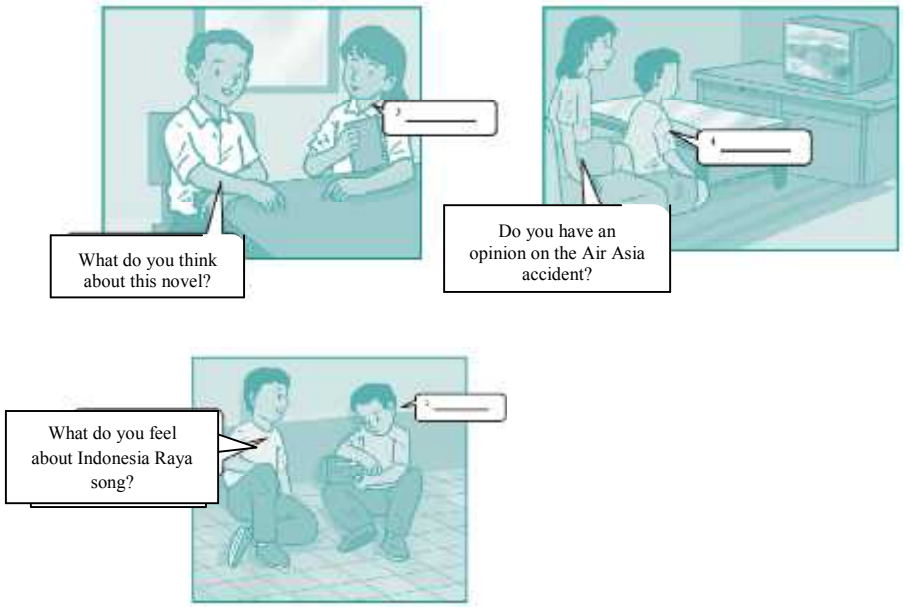
the following expressions to reject to give opinion or reject opinion:

- I don't think so.
- But, in my opinion …
- I don't think about that.

TASK 4

Complete the following dialogues using the expressions of asking for and giving an opinion provided!





a. I think the story of this novel is very interesting.
b. I feel Indonesia Raya song is amazing.
c. I think the internet is very useful.
d. I don't think so.
e. In my opinion, Air Asia accident was terrible because many people have been killed.

TASK 5

Read the following statements from the conversation on task 1 and task 4. Write **T** if the statement is **true** and write **F** if the statement is **false**. Correct the false statements.

Statements	T/F	Corrections
1. Mary does not think that Tammy dress is good.	F	Mary thinks that Tammy dress is amazing.
2. The kid asks Jason opinion about winning in the competition.		
3. Jason is very sure that they gonna win the competition.		
4. Caitlyn asks for Mitchie's opinion about the cookies.		
5. Caitlyn thinks that everything is great.		
6. The student doesn't think internet is useful		
7. In the boy's opinion Air Asia accident was terrible.		

First Material Review:

The scripts of conversations on movie clips:

1. First dialogue on movie clips is taken from a movie entitled Another Cinderella Story (00:52:11-00:52:24).

Offering help:

Joey : Hey, do you want me to show some moves? For your audition, I can help you practice.
Mary : Hmm, I might be into that.
Joey : Oh, you might be into that?
Bell is ringing
Mary : Meet me tomorrow.

2. Second dialogue on movie clips is taken from a movie entitled Camp Rock (00:52:56-00:53:07).

Asking for help:

Shane is wondering whose the voice is that he heard before. He wants to find her.
Shane : Now, I just have to find that girl with the voice.
Shane comes to Andy and asks his help.
Shane : Hey, Andy! Buddy. You wanna do me a favor?
Andy : Sure.

3. Third dialogue on movie clips is taken from a movie entitled Harry Potter 7-The Deathly Hallows (00:06:58-00:07:43).

Asking for an item:

In a meeting of Voldemort's followers, Voldemort needs a new wand if he wants to attack Harry Potter. He asks his follower to give over their wand to him.
Voldemort : I must do it with another's wand. Come, surely one of you would like the honor? Hmm? What about you Lucius?
Lucius : My lord
Voldemort : My Lord? I require your wand.
Lucius gives his wand to Voldemort

4. Fourth dialogue on movie clips is taken from a movie entitled Harry Potter 6-The Half blood Prince (00:27:47-00:28:01).

Asking for opinion:

Luna helps Harry to fix his nose using a magic spell.
Luna : Episkey! [Luna reads a magic spell)
After Luna reads the spell, Harry wants to know about his appearance.
Harry : How do I look?
Luna : Exceptionally ordinary.
Harry : Brilliant.

Situation Cards for Role Playing using the expressions of asking for, giving, and rejecting a help; asking for, giving, and rejecting an item/ thing; asking for and giving an opinion; asking for and giving information; and asking for and giving agreement or disagreement. Students work in pairs for role playing situations below:

Asking for, giving, and rejecting a help
One day at break time, there are two students. They are A and B. Student A comes and greets B in the class. ❖ A: You need a help in doing something. You ask B to help you. ❖ B: You are happy to help A. After that, you want to give A another help. ❖ A: You do not need another help because you know that you can do it by yourself. So, you reject help from B politely.
Asking for, giving, and rejecting an item/ thing
Student C and D are best friends. One day, D gets something that C really wants. D looks for C to give it to him/her. ❖ D: You give that thing to C. ❖ C: You are so happy and accept it. You ask D is there something that D needs or wants. ❖ D: You do not need anything, so you reject politely the offer that C gives.
Asking for and giving an opinion
One day, Student E and F were discussing about movies or books. ❖ F: You ask E's opinion about your favorite movie or book. ❖ E: You give your opinion on F's favorite movie or book. You also want to know about F's opinion about your favorite one then you ask F's opinion on it. ❖ E: You also give your opinion about E's favorite one.

Asking, giving, denying information

At the end of class, Student G really wants to go somewhere like a restaurant ore somewhere else. G does not know about the place. G meets H to ask about the information.

- G: You ask H where the place is.
- H: You tell G the location of that place.
- G: You need other information about the place. So you ask H about the other information.
- H: You give the other information that G needs.

Asking for and giving agreement or disagreement

At the end of class, Student I and J are discussing about what they will do in the weekend.

- J: You suggest going to bookstore for the weekend plan.
- I: You agree with this plan. Then, you ask J to watch movie after that.
- J: You disagree to watch movie because you want to go to another place. You ask I's agreement to go another place.
- I: You agree with J's plan to go another place.

DO YOU AGREE?

UNIT 3

In this unit, you will learn to:

- understand the functions of expression for asking, giving agreement appropriately
- perform simple dialogue correctly

Let's Start

TASK 1

Pay attention to expressions of asking for and giving an agreement or disagreement on the movie clips! Then, act it out with friends.

The scripts of conversations on movie clips:

1. First dialogue on movie clips is taken from a movie entitled Camp Rock 2(00:54:47-00:55:09)

   Mitchie : Seriously, you guys, if we wanna save this camp, we have to put all of our energies into this and make the best performance that any of us have ever put on. I mean, we may have our doubters, but we have come way too far just to back down. **Agreed?**[1]

   All : **Agreed!**[2]

   Mitchie : Alright, let's go get to work. Now!

2. Second dialogue on movie clips is taken from a movie entitled Camp Rock 2 (01:30:12-01:30:33)

   After Luke and Tess performed, Mitchie and friends came to them and praised their performance.

   Mitchie : Hey, you guys were incredible.

   Luke : **I know, right?**[3] Only one thing would have made it better: doing it solo!

   Tess : **I totally agree**.[4] It's this bantery thing that we... Thanks.

3. Third dialogue on movie clips is taken from a movie entitled Princess Protection Program (00:08:40-00:09:15)

   When the Queen sees the helicopter that brings the Princess flying, the General comes.

   Queen : You will never find her. And as long as she remains free, there will be hope in Costa Luna.

   General : **I could not agree more**.[4] But the Princess is only a girl, madam. She will contact her mother. And when she does, i will bring her back to Costa Luna, where she will rot with her mother in a tiny dirt cell. You will both become a tragic symbol of futility to those who defy me. Take her away.

TASK 2

You find expressions with different functions in the conversations on the movie clips. Identify the functions of those expressions on this table below!

Expression	Functions
1. [...] Agreed?	
2.Agreed!	
3.I know, right?	
4.I totally agree	
5.I could not agree more	

EXPLANATION:

You can use:

the following expressions to ask for agreement:

- Agreed?
- Don't you agree?
- Do you agree if ...?
- Would you agree with ...?

the following expressions to give agreement:

- Agreed.
- Yes, you're right.
- That's right.
- Yes, that's true
- True enough.
- I totally agree.
- I absolutely agree.
- That's a good idea.
- We seem to be saying the same thing.

the following expressions to give disagreement:

- I could not agree more.
- I'm not sure.
- I can't agree.
- I totally disagree with you.

TASK 3

Complete the following dialogues using the expressions of asking for and giving agreement or disagreement provided!

1. Budi : Andi, I'm confused. Which book must I buy?
   Andi : Don't be confused. _____?[1]
   Budi : I'm not sure. _____[2] because this book is too expensive.
   Andi : Okay, what about this one? I think it is a good book
   Budi : Great!_____[3].
   Andi : Lets buy this one.
   Budi : Ok.
2. Nilam : Hey, Laila. How about going to canteen? I'm hungry.
   Laila : Why not. That's a good idea. Before going to canteen we'll go to library. _____?[4]
   Nilam : I'm not sure. I'm very hungry right now. How about going to library after going to canteen?
   Laila : Ok, _____[5]
   Nilam : Thanks a lot.

Answers:

Do you agree?
We seem to be saying the same thing
I agree with you.
Do you agree if I choose this book?
I can't agree with this

TASK 4

Have a dialogue with your friend based on the following clues. Include the expressions of asking for and giving agreement. Look at the example.

1. Learning English is interesting. (agree/disagree)

You : Don't you agree that learning English is interesting?

Your friend : Yes, I agree.

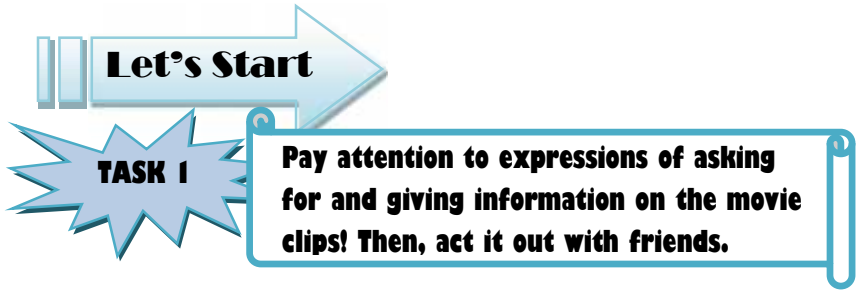
2. English is not a difficult subject. (agree/disagree)
3. Dictionary is very useful to learn English. (agree/disagree)
4. English helps us to get the better future. (agree/disagree)
5. English movie, song and novel help to learn English well. (agree/disagree)
6. Speaking in English is easy. (agree/disagree)

UNIT 4

What is it?

In this unit, you will learn to:

- understand the functions of expression for asking, giving information appropriately
- perform simple dialogue correctly



The scripts of conversations on movie clips:

1. First dialogue on movie clips is taken from a movie entitled Princess Protection Program (00:23:58-00:24:20)

The man got a call from the PPP director.

[Automated Voice: Call attempted. Scrambling signal now. PPP link established]

The Director : This is the director. **What is your situation report**?

The Man : Princess 379 is in position. Stage four is complete.

The Director : **She's safe, then**?

The Man : That's affirmative, absolutely safe.

2. Second dialogue on movie clips is taken from a movie entitled Captain America- The Winter Soldier (00:37:55-00:38:16)

Natasha comes to the hospital where the team leader has surgery after he had shot by someone. She asked Captain Rogers about the team leader's condition.

Natasha : Is he gonna make it?

Captain Rogers : I don't know

Natasha : **Tell me about the shooter**!

Captain Rogers : He's fast. Strong. Had a metal arm

3. Third dialogue on movie clips is taken from a movie entitled Harry Potter 7-The Deathly Hallows Part 1 (01:49:07-01:49:49)

Harry Potter, Hermione and Ron come to Mr Lovegood's house. They want to know about a symbol that Mr Lovegood was wearing at wedding party before.

Mr Lovegood : So how can I help you, Mr Potter?

Harry : Well, actually ...
It was about something you were wearing round your neck at the wedding. A symbol.

Mr Lovegood : You mean this?

Harry : Yes. That's exactly. **What we've wondered** 19 **what is it?**

Mr Lovegood : What is it? Well, it's the sign of the Deathly Hallows of course.

Harry & Hermione : The what?

Mr Lovegood : I assume you're all familiar with "The Tale of the Three Brothers."

Ron & Hermione: Yes

Harry : No

TASK 2

In the movie clips, you find expressions of asking for and giving information Write down those expressions on this table below!

Asking for information	Giving information

EXPLANATION:

You can use:

the following expressions to ask for information:

- Do you know...?
- Can you tell me...?
- Excuse me...?
- I'd like to know…?

the following expressions to give information:

- Yes, just go… (telling a place)
- Yes, I know that. It….
- It is …

the following expressions to deny information:

- How do you know that?
- Are you sure? As far as I know ...
- I'm really sorry, but ...

TASK 3

Complete the following dialogues using the expressions of asking for and giving information provided!

a. How about Usman Janatin park, what do you know about it?
b. Sure, Monas is the National Monument of Indonesia. It is located in Central Jakarta.
c. Yes, it is a famous water park in Purbalingga. It is very interesting place.

Second Material Review:

1. First dialogue on movie clips is taken from a movie entitled Camp Rock (00:19:46-00:20:02).

Asking for and giving agreement

Mitchie enters Tess, Ella, and Peggy's room, then greets them.
Mitchie : Hi, Guys.
Ella : Hi, Mitchie.
Tess : Hey
Mitchie : So, which bed is mine?
Tess : That one.
Tess points to Peggy's bed.
Peggy : But ...
Tess : Peggy doesn't mind. Do you?
Peggy : I guess not.

2. Second dialogue on movie clips is taken from a movie entitled Casper (01:00:34-01:02:25).

Asking for and giving information

Kat : Casper!
Kat calls casper because she is afraid to go alone
After a long way in the machine, Kat arrives in a room. Casper is already there.
Casper : Well?
Kat : What was that?
Kat asks Casper what the machine is.
Casper : The "Up and At 'Em" machine. My dad was a great inventor, but he had a little trouble getting going in the morning
Kat : Did't he ever hear of caffeine?

Vocabulary List of Last Material-UNIT 4.

Word	Meaning	Pronunciation
Know (verb)	Tahu	nəʊ / /noʊ /
Located [locate] (verb)	Is located→terletak	/lə ʊ □ke□tid/ /loʊ -□ke□tid /
Recommend (verb)	Menyarankan	/ˌ rek.əˈ mend/
Should (modal verb)	Harus	/ʃ ʊ d/
Imagine (verb)	Membayangkan	/□ˈ mæd□.□n/
Got [get] (verb)	Mendapat	/gɒ t/ /gɑ : t/
Want (verb)	Mau/ menginginkan	/wɒ nt/ /wɑ : nt/
Tourist (noun)	Turis/ wisatawan	/ˈ t□ə.r□st/ /ˈ t□r.□st/
Station (noun)	Stasiun/ terminal/ pul	/ˈ ste□.□ ə n/
District (noun)	Daerah/ wilayah	/ ˈ d□s.tr□kt/
Town square (noun)	Alun-alun	/taʊ n/ - /skweə r / /skwer/
Bridge (noun)	Jembatan	/bɪ□d□/
Food stand (noun)	Kios makanan	/fu: d/ - /stænd/
Street (noun)	Jalan	/stri: t/
Here (adverb)	disini	/h□ə r / /h□r/
About (preposition)	tentang	/əˈ baʊ t/
Nearest (adjective)	Paling dekat/ terdekat	/n□ə r est/ /n□rest/
Highly (adverb)	sangat	/ˈ ha□.li/

Cards for Role Playing using the expressions of asking for, giving, and rejecting a help; asking for, giving, and rejecting an item/ thing; asking for and giving an opinion; asking for and giving information; and asking for and giving agreement or disagreement. Students work in pairs for role playing situations below:

Asking for and giving a help

One day at the break time, you went to library. You saw the librarian was busy to arrange many books in bookshelf.

- You give the librarian help to arrange those books.
- Librarian accepts your help.
- You are looking for English-Indonesian dictionary but you don't know where the dictionary is. You asking for help to find it.
- Librarian helps the student to look for the dictionary.

Asking for and giving an item

At English class, you forgot bringing a pen.

- You asked for borrowing your friend's pen.
- Your friend could lend her/his pen to you.
- You knew that she/he also didn't bring a dictionary
- You wanted to lend your dictionary to her/him if she/he needs it.
- Your friend was very happy when you said that you want to lend your dictionary to her/him.

Asking for and giving an opinion

One day, you and your brother/sister was discussing about KPK versus Police.

- Your brother/sister asks your opinion about this problem.
- You give your opinion on it. You think that KPK is right.
- You also ask about your bother/sister's opinion about it.
- He/she also gives his/her opinion. He/she thinks that both KPK and Police have good and bad points. So he/she can't give further opinion.

Asking for and giving an information

When, a student met a tourist in Purbalingga bus station.

- Tourist asked about Owabong.
- The students told him about Owabong.
- The tourist asks about Owabong location and the facilities on Owabong.
- You gave the tourist the information.
- The tourist asks about the other tourism destination.
- You told him about the other places.

Asking for and giving agreement or disagreement

Your family was discussing about your family plans for the next holida

- Your father/mother asks your agreement about going to Baturaden.
- You disagree with this plan, because you want to go to the other place.
- You tell her/him where you want to go for next holiday.
- Your mother/father agrees with you but wants to think about it.
- She/he says that she wants to tell you later.

GROUP WORK:

Make a group of four then complete the following conversations with suitable answers that have been provided!

Text 1: Bus Station In Purbalingga town square, there is a tourist who wants to know the location of the bus station. Then, he asks to a student who he meets there.	
Tourist : Good Afternoon.	
Student : Good Afternoon, sir.	
1	
Student : Yes, it is Purbalingga bus station.	
Tourist : Do you know where it is?	
2	
Tourist : How do I get there? Can you tell me, please?	
3	
Tourist : Ok, thank you very much.	
4	
Text 2: The Nearest Masjid In front of ABC department store, there is a woman who is looking for a nearest masjid. Then, she meets a student and asks her where the nearest masjid.	
Woman : *Assalamu'alaikum*.	
Student : *Wa'alaikumsalam*.	
Woman : Do you know the nearest masjid?	

5	
6	
Student	: Sure, the Masjid is about 200 meters to the east from here. Just go straight, and then turn left, please.
Woman	: Ok, I got it. Thank you.
Student	: You're welcome, madam.
Text 3 Food or Drink In this holiday, Rahmat (Anton' cousin) comes to visit Anton. Rahmat is from Magelang. It is the first time for Rahmat visit Purbalingga. He wants to try special food or drink in Purbalingga.	
7	
Anton	: Of course, there is a lot of food and drink here. There are *Soto Kriyik, mendoan, Sate Blater, and Es Duren Kombinasi*.
Rahmat	: What do you recommend?
Anton	: You should try *Es Duren Kombinasi*. It is a highly recommended drink.
8	
Anton	: It is the combination of durian, coconut milk, palm sugar, ice, and milk. Can you imagine that?
9	
10	
Rahmat	: Will you take me there?
Anton	: Sure. Let's go.

PROVIDED ANSWERS	
Rahmat	**: What is that?**
Anton	**: Yes, you can buy it at food stand near Klawing Bridge, in front of Purbalingga District Military Command in Bancar.**
Rahmat	**: Wow! Can you tell me where I can buy it?**
Student	**: You're welcome, sir.**
Tourist	**: Excuse me is there a bus station near here?**
Rahmat	**: Anton, can you tell me any special food or drink of Purbalingga?**
Student	**: Yes, I know that. The bus station is located in Jenderal Ahmad Yani Street, sir.**
Woman	**: Can you tell me where it is?**
Student	**: Yes, madam. There is Masjid Agung Darussalam.**
Student	**: Yes, you can go by minibus number 1 or 9 from here if you want to go there.**

UNIT 1: CAN I HELP YOU?

Asking for, giving, and rejecting a help

The scripts:

1. **First dialogue**:

   Mitchie : Wow! Now, this is a recording studio. (Wow! Inilah studio rekaman)

   Luke : Hey (Hey)[Luke comes to Mitchie in the recording studio-Luka mendatangi Mitchie di studio rekaman itu]

   Mitchie : Uhm, hi (Uhm, hai)
   Can I help you with something? (Ada yang bias aku bantu?)

   Luke : Do I look like I need help? (Apa aku terlihat seperti membutuhkan bantuan)

   Mitchie : Do I know you? (Apa aku mengenalmu?)

   Luke : That's funny, I'm Luke. Luke Williams. I was just on-stage, like two minutes-ago. (Itu lucu, aku Luke. Luke William. Aku yang baru saja di panggung, 2 menit yang lalu)

2. **Second dialogue**:

   Dumbledore : Draco, years ago. I knew a boy who made all the wrong choices. Please, let me help you. (Draco, bertahun-tahun yang lalu. Aku mengenal seorang anak laki-laki yang membuat pilihan yang slah semua. Tolong biarkan aku membantumu.)

   Draco : I don't want your help. Don't you understand? I have to do this. (Saya tidak membutuhkan bantuanmu. Apakah Anda tak mengerti? Saya harus melakukan ini)

3. **Third dialogue**:

   Mitchie : Aah! Caitlyn! (Aaah! Caitlyn!) [Mitchie is very happy to see Caitlyn so she screams very loudly- Mitchie sangat senang ketika melihat Caitlyn sehingga dia berteriak dengan sangat keras]

   Caitlyn : Mitchie! Hi (Mitchie! Hai)

   Mitchie : Caitlyn …

   Caitlyn : How are you? (Apa kabar?)

   Mitchie : I'm great. (Aku sangat baik)

   Caitlyn : Let me take this for you. (Biar aku membawakan ini untukmu) [Caitlyn wants to carry Mitchie's bag-Caitlyn mau membawakan tas Mitchie]

   Mitchie : Thank you (Terima kasih)

4. **Fourth dialogue**:

   Mitchie : Hi Mom! How you doing? (Hai bu! Apa kabarmu?) [Mitchie comes to kitchen and greets her mother-Mitchie dating ke dapur dan menyapa ibunya]

   Mother : I'm all right. How are you? (aku baik-baik saja. Bagaimana kabarmu?)

   Mitchie : I'm great, I'm wonderful. I'm fantastic. I'm … (Aku sangat baik, aku sangat bahagia, aku luar biasa, aku ...) [Mitchie has not finished saying yet- Mitchie belum selesai berbicara]

   Mother : Putting chips into bowls … (Letakkan kripik ke dalam mangkok-mangkok ...) [Mitchie's mother asks her to help her putting the chips into bowls-Ibu Mitchie meminta Mitchie untuk membantunya meletakkan kripik ke dalam mangkok-mangkok tersebut]

   Mitchie : Right. (Benar)
   [Mitchie goes to take the chips-Mitchie pergi mengambil keripik]

   Caitlyn : Hey, Mrs Torres (Hei, Nyonya Torres) [Caitlyn is just arrived and then she greets Mitchie's mother-Caitlyn baru tiba, dan kemudian dia menyapa Ibu Mitchie]

   Mother : Hi, Caitlyn. Thanks for coming in early. Taco night takes the entire kitchen staff and our six hands. (Hai, Caitlyn. Terima kasih telah datang awal. Malam 'Taco-nama makanan' membutuhkan seluruh petugas dapur dan enam tangan kita)

   Caitlyn : Six? (Enam?)

Mother : Yeah, my daughter. So, can you please start-in on the onions? Brown wants to talk to me about next week's campfire pig-out. (Iya, putriku. Jadi, bisakah kau mulai dengan bawangnya. Brown mau berbicara denganku mengenai makan besar pada api unggun minggu depan)

Caitlyn : Sure. (tentu)

Asking for, giving, and rejecting an item (a thing)

1. **First dialogue**:

Captain Lennox : Where's your Papa? Where's your Papa? (Dimana ayahmu? Dimana ayahmu?)

Kid : Papa (Ayah!) [The kid meets his father-anak itu bertemu ayahnya]

Captain Lennox : Sir, we need… I need a telephone. (Tuan, kami butuh ... saya membutuhkan telefon)

Kid's father : Telephone? (telefon?)

Captain Lennox : Yes. (Iya)

Kid's father : Cell-phone! (telefon genggam!)

Captain Lennox : I don't know how to thank you. (saya tak tahu bagaimana caranya saya bias berterima kasih)

2. **Second dialogue**:

Sam : Where do I go? (Kemana aku harus pergi?)

Megatron : Give me the All Sparks and you may live to be my pet. (Serahkan *All Sparks* padaku dan kau boleh hidup menjadi peliharaanku)

Sam : Oh no, no, no, no (Oh tidak, tidak, tidak)
I'm never giving you this All Sparks. (Aku takkan pernah menyerahkan *All Sparks* padamu!)

Megatron : Oh, so unwise! (Oh, sangat tidak bijak!)

3. **Third dialogue**:

Dana : Well, I guess I should go. (Baiklah, aku rasa aku harus pergi)

Nate : Here. You don't wanna lose it. (Ini. Kamu tak mau kehilangannya)

Dana : You can keep it if you want. (Kamu boleh menyimpannya kalau mau.)

Nate : What would I do with a bracelet? (apa yang akan aku lakukan dengan sebuah gelang)

Dana : Right. (benar)

UNIT 2: WHAT DO YOU THINK?

Asking for, giving, and disagreeing with an opinion

The scripts:

1. **First dialogue**:

Tammy : Hey, do you think my leather goes my tutu? (Hei, menurutmu apakah jaket kulitku cocok dengan rokku?)

Mary : You look amazing as usual. (Kau terlihat luar biasa seperti biasanya)

Tammy : It's Tammy original. I figured I should dress in stuff for last semester together ever. (Ini asli Tammy. Aku rasa aku harus berpakaian baik untuk semester bersama paling terakhir)

2. **Second dialogue**:

Kid : Jason, do you think we're gonna win? (Jason, apa menurutmu kita akan menang?)

Jason : Of course, we're gonna win. You guys are rock stars. (Tentu saja, kita akan menang. Kalian adalah bintang-bintang rock)

Kid : But, what if they are too? (Tapi, bagaimana jika mereka juga?)

Jason : I guess, I didn't think about that. (Aku rasa, aku tidak berpikir tentang itu.)
Good night. (Selamat malam)

3. **Third dialogue**:

Mother : Hey! Does this look like a record, girls? (Hei! Apakah ini terlihat seperti sebuah rekaman, gadis-gadis?)

Mitchie : Huh? (Huh?) [Mitchi doesn't undertand what her mother asks about-Mitchie tidak memahami apa yang ditanyakan ibunya]

Mother : I mean a CD. Does this cookies look like a CD? Because I want it to look authentic next to my eight note cupcakes. (Maksudku sebuah CD. Apakah kue ini merip dengan sebuah CD? Karena aku ingin ini terlihat asli di samping *cupcakes*-kue mangkuk note delapanku)

Caitlyn : Everything looks great, Connie. (Semua terlihat luar biasa, Connie)

Mother : These theme nights are so busy, huh? (Malam-malam tema ini sagatlah sibuk kan?)

Oh, I gotta go get the ice cream for my Rolling Stones cones! See you later. (Oh, aku harus pergi mengambil es krim untuk contong es krim Rolling Stonesku)

First Material Review:

1. Offering help:

Joey : Hey, do you want me to show some moves? For your audition, I can help you practice.

(Hey, apakah kau mau aku menunjukkan beberapa gerakan? Untuk audisimu, aku bisa membantumu latihan.)

Mary : Hmm, I might be into that. (Hmm, aku mungkin membutuhkannya)

Joey : Oh, you might be into that? (Kau mungkin membutuhkannya?)

Mary : Meet me tomorrow. (Temui aku besok)

2. Asking for help:

Shane : Now, I just have to find that girl with the voice. (Sekarang aku harus menemukan gadis dengan suara itu.)

Hey, Andy! Buddy. You wanna do me a favor? (Hey, Andy! Buddy! Maukah kau membantuku?)

Andy : Sure. (Tentu)

3. Asking for an item:

Voldemort : I must do it with another's wand. (Aku harus melakukannya dengan tongkat orang lain)

Come, surely one of you would like the honor? Hmm? (Kemarilah, tentunya salah satu diantara kalian merasa terhormat? Hmm?) [Voldemort asks one of his adherents' wands-Voldemort meminta salah satu tongkat pengikutnya]

What about you Lucius? (Bagaimana denganmu Lucius?)

Lucius : My lord (Tuanku)

Voldemort : [Voldemort approaches Lucius -Voldemort menghampiri Lucius] My Lord? I require your wand. (Tuanku? Aku memerlukan tongkatmu) [Lucius gives his wand to Voldemort-Lucius menyerahkan tongkatnya pada Voldemort]

4. Asking for opinion:

Luna : Episkey! [read the spell-membacakan mantra]

Harry : How do I look? (Bagaimana rupaku?)

Luna : Exceptionally ordinary. (Sangat Sempurna)

Harry : Brilliant. (=Very good-Sangat bagus)

UNIT 3: DO YOU AGREE?

Asking for, giving agreement/ disagreement

The scripts:

1. **First dialogue**:

Mitchie : Seriously, you guys, if we wanna save this camp, we have to put all of our energies into this and make the best performance that any of us have ever put on. I mean, we may have our doubters, but we have come way too far just to back down. **Agreed?** (Sungguh, teman-teman, jika kita ingin

menyelamatkan perkemahan ini, kita harus mengumpulkan semua tenaga kita kedalamnya dan membuat penampilan terbaik. Maksudku, kita mungkin memiliki keraguan, namun kita telah jauh untuk menyerah)

All : **Agreed!** (Setuju!)

2. **Second dialogue**:

Mitchie : Hey, you guys were incredible. (Hei, kalian tadi sangat luar biasa)

Luke : **I know, right?** Only one thing would have made it better: doing it solo! (Aku tahu, iya kan? Satu hal yang bisa membuatnya lebih baik: Lakukanlah sendirian!)

Tess : **I totally agree**. It's this bantery thing that we... Thanks. (Aku sangat setuju. Ini hanya dikusi kecil yang kami ... Terima kasih)

3. **Third dialogue**:

Queen : You will never find her. And as long as she remains free, there will be hope in Costa Luna. (Anda takkan pernah bisa menemukannya. Dan selama dia masih bebas, masih aka nada harapan untuk Costa Luna.)

General : **I could not agree more**.But the Princess is only a girl, madam. She will contact her mother. And when she does, I will bring her back to Costa Luna, where she will rot with her mother in a tiny dirt cell. You will both become a tragic symbol of futility to those who defy me. Take her away. (Saya tidak bisa lagi setuju. Tapi tuan putri hanyalah seorang gadis, nyonya. Beliau akan menghubungi ibunya. Dan saat beliau melakukkannya, saya akan membawanya kembali ke Costa Luna, dimana beliau akan terkurung bersama ibunya di sebuah sel yang sangat kecil. Kalian berdua akan menjadi simbol kegagalan bagi mereka yang menentangku. Bawa dia pergi!)

UNIT 4: WHAT IS IT?

Asking for, giving information

The scripts:

1. **First dialogue**:

[Automated Voice: Call attempted. Scrambling signal now. PPP link established-Suara otomatis mesin: mencoba menghubungi. Mengusahakan jaringan sekarang]

The Director : This is the director. **What is your situation report**? (Ini direktur. Apa laporan situasimu?)

The Man : Princess 379 is in position. Stage four is complete. (Putri 379 dalam posisi. Level empat selesai)

The Director : **She's safe, then**? (Beliau aman, kalau begitu?)

The Man : That's affirmative, absolutely safe. (Setuju, tentu saja aman)

2. **Second dialogue**:

Natasha : Is he gonna make it? (Apakah dia bisa selamat)

Captain Rogers : I don't know (Aku tidak tahu)

Natasha : **Tell me about the shooter**!(Ceritakan tentang penembak itu padaku!)

Captain Rogers : He's fast. Strong. Had a metal arm. (Dia cepat. Kuat. Memiliki sebuah lengan dari besi)

3. **Third dialogue**:

Mr Lovegood : So how can I help you, Mr Potter? (Jadi, bagaimana saya bisa membantu anda Tuan Potter?)

Harry : Well, actually ... (Sebenarnya ...)
It was about something you were wearing round your neck at the wedding. A symbol. (Ini mengenai sesuatu yang anda pakai di leher anda pada saat pesta pernikahan itu. Sebuah simbol.)

Mr Lovegood : You mean this? (Yang anda maksud ini?)

Harry : Yes. That's exactly. **What we've wondered is..., what is it?** (Ya, tepat sekali. Apa yang kami herankan adalah ... apa ini)

Mr Lovegood : What is it? Well, it's the sign of the Deathly Hallows of course. (Apa ini? Baiklah, ini adalah tanda dari *Deathly Hallows*.)

Harry & Hermione :The what? (Apa?)

Mr Lovegood : I assume you're all familiar with "The Tale of the Three Brothers." (Saya anggap kalian semua telah mengetahui kisah "The Tale of the Three Brothers."-Cerita Tiga Saudara)

Ron & Hermione: Yes (Iya)

Harry : No (Tidak)

Second Material Review:

1. Asking for and giving agreement

Mitchie : Hi, Guys. (Hai, teman-teman)[Mitchie enters Tess, Ella, and Peggy's room, then greets them-Mitchie masuk ke kamar Tess, Ella, dan Peggy kemudian menyapa mereka]

Ella : Hi, Mitchie. (Hai Mitchie)

Tess : Hey (Hai)

Mitchie : So, which bed is mine? (Jadi, yang mana tempat tidurku?)

Tess : That one. (yang itu) [Tess points to Peggy's bed-Tess menunjuk ke ranjang milik Paggy]

Peggy : But ... (Tapi)

Tess : Peggy doesn't mind. Do you? (Peggy tidak keberatan, iya kan)

Peggy : I guess not. (Aku rasa tidak)

2. Asking for and giving information

Kat : Casper! [Kat calls casper because she is afraid to go alone-Kat merasa takut untuk pergi sendiri]

[After a long way in the machine-Setelah perjalanan yang panjang dalam melalui mesin]

Casper : Well? (Jadi?)

Kat : What was that? (Apa itu?)

Casper : The "Up and At 'Em" machine. My dad was a great inventor, but he had a little trouble getting going in the morning. (Mesin bangun dan Em. Ayahku adalah seorang penemu yang hebat, namun dia memiliki sedikit masalah dengan bangun pagi)

Kat : Did't he ever hear of caffeine? (Apakah dia tak pernah mendengar tentang kafein?)

Vocabulary List-Last Material

(Daftar Kosa Kata-Materi Terakhir: UNIT 4)

Word	**Meaning**	**Pronunciation**
Know (verb)	Tahu	nəʊ / /noʊ /
Located [locate] (verb)	Is located→terletak	/ləˈʊ ˈ keɪ tid/ /loʊ -ˈ keɪ tid /
Recommend (verb)	Menyarankan	/ˌ rek.əˈ mend/
Should (modal verb)	Harus	/ʃ ʊ d/
Imagine (verb)	Membayangkan	/ɪ ˈ mædʒ .ɪ n/
Got [get] (verb)	Mendapat	/gɒ t/ /gɑ ː t/
Want (verb)	Mau/ menginginkan	/wɒ nt/ /wɑ ː nt/
Tourist (noun)	Turis/ wisatawan	/ˈ tʊ ə.rɪ st/ /ˈ tʊ r.ɪ st/
Station (noun)	Stasiun/ terminal/ pul	/ˈ steɪ .ʃ ə n/
District (noun)	Daerah/ wilayah	/ ˈ dɪ s.trɪ kt/
Town square (noun)	Alun-alun	/taʊ n/ - /skweə r / /skwer/
Bridge (noun)	Jembatan	/brɪ dʒ /
Food stand (noun)	Kios makanan	/fuː d/ - /stænd/
Street (noun)	Jalan	/striː t/
Here (adverb)	disini	/hɪ ə r / /hɪ r/
About (preposition)	tentang	/əˈ baʊ t/
Nearest (adjective)	Paling dekat/ terdekat	/nɪ ə r est/ /nɪ rest/
Highly (adverb)	sangat	/ˈ haɪ .li/

APPENDIX H
LIST OF MOVIES

LIST OF MOVIES

The following table shows the movie clips used as the teaching media in this research:

No	Title	Reference	Time slot	Duration	Cycle	Teaching Materials
1.	Another Cinderella Story	Sellers, D. (Producer). 2008. *Another Cinderella Story* [.avi file]. United States : Warner Premiere	00:06:41-00:06:51 00:52:11-00:52:24	11 seconds 14 seconds	Cycle I	Expression of asking an giving opinion Expression of offering help
2.	Camp Rock	Lafferty, K., and Alan S. (Producer). 2008. *Camp Rock* [.avi file]. United States: Disney Channel	00:44:54-00:45:30 00:50:03-00:50:26 00:52:56-00:53:07 00:19:46-00:20:02	17 seconds 24 seconds 12 seconds 17 seconds	Cycle I Cycle II	Expression of asking help Expression of asking and giving opinion Expression of asking help Expression of asking and giving agreement
3.	Camp Rock 2	Lafferty, K. (Producer). 2010. *Camp Rock 2* [.avi file].United States: Disney Channel	00:27:16-00:27:41 00:01:29-00:01:42 00:25:56-00:26:10 01:18:57-01:19:21 00:54:47-00:55:09 01:30:12-01:30:33	26 seconds 14 seconds 15 seconds 25 seconds 23 seconds 22 seconds	Cycle I Cycle II	Expression of giving help Expression of giving help Expression of giving an item Expression of asking and giving opinion Expression of asking and giving agreement
4.	Harry Potter 6: The Half-Blood Prince	Heyman, D., and David B. (Producer). 2009. *Harry Potter 6: The Half-Blood Prince* [.avi file]. United Kingdom: Warner Bros. Pictures	02:06:59-02:07:15 00:27:47-00:28:01	17 seconds 15 seconds	Cycle I	Expressions of giving and rejecting help Expression of asking opinion

5.	Harry Potter 7: The Deathly Hallows Part 1	Heyman, D., David B., and Joanne K.R. (Producer). 2010. *Harry Potter 7: The Deathly Hallows Part 1*[.avi file]. United Kingdom: Warner Bros. Pictures	00:06:58-00:07:43 01:49:07-01:49:49	46 seconds 43 seconds	Cycle I Cycle II	Expression of asking an item Expression of asking for and giving information
6.	Transformers: Their War, Our World	Murphy, D., Tom D., Lorenzo d. B., and Ian B. (Producer). 2007. *Transformers: Their War, Our World* [.avi file]. United States: Paramount Pictures	00:40:40-00:40:54 02:06:29-02:06:58	15 seconds 30 seconds	Cycle I	Expression of asking an item Expression of asking an item and rejecting to give it
7.	Captain America: The Winter Soldier	Feige, K. (Producer). 2014. *Captain America: The Winter Soldier* [.avi file]. United States: Marvel Studios	00:37:55-00:38:16	22 seconds	Cycle II	Expression of asking for information
8.	Casper	Wilson, C. (Producer). 1995. *Casper* [.avi file]. United States: Universal Pictures	01:00:34-01:02:25	52 seconds	Cycle II	Expression of asking for and giving information
9.	Princess Protection Program	Weinstock, D. (Producer). 2009. *Princess Protection Program* [.avi file]. United States: Disney Channel	00:08:40-00:09:15 00:23:58-00:24:20	36 seconds 23 seconds	Cycle II	Expression of giving disagreement Expression of asking and giving information

The English and Indonesian subtitles of these movies are downloaded in (.srt) format from the following sources:

a. www.yifysubtitles.com,
b. www.opensubtitles.org, and
c. www.moviesubtitles.org.

APPENDIX I
QUESTIONNAIRE

QUESTIONNAIRE

Nama :

Kelas :

Jawablah pertanyaan-pertanyaan di bawah ini dengan cara memberi tanda (V) pada jawaban anda!

1. Jika menggunakan potongan film (*movie*) untuk media belajar *speaking*, berapa panjang durasi film (*movie*) tersebut sebaiknya?
   ( ) Utuh
   ( ) ≥ 10 menit
   ( ) ≤ 5 menit

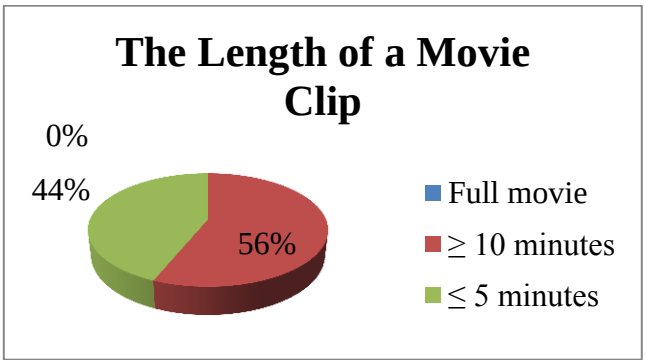
2. Jenis film (*movie*) apa yang Anda sukai dan inginkan untuk meningkatkan kemampuan *speaking* Anda?
   ( ) Dokumenter
   ( ) Narasi
   ( ) Fiksi

3. Anda lebih memilih *speaker* perempuan atau *speaker* laki-laki untuk percakapan di dalam film (*movie*) nantinya?
   ( ) Perempuan
   ( ) Laki-laki
   ( ) Tidak masalah

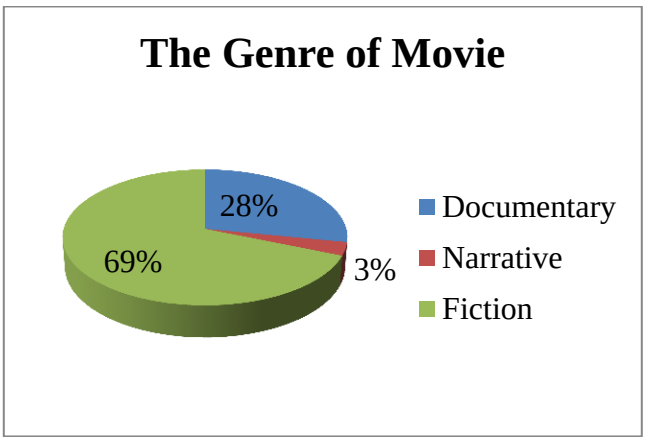
4. Untuk mempermudah Anda memahami *pronunciation* lebih jelas, Anda lebih memilih *subtitle* Indonesia atau Bahasa Inggris sebagai pendukung?
   ( ) Indonesia
   ( ) Bahasa Inggris
   ( ) Tidak masalah

QUESTIONNAIRE RESULT

1. Jika menggunakan potongan film (*movie*) untuk media belajar *speaking*, berapa panjang durasi film (*movie*) tersebut sebaiknya?
   ( ) Utuh : 0
   ( ) ≥ 10 menit : 18
   ( ) ≤ 5 menit : 14

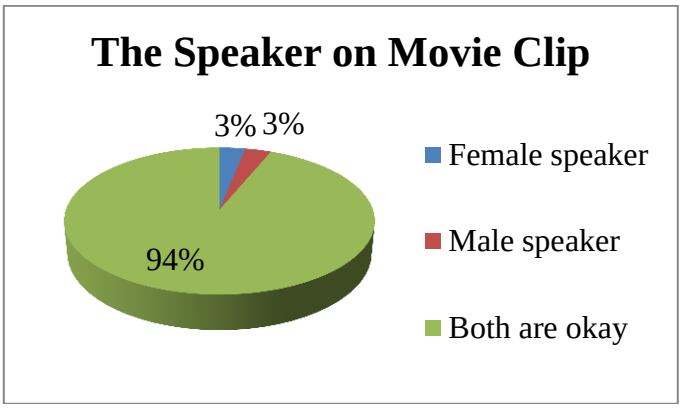


2. Jenis film (*movie*) apa yang Anda sukai dan inginkan untuk meningkatkan kemampuan *speaking* Anda?
   ( ) Dokumenter : 9
   ( ) Narasi : 1
   ( ) Fiksi : 22

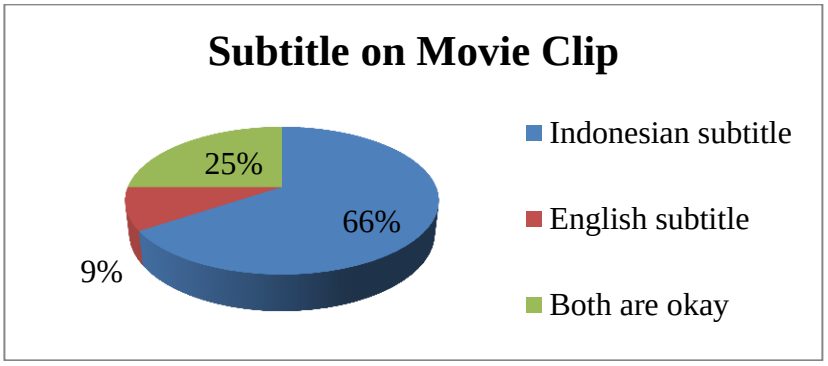


3. Anda lebih memilih *speaker* perempuan atau *speaker* laki-laki untuk percakapan di dalam film (*movie*) nantinya?
   ( ) Perempuan : 1

( ) Laki-laki : 1
( ) Tidak masalah : 30



4. Untuk mempermudah Anda memahami *pronunciation* lebih jelas, Anda lebih memilih *subtitle* Indonesia atau Bahasa Inggris sebagai pendukung?
( ) Indonesia : 21
( ) Bahasa Inggris : 3
( ) Tidak masalah : 8



APPENDIX J
OBSERVATION SHEETS

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Movie Clips

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (√) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No :
Cycle : I
Meeting : 1
Day, Date : January 19th, 2015

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	**Researcher's Activities**				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.		✓	Guru membuka pelajaran	
	b. The researcher prepares the class condition.		✓	Guru mengkondisikan murid	Karena siswa belum terbiasa dengan orang baru
	c. The researcher gives the students apperception to attract their attention and motivation	✓			
	d. The researcher states the learning objective.	✓			
	2. Main Activities				
	a. Presenting				
	1) The researcher shows movie clips.	✓		3 kali	Siswa masih kurang, harus 4-6 kali jika siswa belum menalam betul
	2) The students try to pronounce those expressions of asking, giving, rejecting a help, and asking, giving, rejecting an item.	✓			

	b. Practicing				
	1) The students identify the *expressions of asking for*, giving, rejecting a help, and asking for, giving, rejecting an item that are shown in movie clips.	✓			
	2) The students try to find verbs from the text, by watching the movie clips.	✓			
	3) The students try to find the meaning of verbs that are found before.		✓	Kata-kata ini diartikan bersama-sama	Siswa tidak membawa kamus
	4) In pairs, students practice to use expressions of asking, giving and rejecting a help.	✓			
	5) In pairs, students practice to use expressions of asking, giving and rejecting an item.	✓			
	c. Producing				
	1) The students try to answer some questions orally.	✓			
	2) The researcher and the students discuss the answers together.	✓			
	3. Closing activities				
	a. The researcher and the students summarize the lesson.	✓			
	b. The researcher gives an opportunity for the students to ask about what they do not understand.	✓			
	c. The researcher and the students do a reflection.	✓			
	d. The researcher gives the students homework.	✓			
	e. The researcher closes the lesson.	✓			
B.	**Students' Activities**				
	1. The students pay attention to the researcher's explanation.	✓			
	2. The students are active in the		✓	Siswa masih malu	Perlu ditunjuk agar siswa mau menjawab

	class.				
	3. The students concentrate to the researcher's explanation.	✓			
	4. The students understand expression of asking, giving, rejecting a help; asking, giving, rejecting an item.	✓			
	5. The students are confidence to speak.		✓	Siswa masih terlihat malu-malu untuk berbicara di kelas	hanya 1-2 anak yang berani berbicara di kelas
	6. The students are able to answer simple question orally.	✓			
	7. The students are able to pronounce some words correctly.		✓	Siswa masih sulit mengucapkan kata dengan benar	Banyak pengucapan yang salah
	8. The students ask the researcher or their friends if they find difficulties.	✓			
	9. The students practice their tasks.	✓			

Observer

May Kurniawati, S.Pd

NIP. 19800513 201406 2001

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Movie Clips

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (√) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No :
Cycle : I
Meeting : 2
Day, Date : January 24th, 2015

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	**Researcher's Activities**				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.	✓			
	b. The researcher prepares the class condition.	✓			
	c. The researcher gives the students apperception to attract their attention and motivation	✓			
	d. The researcher states the learning objective.	✓			
	2. Main Activities				
	a. Presenting				
	1) The researcher shows movie clips.	✓		Masing-masing klip diputarkan 3 kali	Setiap kali diputar 3-5 menit fitur lebih jelas
	2) The students try to pronounce those expressions of asking, giving, disagreeing with opinions.	✓			
	b. Practicing				

	1) The students identify the expressions of asking, giving, disagreeing with opinions that are shown in movie clips.	✓			
	2) The students list difficult words from the movie clips.		✓	Siswa langsung menyebutkan kata-kata yang dianggap sulit	
	3) The students try to find the meaning of those difficult words that are found before.		✓	Makna kata dicari bersama-sama	Siswa tidak membawa kamus
	4) In pairs, students practice to use expressions of asking, giving, disagreeing with opinions	✓			
	c. Producing				
	1) The students try to answer some questions orally.	✓			
	2) The researcher and the students discuss the answers together.	✓			
	3. Closing activities				
	a. The researcher and the students summarize the lesson.		✓	Karena keterbatasan waktu, siswa hanya diminta mempelajari materi tadi di rumah	Jam pelajaran dikurangi hanya 30 menit per-1 jam pelajaran
	b. The researcher gives an opportunity for the students to ask about what they do not understand.		✓	waktu tidak cukup	
	c. The researcher and the students do a reflection.	✓			
	d. The researcher gives the students homework.	✓			
	e. The researcher closes the lesson.	✓			
B.	**Students' Activities**				
	1. The students pay attention to the researcher's explanation.	✓			
	2. The students are active in the class.	✓			
	3. The students concentrate to the researcher's explanation.	✓			
	4. The students understand expression of asking, giving, disagreeing with opinions.	✓			

	5. The students are confidence to speak.		✓	Masih banyak siswa yang kurang percaya-diri	Sebaiknya lebih sering diberikan untuk berbicara di depan kelas
	6. The students are able to answer simple question orally.	✓			
	7. The students are able to pronounce some words correctly.		✓	siswa masih mengalami kesulitan dalam mengucapkan beberapa kata yang baru dipelajari	Perlu masih lebih sering untuk melatih siswa mengucapkan kata-kata dengan tepat
	8. The students ask the researcher or their friends if they find difficulties.	✓			
	9. The students practice their tasks.	✓			

Observer

May Kurniawati, S.Pd

NIP. 198005132014062001

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Movie Clips

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (√) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No :
Cycle : I
Meeting : 3
Day, Date : January 31st, 2015

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	**Researcher's Activities**				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.	✓			
	b. The researcher prepares the class condition.	✓			
	c. The researcher gives the students apperception to attract their attention and motivation	✓			
	d. The researcher states the learning objective.	✓			
	2. Main Activities				
	a. Presenting				
	1) The researcher shows movie clips.	✓		karena waktu kurang klip hanya diputar 2-3 kali	Pada waktu yang cukup lama untuk memutar klip berulang-ulang
	2) The students try to pronounce those expressions of asking, giving, rejecting a help, and asking, giving, rejecting an item.	✓			

	3) The students try to pronounce those expressions of asking, giving, disagreeing with opinions.	✓			
	b. Practicing				
	1) The students identify the expressions of asking for, giving, rejecting a help, and asking for, giving, rejecting an item that are shown in movie clips.	✓			
	2) The students identify the expressions of asking, giving, disagreeing with opinions that are shown in movie clips.	✓			
	3) The students imitate the examples.	✓			
	c. Producing				
	1) The students are required to form a group of two then they are given situation cards to make a conversation.	✓			
	2) The students present the conversation that they have made in front of the class using right pronunciation, intonation, word stress, and attitude.	✓			
	3. Closing activities				
	a. The researcher and the students summarize the lesson.	✓			
	b. The researcher gives an opportunity for the students to ask about what they do not understand.	✓			
	c. The researcher and the students do a reflection.	✓			
	d. The researcher gives the students homework.		✓		
	e. The researcher closes the lesson.	✓			
B.	**Students' Activities**				
	1. The students pay attention to	✓			

	the researcher's explanation.				
	2. The students are active in the class.	✓		Siswa mulai ada yang aktif.	
	3. The students concentrate to the researcher's explanation.	✓			
	4. The students understand expressions of asking, giving, rejecting a help; asking, giving, rejecting an item; asking, giving, disagreeing with opinions.	✓			
	5. The students are confidence to speak.	✓		Beberapa siswa sudah percaya diri dalam menjawab pertanyaan	Sebagian besar masih malu.
	6. The students are able to pronounce some words correctly.	✓		Siswa mulai mengucapkan beberapa kata dengan ~~benar~~ benar.	Tapi masih ada pengucapan beberapa kata yang salah
	7. The students ask the researcher or their friends if they find difficulties.	✓			
	8. The students practice their tasks.	✓			

Observer

May Kurniawati, S.Pd.

NIP. 19800513 201406 2001

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Movie Clips

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (√) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No :
Cycle : II
Meeting : 1
Day, Date : February 2nd, 2015

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	**Researcher's Activities**				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.	✓			
	b. The researcher prepares the class condition.	✓			
	c. The researcher gives the students apperception to attract their attention and motivation	✓			
	d. The researcher states the learning objective.	✓			
	2. Main Activities				
	a. Presenting				
	1) The researcher shows movie clips.	✓		fokus ke pendengaran dan suara dari flip 9 kali dan diminta maju melihat gambar di laptop 1 kali	- LCD rusak
	2) The students try to pronounce the expressions of asking for and giving agreement that are shown in movie clips.	✓			

	b. Practicing				
	1) The students identify the expressions of asking and giving agreement that are shown in movie clips.	✓			
	2) The students imitate the examples.	✓			
	3) In pairs, students practice to use expressions of asking for and giving agreement.	✓			
	c. Producing				
	1) The students try to answer some questions orally.	✓			
	2) The researcher and the students discuss the answers together.	✓			
	3. Closing activities				
	a. The researcher and the students summarize the lesson.		✓		
	b. The researcher gives an opportunity for the students to ask about what they do not understand.	✓			
	c. The researcher and the students do a reflection.	✓			
	d. The researcher gives the students homework.	✓			
	e. The researcher closes the lesson.	✓			
B.	**Students' Activities**				
	1. The students pay attention to the researcher's explanation.	✓			
	2. The students are active in the class.	✓		Beberapa siswa terlihat mulai antusias untuk aktif di kelas	
	3. The students concentrate to the researcher's explanation.	✓			
	4. The students understand expressions of asking for and giving agreement.	✓			
	5. The students are confidence to speak.	✓		Beberapa siswa mulai menunjukkan kepercayaan berbicara di kelas	

	6. The students are able to pronounce some words correctly.	✓		tidak terlibat pertanyaan	
	7. The students ask the researcher or their friends if they find difficulties.	✓			
	8. The students practice their tasks.	✓			

Observer

May Furniawati, S.Pd

NIP. 19800513 201406 2001

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Movie Clips

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (√) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No :
Cycle : II
Meeting : 2
Day, Date : February 7th, 2015

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	**Researcher's Activities**				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.		✓	Guru yang membuka pelajaran, kemudian digantikan peneliti.	
	b. The researcher prepares the class condition.	✓			
	c. The researcher gives the students apperception to attract their attention and motivation	✓			
	d. The researcher states the learning objective.	✓			
	2. Main Activities				
	a. Presenting				
	1) The researcher shows movie clips.	✓			
	2) The students try to pronounce those expressions of asking for and giving information on the movie clips.	✓			

	b. Practicing				
	1) The students identify the expressions of asking for and giving information that are shown in movie clips.	✓			
	2) The students list difficult words from the movie clips.	✓			
	3) The students try to find the meaning of those difficult words that are found before.	✓			
	4) In pairs, students practice to use expressions of asking for, giving, and denying information.	✓			
	c. Producing				
	1) The students try to answer some questions orally.	✓			
	2) In group of four, students complete conversations with suitable answers that have been provided.	✓			
	3) The researcher and the students discuss the answers together.	✓			
	4) The researcher explains the right answers to the students.	✓			
	3. Closing activities				
	a. The researcher and the students summarize the lesson.		✓		Waktu sudah habis
	b. The researcher gives an opportunity for the students to ask about what they do not understand.	✓			
	c. The researcher and the students do a reflection.	✓			
	d. The researcher gives the students homework.	✓			
	e. The researcher closes the lesson.	✓			
B.	**Students' Activities**				
	1. The students pay attention to the researcher's explanation.	✓			
	2. The students are active in the	✓		Fifian mulai terlibat aktif, terutama saat tugas kelompok.	

	class.				
	3. The students concentrate to the researcher's explanation.	✓			
	4. The students understand expressions of asking for and giving information.	✓			
	5. The students are confidence to speak.	✓		Siswa mulai percaya diri untuk berbicara meskipun ada yang harus ditunjuk terlebih dahulu	
	6. The students are able to pronounce some words correctly.	✓		terlihat kesulitan dalam pengucapan beberapa kata.	
	7. The students ask the researcher or their friends if they find difficulties.	✓			
	8. The students practice their tasks.	✓			

Observer

May Kurniawati, S.Pd

NIP. 19800513 201406 2001

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through the Use of Movie Clips

Instruction:

1. This observation sheet to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (√) to Yes/ No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not it. Give your description on description column if it is needed.

No :
Cycle : II
Meeting : 3
Day, Date : February 9th, 2015

NO	TEACHING AND LEARNING ACTIVITIES	YES	NO	DESCRIPTION	NOTE
A.	**Researcher's Activities**				
	1. Opening activities				
	a. The researcher opens the class by greeting and checking students' attendance.	✓			
	b. The researcher prepares the class condition.	✓			
	c. The researcher gives the students apperception to attract their attention and motivation	✓			
	d. The researcher states the learning objective.	✓			
	2. Main Activities				
	a. Presenting				
	1) The researcher shows movie clips.	✓			
	b. Practicing				
	1) The students identify the expressions of expressions of asking for and giving	✓			

	agreement; and expressions of asking for and giving information that are shown in movie clips.				
	2) The students identify the expressions of asking for and giving information that are shown in movie clips.	✓			
	3) The students imitate the examples.	✓			
	4) The students practice to pronounce words from vocabulary list.	✓			
	c. Producing				
	1) The students are required to form a group of two then they are given situation cards to make a conversation.	✓			
	2) The students present the conversation that they have made in front of the class using right pronunciation, intonation, word stress, and attitude.	✓			
	3. Closing activities				
	a. The researcher and the students summarize the lesson.	✓			
	b. The researcher gives an opportunity for the students to ask about what they do not understand.	✓			
	c. The researcher and the students do a reflection.	✓			
	d. The researcher closes the lesson.	✓			
B.	**Students' Activities**				
	1. The students pay attention to the researcher's explanation.	✓			
	2. The students are active in the class.	✓			
	3. The students concentrate to the researcher's explanation.	✓			
	4. The students understand	✓			

	expressions of asking for and giving agreement; and expressions of asking for and giving information.				
	5. The students are confidence to speak.	✓		Siswa terlibat semakin percaya diri saat tampil di depan kelas	
	6. The students are able to pronounce some words correctly.	✓		Siswa terlibat semakin menunjukkan kemajuan	Apalagi ditambah drilling pengucapan beberapa kata-kata
	7. The students ask the researcher or their friends if they find difficulties.	✓			
	8. The students practice their tasks.	✓			

Observer

May Kurniawati, S.Pd.

NIP. 19800513 201406 2001

APPENDIX K
SCORING RUBRIC

Speaking Scoring Rubric Adaptation

	Non-Verbal Aspect (Facial Expression and Body Language)	Fluency	Vocabulary	Pronunciation	Grammar	Comprehension
Score	**0-2** Flat facial expression and not using any body language	**0-5** Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand	**0-2** Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	**0-5** Student was difficult to understand, quiet in speaking, unclear in pronunciation. Errors in pronunciation are frequent.	**0-5** Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	**0-5** Student had difficulty understanding the topics that were being discussed.
	3-5 - Already having enough expressions, but amount is less than 50%. - Enough body language in particular parts of the conversation	**6-10** Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.	**3-5** Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	**6-10** Student was slightly unclear with pronunciation at times, but generally is fair.	**6-10** Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	**6-10** Student fairly grasped some of the questions and topics that were being discussed.
	6-8 - Already having enough expressions in about ≥50% of the conversation. - Enough body language in particular parts of the story	**11-15** Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	**6-8** Student utilized the words learned in class, in an accurate manner for the situation given.	**11-15** Pronunciation was quite good. Errors in pronunciation are quite rare.	**11-15** Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	**11-15** Student was able to comprehend and respond to most of the questions and topics that were being discussed.
	9-10 Good and appropriate expressions and body languages in all over the conversation.	**16-20** Speech is effortless and smooth. Students had good intonation and stress.	**9-10** Rich, precise and impressive usage of vocabulary words learned in and beyond of class.	**16-20** Pronunciation was good and easy to understand. Errors in pronunciation are rare.	**16-20** Student was able to express their ideas and responses with ease in proper sentence structure and tenses.	**16-20** Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
	10	**20**	**10**	**20**	**20**	**20**

PRE-TEST

Situation Cards for Role Playing using the expressions of asking for, giving, and rejecting a help; asking for, giving, and rejecting an item/ thing; asking for and giving an opinion; asking for and giving information; and asking for and giving agreement or disagreement. Students work in pairs for role playing situations below:

Asking for, giving, and rejecting a help

One day at break time, there are two students. They are A and B. Student A comes and greets B in the class.

- A: You need a help in doing something. You ask B to help you.
- B: You are happy to help A. After that, you want to give A another help.
- A: You do not need another help because you know that you can do it by yourself. So, you reject help from B politely.

Asking for, giving, and rejecting an item/ thing

Student C and D are best friends. One day, D gets something that C really wants. D looks for C to give it to him/her.

- D: You give that thing to C.
- C: You are so happy and accept it. You ask D what she/he wants as a return of it.
- D: You do not need anything, so you reject politely the offer that C gives.

Asking for and giving an opinion

One day, Student E and F were discussing about something like movies or books.

- F: You ask E's opinion about your favorite movie or book.
- E: You give your opinion on F's favorite movie or book. You also want to know about F's opinion about your favorite one then you ask F's opinion on it.
- E: You also give your opinion about E's favorite one.

Asking for and giving information

Student G has a plan to take course. Student G needs information about the best course place in Purbalingga. So, she/he meets H to ask for the information.

- G: You ask H where the best course is in Purbalingga.
- H: You give G information about some courses in Purbalingga by mentioning some names, such as; Primagama, Neutron, Ganesha Operation, etc.
- G: You need further information about one of those courses. You ask H about the location of that course.

Asking for and giving agreement or disagreement

At the end of class, Student I and J are discussing about what they will do in the weekend.

- J: You suggest going to bookstore for the weekend plan.
- I: You agree with this plan. Then, you ask J to watch movie after that.
- J: You disagree to watch movie because you want to go to another place. You ask I's agreement to go another place like central park.
- I: You agree with J's plan to go another place.

Asking for, giving, and rejecting a help

One day at break time, there are two students. They are A and B. Student A comes and greets B in the class.

- A: You need a help in doing something. You ask B to help you.
- B: You are happy to help A. After that, you want to give A another help.
- A: You do not need another help because you know that you can do it by yourself. So, you reject help from B politely.

Asking for, giving, and rejecting an item/ thing

Student C and D are best friends. One day, D gets something that C really wants. D looks for C to give it to him/her.

- D: You give that thing to C.
- C: You are so happy and accept it. You ask D what she/he wants as a return of it.
- D: You do not need anything, so you reject politely the offer that C gives.

Asking for and giving an opinion

One day, Student E and F were discussing about something like movies or books.

- F: You ask E's opinion about your favorite movie or book.
- E: You give your opinion on F's favorite movie or book. You also want to know about F's opinion about your favorite one then you ask F's opinion on it.
- E: You also give your opinion about E's favorite one.

Asking for and giving information

Student G has a plan to take course. Student G needs information about the best course place in Purbalingga. So, she/he meets H to ask for the information.

- G: You ask H where the best course is in Purbalingga.
- H: You give G information about some courses in Purbalingga by mentioning some names, such as; Primagama, Neutron, Ganesha Operation, etc.
- G: You need further information about one of those courses. You ask H about the location of that course.

Asking for and giving agreement or disagreement

At the end of class, Student I and J are discussing about what they will do in the weekend.

- J: You suggest going to bookstore for the weekend plan.
- I: You agree with this plan. Then, you ask J to watch movie after that.
- J: You disagree to watch movie because you want to go to another place. You ask I's agreement to go another place like central park.
- I: You agree with J's plan to go another place.

PROGRESS-TEST

Situation Cards for Role Playing using the expressions of asking for, giving, and rejecting a help; asking for, giving, and rejecting an item/ thing; asking for and giving an opinion; asking for and giving information; and asking for and giving agreement or disagreement. Students work in pairs for role playing situations below:

Asking for, giving, and rejecting a help
One day at break time, there are two students. They are A and B. Student A comes and greets B in the class. ❖ A: You need a help in doing something. You ask B to help you. ❖ B: You are happy to help A. After that, you want to give A another help. ❖ A: You do not need another help because you know that you can do it by yourself. So, you reject help from B politely.
Asking for, giving, and rejecting an item/ thing
Student C and D are best friends. One day, D gets something that C really wants. D looks for C to give it to him/her. ❖ D: You give that thing to C. ❖ C: You are so happy and accept it. You ask D is there something that D needs or wants. ❖ D: You do not need anything, so you reject politely the offer that C gives.
Asking for and giving an opinion
One day, Student E and F were discussing about movies or books. ❖ F: You ask E's opinion about your favorite movie or book. ❖ E: You give your opinion on F's favorite movie or book. You also want to know about F's opinion about your favorite one then you ask F's opinion on it. ❖ E: You also give your opinion about E's favorite one.
Asking, giving, denying information
At the end of class, Student G really wants to go somewhere like a restaurant ore somewhere else. G does not know about the place. G meets H to ask about the information. ❖ G: You ask H where the place is. ❖ H: You tell G the location of that place. ❖ G: You need other information about the place. So you ask H about the other information. ❖ H: You give the other information that G needs.
Asking for and giving agreement or disagreement
At the end of class, Student I and J are discussing about what they will do in the weekend. ❖ J: You suggest going to bookstore for the weekend plan. ❖ I: You agree with this plan. Then, you ask J to watch movie after that. ❖ J: You disagree to watch movie because you want to go to another place. You ask I's agreement to go another place. ❖ I: You agree with J's plan to go another place.

Asking for, giving, and rejecting a help

One day at break time, there are two students. They are A and B. Student A comes and greets B in the class.

- A: You need a help in doing something. You ask B to help you.
- B: You are happy to help A. After that, you want to give A another help.
- A: You do not need another help because you know that you can do it by yourself. So, you reject help from B politely.

Asking for, giving, and rejecting an item/ thing

Student C and D are best friends. One day, D gets something that C really wants. D looks for C to give it to him/her.

- D: You give that thing to C.
- C: You are so happy and accept it. You ask D is there something that D needs or wants.
- D: You do not need anything, so you reject politely the offer that C gives.

Asking for and giving an opinion

One day, Student E and F were discussing about movies or books.

- F: You ask E's opinion about your favorite movie or book.
- E: You give your opinion on F's favorite movie or book. You also want to know about F's opinion about your favorite one then you ask F's opinion on it.
- E: You also give your opinion about E's favorite one.

Asking, giving, denying information

At the end of class, Student G really wants to go somewhere like a restaurant ore somewhere else. G does not know about the place. G meets H to ask about the information.

- G: You ask H where the place is.
- H: You tell G the location of that place.
- G: You need other information about the place. So you ask H about the other information.
- H: You give the other information that G needs.

Asking for and giving agreement or disagreement

At the end of class, Student I and J are discussing about what they will do in the weekend.

- J: You suggest going to bookstore for the weekend plan.
- I: You agree with this plan. Then, you ask J to watch movie after that.
- J: You disagree to watch movie because you want to go to another place. You ask I's agreement to go another place.
- I: You agree with J's plan to go another place.

POST-TEST

Situation Cards for Role Playing using the expressions of asking for and giving a help; asking for and giving an item/ thing; asking for and giving an opinion; asking for and giving information; and asking for and giving agreement or disagreement. Students work in pairs for role playing situations below:

Asking for and giving a help

One day at the break time, you went to library. You saw the librarian was busy to arrange many books in bookshelf.

- ☐ You give the librarian help to arrange those books.
- ☐ Librarian accepts your help.
- ☐ You are looking for English-Indonesian dictionary but you don't know where the dictionary is. You asking for help to find it.
- ☐ Librarian helps the student to look for the dictionary.

Asking for and giving an item

At English class, you forgot bringing a pen.

- ☐ You asked for borrowing your friend's pen.
- ☐ Your friend could lend her/his pen to you.
- ☐ You knew that she/he also didn't bring a dictionary
- ☐ You wanted to lend your dictionary to her/him if she/he needs it.
- ☐ Your friend was very happy when you said that you want to lend your dictionary to her/him.

Asking for and giving an opinion

One day, you and your brother/sister was discussing about KPK versus Police.

- ☐ Your brother/sister asks your opinion about this problem.
- ☐ You give your opinion on it. You think that KPK is right.
- ☐ You also ask about your bother/sister's opinion about it.
- ☐ He/she also gives his/her opinion. He/she thinks that both KPK and Police have good and bad points. So he/she can't give further opinion.

Asking for and giving an information

When, a student met a tourist in Purbalingga bus station.

- ☐ Tourist asked about Owabong.
- ☐ The students told him about Owabong.
- ☐ The tourist asks about Owabong location and the facilities on Owabong.
- ☐ You gave the tourist the information.
- ☐ The tourist asks about the other tourism destination.
- ☐ You told him about the other places.

Asking for and giving agreement or disagreement

Your family was discussing about your family plans for the next holiday.

- ☐ Your father/mother asks your agreement about going to Baturaden.
- ☐ You disagree with this plan, because you want to go to the other place.
- ☐ You tell her/him where you want to go for next holiday.
- ☐ Your mother/father agrees with you but wants to think about it.
- ☐ She/he says that she wants to tell you later.

Asking, giving, and rejecting a help

One day at the break time, you went to library. You saw the librarian was busy to arrange many books in bookshelf.

- ☐ You give the librarian help to arrange those books.
- ☐ Librarian accepts your help.
- ☐ You are looking for English-Indonesian dictionary but you don't know where the dictionary is. You asking for help to find it.
- ☐ Librarian helps the student to look for the dictionary.

Asking, giving, and rejecting an item

At English class, you forgot bringing a pen.

- ☐ You asked for borrowing your friend's pen.
- ☐ Your friend could lend her/his pen to you.
- ☐ You knew that she/he also didn't bring a dictionary
- ☐ You wanted to lend your dictionary to her/him if she/he needs it.
- ☐ Your friend was very happy when you said that you want to lend your dictionary to her/him.

Asking, giving, and disagreeing with an opinion

One day, you and your brother/sister was discussing about KPK versus Police.

- ☐ Your brother/sister asks your opinion about this problem.
- ☐ You give your opinion on it. You think that KPK is right.
- ☐ You also ask about your bother/sister's opinion about it.
- ☐ He/she also gives his/her opinion. He/she thinks that both KPK and Police have good and bad points. So he/she can't give further opinion.

Asking and giving information

When, a student met a tourist in Purbalingga bus station.

- ☐ Tourist asked about Owabong.
- ☐ The students told him about Owabong.
- ☐ The tourist asks about Owabong location and the facilities on Owabong.
- ☐ You gave the tourist the information.
- ☐ The tourist asks about the other tourism destination.
- ☐ You told him about the other places.

Asking, giving agreement

Your family was discussing about your family plans for the next holiday.

- ☐ Your father/mother asks your agreement about going to Baturaden.
- ☐ You disagree with this plan, because you want to go to the other place.
- ☐ You tell her/him where you want to go for next holiday.
- ☐ Your mother/father agrees with you but wants to think about it.

APPENDIX L
STUDENTS' SCORES

Student's Performance Score (Rater 1)

Test **:** Pre-test

Date **:** January, 17th 2015

No	Name	Scores of Each Category						Total Scores
		N 0-10	F 0-20	V 0-10	P 0-20	G 0-20	C 0-20	
1	Allisa Fiolina	3	11	5	9	11	11	**50**
2	Ameylia Silvika N.	5	11	4	10	10	11	**51**
3	Angeltiarasari	6	13	6	12	12	14	**63**
4	Ani Nur Fadilah	6	13	6	11	13	14	**63**
5	Anwar Abdur Rosyid	7	11	4	10	12	13	**57**
6	Ardila Sindiarti	4	11	4	10	12	11	**52**
7	Arin Eriana	5	9	5	10	11	10	**50**
8	Aziz Nur Hidayatulloh	5	11	5	9	12	11	**53**
9	Dea Sani Granita	5	12	6	10	12	13	**58**
10	Eka Lestari	3	10	4	7	9	12	**45**
11	Eki Bintoro Bhakti	4	11	4	9	7	11	**46**
12	Elviana Saputri	5	10	4	8	8	10	**45**
13	Fani Emilia	2	9	4	8	7	10	**40**
14	Fendi Setiawan	3	10	4	8	7	10	**42**
15	Gita Lestari	3	11	5	8	9	12	**48**
16	Haizatun Nur K.	4	9	4	8	9	12	**46**
17	Haniza Fazira	5	8	5	9	9	11	**47**
18	Ilham Faozi	5	13	6	10	12	13	**59**
19	Intan Nugraheni	7	14	7	13	14	15	**70**
20	Linda Selviani	7	11	6	7	13	13	**57**
21	Lisria Aprilia C.	4	12	4	7	10	11	**48**
22	Mahyani	3	10	6	9	13	12	**53**
23	Melani Dewi	2	11	5	7	8	11	**44**
24	Nahar Dewi Safitri	3	9	4	7	9	10	**42**
25	Pancawati	4	12	5	11	13	13	**58**
26	Ridha Dwi Yuliana	2	8	6	7	12	13	**48**
27	Rizki Prianto	4	11	5	8	10	12	**50**
28	Silvyan Febri G.	4	8	5	8	8	12	**45**
29	Surya Adi Winoto	7	14	7	12	13	12	**65**
30	Tri Baroroh R.	3	11	4	7	11	11	**47**
31	Triya Nur Safitri	3	9	6	9	12	11	**50**
32	Upik Nurisma M.	4	12	5	10	12	13	**56**
	Mean	4.3	10.8	5	9	10.6	11.8	51.5

Student's Performance Score (Rater 2)

Test : Pre-test

Date : January, 17th 2015

No	Name	Scores of Each Category						Total Scores
		N 0-10	F 0-20	V 0-10	P 0-20	G 0-20	C 0-20	
1	Allisa Fiolina	4	13	5	12	11	11	**56**
2	Ameylia Silvika N.	5	13	4	12	9	11	**54**
3	Angeltiarasari	7	15	6	15	13	15	**71**
4	Ani Nur Fadilah	6	15	6	14	14	15	**70**
5	Anwar Abdur Rosyid	7	13	5	13	12	11	**61**
6	Ardila Sindiarti	4	13	4	11	12	10	**54**
7	Arin Eriana	5	12	5	13	11	11	**57**
8	Aziz Nur Hidayatulloh	6	13	4	10	13	12	**58**
9	Dea Sani Granita	6	15	6	12	12	14	**65**
10	Eka Lestari	4	13	4	10	9	12	**52**
11	Eki Bintoro Bhakti	5	14	5	12	10	12	**58**
12	Elviana Saputri	6	12	5	10	9	11	**53**
13	Fani Emilia	4	10	4	10	8	10	**46**
14	Fendi Setiawan	5	13	5	10	10	10	**53**
15	Gita Lestari	4	13	5	10	10	12	**54**
16	Haizatun Nur K.	4	12	5	10	9	10	**50**
17	Haniza Fazira	5	10	5	10	11	11	**52**
18	Ilham Faozi	6	15	6	12	12	14	**65**
19	Intan Nugraheni	7	15	7	15	14	15	**73**
20	Linda Selviani	7	10	6	10	11	13	**57**
21	Lisria Aprilia C.	5	14	4	10	10	10	**53**
22	Mahyani	4	10	6	12	12	14	**58**
23	Melani Dewi	4	13	5	10	9	11	**52**
24	Nahar Dewi Safitri	4	10	4	10	9	10	**47**
25	Pancawati	5	14	5	14	13	15	**66**
26	Ridha Dwi Yuliana	4	10	6	10	11	12	**53**
27	Rizki Prianto	5	13	5	10	10	11	**54**
28	Silvyan Febri G.	5	10	4	10	9	11	**49**
29	Surya Adi Winoto	7	15	7	15	13	15	**72**
30	Tri Baroroh R.	4	13	4	10	11	10	**52**
31	Triya Nur Safitri	4	11	6	12	12	11	**56**
32	Upik Nurisma M.	4	14	5	12	12	15	**62**
	Mean	5.1	12.7	5.1	11.4	10.9	12	57.3

Student's Performance Score (Rater 1)

Test **:** Progress-test

Date **:** January, 31st and February, 2nd 2015

No	Name	Scores of Each Category						Total Scores
		N 0-10	F 0-20	V 0-10	P 0-20	G 0-20	C 0-20	
1	Allisa Fiolina	4	13	4	11	11	12	**55**
2	Ameylia Silvika N.	6	11	5	10	11	13	**56**
3	Angeltiarasari	6	13	6	11	11	14	**61**
4	Ani Nur Fadilah	7	13	7	12	14	15	**68**
5	Anwar Abdur Rosyid	7	13	5	11	12	13	**61**
6	Ardila Sindiarti	6	13	4	12	10	11	**56**
7	Arin Eriana	6	12	6	12	14	12	**62**
8	Aziz Nur Hidayatulloh	6	12	5	11	13	13	**60**
9	Dea Sani Granita	6	13	6	12	12	14	**63**
10	Eka Lestari	4	10	4	7	9	12	**46**
11	Eki Bintoro Bhakti	5	12	5	11	10	12	**55**
12	Elviana Saputri	6	11	5	11	12	12	**57**
13	Fani Emilia	3	11	5	10	9	11	**49**
14	Fendi Setiawan	5	12	5	11	10	11	**54**
15	Gita Lestari	4	12	5	10	11	12	**54**
16	Haizatun Nur K.	6	12	5	11	11	12	**57**
17	Haniza Fazira	5	11	6	10	11	12	**55**
18	Ilham Faozi	6	14	6	12	12	14	**64**
19	Intan Nugraheni	8	15	7	14	15	15	**74**
20	Linda Selviani	8	13	6	11	13	13	**64**
21	Lisria Aprilia C.	4	12	5	11	12	13	**57**
22	Mahyani	4	13	6	11	12	13	**59**
23	Melani Dewi	3	13	4	11	11	12	**54**
24	Nahar Dewi Safitri	4	11	5	11	11	12	**54**
25	Pancawati	5	14	6	10	11	14	**60**
26	Ridha Dwi Yuliana	5	11	6	11	11	12	**56**
27	Rizki Prianto	5	11	6	11	12	12	**57**
28	Silvyan Febri G.	7	13	7	8	12	12	**59**
29	Surya Adi Winoto	8	13	7	13	13	14	**68**
30	Tri Baroroh R.	5	13	4	9	11	11	**53**
31	Triya Nur Safitri	5	8	6	10	14	11	**54**
32	Upik Nurisma M.	5	14	5	11	13	14	**62**
	Mean	5.4	12.2	5.4	10.8	11.7	12.6	58.25

Student's Performance Score (Rater 2)

Test **:** Progress-test

Date **:** January, 31st and February, 2nd 2015

No	Name	Scores of Each Category						Total Scores
		N 0-10	F 0-20	V 0-10	P 0-20	G 0-20	C 0-20	
1	Allisa Fiolina	5	15	5	13	12	13	**63**
2	Ameylia Silvika N.	5	11	6	11	12	13	**58**
3	Angeltiarasari	7	15	7	12	13	15	**69**
4	Ani Nur Fadilah	8	15	6	14	14	15	**72**
5	Anwar Abdur Rosyid	7	15	6	13	13	14	**68**
6	Ardila Sindiarti	8	15	5	13	12	12	**65**
7	Arin Eriana	7	15	7	12	15	13	**69**
8	Aziz Nur Hidayatulloh	7	15	5	12	13	13	**65**
9	Dea Sani Granita	7	15	7	13	13	15	**70**
10	Eka Lestari	5	13	5	11	10	13	**57**
11	Eki Bintoro Bhakti	5	11	6	12	12	13	**59**
12	Elviana Saputri	7	12	6	14	13	13	**65**
13	Fani Emilia	5	12	5	12	11	12	**57**
14	Fendi Setiawan	5	11	5	12	12	12	**57**
15	Gita Lestari	5	13	5	11	11	13	**58**
16	Haizatun Nur K.	5	15	7	13	12	12	**64**
17	Haniza Fazira	5	15	6	12	12	12	**62**
18	Ilham Faozi	7	14	7	12	14	15	**69**
19	Intan Nugraheni	8	16	8	15	15	16	**78**
20	Linda Selviani	8	16	6	15	13	14	**72**
21	Lisria Aprilia C.	7	15	5	14	12	13	**66**
22	Mahyani	7	15	6	14	12	14	**68**
23	Melani Dewi	5	15	5	13	12	13	**63**
24	Nahar Dewi Safitri	5	13	5	13	12	13	**61**
25	Pancawati	5	15	6	12	11	15	**64**
26	Ridha Dwi Yuliana	7	15	6	13	11	13	**65**
27	Rizki Prianto	5	15	7	12	13	14	**66**
28	Silvyan Febri G.	7	15	7	13	13	14	**69**
29	Surya Adi Winoto	8	16	8	15	14	15	**76**
30	Tri Baroroh R.	5	15	5	15	12	12	**64**
31	Triya Nur Safitri	7	15	7	13	14	12	**68**
32	Upik Nurisma M.	5	15	6	13	13	15	**67**
	Mean	6.2	14.3	6	12.9	12.5	13.5	65.4

Student's Performance Score (Rater 1)

Test : Post-test

Date : February, 19th 2015

No	Name	Scores of Each Category						Total Scores
		N 0-10	F 0-20	V 0-10	P 0-20	G 0-20	C 0-20	
1	Allisa Fiolina	7	13	5	13	15	15	**68**
2	Ameylia Silvika N.	5	13	6	12	15	16	**67**
3	Angeltiarasari	7	13	6	12	13	15	**66**
4	Ani Nur Fadilah	9	16	7	13	13	17	**75**
5	Anwar Abdur Rosyid	6	11	6	11	13	15	**62**
6	Ardila Sindiarti	7	14	6	12	13	14	**66**
7	Arin Eriana	7	14	7	13	14	16	**71**
8	Aziz Nur Hidayatulloh	7	13	6	11	12	15	**64**
9	Dea Sani Granita	7	15	7	14	14	16	**73**
10	Eka Lestari	5	11	6	11	11	14	**58**
11	Eki Bintoro Bhakti	7	13	6	13	12	14	**65**
12	Elviana Saputri	5	14	6	12	12	13	**62**
13	Fani Emilia	5	12	5	14	12	13	**61**
14	Fendi Setiawan	7	13	6	11	12	14	**63**
15	Gita Lestari	5	13	6	13	13	14	**64**
16	Haizatun Nur K.	6	12	6	11	11	13	**59**
17	Haniza Fazira	6	13	6	13	14	15	**67**
18	Ilham Faozi	8	14	6	13	15	17	**73**
19	Intan Nugraheni	9	18	7	17	15	17	**83**
20	Linda Selviani	8	15	6	12	14	15	**70**
21	Lisria Aprilia C.	6	14	7	16	15	16	**74**
22	Mahyani	6	14	6	14	12	15	**67**
23	Melani Dewi	6	16	6	15	15	15	**73**
24	Nahar Dewi Safitri	6	12	5	14	12	13	**62**
25	Pancawati	7	14	6	13	13	15	**68**
26	Ridha Dwi Yuliana	5	12	6	11	13	14	**61**
27	Rizki Prianto	6	12	7	12	13	14	**64**
28	Silvyan Febri G.	7	15	7	12	13	14	**68**
29	Surya Adi Winoto	9	15	6	13	15	16	**74**
30	Tri Baroroh R.	5	12	6	11	13	14	**61**
31	Triya Nur Safitri	6	12	7	12	12	16	**65**
32	Upik Nurisma M.	6	14	6	13	14	15	**68**
	Mean	6.5	13.5	6.2	12.7	13.2	14.8	66.9

Student's Performance Score (Rater 2)

Test : Post-test

Date : February, 19th 2015

No	Name	Scores of Each Category						Total Scores
		N 0-10	F 0-20	V 0-10	P 0-20	G 0-20	C 0-20	
1	Allisa Fiolina	8	16	7	15	16	16	**78**
2	Ameylia Silvika N.	5	15	6	13	15	15	**69**
3	Angeltiarasari	8	16	7	14	15	16	**76**
4	Ani Nur Fadilah	9	17	7	14	16	16	**79**
5	Anwar Abdur Rosyid	7	13	6	13	13	15	**67**
6	Ardila Sindiarti	8	16	6	15	14	15	**74**
7	Arin Eriana	7	16	8	14	15	15	**75**
8	Aziz Nur Hidayatulloh	8	16	6	13	13	15	**71**
9	Dea Sani Granita	8	15	8	15	16	16	**78**
10	Eka Lestari	5	13	6	12	12	14	**62**
11	Eki Bintoro Bhakti	8	16	6	14	15	15	**74**
12	Elviana Saputri	7	15	6	14	14	15	**71**
13	Fani Emilia	5	13	5	13	12	13	**61**
14	Fendi Setiawan	8	15	6	13	14	15	**71**
15	Gita Lestari	6	15	6	12	14	15	**68**
16	Haizatun Nur K.	6	14	6	13	11	15	**65**
17	Haniza Fazira	6	15	7	15	15	15	**73**
18	Ilham Faozi	8	15	7	15	15	16	**76**
19	Intan Nugraheni	9	18	8	17	17	17	**86**
20	Linda Selviani	9	17	7	15	12	14	**74**
21	Lisria Aprilia C.	7	16	7	15	16	15	**76**
22	Mahyani	7	16	6	15	12	14	**70**
23	Melani Dewi	8	16	7	16	16	16	**79**
24	Nahar Dewi Safitri	5	14	5	13	12	13	**62**
25	Pancawati	6	16	7	13	13	15	**70**
26	Ridha Dwi Yuliana	7	15	7	14	14	15	**72**
27	Rizki Prianto	6	16	7	13	14	15	**71**
28	Silvyan Febri G.	8	17	7	15	14	15	**76**
29	Surya Adi Winoto	9	17	8	16	15	16	**81**
30	Tri Baroroh R.	6	15	6	14	14	15	**70**
31	Triya Nur Safitri	7	16	7	15	13	15	**73**
32	Upik Nurisma M.	6	15	7	15	14	15	**72**
	Mean	7.1	15.5	6.6	14.1	14.1	15.1	72.5

Total Score

No	Name	Pre Test			Progress Test			Post Test		
		R1	R2	M	R1	R2	M	R1	R2	M
1	Allisa Fiolina	50	56	**53**	55	63	**59**	68	78	**73**
2	Ameylia Silvika N.	51	54	**52.5**	56	58	**57**	67	69	**68**
3	Angeltiarasari	63	71	**67**	61	69	**65**	66	76	**71**
4	Ani Nur Fadilah	63	70	**66.5**	68	72	**70**	75	79	**77**
5	Anwar Abdur Rosyid	57	61	**59**	61	68	**64.5**	62	67	**64.5**
6	Ardila Sindiarti	52	54	**53**	56	65	**60.5**	66	74	**70**
7	Arin Eriana	50	57	**53.5**	62	69	**65.5**	71	75	**73**
8	Aziz Nur Hidayatulloh	53	58	**55.5**	60	65	**62.5**	64	71	**67.5**
9	Dea Sani Granita	58	65	**61.5**	63	70	**66.5**	73	78	**75.5**
10	Eka Lestari	45	52	**48.5**	46	57	**51.5**	58	62	**60**
11	Eki Bintoro Bhakti	46	58	**52**	55	59	**57**	65	74	**69.5**
12	Elviana Saputri	45	53	**49**	57	65	**61**	62	71	**66.5**
13	Fani Emilia	40	46	**43**	49	57	**53**	61	61	**61**
14	Fendi Setiawan	42	53	**47.5**	54	57	**55.5**	63	71	**67**
15	Gita Lestari	48	54	**51**	54	58	**56**	64	68	**66**
16	Haizatun Nur K.	46	50	**48**	57	64	**60.5**	59	65	**62**
17	Haniza Fazira	47	52	**49.5**	55	62	**58.5**	67	73	**70**
18	Ilham Faozi	59	65	**62**	64	69	**66.5**	73	76	**74.5**
19	Intan Nugraheni	70	73	**71.5**	74	78	**76**	83	86	**84.5**
20	Linda Selviani	57	57	**57**	64	72	**68**	70	74	**72**
21	Lisria Aprilia C.	48	53	**50.5**	57	66	**61.5**	74	76	**75**
22	Mahyani	53	58	**55.5**	59	68	**63.5**	67	70	**68.5**
23	Melani Dewi	44	52	**48**	54	63	**58.5**	73	79	**76**
24	Nahar Dewi Safitri	42	47	**44.5**	54	61	**57.5**	62	62	**62**
25	Pancawati	58	66	**62**	60	64	**62**	68	70	**69**
26	Ridha Dwi Yuliana	48	53	**50.5**	56	65	**60.5**	61	72	**66.5**
27	Rizki Prianto	50	54	**52**	57	66	**61.5**	64	71	**67.5**
28	Silvyan Febri G.	45	49	**47**	59	69	**64**	68	76	**72**
29	Surya Adi Winoto	65	72	**68.5**	68	76	**72**	74	81	**77.5**
30	Tri Baroroh R.	47	52	**49.5**	53	64	**58.5**	61	70	**65.5**
31	Triya Nur Safitri	50	56	**53**	54	68	**61**	65	73	**69**
32	Upik Nurisma M.	56	62	**59**	62	67	**64.5**	68	72	**70**

R1 = Rater 1
R2 = Rater 2
M = Mean

APPENDIX M
SPEAKING TRANSCRIPTS

THE TRANSCRIPTS OF STUDENTS' SPEAKING PERFORMANCE

Speaking Transcript 1

Day/ Date : Saturday, January 17th 2015
Activity : Pre-Test
Students : 1. Arin Eriana
2. Triya Nur Safitri

Arin: "Hi, Triya."
Triya: "Hi…"
Arin: "How are you today **[/tuda□/]**?"
Triya: "I am fine, thank you and you?"
Arin: "I am fine thanks."
Triya: "Arin, **(pause)** what is your favorite movie?"
Arin: "My favorite movie is 'Jilbab in Love'."
Triya: "What **(pause) e** what is your opinion **(pause)** ___ the 'Jilbab in Love' movie?"
Arin: "In my opinion, 'Jilbab in Love' movie is good, and **(pause)** what's your opinion about 'Jilbab in Love'?
Triya:"Well, **(pause)** I think 'Jilbab in Love' movie is amazing **[/□□me□.z□ŋ/]**."
Arin:"Ok, thank you and see you tomorrow."
Triya: "See you."

Speaking Transcript 2

Day/ Date : Monday, February 9th 2015
Activity : Post-Test
Students : 1. Arin Eriana
2. Triya Nur Safitri

Arin: "Excuse me."
Triya: "Yes."
Arin: "**A**… I want to know about Owabong, can you tell me about Owabong?"
Triya: "Yes, Owabong is ___ largest water attractions in Purbalingga, and there are many **(pause)** water rides."
Arin: "Do you know the location of Owabong and the existing facilities in Owabong? Can you tell me?"
Triya: "Yes, I know. The Owabong is located in Owabong Street No.1, Bojongsari, Purbalingga, and the facilities there: flaying fox, water boom, gazebo, fish therapy, warm water pool, 4D ex-theme, and jet water."
Arin: "I'd like to know **(pause)** another tourism destination, Can you tell me?"
Triya: "Yes of course, you can go to the Reptile Park. It is near Owabong or you can go to **(pause)** Walik."
Arin: "Oh thank you for information."
Triya: "You are welcome, goodbye."
Arin:" Bye."

APPENDIX N
ATTENDANCE LIST

ABSENSI KELAS VIII A

No	Name	L/P	Date						
			17/01	19/01	24/01	31/01	02/02	07/02	09/02
1.	Allisa Fiolina	P	✓	✓	✓	✓	✓	✓	✓
2.	Ameylia Silvika N.	P	✓	✓	✓	✓	✓	✓	✓
3.	Angeltiarasari	P	✓	✓	✓	✓	✓	✓	✓
4.	Ani Nur Fadilah	P	✓	✓	✓	✓	✓	✓	✓
5.	Anwar Abdur Rosyid	L	✓	✓	✓	✓	✓	✓	✓
6.	Ardila Sindiarti	P	✓	✓	✓	✓	✓	✓	✓
7.	Arin Eriana	P	✓	✓	✓	✓	✓	✓	✓
8.	Aziz Nur Hidayatulloh	L	✓	✓	✓	✓	✓	✓	✓
9.	Dea Sani Granita	P	✓	✓	✓	✓	✓	✓	✓
10.	Eka Lestari	P	✓	✓	✓	✓	✓	✓	✓
11.	Eki Bintoro Bhakti	L	✓	✓	✓	✓	✓	✓	✓
12.	Elviana Saputri	P	✓	✓	✓	✓	✓	✓	✓
13.	Fani Emilia	P	✓	✓	✓	✓	✓	✓	✓
14.	Fendi Setiawan	L	✓	✓	✓	✓	✓	✓	✓
15.	Gita Lestari	P	✓	✓	✓	✓	✓	✓	✓
16.	Haizatun Nur K.	P	✓	✓	✓	✓	✓	✓	✓
17.	Haniza Fazira	P	✓	✓	✓	✓	✓	✓	✓
18.	Ilham Faozi	L	✓	✓	✓	✓	✓	✓	✓
19.	Intan Nugraheni	P	✓	✓	✓	✓	✓	✓	✓
20.	Linda Selviani	P	✓	✓	✓	✓	✓	✓	✓
21.	Lisria Aprilia C.	P	✓	✓	✓	✓	✓	✓	✓
22.	Mahyani	P	✓	✓	✓	✓	✓	✓	✓
23.	Melani Dewi	P	✓	✓	✓	✓	✓	✓	✓
24.	Nahar Dewi Safitri	P	✓	✓	✓	✓	✓	✓	✓
25.	Pancawati	P	✓	✓	✓	✓	✓	✓	✓
26.	Ridha Dwi Yuliana	P	✓	✓	✓	✓	✓	✓	✓
27.	Rizki Prianto	L	✓	✓	✓	✓	✓	✓	✓
28.	Silvyan Febri G.	L	✓	✓	✓	✓	✓	✓	✓
29.	Surya Adi Winoto	L	✓	✓	✓	✓	✓	✓	✓
30.	Tri Baroroh R.	P	✓	✓	✓	✓	✓	✓	✓
31.	Triya Nur Safitri	P	✓	✓	✓	✓	✓	✓	✓
32.	Upik Nurisma M.	P	✓	✓	✓	✓	✓	✓	✓

Purbalingga,

English Teacher

May Kurniawati, S.Pd
NIP. 19800513 201406 2 001

Researcher

Suranti Tri Astuti
NIM. 10202241031

APPENDIX O
PHOTOGRAPHS

PHOTOGRAPHS

Picture 1. Pre-test Assessment- The students have difficulty in pronunciation and they are not confident in doing their speaking performance.

Picture 2. Watching Movie Clips Activity- The students are interested in this activity and pay attention to the movie clips shown.

Picture 3. Class Discussion- The students seem shy and reluctant in expressing their idea at the class.

Picture 4. Teaching and Learning Activity- The researcher explains the teaching materials.

Picture 5. Teaching and Learning Activity - The Students practice and work in pairs.

Picture 6. Creating Dialogue Activity-The researcher helps them when they have difficulty.

Picture 7. Progress-test Assessment- The students' pronunciation is better and they are a bit confident more in doing their performance.

Picture 8. Teaching and Learning Activity - The Students work in group of four.

Picture 9. Class Discussion- The students are more confident in expressing their idea at the class.

Picture 10. Post-test Assessment- The students' pronunciation is better and they are confident in doing their performance.

APPENDIX P
PERMIT LETTERS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 1130d/UN.34.12/DT/IX/2014 29 September 2014
Lampiran : -
Hal : **Permohonan Izin Observasi**

Kepada Yth.
Kepala SMPN 1 Kaligondang Purbalingga

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

Improving Speaking Skills of Grade VIII Students of SMPN 1 Kaligondang Purbalingga through the Use of Movie Clips

Mahasiswa dimaksud adalah :

Nama	: SURANTI TRI ASTUTI
NIM	: 10202241031
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: Oktober 2014
Lokasi Observasi	: SMPN 1 Kaligondang Purbalingga

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

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

a.n. Dekan
Kasubag Pendidikan FBS,

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

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 : 1424h/UN.34.12/DT/XII/2014
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

Yogyakarta, 4 Desember 2014

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Bakesbanglinmas DIY
Jl. Jenderal Sudirman No. 5 Yogyakarta
55231

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

IMPROVING SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMPN 1 KALIGONDANG PURBALINGGA THROUGH THE USE OF MOVIE CLIPS

Mahasiswa dimaksud adalah :

Nama	: SURANTI TRI ASTUTI
NIM	: 10202241031
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: Januari- Februari 2015
Lokasi Penelitian	: SMPN 1 Kaligondang Purbalingga

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

Tembusan:
- Kepala SMPN 1 Kaligondang Purbalingga

PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
BADAN KESATUAN BANGSA DAN PERLINDUNGAN MASYARAKAT
(BADAN KESBANGLINMAS)
Jl. Jenderal Sudirman No 5 Yogyakarta - 55233
Telepon : (0274) 551136, 551275, Fax (0274) 551137
YOGYAKARTA

Yogyakarta, 11 Desember 2014

Nomor : 074 /2677/ Kesbang / 2014
Perihal : Rekomendasi Izin Penelitian

Kepada Yth. :
Gubernur Jawa Tengah
Up. Kepala Badan Penanaman Modal Daerah
Provinsi Jawa Tengah
Di
SEMARANG

Memperhatikan surat :

Dari	:	Dekan Fakultas Bahasa dan Seni UNY
Nomor	:	1424h/UN.34.12/DT/XII/2014
Tanggal	:	4 Desember 2014
Perihal	:	Permohonan Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan penelitian dalam rangka penyusunan tesis dengan judul proposal : **"IMPROVING SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMPN 1 KALIGONDANG, PURBALINGGA. THROUGH THE USE OF MOVIE CLIPS",** kepada:

Nama	:	SURANTI TRI ASTUTI
NIM	:	10202241031
C.P	:	081902953338
Prodi/Jurusan	:	English Education
Fakultas	:	Languages and Arts
Lokasi	:	SMPN 1 Kaligondang, Purbalingga. Provinsi Jawa Tengah
Waktu	:	Januari s.d Pebruari 2015

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan :
1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah riset / penelitian;
2. Tidak dibenarkan melakukan riset / penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul riset / penelitian dimaksud;
3. Melaporkan hasil riset / penelitian kepada Badan Kesbanglinmas DIY.

Rekomendasi Ijin Riset / Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.

A.n. KEPALA
BADAN KESBANGLINMAS DIY
KABID KESBANG

RUSDIYANTO
NIP 19630229 199003 1 004

Tembusan disampaikan Kepada Yth :
1. Gubernur DIY (sebagai laporan);
2. Dekan Fakultas Bahasa dan Seni UNY;

PEMERINTAH PROVINSI JAWA TENGAH
BADAN PENANAMAN MODAL DAERAH
Alamat : Jl. Mgr. Soegiopranoto No. 1 Telepon : (024) 3547091 – 3547438 – 3541487
Fax : (024) 3549560 E-mail :bpmd@jatengprov.go.id http ://bpmd.jatengprov.go.id
Semarang - 50131

Semarang, 22 Desember 2014

Nomor : 070/1892
Lampiran : 1 (Satu) Lembar
Perihal : Rekomendasi Penelitian

Kepada
Yth. Bupati Purbalingga
u.p. Kepala Kantor Kesbangpol
Kab. Purbalingga

Dalam rangka memperlancar pelaksanaan kegiatan penelitian bersama ini terlampir disampaikan Rekomendasi Penelitian Nomor. 070/2542/04.1/2014 Tanggal 22 Desember 2014 atas nama SURANTI TRI ASTUTI dengan judul proposal IMPROVING SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMPN 1 KALIGONDANG, PURBALINGGA, THROUGH THE USE OF MOVIE CLIPS, untuk dapat ditindaklanjuti.

Demikian untuk menjadi maklum dan terimakasih.

KEPALA BADAN PENANAMAN MODAL DAERAH
PROVINSI JAWATENGAH

PEMERINTAH PROVINSI JAWA TENGAH BPMD

Ir. YUNI ASTUTI,MA.
Pembina Utama Muda
NIP 19620621198709200 1

Tembusan :

1. Gubernur Jawa Tengah (sebagai laporan);
2. Kepala Badan Kesbangpol dan Linmas Provinsi Jawa Tengah;
3. Kepala Badan Kesbanglinmas Provinsi Daerah Istimewa Yogyakarta;
4. Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta;
5. Sdr. SURANTI TRI ASTUTI;
6. Arsip,-

PEMERINTAH PROVINSI JAWA TENGAH
BADAN PENANAMAN MODAL DAERAH
Alamat : Jl. Mgr. Soegiopranoto No. 1 Telepon : (024) 3547091 – 3547438 – 3541487
Fax : (024) 3549560 E-mail :bpmd@jatengprov.go.id http ://bpmd.jatengprov.go.id
Semarang - 50131

REKOMENDASI PENELITIAN

NOMOR : 070/2542/04.1/2014

Dasar :
1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tanggal 20 Desember 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. Peraturan Gubernur Jawa Tengah No. 74 Tahun 2012 tentang Organisasi dan Tata Kerja Unit Pelaksana Teknis Pelayanan Terpadu Satu Pintu Pada Badan Penanaman Modal Daerah Provinsi Jawa Tengah;
3. Peraturan Gubernur Jawa Tengah No. 67 Tahun 2013 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu Provinsi Jawa Tengah sebagaimana telah diubah dengan peraturan Gubernur Jawa Tengah Nomor 27 Tahun 2014.

Memperhatikan : Surat Kepala Badan Kesatuan Bangsa dan Perlindungan Masyarakat Provinsi Daerah Istimewa Yogyakarta Nomor. 074/2677/Kesbang/2014 tanggal 11 Desember 2014 Perihal : Rekomendasi Izin Penelitian.

Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah, memberikan rekomendasi kepada :

1. Nama : SURANTI TRI ASTUTI.
2. Alamat : Desa Bedagas Rt 005/Rw 003, Kel. Bedagas, Kec. Pengadegan, Kab. Purbalingga, Provinsi Jawa Tengah.
3. Pekerjaan : Mahasiswa S1.

Untuk : Melakukan penelitian dalam rangka penyusunan tesis dengan rincian sebagai berikut :

a. Judul Proposal : IMPROVING SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMPN 1 KALIGONDANG, PURBALINGGA, THROUGH THE USE OF MOVIE CLIPS.
b. Tempat / Lokasi : SMPN 1 Kaligondang, Purbalingga, Provinsi Jawa Tengah.
c. Bidang Penelitian : Pendidikan Bahasa Inggris.
d. Waktu Penelitian : Januari s.d. Februari 2015.
e. Penanggung Jawab : Suharso, M.Pd
f. Status Penelitian : Baru.
g. Anggota Peneliti : -
h. Nama Lembaga : Universitas Negeri Yogyakarta.

Ketentuan yang harus ditaati adalah :

a. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat setempat /Lembaga swasta yang akan di jadikan obyek lokasi;
b. Pelaksanaan kegiatan dimaksud tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan;
c. Setelah pelaksanaan kegiatan dimaksud selesai supaya menyerahkan hasilnya kepada Kepala Badan Penanaman Modal Daerah Provinsi Jawa Tengah;
d. Apabila masa berlaku Surat Rekomendasi ini sudah berakhir, sedang pelaksanaan kegiatan belum selesai, perpanjangan waktu harus diajukan kepada instansi pemohon dengan menyertakan hasil penelitian sebelumnya;
e. Surat rekomendasi ini dapat diubah apabila di kemudian hari terdapat kekeliruan dan akan diadakan perbaikan sebagaimana mestinya.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Semarang, 22 Desember 2014

KEPALA BADAN PENANAMAN MODAL DAERAH
PROVINSI JAWA TENGAH

PEMERINTAH PROVINSI BPMD JAWA TENGAH

Ir. YUNI ASTUTI,MA.
Pembina Utama Muda
NIP. 19620621 1987092001

PEMERINTAH KABUPATEN PURBALINGGA

KANTOR KESATUAN BANGSA DAN POLITIK

Jl. Jambu Karang No. 2 Purbalingga Pswt. 247 Telp. (0281) 893117
PURBALINGGA - 53311

Purbalingga, 24 Desember 2014

Nomor : 071 / 1052 / 2014
Lampiran :
Perihal : **Research/ Suvey**

Yth.Kepala BAPPEDA Kab. Purbalingga
di -
PURBALINGGA.

Berdasarkan Surat dari BADAN PENANAMAN MODAL DAERAH PROV JATENG
Nomor : 070 / 1872 Tanggal : 22 Desember 2014
Di wilayah Kabupaten Purbalingga akan dilaksanakan research/ survey tentang :

(Fhoto Copy) teralampir oleh :

1. Nama : SURANTI TRI ASTUTI
2. N I M : 1020224031
3. Pekerjaan : Mahasiswa
4. Alamat : Ds Bedagas Rt.05/03 Pengadegan,Purbalingga
5. Tujuan Research/survey : untuk menyusun Skripsi berjudul :
   IMPROVING SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMP N 1 KALOGONDANG,PURBALINGGA,THROUH THE USE OF MOVIE CLIPS.
6. Waktu : Januari s/d Februari 2015
7. Lokasi : Kab. Purbalingga

Sehubungan dengan hal tersebut kami mohon tidak berkeberatan untuk menerbitkan surat ijinnya.

AN.KEPALA KANTOR KESATUAN BANGSA DAN POLITIK
KABUPATEN PURBALINGGA
Kepala Seksi Pembinaan Sosial Politik

PEMERINTAH KABUPATEN PURBALINGGA
KANTOR KESATUAN BANGSA DAN POLITIK

ZAMHARI YUNIR.S.IP
PENATA TK,I
NIP.19580930 198103 1 009.

Tembusan Kepada Yth.:
1. Bupati Purbalingga
2. Wakil Bupati Purbalingga.
3. Sekretaris Daerah Kab, Purbalingga,

PEMERINTAH KABUPATEN PURBALINGGA
BADAN PERENCANAAN PEMBANGUNAN DAERAH
Jl. Jambukarang No. 8 Telepon (0281) 891450 Fax (0281) 895194
PURBALINGGA - 53311

Nomor : 071/1151/2014
Lampiran : 1 (satu) lembar
Perihal : Survey/Pra Survey

Purbalingga, 24 Desember 2014

Kepada Yth. :

Kepala Dinas Pendidikan Kab. Purbalingga

di -
PURBALINGGA

Menindaklanjuti surat rekomendasi Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Purbalingga Nomor : 071/1052/2014 tanggal 24 Desember 2014, perihal sebagaimana tersebut pada pokok surat, dengan hormat diberitahukan bahwa pada Instansi Bapak/Ibu akan dilaksanakan Penelitian/Pra Survey oleh :

Nama/NIM	:	SURANTI TRI ASTUTI	NIM. 10202241031
Pekerjaan	:	Mahasiswa	
Alamat	:	Ds. Bedagas RT.05/03 Kec. Pengadegan, Kab.Purbalingga	
Lokasi	:	Kabupaten Purbalingga	
Judul / Tujuan	:	*IMPROVING SPEAKING SKILLS OF GRADE VIII STUDENTS OF SMPN 1 KALIGONDANG, PURBALINGGA, THROGH THE USE OF MOVIE CLIPS.*	
Waktu	:	Januari s/d Febuari 2015	

Sehubungan dengan hal tersebut, dimohon perkenan Bapak/Ibu agar yang bersangkutan untuk dapat kiranya difasilitasi. Setelah selesai, yang bersangkutan berkewajiban melaporkan hasil Penelitian/Pra Survey kepada BAPPEDA Kabupaten Purbalingga dengan menyerahkan satu eksemplar laporan untuk didokumentasikan dan dimanfaatkan seperlunya.

Demikian untuk menjadikan maklum, atas bantuan dan kerja sama yang baik disampaikan terima kasih.

A.n. KEPALA BAPPEDA
Kabupaten Purbalingga
Kabid Statistik, Pengendalian dan Evaluasi,

PEMERINTAH KABUPATEN PURBALINGGA
BAPPEDA

SRI HARYANTO P, SE
Pembina
NIP. 19620522 198611 1 001

TEMBUSAN : disampaikan kepada Yth.
1. Kepala Kantor Kesbang dan Pol Kabupaten Purbalingga;
2. Kepala BPMD Provinsi Jawa Tengah;
3. Mahasiswa yang bersangkutan.

PEMERINTAH KABUPATEN PURBALINGGA
DINAS PENDIDIKAN
Jl. Let. Jend. S. Parman No.345, Telepon (0281) 891004, Fax : 891616
PURBALINGGA 53317

Purbalingga, 31 Desember 2014

Nomor : 071/2594/2014.
Lamp. : -
Hal : Penelitian / Survey Oleh Mahasiswa.

Kepada
Yth. Kepala SMP Negeri 1
Kaligondang

di

Tempat

Berdasarkan surat Kepala Badan Perencanaan Pembangunan Daerah Kabupaten Purbalingga nomor 071/1151/2014 tanggal 24 Desember 2014 perihal tersebut pada pokok surat, dengan ini kami beritahukan bahwa di Satuan Pendidikan/ Sekolah Saudara akan dilaksanakan penelitian/ survei oleh :

1. **Identitas**
   - Nama : **SURANTI TRI ASTUTI**
   - Pekerjaan : Mahasiswa
   - NIM : 1020224 1031
   - Alamat : Desa Bedagas Rt.05 Rw.03 Kec. Pengadegan Kab. Purbalingga
2. **Judul/Tujuan** : *IMPROVING SPEAKING SKILLS OF GRADE VIII STUDENTS OF* SMPN 1 KALIGONDANG, PURBALINGGA, *THROUGH THE USE OF MOVIE CLIPS*
3. **Waktu** : Januari s/d Februari 2015

Sehubungan dengan maksud tersebut pada prinsipnya kami tidak berkeberatan yang ber - sangkutan melaksanakan kegiatan penelitian, dengan ketentuan sebagai berikut:

1. Kegiatan dilaksanakan sesuai dengan proposal serta wajib menaati semua ketentuan/ peraturan yang ditetapkan dan berkenaan dengan kegiatan penelitian.
2. Terlebih dahulu menghubungi Pimpinan Satuan Pendidikan/ Sekolah yang bersangkutan.
3. Hasil penelitian tidak untuk disajikan kepada pihak luar.
4. Kegiatan berakhir selambat-lambatnya 28 Februari 2015 serta yang bersangkutan wajib menyampaikan laporan kepada Kepala Dinas Pendidikan Kabupaten Purbalingga.

Demikian untuk menjadikan maklum dan agar dibantu seperlunya.

An. KEPALA DINAS PENDIDIKAN
KABUPATEN PURBALINGGA
Sekretaris

PEMERINTAH KABUPATEN DINAS PENDIDIKAN PURBALINGGA

DR. HAH PALUPI TH, MM
Pembina Tingkat I
NIP. 19650[illegible] 198803 2 006

Tembusan :
1. Kepala BPMD Provinsi Jawa Tengah.
2. Kepala BAPPEDA Kabupaten Purbalingga.
3. Kepala Dinas Pendidikan Kab Purbalingga.
4. Kepala Kantor Kesbang dan Pol Kabupaten Purbalingga.
5. Mahasiswa Yang Bersangkutan.

PEMERINTAH KABUPATEN PURBALINGGA
DINAS PENDIDIKAN
SMP NEGERI 1 KALIGONDANG
Alamat : Jalan Raya Selanegara Kaligondang ☎ 0281.7618957
Kecamatan Kaligondang Kabupaten Purbalingga ✉ 53391

SURAT KETERANGAN

Nomor : **421 / 105 / 2015**

Yang bertanda tangan di bawah ini :

Nama	:	**Sudarto, S.Pd**
NIP	:	19651009 198803 1 014
Pangkat, Gol,ruang	:	Pembina, IV / a
Jabatan	:	Guru Madya / Kepala Sekolah
Unit Kerja	:	SMP Negeri 1 Kaligondang

Dengan ini menerangkan bahwa :

Nama	:	**Suranti Tri Astuti**
NIM	:	10202241031
Program Pendidikan	:	S 1
Jurusan	:	Pendidikan Bahasa Inggris
Asal	:	Universitas Negeri Yogyakarta

Yang bersangkutan telah melaksanakan riset / penelitian di SMP Negeri 1 Kaligondang terhitung mulai tanggal **17 Januari** sampai dengan **9 Februari 2015** di kelas VIII A dengan judul **" Improving Speaking Skils Of Grade VIII Students Of SMP Negeri 1 Kaligondang-Purbalingga, Trough The Use Of Movie Clips".**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kaligondang, 17 Februari 2015

Kepala Sekolah

PEMERINTAH KABUPATEN PURBALINGGA
SMP NEGERI 1 KALIGONDANG
DINAS PENDIDIKAN

Sudarto, S.Pd
Pembina
NIP. 19651009 198803 1 014