IMPROVING STUDENTS' SPEAKING ABILITY USING VIDEOS FOR CLASS VIIG AT SMPN 16 YOGYAKARTA IN THE ACADEMIC YEAR OF 2010/ 2011

A Thesis

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

By:
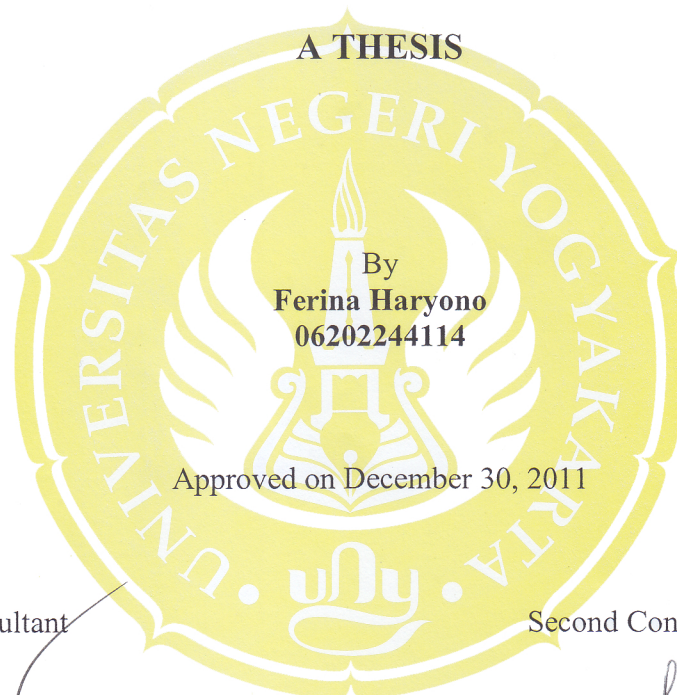**Ferina Haryono**
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2012

APPROVAL

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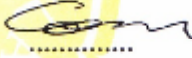NIP. 19790205 200312 2 001

RATIFICATION SHEET

IMPROVING STUDENTS' SPEAKING ABILITY USING VIDEOS FOR CLASS VIIG AT SMPN 16 YOGYAKARTA IN THE ACADEMIC YEAR OF 2010/ 2011

A THESIS

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Board of Examiners

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iii

PERNYATAAN

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 12 Januari 2012
Penulis

Ferina Haryono
06202244114

ACKNOWLEDGEMENT

MOTTOS

The more we talk, the more we know ouselves.
The more we know ourselves, the more we
understand life.
-Ellen Greenland-

One will gain nothing without any effort
-QS. An Naim 34-

Just keep on moving, God keep on watching
-Unknown-

DEDICATIONS

I DEDICATE THIS THESIS TO:

1. MY PARENTS,
MR.SUHARYONO
AND MRS.ATIK HARYONO

2. MY BROTHER,
DONNY HARYONO

3. MY BELOVED FRIEND,
JANNO WIDIANSYAH

LIST OF APPENDICES

1. Data of the Students of Class VIIG
2. Observation Checklists
3. The Result of the Interview
4. Rubric of Pre-test
5. The Result of the Pre-test
6. Teaching and Learning Scheme
7. Course Grid
8. Lesson Plans
9. Assestment of Speaking
10. Interview Transcripts
11. Field Notes
12. Rubric of Post-test
13. The Result of the Post-test
14. *Standar kompetensi&kompetensi dasar SMP kelas VII semester II*
15. Attachment
16. License Letter

LIST OF FIGURES

LIST OF TABLES

LIST OF ABBREVIATIONS

ET	: English Teacher
GAS	: Grammar Accuracy Score
KD	: *Kompetensi Dasar*
LCD	: Liquid Crystal Display
LKS	: *Lembar Kerja Siswa*
PAS	: Pronunciation Accuracy Score
PPP	: Presentation, Practice, Production
Permendiknas	: *Peraturan Menteri Pendidikan Nasional*
R	: Researcher
SAS	: Speaking Ability Score
Ss	: The students
SMP	: *Sekolah Menengah Pertama*
SMPN	: *Sekolah Menengah Pertama Negeri*
SK	: *Standar Kompetensi*

TABLE OF CONTENTS

IMPROVING STUDENTS' SPEAKING ABILITY USING VIDEOS FOR CLASS VII G AT SMPN 16 YOGYAKARTA IN THE ACADEMIC YEAR OF 2010/ 2011

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ABSTRACT

The objective of this research study is to improve students' speaking ability for class VIIG at SMPN 16 Yogyakarta using videos in the academic year of 2010/2011. The study attempted to be one of the efforts to solve the problems related to the students' speaking ability which is considered to be low.

This study was an action research study consisting of two cycles. The steps were doing reconnaisance, planning, conducting action and observation, and having reflection. The participants of the research were the researcher, the English teacher, and the students of class VIIG. The research instruments were observation, interview guideline, and rubric of pre-test and post-test. The data were qualitative in nature. The data were obtained by doing observation, interviewing the students and the English teacher, making field notes and diaries, and holding discussions with the English teacher as a collaborator. The data were analyzed in three stages. They are comparing the data, building intepretations, and reporting the outcomes. In addition, the validity of the data was obtained by applying process vailidity which was having discussions with the collaborator.

From the actions conducted, it was concluded that videos improved the students' speaking ability because the findings reveal three results. First, the use of videos can improve the students' speaking ability. The students perform their simple monologues and dialogues acceptably. The students' improvement is supported by the progress of their average scores of the pre-test and post-test. In the pre-test, their average score is 6.0. It increases to be 6.3 in the post-test. Second, there are some positive behaviours shown by the students toward the application of the videos related to their interaction with the teacher. They are the students' eagerness to respond to the teacher's instruction, the students' courage to initiate communication with the teacher, and the students' enthusiasm to ask for the teacher's question. Third, there are some students' positive behaviours toward the application of the videos related to their interaction among them. They are interested in the materials, they are happy working in a group, they are curious in finishing the simple monologue and dialogue in groups, and they are willing to participate in the groups discussions.

CHAPTER I

INTRODUCTION

A. Background of the Problems

In Indonesia, English is considered as a foreign language. It has been introduced to some Indonesian people by educational institutions. Some Indonesian people have started learning English at a very young age in both formal and nonformal institutions, for example, in kindergarten and elementary school, also in English courses for children. The government has set English as one compulsory subject in secondary education. However, some other Indonesian people have started learning it in Junior High School.

The curriculum states that English teaching covers four language skills. The four language skills are divided into productive and receptive skills. Speaking and writing are productive skills while reading and listening are receptive skills. Linse and Nunan (2006: 269) propose the relation among the four language skills as shown in Figure 1 below.

	Spoken	Written
Receptive	Listening	Reading
Productive	Speaking	Writing

(Linse and Nunan, 2006: 269)
Figure 1. The Four Language Skills

Spratt et.al. (2005: 26) define productive skills as skills to produce language. Whether, Harmer (2001: 199) defines receptive skills as ways in which people receive language from the discourse they see or hear.

Riggenback and Lazaraton (1991: 129) state that speaking skill is the most important skill. They (1991: 130) also state "foreign language students are considered successful if they can produce oral language to communicate effectively based on the context". It can be said that students are successful in mastering English if they can use English to communicate in the daily life.

Making students able to communicate in English, teacher should teach how to convey language, i.e. how to ask for and give information to other people. Morever, Brown (2001: 271) states that teachers should explain how to convey meaning to make students understand transactional and interpersonal conversation.

In reference to the explanation above, students of grade seven of second semester should be able to understand the meaning of simple transactional and interpersonal conversation because the government of Indonesia in 2006 school-based curriculum states that the standard of competence of the second semester of seventh grade of junior high school is to "understand the meaning of the simple transactional and interpersonal conversation to get an interaction in the context of daily life".

Unfortunately, some of the students of class VIIG at SMPN 16 Yogyakarta did not understand the meaning of spoken English sentences. When the teacher asked questions to them, they were not able to answer question. It happen because they did not know what was the equivalent meaning of the questions in *Bahasa Indonesia* and they did not know how to express that they did

not understand. So, the classroom communication between the teacher and the students run bad.

Therefore, to make the students able to answer and to respond to the teacher's questions and statements, the teacher should understand the aspects of spoken language. He should understand the types of spoken language. Richard and Renandya (2002: 208) divide spoken language based on its function, i.e. interactional and transactional. The detail types of spoken language are presented in Figure 2 below.
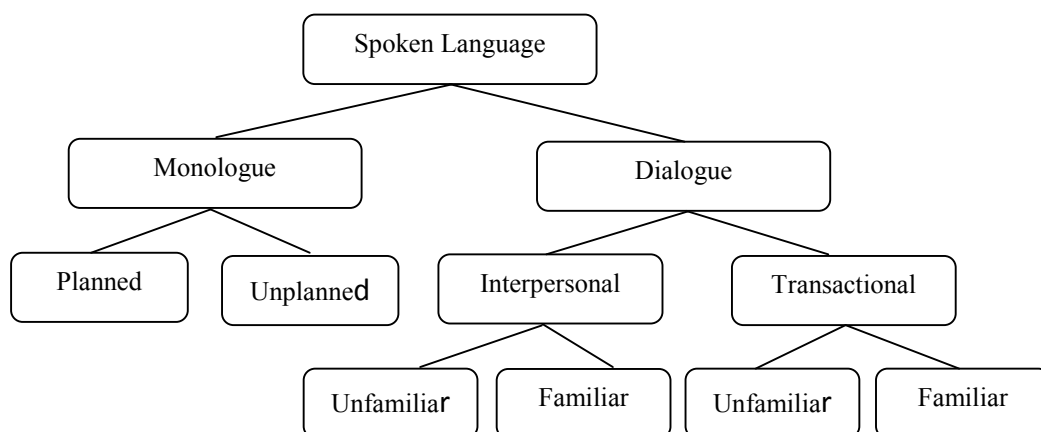
(Nunan in Brown, 2001: 251)
Figure 2. Types of Oral Language

Besides, the teacher should understand how to teach speaking. He should teach how to listen to others, how to talk to others and how to negotiate meaning to the students.

One of the possible efforts to make teacher able to teach how to listen to others, how to talk to others and how to negotiate meaning is by using audio visual media in the teaching and learning process. Audio visual medium is needed to increase students' interest, to make students understand the materials, and to make the communication between teacher and students goes well.

Besides, students learn best when they use their sight and hearing (Wong, 2003: 183). They will absorb 93% of the materials when they use their eyes and ears to watch and listen to the video. The percentage of people in absorbing certain materials proposed by Wong (2003; 183) is presented in Figure 3 below.
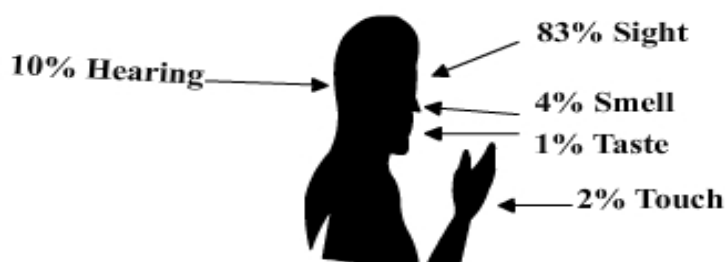
(Wong, 2003: 183)
Figure 3. How People Absorb Certain Materials

Certainly, it will be easier for the teacher to explain the materials and it will be easier for the students to improve their knowledge how to speak English appropriately and acceptably. Besides, if the students learning by watching the video, they will not only learn the form of the language but also how to convey the language.

Moreover, Harmer (2001: 282) states that students are able to see the language-in-use by watching video. They understand general meaning and moods through expression, gesture, and other visual cues of video. Thus, students could observe how intonation could match the facial expression and its paralinguistic features give valuable meaning clues. So, it is encouraged the teacher to apply the videos in his teaching to improve the students' speaking ability.

Based on the problems identified and the benefits of videos, the researcher intends to improve the students' speaking ability using videos in English teaching and learning process for class VII G at SMPN 16 Yogyakarta. It is expected that the use of the videos gave positive influence to the teaching and learning process.

B. Identification of the Problems

Based on the pre-survey conducted by the researcher in the teaching and learning English at SMPN 16 Yogyakarta, there were some problems influenced the students' speaking ability. They identified as follows.

The first problem is related to the students' cognitive competency and personality. The cognitive competency includes knowledge, both English skills knowledge and general knowledge also intelligence. General knowledge is a knowledge that supplies the knowledge of location of some places, important moments, general truths, etc.

Therefore, the English skills and knowledge of the students of class VIIG were low. It can be seen from the observation at that class. They were able to greet their teacher and to respond to the teacher's comment but they cannot maintain the dialogue since they were not able to distinguish among the parts of speech (noun, verb, adjective, and adverb), to pronounce words, and to explain some general knowledge.

In addition, when the teacher uttered some utterances, the students were not able to respond to the utterances nor were they able to explain their situation. They did not know how to express that they were not understand since they did

not know what was the equivalent meaning of the teacher's utterances in *Bahasa Indonesia* when the teacher asked questions and instructions to them.

Besides, it is difficult for the students to absorb the materials. Some of them have low interest in learning English. The remainder did not enjoy the lesson and felt uncomfortable during the English teaching and learning. As the result, they have low confidence which is an important aspect to support their English learning process. Self-confidence supports them to speak up during the lesson. In fact, the students of class VIIG at SMPN 16 Yogyakarta have low self-confidence. Although they knew how to respond to and knew the answer of a question, they were afraid to speak it. They were afraid if their response or answer was wrong. They did not want to lose their face.

There were a small number of the students who performed their involvement and the remainders were unwilling to perform their involvement during the activities of the teaching and learning process. Some of them did not pay attention to the teacher's explanation, some of them did not do the task or exercise given by the teacher. They tended not to pay attention when the teacher asked them to do some exercises, they did other activities such as drawing in their books and sleeping. When the teacher asked them to speak or answer orally, they acted that they were writing something in their book.

The second problem is related to the teacher. There are some problems that are related to the English teacher. First, the method used by the teacher in the classroom was teacher-centred method. The English teacher of SMPN 16 Yogyakarta lectured in front of the class to explain the materials. He rarely gave

the model of how the language skills were used in the daily life. Second, the teacher focused his teaching on *LKS,* so the activities during the lesson were answering and discussing its tasks. In fact, teacher's method affects the teaching and learning process. The affects is the process of the teaching and learning did not run well. Third, the teacher could not manage his class well. As the result, the students often made noise and did not pay attention to his explanation. There were number of students who tended to chat with their other friends rather than looked at the material written in the whiteboard. They also were unwilling to listen to the teacher's explanation and they were more interested in their friends' jokes.

The third problem is concerned with the facilities. The researcher found the very limited facilities at SMPN 16 Yogyakarta. Furthermore, the teacher also rarely used the limited facilities that are available in that school. Certainly it made the situation during the teaching and learning process worse.

The fourth problem is related to the teaching and learning aids. The teacher only used limited aid to explain the materials. It is caused by the lack of available school's facilities. Besides, the teacher rarely made interesting aids to support his teaching. In fact, teaching uses aids will improve students' interest in learning English. Video, for instance, can be used to improve basic skills in speaking because it provides models who can make the students understand English in the daily conversation.

C. Limitation of the Problems

There are some factors that influence the students' speaking ability. The low students' interest, teacher centred-method, limited school's facilities, and

unavailable of teaching and learning aid become the problems that made the students have low speaking ability.

It is impossible to solve the problems related to the factors, so the researcher limits the problems related to students' low speaking ability. That is why the students of SMPN 16 Yogyakarta need videos, which improved their speaking ability.

D. Formulation of the Problems

The problem was formulated as follow: "How can the students' speaking ability be improved using videos?".

E. Objective of the Research

The objective of the research is to improve students' speaking ability using videos for class VIIG at SMPN 16 Yogyakarta in the academic year of 2010/2011.

F. Significance of the Problems

1) For the students of class VIIG at SMPN I6 Yogyakarta, it is a new effort to improve their speaking ability.

2) For the English teachers of SMPN I6 Yogyakarta, it is an ample opportunity to improve the quality of teaching speaking to the students.

3) For the school principal of SMPN 16 Yogyakarta, it is functions as the beginning step to do the efforts in improving students' speaking ability.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

This chapter discusses some relevant theories which are related to the study. They are divided into three main parts, namely, speaking skill, teaching and learning of speaking and video.

1. Speaking Skill

a. The Nature of Speaking

Nunan (1981: 22) states that speaking is an activity to carry out conversation in the target language. It happens when two people are engaged in talking to each other (Harmer, 1997: 46). In addition, Lado (1961: 240) states that speaking skills are the ability to express one self in life situation, or the ability to report act or situation in precise words, or the ability to express a sequence of ideas fluently.

Further, Nunan (1988) argues that speaking is not only an ability to express a sequence of idea but also an ability to produce short fragmentary utterances in a range of pronunciation. It implies that a foreign language speaker needs to develop their ability in articulating phonological features of language, stress, rhythm, intonation patterns and acceptable degree of fluency.

In reference to the statement above, the ability of pronouncing is divided into two aspects, namely, segmental and super-segmental elements of language.

So, foreign language learners should be able to: (1) master the segmental element of speaking, i.e phonological features (2) master the super-segmental elements of speaking, i.e. stress, rhythm, and intonation.

1) Micro-skills and Macro-skills of Speaking

Harmer (2001: 271) argues that there is language processing in speaking. In this case, effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes comprehensively. So, to be able to process language, speakers should master the components of speaking. Brown (2004) mentions two components of speaking ability, which are micro-skills and macro-skills.

a) Micro-skills

Nunan (1989: 82) argues that speaking as macro-skills can be subdivided into some micro-skills. The micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. Brown (2004: 142-143) mentions some micro-skills of oral production as follows.

(1) Articulating segmental element of English, i.e. phonemes, morphemes, etc.

(2) Articulating super-segmental element of English, i.e. stress, rhythm, and intonation.

(3) Using vocabulary accuracy.

(4) Using fluent speech.

(5) Doing self-corrections.

(6) Using parts of speech (nouns, verb, adjective, adverb) and rules (past, present, perfect tense).

(7) Using appropriate phrases and sentence constituents.

b) Macro-skills

Macro-skills are skills that have complex appearance, its content ingredients of difficulty is depend on the test-taker (Brown, 2004: 143). Further, he (2004: 143) mentions some macro-skills of oral communication as presented below.

(1) Using appropiate communicative functions according to situations, participants, and goals.

(2) Using appropriate styles, rules, and other sociolinguistic feature in face-to-face conversations.

(3) Conveying facial features, body language, and other non verbal clues, along with verbal language.

(4) Emphasizing key words of language production.

Both micro-skills and macro-skills become the objective for the foreign language learner who want to be a successful speaker of English. In relation to speaking for *SMP*, the micro-skills and macro-skills of speaking should be clear and suitable for their proficiency level.

The implication is that, teacher should teach pronunciation, stress, and grammatical structures of some words and sentences through authentic materials. It can make the process of teaching and learning speaking run well. It is then the

teacher duty to give models of dialogue or monologue to improve the students' ability in covering both the macroskilss and microsills.

b. The Aspect in Speaking

1) Fluency

Spratt et. al. (2005: 34) define a fluency as speaking at normal speed, without hestitation, repetition or self correction, and with smooth use of connected speech. Whether Miller (1998) defines fluency as the ability to produce written or spoken language easily and in a good intonation, with pronunciation and grammatical accuracy without pausing.

In the other hand, Thornburry (2005: 6) explains that pausing is important in the speakers' fluency. He states that all speakers have to pause, to take a breath. Even proficient speakers need to stop from time to time to allow the formulation of utterances. Even though the speaker needs to take a pause, frequent pausing is a certain sign of a struggling speaker. If the speaker will not normally be judged as a fluent speaker. The frequency of pausing is more important than the length of the pauses.

2) Accuracy

Spratt et.al. (2005: 34) states that accuracy is relative. Further, they (2005: 34) explains that accuracy is the use of correct forms of grammar, vocabulary and pronunciation. In the same field, Miller (2003) defines accuracy as the ability to produce correct sentences using correct grammar and vocabulary.

Moreover, Heinemann (1996: 50) explains that learners concern to accuracy when they are involved in communicating used their language system to meet the communicative demands.

3) Appropriacy

Spratt et.al. (2005: 34) define an appropriacy as the use of correct style of formally. It also refers to whether a word is suitable or not to be used in the context. It is a desicion how to say things depend on what is right for the context and culture. For example, it may be appropiate to say "hold on a minute, will you?" in one context and "could you wait a moment please?" in another.

Lumo (2004) states that an exposure in a range of authentic material facilitates students to develop their understanding of appropriacy. In teaching speaking, focusing on inappropriate forms of language is a way to raise understanding of appropiacy, for example, learners can identify inappropiate in language in video material such as comedy programmers, match language to contexts where it can be used, and discuss what is appropriate in their own cultures.

2. Teaching and Learning of Speaking

a. Teaching of Speaking

Teaching is an activity that tries to help someone to acquire, change or develop skill, attitudes, ideas, appreciation and knowledge (Keane, 1968: 27). Similarly, Harmer (2001: 56) states that teaching means to give knowledge or to instruct or train someone and show somebody how to do something or to change somebody's idea. Supporting Harmer's statement, Hornby (2005: 1574) defines

teaching as giving information, instructing somebody, giving somebody knowledge, skills, etc, or giving lesson at school, etc.

Therefore, Shumin in Richard and Renandya (2002: 204) states that teachers should understand how to teach speaking because speaking a language is difficult. Effective speaking requires an ability to use the language appropriately in social interactions. So, Brown (2001: 271) states that teachers should show the details of how to convey and negotiate meaning of language in teaching speaking to make students understand the simple transactional and interpersonal conversation in the daily life. Based on Brown's statement, teachers should understand the aspects of spoken language and the method of teaching spoken language. Moreover, Brown (2001: 271) states that teachers should focus on both the forms and the functions of spoken language.

1) The Technique of Teaching Speaking

Klippel (1984) states that speaking should be taught through communicative activities, such as information and opinion gap tasks, games, conversations, role-plays and debates or discussion. In the same field, Littlewood (1981) mentions another technique in using English for classroom management, as explained below.

a) Information and Opinion Gap Tasks

Klippel (1984) argues, "information gap tasks force the participants to exchange information to find a solution, while opinion gap ones force the participants to describe and perhaps defend their views on a controversial idea". In this technique, teacher should be able to create an interesting atmosphere in

classroom. There is no embarrassment, so students can feel at ease in the class. Teacher should also be able to join in the activity as an equal member or a facilitator to make students actively involved and become more aware of their values and aims in life.

b) Games

Some of young learners and adults are very eager to play games (Wright, Betteridge, and Buckby, 1983: 2). So, teacher may use some games related to the language skills to encourage students' involvement because the use of games assisted an interesting atmosphere during the lesson. In organizing games, the teacher may use guided free activities. The understanding of principle of information and opinion gaps is also essential for teacher to use games in the learning activity.

c) Conversation

Conversation is an activity that provides context for a wide range of communicative functions in which learners practice managing longer sessions of social interaction such as introducing new topics and taking turns (Dornyei and Thurrel: 1992). Then, it can provide opportunities to express their own personality and experience through the foreign language. Beyond this technique, teachers should guide and stimulate the interactions.

d) Debate or Discussion

Littlewood (1981) argues that debate and discussion are the variation of role-play, learners' role ensures that they have adequately shared knowledge about the issue and different opinion and interest to defend. In this activity, students may

develop their communicative competence. On the other hand, this activity may have great advantages. When students are not ready with the topic, vocabulary, and grammar, the activities of debate and discussion may not run at all.

e) Role Play

Role play is an activity where the players are pretending to be someone that they are not (Harmer, 2001: 133). In this activity, students are asked to imagine themselves in a situation that could occur outside the classroom and adopt a specific role in this situation and behave as if the situations really excited in accordance with their role.

f) Using English for the Class Management

Classroom management refers to strategies of teachers' actions. It is important for students as well as teachers. Students can learn how to use English in functional situations in class: e.g. asking for teacher for help, saying that they donnot understand, asking for repetition, checking for comprehension, working with a partner, etc.

2) The Role of Teacher

A crucial part of teacher's job in organizing speaking activities is making sure his students understand exactly what they are supposed to do. This involves giving clear instructions and demonstrating the activity. So, no one is in doubt what they should be doing. Harmer (2007:347) mentions some references of teacher's roles to help students perform their involvement during teaching and learning of speaking. The detail explanation of teacher's roles are as follows.

a) As a Prompter

"Prompter " is teacher role aimed to make student become the center of the study. Teacher lets them study by themselves. He gives help and supports students by offering discrete suggestions without disrupting the activity done by him. This role will affect everything done by students in classroom, whether these are implicit or explicit.

b) As a Participant

"Participant" is teacher's role that encouraged him to think of himself as one of students and takes part in their games. It could enliven the atmosphere of class and offer chances to students to speak to someone who knows more English. Teacher and students may talk together communicatively as near-equal participants. It means that teacher can join into the activity but still under the term of scaffolding.

c) As a Feedback Provider

Teacher has to be tactful in giving appropriate feedback in a particular situation. Helpful corrections may get the students out of difficult misunderstanding and hesitation.

3) The Role of Teacher in Classroom Based-Video

Video is a medium which incorporates a wide variety of visual elements. It also provide audio for teaching spoken language, so teacher plays an important role to succeed the application of video in classroom. He should select the videos based on the curriculum and students' needs.

Then, teacher needs to prepare his students for viewing experience, focus on the students' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up the activities. Further, Richard and Renandya (2002: 64-366) state, "although there is no one 'right way' to use video, teachers should prepare to use the medium for intensive language presentation and practice".

4) Types of Classroom Speaking Performance

There are six categories of oral production that students are expected to carry out in the classroom. Brown (2001: 271-274) classifies oral production as presented below.

a) Imitative

Imitating is carried out to focus on some particular elements of language forms through drilling. Drilling is an activity of offering students with an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty, either phonological or grammatical. It could help them to establish certain psychomotor patterns (to "loosen the tongue") and to associate selected grammatical forms with their appropriate context.

b) Responsive

Responsive means that students give short replies to teacher- or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic as presented below.

> T : How are you today?
> S : Pretty good, thanks, and you?

```
T    : What is the main idea of this essay?
S    : The United Nations should have more authority.
S1   : So, what did you write for question number one?
S2   : Well, I wasn't sure, so I left it blank.
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c) Transactional (Dialogue)

Transactional language is an extended form of responsive language. It is carried out to convey or exchange specific information. For example, conversations, it may have more of a negotiative nature than does responsive speech as presented below.

```
T    : What is the main idea in this essay?
S    : The United Nations should have more authority.
T    : More authority than what?
S    : Than it does right now.
T    : What do you mean?
S    : Well, for example, the UN should have the power to force a
       country   like Iraq to destroy its nuclear weapons.
T    : You don't think the UN has that power now?
S    : Obviously not. Iraq is still manufacturing nuclear bombs.
```

d) Interpersonal (Dialogue)

Interpersonal dialogue is a conversation, which is a little trickier for learners because they can involve some or all of the factors, such as casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, a covert "agenda".

For example:
```
Amy  : Hi, Bob, How's it going?
Bob  : Oh, so-so.
Amy  : Not a great weekend, huh?
Bob  : Well, for be it from me to criticize, but I'm pretty miffed about
       last week.
Amy  : What are you talking about?
Bob  : I think you know perfectly well what I'm talking about.
Amy  : Oh, that .. How come you get so bent out of shape over something
       like that?
Bob  : Well, whose fault was it, huh?
```

> Amy : Oh, wow, this is great. Wonderful;. Back to square one. For crying out loud, Bob, I thought we'd settle this before. Well, what more can I say?

Learners would need to learn how such features as the relationship between interlocutors, casual style, and sarcasm are coded linguistically in this conversation.

e) Extensive (Monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. These monologues can be planned or impromptu.

b. Learning Speaking

1) Speaking Skills for Junior High School in School-Based Curriculum

In Indonesia, every English teaching and learning process has to be held based on the standard of competence and the basic competency which are aimed to be achieved. Based on *Permendiknas* No.22/2006, the *SK-KD* (*Standar Kompetensi-Kompetensi Dasar*) for speaking skills in the second semester of grade VII Junior High Schools are presented in Appendix C.

2) Characeristics of Junior High School Students

Junior high school students are catergorized teenager. In this period, teenagers like to spend their time for hanging around with friends and peers. They also have disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them. Harmer (2001: 38-39) mentions some characteristics of teenager learners as follows.

(1) They are less lively and humorous than adults.

(2) Individual identity has to be created among classmates and friends, peer approval are more important for the student than the attention of the teacher.

(3) They are disruptive in the class.

(4) They have a great potential creativity and on existed commitment to things that interest them.

Based on the explanation above, it can be conclude that the characteristics of teenagers are in period of change, instability and the most trying times in life. In addition, they like to do new experiences and learning. Schools and teachers should provide them with opportunities to practice and explore their skills in a supportive atmosphere. Thus, teacher should stimulate intellectual activity by helping them to be aware of contrasting ideas and concepts, which they can resolve by themselves though still with the teacher's guidance.

3) Strategic Competence

Learning to communicate orally requires more than knowing its grammatical and semantic rules. Shumin (2002: 204) states that effective oral communication requires the ability to use communicative competence. Communicative competence is an ability how to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules (Berns: 1990). Besides, Brown (1994: 228) defines its term as the way learners manipulate language in order to meet communicative goals.

Communicative competence includes four components of competence, that are grammatical competence, discourse competence, sociolinguistic

competence, and strategic competence (Canale and Swain: 1980). How these four components of competence underlie speaking proficiency is graphically shown by Shumin (2002: 207) as presented in Figure 4 below.

```
                    ┌──────────────┐
                    │ Grammatical  │
                    │  Competence  │
                    └──────────────┘
                           │
                           ▼
┌────────────┐      ╭──────────────────╮      ┌───────────────┐
│ Strategic  │─────▶│ Speaking         │◀─────│ Sociolinguistic│
│ Competence │      │   proficiency    │      │  Competence   │
└────────────┘      ╰──────────────────╯      └───────────────┘
                           ▲
                           │
                    ┌──────────────┐
                    │  Discourse   │
                    │  Competence  │
                    └──────────────┘
```
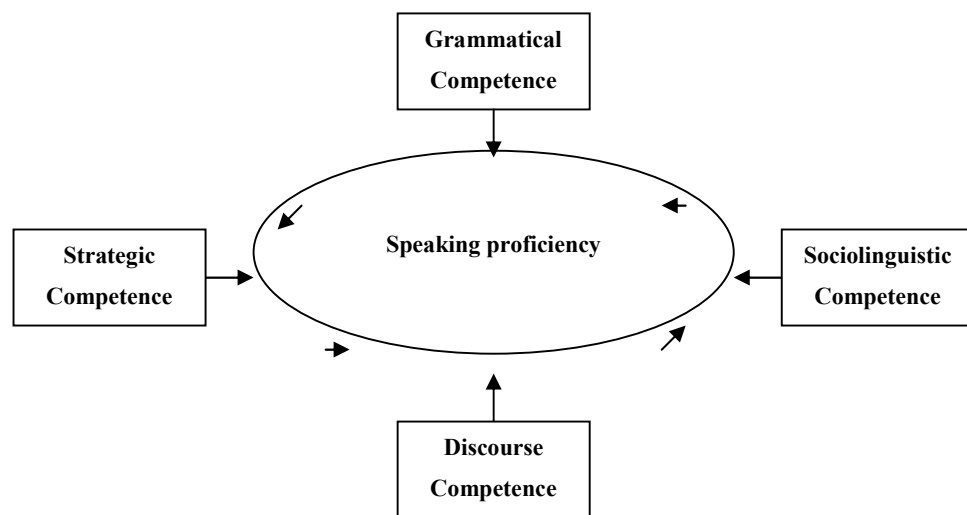
Figure 4. Four Components of Speaking Proficiency's Competence

Strategic competence is the most important competence of all the communicative competence elements (Shumin in Richard and Renandya, 2002: 208). Further, he conclude that by matering strategic competence, learners will be able to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems.

4) Cooperative Learning in Teaching and Learning Process

Richards and Schumidt (2002) distinguish cooperative learning activities into five types. The first is peer tutoring. The students help each other to learn, take turns tutoring or drill each other. The second is jigzaw, which is completing a group task with pieces of information needed by each member in their groups.

The third is cooperative or individualized. In individuals, their progress is rate through individualized learning materials. In another hand, their progress in groups will contribute to their team so that the student is rewarded by the achievements of his or her teammates. The fourth is cooperative interaction. Students work together as a team to complete a learning unit, such a group presentation. The, the fifth is cooperative projects in which students work together to produce a product.

The teacher should consider several important factors to create an environment in which cooperative learning can take place (Arbelaez, et.al.: 2004). Firstly, the students need to feel challenged and safe when they stay in group. Second, the groups need to be small enough that everyone can contribute. Third, the teacher's should give the students instruction and explanation clearly to finish their tasks in group.

In addition, teacher should encourage students' group work to make the learning process cooperative by some actions. The are promoting the students to participate in their group actively, giving respect to every member of groups, providing questions that are interesting for the students, appreciating the positive diversity and all of the students contributions, giving the students opportunities to learn skills for resolving conflicts when they arise, and making sure that goals are clearly identified and used as a guide. It is believed that the students' self confidence will exposure by these actions.

Olsen and Kagan in Krhovska (2007) propose some key elements of the successful group-based learning in cooperative learning. The first is positive

interdependence, which occur when group members means helps all and ignoring one member means ignoring all. The second is group formation. It is an important actor in promoting positive interdependence. The factor involved in setting up groups are deciding on the size of the group, which depend on the tasks they have to carry out, the age of the students, and time limits for the lesson. Then, assigning the students to groups can be teacher-selected, random, or students-selected. The teacher-selected is recommended as the usual made to create groups that are heterogeneous on such variables as past achievement, social interaction, or sex. Later, the students' role in groups have specific role to play, such as chair person, secretary, typewriter, etc.

3. Video

a. The Nature of Video

Video is a type of magnetic tape used to record television pictures and sound (Hornby, 2005: 1701). The term refers to an electronic storage of moving images (Russel, 2005: 283). In the same field, Loveless (2002) states that video is a product of technology, which is especially beneficial to promote the active and creative learning that widely proves in this era. Besides, it can contributes to the global development of students with psychological, linguistic, cognitive, social and cultural objectives of most language teaching and learning.

b. Kinds of Video

Originally, the concept of video was anonymous, but the concept has expanded in recent years. Nowadays, video refers to electronic storage of moving

images. Smaldino and Russel (2005: 283) mention some kinds of video as presented below.

1) Videotape

Videotape is a preferred medium for commercial distribution of moving images. This kind of video can be used to record images and sounds. So, videotape is a current preferred format that can be used for amateur and nonstudio production that produce educational media. Both amateur and nonstudio production can record certain moving images that are appropiate to their need.

2) Digital Video

Digital video is a particularly dynamic mode of communication in the context of emerging technologies. It is a type of video_recording system that works by using a digital rather than an analog video signal. It is the highest quality of image available because its resolution relies on 500 lines.

3) DVD

DVD (Digital Video Disk) is a medium offering digital storage and playback of full-moving. It was chosen for its superior ability to reproduce moving pictures and sound, for its superior durability, and for its interactivity. Interactivity had proven to be a feature which consumers, especially collectors, favored when the movie studios had released their films on laser disk. Knapp and Allen (1996: 131) mention that it has rapidly become more popular for school use rather than televisions.

4) Internet Video

Video can be delivered via internet, usually using streaming video. Streaming means that the file does not have to be completely downloaded before it starts playing. Instead, as soon as the user clicks on a link that content streaming video (or audio), the content begins to play.

The video content is actually downloading to the user's computer in a series of small information packets that arrive shortly before the viewer sees (or hears) the material. Any video (or audio) materials can be delivered over the internet using the streaming technique. The content is not stored on a computer. It 'flows' into its active memory, is didplayed (or played), and then erased.

c. The Advantages of Video

Video is a product of technology that has so many advantages. Harmer (2002: 282) mentions some advantages of applying video in the process of teaching and learning. The advantages are presented below.

1) Seeing Language-in-Use

One of the main advantages of applying video in the teaching and learning process is that students can hear the language and see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture, and other visual clues (Harmer: 282). Thus, students can observe how intonation can match facial expression that paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2) Cross-Cultural Awareness

Video allows students to look at the situations far beyond their classroom. This is especially useful if they want to see, for example, typical British "body language" when inviting someone out, or how Americans speak to waiters (Harmer: 283). Video has great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

d. Special Attribute of Video

Most of people think that video is a medium designed to produce realistic images of the world around us, people tend to forget that a basic attribute of motion media is the ability to manipulate temporal and spatial perspectives. Smaldino and Russel (2005: 286) state that manipulation of time and space has important implications for instruction as follow.

1) Manipulation of Time

Video permits people to increase or decrease the amount of time required to observe an event. For example, it would take an impossibly long time for students to actually witness a high way being constructed, but a carefully edited videotape of the different activities that go into building a highway can recreate the essentials of such an event in a few minutes.

People can take out pieces of time. For example, you are familiar with the type of sequence in which a scene fades out and then fades in the next day. Time has been taken out of the sequence, but we accept that the night has passed even though we did not experience it in real time.

a) Compression of Time

Video can compress the time it takes to observe an event. A flower can appear to open before our eyes, or starts can streak across the night time sky. This technique, known as time lapse, has important instructional uses. For example, the process of a chrysalis turning into a butterfly is too slow for easy classroom observation. However, through time-lapse videography, the butterfly can emerge from the chrysalis in a matter of minutes.

b) Expansion of Time

Time can be expanded in motion media through a technique called slow motion. Some events occur too fast to be seen by the naked eye. By photographing such events at extremely high speeds and then projecting the image at normal speed, we can observe what is happening. For example, a chameleon catches an insect too rapidly for the naked eye to observe, high-speed videography can slow down the motion so that we can observe the process.

2) Animating

Animating is a technique in which producer takes advantage of persistence of vision to give motion to other inanimate objects. There are various and more or less sophisticated techniques for achieving animation, but basically, animation is made up of a series of photographs or drawings of small displacements of objects or images. Bitter and Legacy (2009: 351) state that object when projected will look as it has been continuously moving through space, If such an object is photographed on a single film frame. It continously moving

because the object moved on a very short distance and rephotographed, moved again, rephotograped, and so on.

With the continuing evolution of computer programs that can manipulate visual images, people are experiencing a rediscovery of the art of animation through the video display format. Computer-generated animation sequences are being used more and more in instructional video programs to depict complex or rapid processes in simplified form.

e. Video as Part of Lesson

Video is a useful technological aid. Teacher can use a short video extract as a component in his lesson sequence. Moreover, Harmer (2001: 285) states that teacher can use video as a component in teaching to illustrate the topic they are working on to highlight language points, and to settle a class after a noisy activity. Further, he (2001: 285) makes an explanation as follows.

1) Illustrate Topics

Teacher can introduce short two or three minutes video extract when students are working on a reading text about genetically modified food and animals, for example, teacher might show a quick interview clip with a government minister, or a quick burst of a news bulletin about campaigners against genetic modification.

2) Highlight Language Points

When a class is working on an area of language, whether grammatical, functional, or lexical, the lesson can be greatly enhanced by a video extract which shows that language in operation.

3) Relaxation

Video can be used for relaxation. Teacher might shows or plays a music video at the end of long lesson or show a quick bit of video film about a place or a person as bridge between, for example, a noisy activity and a quite one.

f. Types of Lesson Video

There are three basic types of video which can be used in class. They are "off-air" programmes, "real-world" videos, and language learning videos.

1) Off-air Programmes

Off-air video is a difficult medium for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The best program is ones which we can use for a range of activities including prediction, cross-cultural awareness, teaching language, or as spurs for the students' own creativity.

2) Real-World Video

Teacher may use separately published videotape material such as feature films, exercise 'manuals' wildlife documentaries or comedy provided that there are no copyright restrictions for doing this.

3) Language Learning Video

The main advantage of videos is that they have been designed with students at a particular level in mind. They are designed to appeal to students' interest, and multi-use since they can not only be used for language study, but also for a number of other activities as well.

4) Authentic Sources of Suitable Videos

There are a number of videos that have been made, especially for ELT classroom which are accompanied by activity books and teacher's guides or accompany coursebooks. So, Brewster and Ellis (2004) state that there are a number of authentic sources of suitable videos, i.e. animated stories, TV's programmes, documentary, nursery rhymes, and self-made videos.

g. *ASSURE* Model to Prepare the Use of the Videos

Before applying video in teaching and learning process, teacher needs some preparations to achieve the objective of the teaching and learning. Smaldino and Russel (2005: 299) encourage teachers to use *ASSURE* model as planning to apply videos in their teaching. The detail explanation are as follows.

1) *A*nalyzing Learners

Lesson development begins by identifying students and their characteristics in learning. Teacher should determine their various levels of experience.

2) *S*tating Objectives

Before stating specific objectives, teacher may wish to explore how to use video in supporting students' learning. Sometimes it is more appropiate to state specific objectives after teacher have identified the direction he will take with the content and what materials he will use.

3) *S*electing Methods, Media, and Materials

In this stage, teacher should use the information on video as the basis for selecting, modifying, or designing the materials, and adjusting the specific

applications to suit the specific nature of the topic and objectives. In selecting video materials, teacher may also discuss with school media specialist to determine which video is suitable to be applied.

4) *U*tilizing Media and Materials

In this step, teacher should facilitate his students to learn through video. Teacher should modify each materials to fit his need. Besides, he should provide the video equipments and source of materials.

5) *R*equiring Learner Participation

In this step, teacher should introduce and explain the video materials related to the objectives of teaching and learning process. Have the students watch specific video and let them analyze the language aspect of the video.

6) *E*valuating and Revise

It is important to consider how materials of the video can help students to intepret information. Besides, teacher may choose to revise his selection of materials after he have determined how well they have worked.

h. Video-Based Methodology

The familiar stages in applying video during teaching and learning process are pre-viewing, whilst-viewing, and post-viewing (Brewster and Ellis: 2004) Further, they state that a video sequence can be as short as two minutes or longer. This will depend on the teacher's reason for using video.

1) Pre-viewing/ Plan

Richard and Renandya (2002) argue that pre-viewing stage used to prepare students to watch the video by tapping their bacground knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary.

Further, Brewster and Ellis (2004) propose some ways to be applied in this stage, i.e. contextualizing the video, motivating students to view, focusing the students' attention on the topic or specific language items, activating prior knowledge about the topic, making predictions about content and language, eliciting or pre-teaching key language, and explaining the reason for viewing.

2) Whilst-viewing/ Do

This stage involves playing and replaying relevant parts and requiring students to focus on important aspects such as factual information, plot development, or the language used in a particular situation (Richard and Renandya: 2002). Moreover, Brewster and Ellis (2004) state that teacher may divide this stage into two, i.e. global viewing activity and viewing for detail activity.

The global viewing activity need to be applied to make students see a whole video sequence first, so they can follow and understand the global meaning. Then, teacher may go back over the sequence and exploit it to focus on particular aspects of language and content. Therefore, viewing for detail activity is usually requires the students to focus on something very specific and they may require a physical response such as putting up a hand each time they see a specific item or hear a specific word or structure.

3) Post-viewing/ Review

This stage requires students to react to the video or to practice some particular language point. The range of post-viewing activities includes things such as discussion, role-play, debate, writing activity, and related reading (Stempelsky and Tomalin in Richard and Renandya: 2004)

B. Conceptual Framework

The concepts of using video to improve students' speaking ability have explored in the previous section. In this section, conceptual framework derived from those concepts will be presented. Harmer (2006) states, "One of the reasons to conduct speaking activities is to make students to be able to communicate in English". Based on his statement, speaking is a skill used to facilitate students to be able to communicate well.

The quality of teaching and learning process depends on the strength of communication. So, teacher of class VIIG at SMPN 16 Yogyakarta should find an effective effort to make his students to be able to communicate. In fact, the students have low speaking ability.

The problem above happened because they did not know what was the equivalent meaning of the teacher's question in *Bahasa Indonesia* and they did not know how to express that they do not understand. So, it is not surprising if the students find difficulties in mastering their speaking ability.

On the basis of theoretical review, it can be seen that videos can help the students to improve their speaking ability. Arthur (1999) states that video can give realistic models to make the students understand of other cultures' language

and it can teach direct observation of the paralinguistic features found in association with the target language. Moreover, Canning (1988) states that video can increase enhance clarity and give meaning to an auditory text. That is why videos were chosen by the researcher as one of some efforts that is capable to improve the students' speaking ability. Furthermore, improving speaking ability using videos will make the students perform their involvement during the lesson and it will make speaking ability is easy to be improved by the students in an interesting way.

CHAPTER III

RESEARCH METHOD

Chapter II reviewes the theories relevant to this study, which mainly aims to improve students speaking ability for class VIIG at SMPN 16 Yogyakarta using videos. This chapter subsequently puts on emphasis on the research method comprising the type of the research, participants of the reseach, setting of the research, design of the research, instruments of the research, data collection technique, and data analysis.

A. Type of the Research

This research is action research conducted in the class setting. Kemmis and Taggart in Pardjono (2007: 9) define it as a study aimed to improve the quality of teaching and learning by collecting reports of the activities that is done by participants which gives influence to the mplementation. Whether Burns (1999: 30) define it as the way to make improvements in learning process by giving certain treatment involving researchers, teachers, students and other people related to the study.

This study has some characteristics as mentioned by Burns (1999: 30) and Wallace (1998: 1). First, it is usually conducted in small scales involved observation of the effects of a change in its implementation. Second, it is aimed to change and improve one learning condition in practice. Third, it involves the reseacher and the community of which they are members. Fourth, it involves systematic collection of data, reflection on practice, analysis of qualitative data and description of events and processes to evaluate the changes in practice. Fifth,

its outcomes include solution to problems, theories related to practice, professional development, and personal development.

The research study can be recognized into four different aspects as suggested by Nunan (1989). They are development features of language learners, interaction in the target language, classroom tasks, and learning strategy. Then, these phases provided a basis for further planning and reflection. In this study, the process of the research study can be as follows.

(1) Problems identification (reconnaisance)

(2) Planning I

(3) Action and observation I

(4) Reflection I

(5) Planning II (revised planning)

(6) Action and observation II

(7) Reflection II

B. Participants of the Research

The research involved the school principal, the English teacher, the students of grade VIIG at SMPN 16 Yogyakarta in the academic year of 2010/2011.

C. Setting of the Research

The research took place at SMPN 16 Yogyakarta. It is located at Jalan Nagan Lor 8 Kraton Yogyakarta. The researcher focused on class VIIG. The class is on the first floor of the school. There were 34 students. They consisted of 15 male and 19 female students. The English teaching and learning activity was

carried out twice a week, on Tuesday and Wednesday. The duration of every meeting was 90 minutes.

D. Design of the Research

1. Reconnaisance

The observation of teaching and learning activity in the classroom was done for three days from March 21 to 23, 2010. During the observation, the researcher observed the teaching and learning process in the class and interviewed the students and the English teacher of class VIIG. After did the observation and interview, the data were analyzed to take the problems occured during the teaching and learning process. The main problem in this reseach study were the students' lack of interest in the material and the students' low of speaking ability.

After the researcher found the problems occured in the teaching and learning proess of class VIIG, the researcher conducted pre-test to measure the students speaking ability before they got treatment. The data of the students scores were also taken from the English teacher to validate the result of the pre-test.

2. Contrasting the General Plan and Developing the Action Step

Some actions were planned after all factors that might cause the problems from the reconnaisance process were analyzed by the researcher. In this step, the video was selected as an effort to improve the students' major problems, which were the students' lack of interest and the students' low speaking ability. Some learning activities and materials were also selected into some action steps. Therefore, the researcher used *ASSURE* model in planning her research study. They are as follows.

a) *A*nalyzing Learners

Before applying the videos, the researcher analyzed the students' characteristics in learning during the lesson. They were passive joined the teaching and learning. So, the researcher designed the activity of group work by assigning them into group of five. Besides, the researcher found that some of the students got difficulties to understand the meaning of spoken English sentences. So, the reseacher choosed some short videos in which the language was presented by the models in a simple way.

b) *S*tating Objectives

The researcher conducted her research study in the second semester of the academic year of 2010/2011, so she choosed the standard of competence of number 9 and basic competency of number 9.1 as her objective in teaching speaking.

c) *S*electing Methods, Media, and Materials

After the researcher choosed the standard of competence and basic competency, she designed the materials by making a course grid and four lesson plans. Then, she selected the videos. She choosed the videos of *asking for and giving opinion*, *expressing likes and dislikes*, *asking for and giving clarification*, and *responding information interpersonally*.

d) *U*tilizing Media and Materials

In this step, firstly, the researcher prepared the videos. Because of no internet facility of the school, the researcher downloaded the videos. The processes that were done by her were opened the website of *www.youtube.com,*

selected some videos in the *youtube* website, downloaded them using the software of *Internet Download Manager*, saved the file in the special folder named as *kumpulan video presentasi* in the drive D of her own computer.

Secondly, the researcher prepared netbook, LCD, speakers, and audio visual room to apply the videos. She provided *Asus PC 1015 PX* netbook. She also provided a set of *Simbadda X-238* subwoofer speaker because the notebook and speakers of the school were not compatible. Then, to zoom out the videos in the whiteboard, the researcher needed LCD, so she used the LCD that was set in the audio visual room of the school.

e) *R***equiring Learner Participation**

After all preparation were completed, the researcher applied the videos in the teaching and learning process. To make the students understand the materials that presented by the video, the researcher introduced the videos before played by her. After that, she warmed up the students with some colourful pictures related to the topic to make them ready to watch the video. Then, she played the video completely. When all the students have watched the video, she played back the video per utterances. Therefore, the activities during watching that videos were watching, modelling, and discussing.

f) *E***valuating and Revising**

The researcher asked the English teacher to evaluate the videos before the videos were applied in the research study. This activity was continued after the first and second cycle were done.

After that, the action steps as outlined in the general plan above were discussed with the collaborator to get some suggestions. The next step was done after the researcher and collaborator agreed the actions steps. In addition, the process of the application of the videos and its effects were monitored by the researcher and collaborator.

3. Implementing the Actions and Monitoring the Implementations and Efects

Having agreed together by the researcher and the English teacher, the actions were implemented in two cycles. The first cycle was conducted on May 5 and 18, 2011. There were two meetings in that cycle. Both in the first and second meetings, the researcher applied the videos in the whilst-teaching. The activity of watching the videos was divided into three steps, i.e. watching the videos, modelling the utterances used by the models of the videos, and discussing the language used by the models of the videos.

Therefore, the second cycle was conducted on 25th of May and 1st of June 2011. In that cycle, during the implementation, the events happened in the field would be monitored and recorded as data and evidence of the research.

4. Reflection

The reflection was done in the end of each cycle. The implementation of the actions, including the problems faced in the fields and results (the failure and success) of the actions were discussed and evaluated. In this step, the research process identified whether the learning activities were effective in improving the students' speaking ability or not. The results of the action step served an evaluation for the next implementation.

5. Revising General Idea

This step was the follow-up of the reflection of the actions, if the actions gave unsatisfied result, the actions were revised to be better or change the failed actions after did a discussion with the collaborator. In the first cycle, there were several problems related to the students' performance. An action was revised to solve the problem, i.e. before the groups performed their simple dialogue or monologue, they should bring their work to the teacher to get a correction by him. So, in the second cycle, most of the problems had covered. The complete discussion are presented in the next chapter.

E. Research Instrument

1. Instrument Development

The research instruments in this study were divided into three parts. There were instruments used to do the reconnaisance process, instruments used to measure the students' improvement, and instruments used to monitor the implementation of the actions. Firstly, the instruments used to do reconnaisance process were observation checklists to write down the problems, facts, and description during teaching and leaning process in the process and interview guide to take detail information to support the findings.

Secondly, there were instruments used to measure the students' improvement include rubric of pre-test and post-test. It was used to measure the success of failure of the study. The pre-test was in the form of speaking test which was to measure the students' language skill level before getting the treatments.

The assesment of the students' speaking test covered pronunciation and grammatical accuracy.

In addition, the post-test was used to asses the students' achievement after getting the treatments in the end of Cycle II. The post-test assesment parameter was the same with the pre-test, i.e. pronunciation and grammatical accuracy. Thus, the students' scores of the pre-test and post-test were quantitative data, which were used to support the findings in each cycle.

For the implementation of the project, some instruments were used to monitored the activity and find out some changes or improvement during the teaching and learning process. The instrument were field note sheets to write down the important things of the action implementation in the field and interview guideline to take detail information of the English teacher and the students in the end of each cycle.

2. Technique in Gathering Data

Some technique were used to gather the data in this research study. They were diaries, photograpic evidence, video recording and interview transcripts. In addition, document analysis of the progress of the students' average scores in the pre-test and post-test were applicable to support the findings. Besides, it can be used to measure their proficiency level of speaking ability before and after the application of videos.

F. Data Collection Technique

The data collection techniques were qualitative in nature. The data were obtained by interviewing the students and the English teacher, doing observation

during the teaching and learning process, making notes and diaries, documenting the students' average scores, and holding discussions with the English teacher. The data were in the form of field notes and interview transcripts. The instruments to collect the data were observation sheets and field notes sheets, interview guide, tape recorder, and handycam.

To fulfill the validity of the research, the study followed five criteria proposed by Burns (1999: 160-166). They are democratic validity, outcome validity, process validity, catalitic validity, and dialogic validity. Democratic validity was related to the participants' chance to give their personal opinion, ideas, and comments about the implication of the action research. To fulfill the democratic validity, the participants including the students, English teacher, and vice of school principal for curriculum were given the opportunity to give their thoughts, feelings, comments, and expectation during the study.

The process was done by having discussions with the English teacher and vice of school principal for curriculum. The discussion was held on March 21, 2011. The discussion talked about students' problems and the plan of research study. Later, the discussion of the same topic with the English teacher was held on March 23, 2011. During the research, the discussions were held to discuss the process of the research. Meanwhile, in the end of every cycle, which were on May 18 and June 1, 2011, the discussions were held to evaluate the project that was conducted and formulated the actions to the second cycle.

Process validity was related to the criterion to make the action research believable. The process was reflecting on the data collection and modifying the

strategies to answer the questions occured during the process. In other words, the data were identified whether the students were able to continue the learning process or not. Then, the strategies were modified when it did not work as expected. To establish the process validity, a modification was made. A modification in teaching the students by using videos done after evaluating the first cycle. It was asking for the students to bring their work to the teacher to be corrected by him before they want to perform their work.

Catalitic validity was related to the response of the stakehoders towards the changes occuring to themselves. The changes occuring during and after the actions had identified. To establish the catalitic validiity, the understanding of social realities in the context was needed serious thought. During the process, some problems were faced. The problems were not all the students were actively involved in their groups, some of the students were passive, and some of them were shy when they were performing their simple dialogue or monologue in front of the class.

Outcome validity was notions leading to outcomes achieved within the research context. To fulfill the outcome validity, some indicators that showed the improvements of the students were formulated together. The indicators were (1) Students are able to respond to the expressions of asking for and giving opinions, preferences, clarifications, and congratulations (2) Students are able to express the expressions of asking for and giving opinions, preferences, clarifications, and congratulation (3) Students are able to utter the expressions of asking for and

giving opinions, preferences, clarifications, and congratulations appropriately and acceptably

Finally, dialogic validity was the process of peer review. It was done by having a discussion with the English teacher and school principle to review the value of the actions. In addition, discussions with the other research practicioners, who were the English department students of Yogyakarta State University, were also conducted to take their opinion and critics about the research process and findings.

G. Data Analysis Techniques

The data collected were analyzed from the field notes and the interview result during the research. To obtain the trustworthiness, triangulation that was commonly used in checking for validity was applied. Elliot (1991: 82) states, "triangulation is not so much a technique for monitoring, as a more general method for bringing differentm inds of data into some relationship with each other so that they can be compared and contrasted".

In this study, the data were analyzed in five stages by Burns (1999: 154-160). To begin the data analysis, the first stage was the board pattern to compare to see what fits together. The second stage was coding the data, which was used to specify the patterns of the data. Then, the next stage was comparing the data that was applied to see the repetition of the data pattern and the connection of the different data sources. After that, the fourth stage was building interpretations. This stage developed explanation why particular pattern of interaction and attitude

had come up in this project. The last stage was reporting the outcomes, which presented the report of the research study too others.

The basis of this kind of analysis was collecting observation and reports of a situation from a variety of analysis, and then comparing and contrasting them. The report of the teaching acts in the class were compared by the point of view of the English teacher and the students. The report was elicited through interview the submission of written reports, photographs, etc. In comparing the different reports, the result were *agree*, and *disagree* that had been noted. In the cases of disagreement, the data contained in recordings and transcripts were checked again.

Meanwhile to fulfill the reliability of the data, more than one source of data were involved, they were the researcher, the English teacher, and the students. The data were triangulated by analyzing them using the interview transcripts, the experts' theory, and other notes that were related to the data such as notes of the learning proocess, the students' achievements, and errors during the process. Supporting documents, such as the lesson plans, the students performances, notes, and monitoring sheets of implementation, were kept as the evidence. After that, interviewing some students was conducted to know how they enjoy the class and what were their opinion during and after they learned English through watching videos. Some comments, perceptions, and suggestions about the actions were also captured by doing interview with the collaborator and discussion with the other research practicioners.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS AND INTERPRETATION

This chapter presents the findings of the study that are divided into two sections. The first section presents the research procedure and the second section presents the findings and interpretations of Cycle I and Cycle II.

A. Research Procedure

The purpose of this action research was to improve the students' speaking ability. The researcher focused on employing videos to improve the students' speaking ability for class VIIG at SMPN 16 Yogyakarta.

The steps of the research were doing reconnaisance, planning, conducting action and observation, and having reflection. The first step was doing reconnaissance. In the reconnaissance step, the researcher observed and identified the problems occurred in the speaking learning process. The researcher identified the problems from four sides (teacher, students, method and teaching and learning aid). The second step was planning. After the problems had identified, the researcher designed a course grid and some actions that were feasible to be implemented in the field. The third step was conducting action and observation. In this step, the researcher implemented the plan that had made. After that, the researcher observed and evaluated the data. The last step was having reflection. In this step, the English teacher and the researcher identified the effective and ineffective actions so, the researcher designed the better plans for the next cycle.

1. Reconnaissance

In this step, the researcher had a discussion with the English teacher of class VIIG at SMPN 16 Yogyakarta to identify the problems. Besides, the researcher also observed the English teaching and learning process in the class.

a. Identification of the Field Problems

To identify the problems occurred in English teaching and learning process of class VIIG at SMPN 16 Yogyakarta, the researcher did an observation. Below is the field note during the observation.

Field Note
March, 21 2011
Class VII G
R: researcher
ET: English teacher
S: student
Ss: students

1. At 10 am. *ET* entered the class
2. *ET* greeted the students *"Hello students" "How are you today?"*
3. *ET* asked the student about the last material.
4. *ET* wrote in the whiteboard that today he want to explain about descriptive text.
5. *ET* asked to *S, "What is descriptive text?"*
6. Once more, *ET* wrote in the whiteboard.
7. *ET* asked to *Ss, "Do you remember about descriptive text?"*
8. There was a *S* who answered, *"Describe about some people"*.
9. *ET* said, *"Some people to apa? teks deskriptif men apa?"*.
10. *S* guessed *ET's* clue *"Men ... Mendeskripsikan"*.
11. *ET* said, *"Mendeskripsikan, right! Ya, what things that could be described?"*.
12. *S* responded, *"people"*.
13. *ET* helped *S, "Ya, people, place, thing. What else ?Ya,it could be placem thing, animal, situation. OK, what is the example of situation? OK, coul you give an example?"*.
14. *S* said, *"Zoo"*.
15. *ET* explained to *Ss* descriptive text usually explain about some poeple or a particular person, for example; an actor/ actress.
16. *S* responded ET's explanation and says. *"specific"*.
17. *ET* wrote the result of his dicussion with SS in the whiteboard
18. *ET* explained, *"for example, yesterday I asked you to mention the things in our class"*.
19. *ET* asked *Ss* to open the *LKS* on page 45. Then, *ET* explain the grammar and structure of descriptive text. *ET* said, *"firsly the definition, secondly the description"* and then, he writes it in the whiteboard.
20. *ET* said, *"you will learn about descriptive text till you become nineth junior high school student, so please concern to this text"*.
21. *ET* asked *S* to read the descriptive text on the *LKS* on page 42.
22. *S* read the text on page 42.
23. After *S* read that text, *ET* said *"Good!"*.

24. *ET* encouraged *Ss* to discuss about the text. *ET* discussed about its vocabulary. For example, the equivalent meaning of neighbor in Bahasa Indonesia was tetangga. Doctor was dokter, and he goes earlier every morning was dia pergi ke tempat kerjanya pagi-pagi setiap pagi.
25. After explained the equivalent meaning of some sentences in the text, *ET* explained the purpose of the text. *ET* asked to *Ss* that *Ss* found some words in that text and *ET* asked *Ss* to list all the words and asked them to entered that words into the coloumb that suitable to its part of speech. Whether they were noun, verb, adverb, or adjective.
26. *ET* gave examples, doctor, hospital, university, people are noun. Like is verb. Early is adverb
27. *ET* wrote what he had explained to *Ss* in the whiteboard.
28. *ET* explained about descriptive text that related to some places that text is on page 46 about my home town.
29. After *Ss* opened page 46, *ET* asked S to read that text.
30. *S* read that text about My home town. While *S* read a word (university) in a false pronunciation, *ET* corrected it and pronunced that word in a correct way.
31. After *S* read that text, *ET* said *"Good!"*.
32. *ET* dicussed the text, then *ET* asked to *Ss*, *"Kalau jdulnya saja My home town berarti mengacu kepada apa?"*.
33. *Ss* answered, *"Place"*.
34. *ET* responded, *"Yes, certain place"*.
35. *ET* explained that the text gave information about home town. He also explained that the verbs of descriptive text were always in the form of present tense.
36. Then, *ET* asked *Ss* to find some verbs else in the text. *ET* asked *S* to the front of the class to write one of the verb that he have found in the text.
37. *S* confused, *S* thought in few minutes. So, *S* asked to *ET*, *"Home town sir?"*.
38. *ET* answered, *"Hometown was noun"*.
39. Then, *S* filled the blank which one was the noun, because *S* did not know which one was the noun.
40. Finally, *S* was able to fill the blank because his friend was help him.
41. *ET* and *Ss* discussed about the part of speech of some words that they found together and *S* back to his seat.
42. In the end of the lesson, *ET* gave *Ss* homework on the *LKS*.

After *R* did an observation in the classroom, she had a discussion with *ET*. Based on the observation and the discussion, *R* and *ET* identified some problems occurred in the English teaching and learning process. The problems were as follows:

(1) Some *Ss* felt bored.

(2) It was difficult for *Ss* to answer and to respond to the teacher's questions in English.

(3) *Ss* found difficulties in understanding the meaning of spoken English sentences.

(4) *Ss* were not interested in the material.

(5) *Ss* pronounced some expressions incorrectly.

(6) *Ss* had low motivation in learning English.

(7) Some *Ss* felt afraid of and shy to ask for or answer the teacher's questions in English.

(8) *ET* used *LKS* frequently.

(9) *ET* lacked of idea in creating some interesting activities.

(10) *ET* found difficulties in handling *Ss* who has lack motivation.

(11) There was no authentic material.

(12) Students' speaking ability was low.

b. Determining the Actions to Solve the Field Problems

After identifying the problems occurred in the English teaching and learning process, *R* and the research members discussed the most important problem that needed to be solved. Five most important problems were choosen as the top five important problems that could give bad effects to the teaching and learning process if they were not solved soon. The problems are as follows.

(1) Some *Ss* were not interested in the material.

(2) *Ss* found difficulties in understanding the meaning of the spoken English sentences.

(3) *Ss* found difficulties in answering and responding the teacher's question in English.

(4) Some *Ss* felt afraid of and shy to ask for or answer the teacher's questions in English.

(5) Students' speaking ability was low.

After *R* and *ET* identified the five most important problems that needed to be solved, they discussed again the point of those problems. After discussing them, they agreed that those problems above related to speaking learning process. Then *R* and *ET* tried to look for the appropriate effort to improve the students' speaking ability. Considering the strengths and the weaknesses of videos, finally *ET* and *R* decided to give models of simple monologue and dialogue in the daily life to present the materials to improve the students' speaking ability.

B. The Report of Cycle 1

As has presented in chapter III, the study proceeded through planning, conducting action and observation, and having reflection. The following is the report of the process of the implementation of videos in Cycle I.

1. Planning of Cycle I

Considering the problems identified above, *R* and *ET* planned some actions as effort to solve the problems. The plans of the action were presenting pictures during the warming up activity, applying videos using classroom English, organizing *Ss* into groups to make a simple dialogue or monologue, and asking *Ss* to perform the simple dialogue or monologue in front of the class.

Therefore, *R* started her planning by making a course grid and lesson plans. In preparing the course grid, *R* planned some component of it. The component of the course grid were standard based competence, basic competency,

example of the expressions, teaching and learning procedure, speaking assesment, time allocation, resource, and teaching and learning aid.

In addition, *R* was given four weeks only to hold the teaching and learning process in SMPN 16 Yogyakarta, so the actions were carefully planned to meet the targeted time. The plannings are described as follows.

a. Presenting Pictures During the Warming up Activity

The of some pictures was planned to be done in every beginning of the lesson to support the activity of teaching and learning using videos. In the first meeting, the theme would be 'movie', so *R* has choosed some pictures of some famous movies, that were *laskar pelangi*, *sang pencerah*, and *Harry Potter*. Then, *R* planned to ask *Ss* what was the tittle and the genre of those movies. Moreover, she planned to ask *Ss* whether they like the movies or not. Besides, *R* would also ask them what was their opinion about those movies.

In the second meeting, the theme would be 'food'. *R* planned to use some pictures of familiar foods. *R* would present the pictures of burger, ice cream, and bread to be presented in that meeting. Then, she planned to ask *Ss* the name of the foods and whether they like the foods or not.

b. Applying Videos Using Classroom English in the Teaching and Learning Process

During the actions, *R* planned to apply videos using classroom English during the teaching and learning process. The video would be applied to make *Ss* more familiar with some English utterances of asking for and giving information.

Beside, *R* would also planned to not only teach spoken English of asking for and giving information but also to teach *adjective* and *quantifier*.

It was planned to teach adjective in the first meeting, because there were some adjectives in the videos of asking for and giving opinion. Similarly, there were some quantifier in the videos of second meeting, so *R* would also teach quantifier. Although *R* would also teach adjective and quantifier, the priority of the teaching and learning would be *asking for and giving information*.

The first, *R* planned to apply three videos in every meeting in this cycle. The first and second videos would be used as a model and the third video would be used as conclusion of the lesson. The videos in detail are presented in Appendix C.

The second, *R* planned to use classroom English in several functions such as to greet *Ss*, to give instruction, and to give feedback, and also to end the lesson. It would be used to make *Ss* able to communicate with the minimum linguistic competence, so it would help them enrich their vocabulary. Then, it would be useful to support their speaking learning process through watching the videos.

After planned to apply the classroom English, *R* planned to divide the activity of teaching and learning process became some stages. Those stages for detail are presented in Appendix B.

Therefore, *R* planned to play the first video completely. Before the video was played, *ET* planned to instruct *Ss* to have a look on the screen. When *Ss* have watched the video, *R* would replay per utterance. Then, when *R* has paused the video, *ET* would use the classroom English of instructing to instruct *Ss* to reutter

the utterances. After that, *ET* would encourage *Ss* to guess the equivalent meaning of the utterances in *Bahasa Indonesia*. When all the utterances have discussed by *ET* and *Ss*, once more *R* planned to play the video completely. After that, they would discuss the video again.

Then, *ET* would ask *Ss* to write two simple sentences based on the material that they have watched in the videos. It was used to ensure that they were understand the concept. Therefore, when they have written that sentences, they should utter their sentences loudly. In the first meeting, *ET* would ask *Ss* to write a sentence of asking for someone's opinion and a sentence of giving opinion to someone. Similarly, in the second meeting, *R* planned to ask *Ss* to write a sentence of asking for the foods that someone's likes and dislikes and a sentence of giving preferences.

c. Organizing the Students into Groups to Make a Simple Dialogue or Monologue

It is widely agreed that students learn best when they are actively involve in the process. Moreover, when they work in small groups, they tend to learn better of what was taught, so in this cycle, before the performing activity was started, *R* planned to ask *Ss* to make a simple dialogue or monologue in the small groups.

When the researcher did her analysis of the students' characteristics, she found that some of the students were passive. Considering the character of them, the grouping was assigned by *R* and *ET* in both of the first and second meeting in this cycle. *R* and *ET* planned to ask them to count one up to four to arrange them

into a group. It would make *R* easy in organizing the groups. Besides, it would make *Ss* know some other ways to make a group.

In the first meeting, *Ss* should make a simple dialogue using the expressions of asking for and giving opinion related to the film's picture that they got. *ET* planned to bring four pictures of film's label (*Laskar Pelangi, Sang Pencerah, 2012,* and *Harry Potter*). So, they should write eight sentences. They should be two sentences of asking for the opinion about the movie, two sentences of giving the opinion about the movie, two sentences of asking for the reason, and two sentences of giving the reason.

In the second meeting, it was planned to give a picture of animal to each group. Each group should write five sentences. They should be two sentences of giving information of the favorite foods of the animal, two sentences of giving information of the foods that the animal does not like and a sentence of asking for the other students to guess what animal are they.

d. Asking the Groups to Perform the Simple Dialogue or Monologue in front of the Class

Based on the observation and interviews before the action, it was known that *Ss* had less opportunity to practice speaking in front of the class. So, it was planned to ask *Ss* to perform their simple dialogue or monologue in front of the class. It would give them experience in performing the dialogue or monologue in front of the class, so it was expected to increase their confidence. Moreover, this activity was aimed to give them understanding that performing the dialogue was different from reading a written text aloud.

2. Action and Observation of Cycle I

The actions were carried out twice, on May 5 and 18, 2011. The action were focused on presenting pictures during warming up activity, applying videos using classroom English in the teaching and learning process, organizing *Ss* into groups to make a simple dialogue or monologue, and asking *Ss* to perform the simple dialogue in front of the class. In this cycle, while *ET* implemented the action, *R* took notes at the back side of the class to observe the teaching and learning process. The data during Cycle I was collected through classroom observations and interviews. Below are the descriptions of each action.

a. Presenting Pictures During the Warming up Activity

The of some pictures was done in the beginning of every lesson. This stage was aimed to warm up *Ss*. It was to make them ready to join the next activity.

In the first meeting, *ET* showed the picture of *Laskar Pelangi* and *Sang Pencerah* movie as presented in Appendix C. He asked Ss what the tittle of those movies by asking, *"What is Laskar Pelangi, do you know?"*. There was a student who responded by saying, "film". While *Ss* were listening to the question of *ET*, *R* displayed the pictures in the screen using LCD. Then, *ET* asked *Ss* what was the genre of the movies. After that, *ET* asked whether they like the movies or not. All of *Ss* answered that they like the movies. Then, *ET* asked *Ss* what was their opinion about that movies. *ET* asked, *"What do you think about this films?"*. Two students responded by saying, *"bagus"*.

In the second meeting, some *Ss* actively involved the warming up activity. In that meeting, *ET* showed the pictures of *burger* and *ice cream* as presented in Appendix C. He asked *Ss* about the name of those foods. *ET* asked, *"Do you know this picture?"* Then, he asked *Ss* whether they like the food or not. Some of *Ss* answered that they like ice cream and burger. Then, *ET* asked, *"What is your opinion about those foods"*. They gave various answers to questions given, for example: *"enak, sweet, etc"*.

In that stage, *ET* also explain quantifier. He explain *Ss* that es cream could be es cream,without *a* or *an* because it was uncountable. When the ice cream was placed in the cup or cone, it became countable. So it could be *a cone of* ice cream.

b. Applying Videos Using Classroom English in the Teaching and Learning Process

While the videos were played, *R* observed the English teaching and learning process from the back side of the classroom. *R* herself monitored and noted everything she needed to get the data. She found that *Ss* were interested when they watched the videos. They also eager to watch, to model, and to discuss the language used in the videos. It could be seen from their behavior; they looked serious and focus.

In the first meeting, the activity of watching the first video was in about fifteen minutes. The activities were watching, modelling, and discussing the language used of the video. Those activities started when *R* played the first video. She played the video completely. Then, she replayed the video per utterances in

the minutes of 04.21, 04.41, 04.55, 05.00, and 05.12, for example, in the minutes of 04.21, she played the video when the model of the dialogue uttered, *"So, what do you think of the movie Jen?"* After that, she paused the video and *ET* encouraged *Ss* to model it by saying, *"lets imitate the utterance"*. Once more, *ET* instructed *Ss* in *Bahasa Indonesia* to reutter the utterance because some of them seemed did not understand with his instruction. Therefore, when *Ss* have reuttered the utterance, *R* played again the sound of the dubber who uttered the same utterance that was uttered by the model. After that, *ET* encouraged Ss to guess the equivalent meaning of the utterance in *Bahasa Indonesia*. The activities of watching, modelling, and discussing above were done again in the next minutes up to the minutes of 05.12.

Then, *R* played the second video. The video presented the theory of how to ask for and give opinion to other people. The model was a native speaker of English. The man (the model) lectured in about 2 minutes. When that video was played, *Ss* should watch, model its language, and discuss its meaning. In those activities, *ET* used some classroom English as well. *ET* instructed some instructions in English. It seemed that some *Ss* did not understand, so they did not give any response. Then, *ET* reinstructed in *Bahasa Indonesia*. *ET* said, *"Are you ready?"*. *Ss* responded, *"yes"*. Then, *ET* continued instructing, *"Watch this"*

After that, *ET* continued the activities by encouraging *Ss* to model the utterances that uttered by the model. When the model uttered, *"Now, there are many ways to express your opinion so lets have a look at the view examples. First example, In my opinion. Repeat after me, In my opinion"*, *R* paused the video and

ET encouraged *Ss* to imitate the utterance. *ET* asked, *"please repeat it right now!"* Then, *Ss* responded his instruction by uttering that utterance. After that, *R* played again the video when the model uttered, *"My opinion, In my opinion. Good. For example, In my opinion English is a difficult language to learnt".* Then, *R* paused the video and *ET* encouraged *Ss* to imitate the utterance of *In my opinion English is a difficult language to learnt.* After that, *ET* encouraged *Ss* to discuss the meaning of the utterance. The activities above were continued in about five minutes until the video was end.

In the second meeting, the activity of watching the first video was in about fifteen minutes. The activities were watching, modelling, and discusiing the language. *ET* asked *R* to start playing the first video completely. After that, *R* replayed the video per utterance. She played the video of the minutes of 03.53, 04.17, 04.31, and 04.53. The video started to be replayed from the minute of 03.53. She played the video when the model of the dialogue uttered, *"Would you like some cheesee? Certainly, I'll try a little".* After that, *R* paused the video and *ET* encouraged *Ss* to imitate it by saying, *"Lets imitate the utterance".* Then, *Ss* imitated that utterances. After that, *R* played again the sound of the dubber who uttered the same utterance that was uttered by the model.

Similarly, *R* played the second video with the same technique as in the first video. She played the video completely, then she replayed the video per utterance. When an utterance was uttered by the model, *ET* asked them to model the utterance, and it was continued by discussing its equivalent meaning in *Bahasa Indonesia.*

After the first and second videos have played in every meeting of this Cycle. *ET* instructed *Ss* to write two sentences based on material that presented by the video . *ET* gave them 5 minutes to write the sentences. *ET* said, *"You have five minutes to do this. After you finish your work you should practice uttering your sentences loudly"*

In the first meeting, *ET* instructed, *"Now please write down two sentences. A sentence of giving opinion of a film and a sentence of asking for someone's opinion about the film".* He also gave some examples by saying, *"In my opinion Home Alone is a good movie, As far as I concerned, The Mummy is a bad movie. What do you think about Harry Potter movie?"* Similarly, *ET* also instructed to write two sentences in the second meetings. A sentence of asking for preferences and a sentence of giving preferences.

c. Organizing the Students into Groups to Make a Simple Dialogue or Monologue

In the first meeting, while *R* observed the activity of group work in the back side of the class, she found that the class became noisy when they were making a circle. *Ss* needed a long time to make a group. It took a long time because they did not understand the instruction of *ET*. *ET* instructed them in English by saying, *"lets count one up to four and lets make a circle with your other friends who get the same number with you".* So, he repeated his instruction in *Bahasa Indonesia*. Then, *Ss* turned their seat back into a circle after *ET* translated his instruction in *Bahasa Indonesia*.

In completing the worksheet, a member should be a secretary who write down the other members' idea. Besides, each member should provide a sentence to complete the simple dialogue. The worksheet itself is consisted of situation, participants, and role. It can be seen in detail in Figure 7 below.

WORK SHEET

John and Jean are students of Senior High School. They are classmates. One day, they met in a cinema. They have watched 2012 movie. Then, they were talking about the movie.

(Now, make a simple dialogue of their talking. After that, perform the dialogue in front of the class. Two members of your group should represent your group. A member as John, and a member else as Jean)

John : (asking for opinion)
…………………………………………………………?
Jean : (Giving positive opinion)
………………………………………………………
John : (Asking for the reason)
…………………………………………………?
Jean : (Giving for the reason and asking back what is student A opinion)
…………………………………………………?
John : (Giving negative opinion)
………………………………………………
Jean : (Asking for the reason)
…………………………………………………?
John : (Giving for the reason)
……………………………………………….

Figure 7. Example of the Work Sheet to Make a Simple Dialogue

Ss seemed serious when they were working together to complete the worksheet as presented in Figure 7 above. Most of them tried to finish their simple dialogue carefully. Therefore, a student wrote and the other shared their ideas. They asked their friends when they found difficulties.
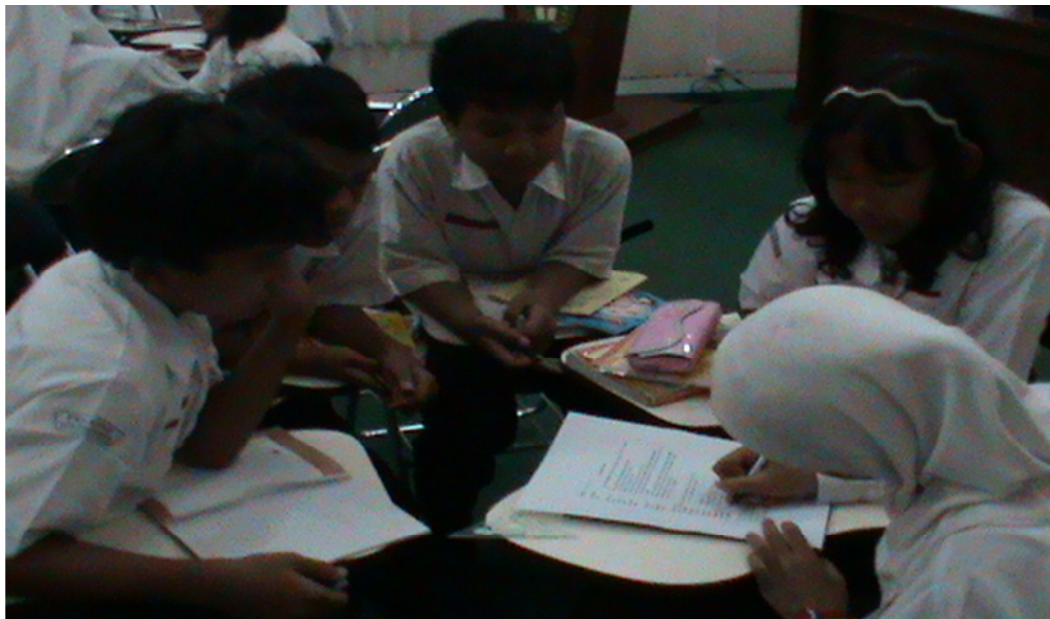
Figure 8. The Students Work Together to Make a Simple Dialogue

In the second meeting, *R* and *ET* assigned *Ss* to make a simple monologue. It was done because in the first meeting, they got difficulty in making a simple dialogue. Therefore, the process of the teaching and learning in this meeting was better than in the first meeting.

First, *Ss* did not not take a long time to make a group of five because they had have experience how to be grouped. Second, most of *Ss* tried to finish their simple monologue as soon as possible. They actively shared the responsibilities with their friends to finish their work. They also asked *ET* and *R* because while they did their work, *ET* and *R* walked around them to control and observe the activity of the group work. Third, it seemed that *Ss* were confident. When *ET* asked them whether they have finished their work or not, they answered that they have finished the work. They did not need an extra time as in the first meeting.

d. Asking the Groups to Perform the Simple Dialogue or Monologue in front of the Class

In the first meeting, the performing activity was not successful. There just two groups who performed their simple dialogue in front of the class. However, there were six groups as in Table 1 below. When *ET* asked them to perform, there was no volunteer. Most of the groups were unwilling to perform. Then, *ET* asked a group to perform their dialogue firstly. The groups was represented by Anggi and Dwi. They perform their simple dialogue weakly, so the other students could not hear their voice.

Table 1. List of the Group's Organization in Meeting 1

Group	1	2	3	4	5	6
Leader	Dwi Anggi	Asa Tamam	Laras Maulana	Imam Dimas	Deden Intan	Ayu Ashanti
Member	Annisa Febri Krisna Siti	Ersa Wahyu Emma Risya	Rizma Puspita Desia Yovie	Bagas Alia Husain Dyah	Icham Reny Tri	Sonia Teguh Rizki

The condition of the next groups who represented their simple dialogue was similar with the condition above. Their performances was unsatisfactory. Then, *ET* stoped the performing activity. He decided to correct the worksheet of the first group. The worksheet is presented in Figure 9 below. He gave feedback to the groups' performances. *ET* corrected the grammar and pronunciation. Then, he explained them how to make a good sentence and how to pronounce correctly. Sometimes, he asked *R* to replay some particular part of the videos to give example to *Ss* how to pronounce correctly based on the native speaker of English.

Figure 9. An Example of the Simple Dialogue Done by First Group

In the second meeting, the performing activity was better than the first meeting. There were six groups who performed their simple monologue as presented in Table 2 below.

Table 2. List of the Groups' Organization in Meeting II

Group	1	2	3	4	5	6
Leader	Laras Asa	Emma Dyah	Deden Dimas	Imam Maulana	Ersa Intan	Dwi Tri
Member	Teguh Ashanti Sonia Rizma	Anggi Wahyu Annisa Tamam	Siti Puspita Desia Yovie	Bagas Alia Husain Icham	Ristya Reny Rizki	Sonia Krisna Febri

There were three students performed their monologue without reading their text and the remainders performed their monologue by reading their text. Although there were fiftheen students who could not perform perfectly, they uttered their sentences loudly and there was few *Ss* who made pronunciation erorrs when they performed their monologue in front of the class. It happen because in the second meeting *Ss* should bring their work to be corrected by *ET* before they performed their work. The detail situation can be seen in Appendix C.

3. Summary I of the Action Implementation of Cycle 1

Based on the actions above, there were improvements in some actions. In detail, the implemetation of the actions in Cycle 1 could be seen in Table 4.

Table 4. Summary of the Action Implementation in Cycle 1

Components	Descriptions
Presenting pictures during the warming up activity	*Ss* became focused and paid their attention. Few of them were confident to ask for information or answer the teacher's questions although in *Bahasa Indonesia*.
Applying videos using classroom English in the teaching and learning process	1. The videos were applied in the whilst-teaching stage, i.e. , practice, and production. In this cycle, although most of *Ss* seemed serious, they were interested in the material that presented by the videos. They could understand the meaning of some utterances. The result was *Ss* could respond to some

	expressions of *asking for and giving information*. 2. Classroom English was implemented in the several functions, such as in opening the lesson and greeting the students, explaining the materials, giving instructions, giving the feedback, and closing the lesson. Here, *ET* who did the action used *Bahasa Indonesia's* translation to facilitate *Ss* who got difficulty in understanding the explanation when he speak English very often. The result was *Ss* could respond to the language functions that uttered by *ET* by laughing and by answering his question using *Bahasa Indonesia*.
Organizing the students into groups to make a simple dialogue	Group work was implemented in the first and second meetings. When *Ss* were working in their groups, they could increase their interaction with their friends when they discussed to finish the exercise.
Asking the groups to perform the simple dialogue or monologue in front of the class	*R* and *ET* always asked *Ss* to perform their simple dialogue or monologue in front of the class in the last of whilst-teaching in every meeting. There were three students who could utter their monologue loudly with correct grammar and pronunciation without reading.

4. Reflection of Cycle 1

The reflection would evaluate some actions that followed four stages of planning that have done in the first cycle. It was done based on the observation in the teaching and learning process, the field notes, and interviews with *Ss* and *ET*. From the implementation above, it could be conclude that there were some Students' improvements as presented in Table 5.

Table 5. The Summary of the Reflection of Cycle I

Components	Result in the reflection	Conclusion of the action	Recommendation for Cycle II
Pictures	Pictures were successful in increasing the students' attention and in preparing the students' readyness to learn using the videos.	The pictures would be sustained to be used in Cycle II with improvement.	
Videos and classroom English	Videos and classroom English were successful in improving the students' speaking ability and make them more familiar with the English utterances.	The video and classroom English would be sustained to be used in Cycle II with improvement.	There should be some other simple videos that were more interesting than the videos of the first cycle and there should be no *Bahasa Indonesia*'s translation, but ET should use some paraphrases that could make Ss understand the classroom English easier.
Group work	The implementation of group work in Cycle I was successful in improving the students' involvement in the teaching and learning process. Some of them actively participate in their groups.	The implementation of group work would be sustained to be used in Cycle II	
Performing activity	The implementation of asking *Ss* to perform their simple dialogue or monologue in front of the class were not successful enough in improving the students' grammatical	The implementation of asking for the students to perform their simple dialogue and monologue in front of the class would be sustained to be	There should be some other performances that were more interesting than the performances of the first

	and pronunciation accuracy, but this activity was successful in increasing the students' eagerness, they eager to speak loudly in the second meetings. Besides, in the second meeting, most of them were eager to respond to the performances of other groups.	used in Cycle II with some accompanying activities	

a. Pictures were successful in increasing the students' attention and in preparing the students' readyness to learn using videos. Those statements were supported by the quotation of the interview with the students below.

> R : *Mengapa senang?*
> (Why were you happy?)
> S :***Itu membuat saya jadi tau apa arti kata yang diucapkan oleh bule dalam video karena sebelum nonton kan diterangin dulu tentang asking for and giving opinion pake gambar***
> (By discussing, I have an adequate preparation before watching the videos, so I understand what were the meaning of the utterances that uttered by the native speakers of the videos because before watched the videos, the teacher encouraged us to discuss asking and giving opinion through the picturess)
>
> **(Interview 1, Appendix B)**

Besides, *R* also had an interview with *ET*. He said that pictures help him to prepare *Ss* before they watch the videos.

> R : *Lalu, manfaat apa yang bapak dapatkan dengan memulai pelajaran melalui warming up menggunakan media gambar yang berkaitan dengan video yang akan diputar?*
> (So, what benefit that you get by starting the lesson using some pictures to warm up the students?)
> ET : ***Begini mbak, melakukan warming up melalui media gambar yang support dengan video yang akan diputar itu selain dapat memberi stimulus, juga dapat menjadi awalan yang baik untuk membuat anak-anak siap mengikuti inti pelajaran.*** *Apalagi sebelumnya saya belum pernah memakai media gambar dan video, oleh karena itu tadi siswa nampak lebih tertarik dari awal sampai akhir pelajaran.*

(Warming up the students using some pictures was not only could stimulate the students' thought but also could be a good starting in learning English through the video . It could be seen by the students' respond when I warmed them up by some pictures and when I presented the video to teach the material. They seemed interested. They looked paying their attention and want to answer my questions until the end of the lesson.

(Interview 1, Appendix B)

b. Videos and classroom English were successful in improving the students' speaking

ability . Besides, the videos were also succesful to make them interested in the material

and to make them be more familiar with the English utterances and English culture**.** It is

shown in the following quotation of interview.

R　　: *Mengapa suka?*
　　　(Why do you like it?)
S　　: ***Daripada baca teks dialog di LKS ya mending nonton langsung kaya gini miss.***
　　　(I prefer learning English through watching the videos rather than reading texts from LKS)

R　　: *Lalu apa pendapat adik sendiri tentang video-video presentasi tadi?*
　　　(Then, what do you think about the video ?)
S　　: ***Videonya bagus miss, bahasanya tidak terlalu sulit dan tidak terlalu cepat. Malahan ada pembahasan dan latihan pronunciationya juga***.
　　　(the video is good, its language is easy to understand. Moreover, it also contains of the explanation and some exercise of pronounciation)

R　　: *Lalu, menurut adik, kemampuan berbicara Bahasa Inggris adik sudah meningkat belum?*
　　　(What do you think about your speaking skill, do you think that your speaking skill has improved?*)*
S　　: ***Kalau dibandingin yang kemaren sebelum pakai video ya naik miss,*** *kemaren cuma ngerjain soal. Seringnya disuruh baca teks di LKS.* ***Kan kemaren-kemaren saya cuma bisa menjawab soal pilihan ganda di LKS, kalau untuk berbicara..saya kemaren gak dong kalau ada yang pakai Bahasa Inggris, tapi sekarang agak paham orang ngomong apa, jadi lumayan bisa jawab walau gak lancar.***
　　　(*yes, because commonly we learn English by doing the exercise of LKS and now we learn English by watching the video that presented by the teacher. In the past, I only able to answer the multiple choice questions in LKS, but now and I can understand the meaning of some utterances and I can respond the utterances although it was not fluent)

(Interview 2, Appendix B)

ET also gave his opinion about the improvements' of *Ss* related the speaking teaching and learning process.

> R : *O………begitu ya pak, tapi pada intinya cycle pertama ini bagaimana pak? Sudah ada peningkatan belum?*
> (What do you think of the first cycle, is there any improvements?)
> ET : **Ya mbak, sudah ada mbak. Ada beberapa peningkatan.**
> (Yes, there were some improvements)
> R : *Beberapa peningkatan? Bisa tolong dijelaskan pak?*
> (Some improvements? Could you explain the improvements?)
> ET : *Menurut saya, di dalam cycle pertama ini ada tiga peningkatan yang dialami oleh anak-anak. Tiga peningkatan iu adalah:* **Pertama, anak-anak menjadi fokus saat mengikuti pelajaran. Kedua, pengetahuan anak-anak tentang Bahasa Inggris sebagai bahasa asing itu meningkat. Mereka jadi lebih tau bagaimana adat seorang bule ketika berbicara dengan lawan bicaranya. Ketiga, beberapa siswa menjadi berani untuk berbicara dalam artian, mereka menjadi lebih berani menjawab pertanyaan yang saya lontarkan, menjadi berani mengungkapkan pendapat mereka saat diskusi, dan menjadi lebih berani speak English saat proses producion. Dan lagi, kosakata dan grammar mereka pun meningkat dengan sendirinya oleh karena video pembelajaran yang mereka tonton selama dua kali pertemuan dalam cycle pertama ini, mbak.**
> (In my opinion, there are three improvements. First, the students became focused. Second, the students' knowledge about English as foreign language was increased. They knew about the English culture in talking to each other. Third, few students want to speak up. They could enrich their vocabulary and improve their grammar. They could know how to pronounce some words and sentences. I think, there were some improvements)

(Interview 2, Appendix B)

c. The implementation of group work activity in Cycle I was successful in improving the students' involvement in the teaching and learning process. Some of them were actively participate in their groups. It was shown in the following quotation of interview.

> R : *Kenapa enak kalau tukar pikiran dengan teman?*
> (Why it was good when you share with your friends?)
> S : **Karena kalau sama temen kan gak ada rasa malu dan sungkan miss.**
> *(*Because when I work with friends, I could minimize my embarrassment)
> R : *Lho emang adek malu dan sungkan kalau tanya sama pak guru?*
> (Are you shy when you ask your teacher?)
> S : *Gak juga miss, tapi karena gak biasa jadi paling saya tanya arti kata yang saya gak ngerti aja sih sama pak guru.*

(Not really, because I rarely ask the meaning of some difficult words to the teacher)

R   : *O gitu to. Lah tadi ngerjainya berkelompok to?*
(Did you do your work in a group?)

S   : ***Iya miss, tadi kita membuat monologue dengan mikir bersama-sama.***
(Yes miss, we share how to make the monolgue together)

(Interview 2, Appendix B)

R   : *Karena apa?*
(Why?)

S   : ***Ya enak ja miss, bisa cepet ngerjainya kalau sama kelompok, kan tiap orang harus buat satu kalimat terus ada satu yang nulis dialoguenya miss.***
(Because we could do the exercise faster when we were grouped. Each member made a sentence and there was a member who wrote our dialogue*)*

(Interview 2, Appendix B)

d. The implementation of asking for *Ss* to perform their simple dialogue or monologue in front of the class was successful in improving the students' confidence in speaking in front of their friends

> *"Setelah semua kelompok selesai membuat dialog sederhana. ET bertanya kepada Ss siapa yang berani maju pertama, **dan ada beberapa kelompok yang mengacungan tangan mereka sebagai tanda bahwa mereka ingin segera perform.** Kelompok yang pertama maju adalah kelompok satu, mereka diwakili oleh Asa dan Laras. **Asa dan laras perform monologue mereka dengan lantang sehingga teman-teman dapat mendengar suara mereka. Disamping itu, mereka nampak tersenyum-senyum saat perform monologue mereka.***
> (After all the groups have finished made a simple dialogue. ET asked the Ss who wanted to be a volunteer. Then, there were some of the groups that raise their hands to be a volunteer. The, ET choose the first group to erform. The group was represented by Asa and Laras. They speak loudly, so their other friends could hear their voice)

(Field Note 1, Appendix B)

R   : *Lalu, apa yang kalian rasakan waktu maju tadi?*
(So, how do you felt when you performed your monologue?)

S   : ***Seneng miss***
(I was happy, miss)

R   : *Kenapa seneng?*
(Why was you happy?)

S	:	*Karena monologue tadi akirnya malah jadi kaya permainan, mengasikanlah pokoknya.*

S   *: Karena monologue tadi akirnya malah jadi kaya permainan, mengasikanlah pokoknya.*
(Because by performed the monologue, the performing activity was like a game. It was interesting)

R   *: Ow gitu, terus manfaat apa yang kalian rasakan pas maju untuk perform tadi?*
(So, what benefit that you got by performing your monologue in front of the class?)

S   *: Jadi lebih bisa buat kalimat dan lebih bisa mengucapkan kalimat dalam bahasa Inggris.*
(I could write a sentence and could utter it correctly)

R   *: Berarti seneng dong dengan aktifitas seperti ini?*
(So, do you like that activity?)

S   *: Seneng miss, selain menambah pengetahuan..juga menghibur diri dan menambah pede,hehe*
(Yes, miss. Because that activity could increase my knowledge, entertained me, and increased my confidence)

(Interview 2, Appendix B)

C. The Report of Cycle II

Based on the reflection of the Cycle I, it was found that all the stages in the action of teaching and learning process were successful to improve the students' speaking ability although not all *Ss* could improve their speaking ability. So, *R* continued the stages to achieved the maximum achievement.

1. Planning of Cycle II

ET and *R* planned to use the similar activities as in the first cycle, i.e. presenting pictures during the warming up activity, applying videos using classroom English in the teaching and learning process, organizing *Ss* into groups to make a simple dialogue or monologue, and asking *Ss* to perform their simple dialogue or monologue in front of the class. The description of each stage is as follows.

a. Presenting Pictures During the Warming up Activity

In this stage *R* planned to use the similar pictures to warm up *Ss* because in the finding of the first cycle, *R* found that *Ss* were interested when *ET* presented some colourful pictures.

In the first meeting of the Cycle II, the theme would be 'borrowing thing'. In this meeting, *Ss* would learn how to clarify, how to ask for clarification from someone, and how to respond someone's clarification. *R* planned to give a situation to present some pictures of things to *Ss*. The situation was their friend has losted their things, i.e *bicycle, book,* and *pencil.*

In the second meeting, the theme would be 'special moment'. *R* planned to use some pictures of some special moments in people's daily life, i.e. the pictures of graduation and birthday. In this meeting Ss would learn how to give respond to that special moments.

b. Applying Videos Using Classroom English in the Teaching and Learning Process

In this cycle, *R* would plan to apply videos in the whilst-teaching because those videos were successful in making *Ss* became interested in the material. Besides, those videos could increase their speaking ability. Moreover, based on the observation and interviews after the action, it was known that *Ss* like to learn English through videos. So that, *R* and *ET* planned to apply video which were more interesting than the videos in the first cycle. *R* planned to use some funny videos. The aim of the activity of watching the videos was still the same, that was to make *Ss* became familiar with some particular expressions of *asking for and*

giving information and to increase their opportunities to practice speaking by modelling the videos in a relax atmospher.

R planned to apply three videos in the first meeting and five videos in the second meeting of this cycle. The videos in detail are presented in Appendix C. Then, *R* would still plan to apply the same classroom English in several functions such as to greet *Ss*, to give instructions, to give feedback, and to end the lesson as in the first cycle. But, *R* planned to do not use *Bahasa Indonesia's* translation. *R* would always use English to make *Ss* could respond in English too. The classroom English that would be used by *ET* were presented in Table 6 below.

Table 6. The List of Language Function Used in Cycle II

No.	Language Function	Type
1.	Good morning!	Greeting
2.	Look and listen!	Instruction
3.	Reutter it please!	Instruction
4.	Pronounce it please!	Instruction
5	Repeat it again!	Instruction
6.	Raise your hand!	Instruction
7.	Lets have a look!	Instruction

In the first and second meeting of this cycle, *R* planned to use the technique of watching, modelling, and discussing the videos in the whilst-teaching. *R* would play the first video completely. When *Ss* have watched the video, *R* planned to replay the video per utterance that uttered by the model. After that, *ET* planned to encourage them to guess the equivalent meaning of the utterances in *Bahasa Indonesia*.

When all the utterances that uttered by the model have discussed by *ET* and *Ss*, once more *R* planned to playback the video completely. After that, they

would discuss the whole language of the video again. Those activities above planned to be done twice in the first meeting and five times in the second meeting of this cycle because the conclusion video planned to be played to conclude the lesson in the last of the lesson, so *Ss* would have to listen her conclusion. Therefore, after the last video has played by *R*, in the first meeting *R* planned to ask *Ss* to write two simple sentences. A sentence of asking for clarification and a sentence of giving clarification. When they have written those sentences, they should utter their sentences loudly. Similarly, in the second meeting, after the last video have played, *R* would ask *Ss* to make a sentence to respond for someone's birthday. When they have written that sentences, they should utter their sentences aloud.

c. Organizing the Students into Groups to Make a Simple Dialogue or Monologue

The technique of assigning *Ss* to make a group of five by asking them to count one up to four was successful in the first cycle, so in this second cycle, *R* would plan the similar technique to organize *Ss* into a group. This stage was considered as an important part in preparing their performance because in this stage, they should make a simple dialogue or monologue.

In the first meeting, *Ss* should make a simple dialogue using the expressions of asking for and giving clarification related to the situation that they got. The situation was a teacher who ask for his student's clarification. It was planned to ask them to write seven sentences. They should be two opening

sentences, a sentences of asking for clarification, a sentences of giving clarification, a sentences of the reason, and two ending sentences.

In the second meeting, it was planned that each group would get a topic of special moment. Each group should write four sentences. That sentences should represented a special moment, e.g. birthday, graduation, etc.

d. Asking the Groups to Perform the Simple Dialogue or Monologue in front of the Class

In the first cycle, the teachnique of asking for *Ss* to perform their simple dialogue or monologue in front of the class was successful to give opportunity for Ss to practice their speaking and to increase their confidence. So that, in this stage *R* would still plan to ask *Ss* to perform their simple dialogue or monolgue in front of the class. Moreover, based on the observation and interviews after the action, it was known that *Ss* felt that they eager to perform since they had have an experience in perfoming a dialogue or monologue in front of the class.

2. Actions and Observation of Cycle II

Cycle II was done in two meetings, they were on 25th of May and 1st of June 2011. In this cycle, the topic was 'clarifiying' and 'special moment'. In the first meeting, *ET* and *Ss* discussed kinds of how to clarify. In the second meeting, *ET* and *Ss* discussed some special moment in people's life. Therefore, the language functions that were used in the teaching and learning activity in this cycle were instructing and greeting. The description of each stage in the Cycle II is as follows.

a. Presenting Pictures During the Warming up Activity

In the beginning of every lesson in this cycle, *ET* greeted and checked the students' attendance by saying, *"Good morning students! How are you today?"* Then, *ET* let the *Ss* respond to his greeting. After that, he checked the students' attendance.

In the first meeting, *ET* explained the reason why people should do a clarification and how to clarify. Then, *ET* presented the pictures of bicycle. While *ET* presented the pictures, R zoomed out the pictures in the screen used the help of LCD. He asked, *"OK, look at the screen"*. *ET* gave a situation to *Ss*, i.e. when they have borrowed that things, then they have losted the things. Then, they discussed how to clarify to the owner of the things, how to ask for clarification from the owner of the things, and how to respond to the owner's clarification.

In the second meeting, ET and *Ss* discussed how to respond to someone's birthday and someone's graduation. He asked, *"OK, look at the screen"*. Both in the first and second meeting of this cycle, *ET* did not translate his instructions in *Bahasa Indonesia*. It was used to make *Ss* could respond his instruction in English. When *R* encouraged them to disscuss about the topic, they involved well in this activity, they were eager to respond his teacher's questions in English. It was because *ET* warmed them up through a simple way like the students' expectation.

b. Applying Videos Using Classroom English in the Teaching and Learning Process

   The activity of watching videos in this cycle II was similar with the activity in the Cycle I. Therefore, *R* have choosed the funny videos to be applied in the whilst-teaching of this cycle.

   R observed the English teaching and learning process from the back side of the classroom when the videos were played. She monitored and noted everything she needed to get the data. She found that Ss were very interested when they watched the videos. They looked relax and happy. It could be seen from their behavior, some of *Ss* laughed when the model uttered or acted something as presented in Figure 10 below.

Figure 10. The Expression of the Students When They Watched the Videos

In the first meeting, *R* played three videos. Two videos to present the materials and a video to conclude of the materials. The utterances exposed by the videos are presented in Table 7 below.

Table 7. The Utterances Exposed by the Videos in Meeting 1 of

Cycle II

The video	The utterances that should be modelled and discussed by the students	Time
  (The first video)	1. Are you going to work tomorrow?	00.20
	2. Yes, of course	00.25
	3. What time are you going to work?	00.45
	4. 9 am. I have to be at work by 9 am.	01.15
	5. So you are free before 9 am.	01.21
	6. No, I'll be getting ready for work before 9 a.m. Wait, what do you want?	01.28
	7. Do you want to have breakfast with me tomorrow morning?	01.38
	8. No, its OK. I've seen you everyday this week	01.48
	9. But I want to see you everyday	01.54
	10. No, thats way too much	02.03

  (The second video)	1. Do you remember the other day when you said youre bicycle is old	04.21
	2. Yes, my bicycle is getting kind of old now	04.27
	3. So, you remember saying that, right?	04.31
	4. Right. Thats what I said	04.35
	5. And you said you have to get a new bicycle	04.42
	6. Yes, if I get some extra money I should get a new bicycle	04.54
	7. Remember how you said that if I want to do borrow your bicycle, I could.	05.04
	8. Sure. I said that you are my friend. Wait ! Whats your point?	05.11
	9. When I borrow your bicycle to go to 7.11 and someone stole it	05.17
	10. Whats! Who stole my bicycle?	05.21
	11. But, but there's no problem.	05.27

There were three activities in watching the first videos, i.e. watching, moddeling, and discussing the language of the videos. Those activities was in about fifteen minutes. *R* played the video completely. Then, she replayed the video per utterances as presented in Table 7 above. After that, *Ss* should model and discuss the equivalent meaning of the utterance in *Bahasa Indonesia*. The

activities above done since the minute of 00.20 up to the minutes of 02.03 of the video.

Then, *R* played the second video. The video was a dialogue between a man and a woman as shown in Table 7 above. The duration of watching this video was in about fifteen minutes. *Ss* should watch the video, model the language used by the models, and discuss what was the equivalent meaning of the language in *Bahasa Indonesia*. In those activities, *ET* used some classroom English as well. *ET* instructed some instructions in English. *ET* said, "*lets have a look*" The students responded, "*ok*". Then, *ET* instructed, "*Watch this*".

After that, *ET* continued the activities by encouraging *Ss* to model per utterances that uttered by the model. The utterances that should be modelled by Ss could be seen in Table 7 above. When the model uttered, "*Do you remember the other day when you said youre bicycle is old?*" *R* paused the video and *ET* encouraged *Ss* model the utterance. *ET* asked, "*repeat it please*" Then, *Ss* responded his instruction by uttering that utterance. After that, *ET* encouraged them to discuss the meaning of the utterance. The activities above were done since the minutes of 04.27 up to the minute of 05.27. Therefore, the third video was played in the post-teaching to conclude the lesson.

In the second meeting of the this Cycle II, *R* provided six videos. Five videos were presented to present to materials by giving some models to Ss and a video was presented to conclude the lesson. The activity of watching the videos were in about twenty minutes. The activities were still watching, modelling, and

discussing the language. The five videos were a short video as presented in Appendix C.

c. Organizing The Students into Groups to Make a Simple Dialogue or Monologue

In the first cycle, this stage was successful. That was why in this Cycle II *R* still used it. As usual, *R* asked *Ss* to make groups of five before they performed their simple dialogue or monologue. Therefore, during the process of the grouping, it was not taken a long time to make groups because *Ss* had done it before. In this stage, *R* monitored the situation of the activity. *R* found that they work happily. They shared the job and sometimes they asked each other when they got difficulties. Each member actively involved in their group as presented in Figure 11 below.

Figure 11. The Students Actively Involved in the Group to Finish the Simple Dialogue

Most of *Ss* tried to finish their simple dialogue as soon as possible. They actively shared the responsibilities with their friends to finish their work. They

also asked *ET* and *R* because while they did their work, *ET* and *R* walked around them to control and observe the activity of the group work as presented in Figure 11 and 12.

Figure 12. The Researcher was Controlling The Groups

d. Asking the Groups to Perform the Simple Dialogue in front of the Class

The implementation of asking *Ss* to perform their simple dialogue or monologue in the Cycle I was successful although did not significant. So, in this Cycle II *ET* and *R* sustained the activity of performing the simple dialogue or monologue.

In this stage of this cycle, some students' improvements were appeared. First, some of them raised their hands to be a volunteer. The situation are presented in Figure 13 below.

Figure 13. Five Students Raised Their Hands

Second, they had a better intonation and pronunciation. It could be seen from their performance. They speak up loudly and their pronunciation was better. Similarly, from the written aspect, there were improvements. Their vocabulary and grammatical accuracy were improved as could be seen in Table 8 below.

Table 8. The Example of the Students' Simple Dialogue

One day, Mr.Smith gave exercise to his students. Then, he controlled all the students. There was a student who did not do his exercise. That student was Brown. Then, Mr. Smith was clarifying Brown

Mr. Smith: is an English teacher
Brown   : Mr. Smith's student

Now, make a simple dialogue of the situation above. Then, perform it in front of the class. A student become Mr. Smith, and a student else become Brown.

DIALOGUE
Mr.Smith: Have you finished the exercise?
Brown: Yes, I have finished the exercise.
Mr.Smith: Really?
Brown: OK, let me see your result
Mr.Smith: Yes, I will show you the result, but not now.
Brown: Hey, what's your point?
Mr.Smith: Sorry sir, actually I haven't done it yet.

3. Reflection of the Cycle II

This subchapter describes the important matters concerning the reflection of the actions. *R* had a discussion with *ET* as the collaborator in order to have an evaluation about the action. Besides, *R* interviewed *Ss* about the implemented action. From the implementation of the action above, some findings were described as follows.

a. Pictures were successful in increasing the students' attention and in preparing the students' readyness to learn through videos. Those statements were supported by the quotation of the interview with the students below.

> *"Saat proses warming up, Ss nampak antusias mengikutinya. Mereka nampak mau menjawab pertanyaan demi pertanyaan yang dilontarkan oleh ET dalam kaitannya dengan gambar yang dibawa oleh ET yang diperbesar dalam layar LCD. Walau proses warming up berlangsung tidak terlalu lama, hanya beberapa menit saja,"*
> (In the warming up activity, Ss seemed enthuasistic. They were eager to answer the questions of ET. Their responsibility was increased".
>
> **(Field note 4, Appendix B)**

> *R*   :*Memangnya kamu sudah siap?*
> (Are you ready?)
> *S*   : **iya miss..pengen langsung nonton videonya, kan udah diskusi dulud.**
> (*Yes, I want to watch the video because we had discussion*)
> *R*   : *Diskusi bagaimana dek?*
> (What kind of discussion?)
> *S*   : **kan pak guru udah ngliatin gambar sepeda, terus tanya-tanya gimana rasanya punya sepeda fixie kaya yang digambar itu. Jadi, pas nonton videonya jadi lebih dong.**
> (*I had discussed the topic with ET, so I became understand when I watched the videos*)
>
> **(Interview 3, Appendix B)**

b. Videos and classroom English were successful in improving the students' sub-skills of the speaking ability, i.e pronunciation and grammatical accuracy. Besides, videos were

also succesful to make them interested in the material. It is shown in the following

quotation of interview.

> R : *Hallo dik, senang tidak waktu belajar dengan menonton video tadi?*
> (Hello, do you like learning through watching the video?)
> S : ***Senang, miss. Lebih asik***
> (Yes, miss. It was more interesting)
> R : *Mengapa lebih asik?*
> (Why was it more interesting?)
> S : ***Karena beda sama yang dua pertemuan lalu, yang tadi ada efek suara dan animasinya. Mengasikan pokoknya.***
> (because the recent videos used some pictures effect and sound)
>
> **(Interview 3, Appendix B)**

> R : *Senang tidak dengan pelajaran hari ini?*
> (Do you like the lesson today?)
> S : ***Senang, seru***.
> (Yes, it was interested)
> R : *Gimana, merasa ada perubahan ke arah yang lebih baik tidak?*
> (Is there an improvement?)
> S : *Ya **jadi tahu miss kata yang dulu ga tahu sekarang jadi tahu, intonasi dan pronunciation yang susah sekarang jadi lebih paham itu maksudnya apa karena ini udah keempat kalinya belajar belajar dengan video.** Lagian satu video aja nontonnya diulang-ulang dan selalu didiskusikan, jadinya saya paham deh miss.*
> (Yes, after learning through watching the videos, I knew the intonation
> and pronunciation of some words and sentences. Besides, I also knew the meaning of some words.)
>
> **(Interview 4, Appendix B)**

d. The implementation of group work activity was successful in improving the students'

involvement in the teaching and learning process. Most of them were actively participate

in their groups. It is shown in the following quotation of interview.

> *"Sambil memonitor, R juga mencatat hal hal yang dianggap perlu untuk mengolah data. Ss terlihat begitu antusias. Hal ini terbukti dengan tidak gaduhnya suasana kelas saat itu, **mereka sibuk dengan berpikir bersama bagaimana membuat simple dialogue dengan menggunakan ungkapan-ungkapan meminta dan memberi klarifikasi sesuai dengan situasi yang diberikan oleh ET**. Dalam setiap kelompok, **nampaknya masing-masing***

anggota wajib menyumbangkan satu kalimat untuk digabungkan menjadi sebuah dialog. Mereka terlihat begitu kompak mengerjakannya. Bahkan sebelum dialog mereka selasai, mereka sudah menentukan dua wakilnya yang akan maju mewakili kelompok mereka. Rata-rata, tiap kelompok menunjuk dua temannya yang paling pintar, yang suaranya paling keras, atau yang paling percaya diri."

(Field note 4, Appendix B)

R   *: Tambah cepet apanya?*
       (What did you mean?)

S   *: kan kalo berkelompok, idenya jadi muncul ketika diskusi dengan teman-teman jadinya ngerjainya bisa cepet miss.*
       (I like to be grouped because it made me able to finish my work as soon as possible)

(Interview 4, Appendix B)

R   *: Tadi adik membuat kalimat tidak?*
       (did you make the sentence?)

S   *: Buat miss. lha wong saya juga kebagian ngedit kalimat-kalimatnya je.*
       (Yes, I made it. I also corrected our simple dialogue)

R   *: Gimana dik kalimatnya?*
       (How was the sentence?)

S   *: wait! What is your point?*

R   *: Wah pintar ya adik. Terus gimana menurut adik pelajaran dengan menggunakan video presentasi?*
       (Good, so what do you think about the lesson today which was used the video ?)

S   *: Menyenangkan miss, bisa menonton sambil belajar.*
       (It was interesting, I can learn unconciously)

(Interview 4, Appendix B)

e. The implementation of asking *Ss* to perform their simple dialogue or monologue in front of the class was successful in improving the students' confidence in speaking in front of their friends because most of them were eager to perform their simple dialogue voluntarily. It is shown in the following quotation of interview.

R   *: Terus manfaat apa yang adek dapatkan setelah mengikuti pelajaran hari ini?*
       (What benefit that you got from the lesson?)

S   *; Nambah ilmu, jadi tau countable dan uncountable noun, dan tau gimana bahasa yang benar untuk berbicara.*
       (I have known the countable and uncountable noun and I have known how to speak)

> *R* : *Bagaiamana dengan kegiatan performing pak, apakah menurut bapak kegiatan ini juga berhasil tuk membantu siswa meningkatkan kemampuan speaking mereka?*
> (What do you think about the activity of making sentences, was it successful to help the students to improve their speaking skill?)
>
> *ET* : *Iya mbak, itu cukup membantu mereka. **Tadi saya lihat sebagian besar siswa yang ditunjuk oleh kelompoknya langsung mau maju tanpa paksaan.** Coba mbak Ferin ingat-ingat, kalau dalam cycle satu kemarin kan banyak juga siswa yang enggan mewakili kelompoknya untuk perfrom di depan kelas. Saya rasa **dalam cycle dua ini, keberanian siswa untuk speak up di depan kelas meningkat. Secara gramatical, kemampuan mereka dalam memproduksi kata-kata juga meningkat. Pronunciationya pun lumayan meningkat walaupun tidak terlalu significant. Dengan adanya membuat kalimat lalu di performkan, saya rasa itu merupakan cara yang bagus untuk membuat siswa lebih kreatif dalam mengkreasikan kata kata baru yang baru mereka dapat dari menonton video.***
> (I think this study was successful in improving the students' interest and students speaking ability. Because f their knowledge about how to speak has improved, they became confident in perform their dialgoue in front of the class. As we have known, during the lesson, there were some students who want to be a volunteer to perform)
>
> **(Interview 4, Appendix B)**

Based on the reflection above, the objective of the research was achieved. So, *R*

summarizes her implementated actions in the following table.

Table 8. The Summary of the Reflection of Cycle II

Components	Result in the reflection	Conclusion of the action
Pictures	Pictures was successful in increasing the students' attention and in preparing the students' readyness to learn using videos	Since the objective of the research was achieved, the researcher and the English teacher agreed to end the research in this cycle.
Videos and classroom English	Videos and classroom English was successful in improving the students' speaking ability and make them more familiar with some English utterances. Besides, the videos have made them interested in the material.	

Group work	The implementation of group work in Cycle II was successful in improving the students' involvement in the teaching and learning process. Most of them were actively participate in their groups.	
Performing activity	The implementation of asking *Ss* to perform their simple dialogue and monologue in front of the class were successful in improving their confidence, their pronunciation and grammatical accuracy in speaking in front of their friends. Some of them were eager to perform their simple dialogue voluntarily.	

4. Summary II

Comparing to the tests' result of the students' taken from the pre-test and post-test, the students' speaking ability is improved. It is known from their score. The averages speaking scores can be seen in the following chart.
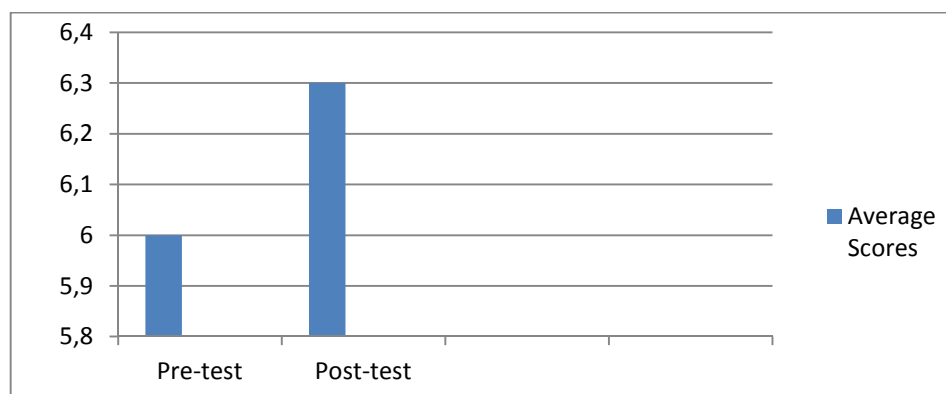
Figure 14. The Progress of the Students' Speaking Ability Taken From Their Average Scores

The chart shows that the students' speaking ability has improved from the pre-test to the post-test. In the pre-test, the average scores of the students is 60.

After getting the treatment, their average increase to be 63. The scores of their speaking in this study are the sum of the speaking sub-skills, i.e. pronunciation and grammatical accuracy scores. Each sub-skill has weight assesment, i.e. pronunciation (0-5) and grammar accuracy (0-5).

The speaking score is taken by summing up the scores of each aspect/ sub-skill. The formula is presented below.

$$SAS = PAS + GAS$$

Note :
SAS : Speaking Ability Score
GAS : Grammar Accuracy Score
PAS : Pronunciation Accuracy Score

Therefore, it can be said that the improvement of the speaking skill is contributed by the sub-skills. The progress of each sub-skill in this study is also observed. Their progress is drawn in the graphic that can be seen below.
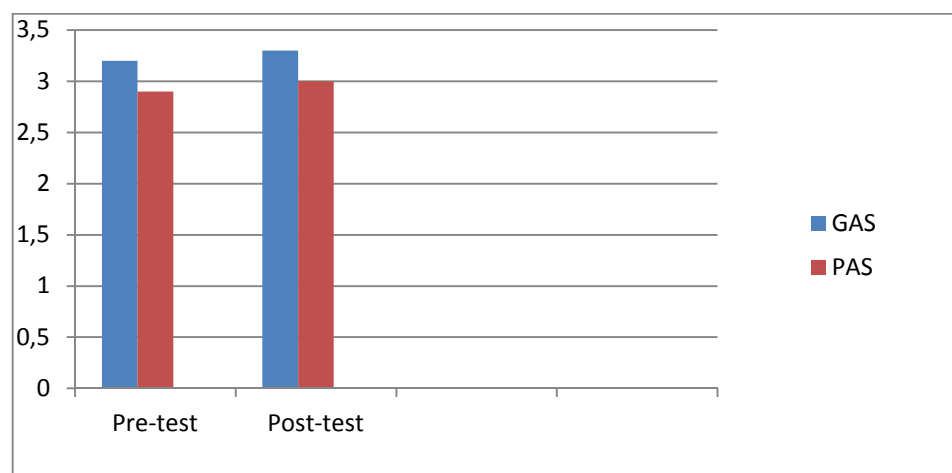
Figure 15. The Progress of Each Sub-skill

In the graphic above, there are two sub-skills assesed from the students' speaking ability, i.e. accuracy in grammar and accuracy in pronunciation.

The pronunciation which is shown by red bar improved. In the pre-test, the students' average score is 2.8, then increased to be 3.0 in the post-test. In this study, the students' grammar accuracy is also increase as shown in the blue bar. The average score is 3.0 in the pre-test and increase up to 3.2 in the post-test.

Finally, *R* and the *ET* agree that the application of videos is successful to improve the students' speaking ability. Since the objective of the research was achieved, *R* and *ET* agree to end the research in this cycle.

CHAPTER V

CONCLUSSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter has three points, namely, conclussion, implications, and suggestions. The explanation of each point is presented as follows.

A. Conclusion

The two cycles in this action research were completely done. *R* began her research study on 5th May and ended it on 1th June 2011. In both cycles, *R* implemented videos and the three supporting stages such as presenting some pictures to make *Ss* ready to join the whilst-viewing stage, organizing *Ss* into a group of five to make a simple dialogue or monologue, and asking *Ss* to perform their simple dialogue or monologue in front of the class.

The findings reveal three results. First, the use of the videos can improve the students' speaking ability. They perform their simple monologue and dialogue loudly with pronunciation and grammatical accuracy. The students' improvement is supported by the progress of their average scores of the pre-test and post-test. In the pre-test, their average score is 6.0. It increases to be 6.3 in the post-test. Second, there are some positive behaviours shown by the students toward the application of the video related to their interaction with the teacher. They are the students' eagerness to respond to the teacher's talk, the students' courage to initiate communication with the teacher, and the students' enthusiasm to ask for the teacher's question. Third, there are some students' positive behaviours toward the application of the videos related to their interaction among them. They are interested in the materials, they are happy working in a group of five, they are

curious in finishing simple monologue and dialogue in groups, and they are willing to participate in the groups discussions. The table below shows the detail progress of the students' improvement in speaking learning process after in the Cycle I and Cycle II

Table 9. The Progress of the Students.Improvement after in Cycle I and Cycle II

Before the action	After cycle 1	After cycle II
Some students were not interested in the material. Five of them did not like to join the Engllish teaching and learning process.	The students enjoyed the speaking learning process through the video . Four of the five students like to join the English teaching and learning process.	All the students enjoyed the speaking learning process and they were interested in the material that was presented by the videos.
The students found difficulties in understanding the meaning of the spoken English sentences.	Four students can guess the equivalent meaning of the utterances uttered by the models of the videos in *Bahasa Indonesia*.	Some students can guess the equivalent meaning of the utterances uttered by the models of the videos in *Bahasa Indonesia*.
The students found difficulties in both answering the teacher's questions and responding the teacher's instructions in English.	The students can respond to the teacher's instructions by doing that instructions although still in a long time.	The students can respond to the teacher's instructions by doing that instructions as soon as possible.
Some students felt afraid of and shy to ask for or answer the teacher's questions in English.	Four students wanted to actively involve in the whole activities of the teaching and learning process through the videos. They can answer the teacher's questions although	Half of the students wanted to actively involve in the whole activities of the teaching and learning process. They could answer the teacher's questions in English.

	still in *Bahasa Indonesia.*	
The students' speaking ability was low.	A few students could speak in English to answer and to respond to the teacher's questions and instructions. Besides, no one want to speak loudly when they performed their dialogue and monologue.	Some of the students can speak English to respond to the teacher's questions and instructions. Besides, there were four students who were able to speak English loudly in correct grammar and pronunciation.

B. Implications

In reference to the results of the data analysis, learning English using videos is believed to improve the students' speaking ability as *Ss* are more familiar with some expressions of asking for and giving information. While they listen to those expressions, they also watch the gesture and facial expressions of the models of the videos. Besides, by enjoying the videos, *Ss* are interested in the material they learnt and they eager to involve in the teaching and learning process. It implies that *ET* encouraged to use videos in teaching speaking.

Moreover, the results of the study also show that modelling the utterances uttered by the models help *Ss* to recognize the correct pronunciation. Besides, *R* implies that discussing the utterances uttered by the models of the videos also help *Ss* to find the meaning of some words that they do not know. They can also learn the grammar by discussing the structure of the utterances.

C. Suggestions

Based on the conclusion and implications above, there are some suggestions for the English teacher and the other researchers. The suggestions are as follows.

1. To the English teachers

ET needs to improve his teaching quality. It is related to the teaching and learning aid that is applied in his teaching. He should use some audio visual aids, such as video because it is important to teach *Ss* with authentic materials, i.e. dialogue and monologue of the native speakers of English. Then, he also needs to use various classroom English which are appropiate to his students' level of profiency, and make sure his students see, listen, and understand them. The last, he needs to give various interesting activities to increase the students' involvement

2. To other Researchers

It is expected that the other researchers who conduct similar research may improve and also explore other alternative kinds of videos to improve the students' speaking ability. It is also expected that the results of this research can be used as input to do the other research.

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APPENDIX A

DAFTAR SISWA KELAS VIIG SMPN 16 YOGYAKARTA

TAHUN AJARAN 2010/2011

No	induk	Nama
1.	5803	ANGGI KUSUMAWATI
2.	5804	ANINDYA DWIASH SANTRI
3.	5805	ANNISA TANAYA NOOR FEBRIYANTI
4.	5806	BAGASKARA TEGUH PRAKOSO
5.	5807	DEDEN WAHYU SAPUTRA
6.	5808	DIMAS AGUNG PRASETYO
7.	5809	DWI NURYANTI
8.	5810	DYAH AYU PUSPITASARI
9.	5811	EMMA KHAIRUN NISAA
10.	5812	ERSA FIFIANIDA
11.	5813	FEBRIYANTO
12.	5814	HUSAIN ABIYYU
13.	5815	IMAM AFIF FUDIN
14.	5816	INTAN IVIOLA AMANDA
15.	5817	INTAN PUTRI HANINDA
16.	5818	KRISNAWAN SURYO LAKSONO
17.	5819	LAPUASA SOEKMA DAMARA
18.	5820	LARAS WINTANG KIRANA
19.	5821	MAULANA ISTAR MAHINDRA
20.	5822	MUHAMAD IHCAM RAMADHANA
21.	5823	MUHAMMAD TAMMAM AZIZ
22.	5824	NUR ALIA SHINTA DEWI
23.	5825	PUSPITASARI AYUNINGSIH
24.	5826	RENY ISNAENI
25.	5827	RISTYA AULIA KHASANAH
26.	5828	RIZKI DESIA ARINDRA PUTRI
27.	5829	RIZKY NOKI EKA PUTRA
28.	5830	RIZMA NASTITI KURNIANINGRUM
29.	5831	SITI NUR ARIFAH
30.	5832	SONIA ANGGRAINI
31.	5833	TRI ANGGORO BROTO
32.	5834	WAHYU ARDI SAPUTRA
33.	5835	WAHYU TEGUH DERMAWAN
34.	5836	YOVIE RANGGA MEGANTORO

OBSERVATION RUBRIC

No.	Observation Aspects	Description of the Observation
A	**Set of teaching learning activity** 1. Curriculum	
	2. Syllabus	
	3. Lesson Plan	
B	**Teaching and Learning Process** 1. Lead-in	
	2. Explanation	
	3. Teaching Method	
	4. Language	
	5. Time Allocation	
	6. Movement	
	7. Motivating the students	
	8. Asking technique	
	9. Classroom Management	
	10. Teaching Aids	
	11. Evaluation	
	12. Closing	
C	**Students' Behaviorism** 1. In the classroom	
	2. Beyond the Classroom	

HASIL OBSERVASI

KEGIATAN BELAJAR MENGAJAR BAHASA INGGRIS KELAS VIIG SMPN 16 YOGYAKARTA

21 MARET 2011

1. Pukul 11.00 Guru masuk kelas.
2. Setelah sampai kelas, guru menyapa siswa. *"Hello students" "How are you today?"*
3. Lalu guru bertanya kepada siswa terakir materinya sudah sampai mana.
4. Guru menulis dipapan tulis bahwa saat itu ia akan menerangkan tentang descriptive text.
5. Guru bertanya kepada salah satu siswa yang bernama Manda, *"What is descriptive text?"*
6. Kemudian guru menulis lagi dipapan tulis.
7. Guru kembali bertanya kepada siswa, *"Masih ingat descriptive text?"*
8. Ada salah satu siswa yang menjawab, *"Describe about some people"*.
9. Kemudian guru mencoba untuk memancing siswa dengan berkata, *"Some people to apa? teks deskriptif men apa?"*.
10. Siswa pun menebak-nebak jawabanya dengan berkata *"Men ... Mendeskripsikan"*.
11. Guru berkata, *"Mendeskripsikan, right! Ya apa saja yang bisa dideskripsikan?"*.
12. Siswa menjawab, *"people"*.
13. Guru pun membantu siswa dengan berkata, *"Ya, people, place, thing. What else ? apalagi ? selain orang / bisa tempat, benda, hewan, suasana. OK, what is suasana? OK, suasana misalnya dimana mbak?"*.
14. Dan ada siswa yang berkata, *"Zoo"*.
15. Kemudian guru menerangkan kepada siswa kalau ada some people yang dideskripsikan biasanya a particular person. Misalnya kadang-kadang actor or actress.
16. Siswa pun merespn penjelasan guru dengan berkata. *"specific"*.
17. Lalu guru mencatat apa yang telah dibahasa guru dengan siswa tadi.
18. Kemudian guru menjelaskan, *"Misalkan mendeskripsikan kelas kita. Kemaren saya suru meneybutkan benda-benda dikelas kita"*.
19. Guru menyuruh siswa membuka buku mereka halaman 45. Guru beralih membahas tentang structure nya dari deskriptif text. Beliau berkata, *"Pertama*

definition, Kemdian yang kedua description". Lalu beliau menuliskannya dipapan tulis.

20. Guru melakukan sedikit relaxasi kepada siswa dengan berkata, *"Ini teks ini sampai kelas IX ada terus. Nanti dikelas VIII smester 1 dan 2 ada. Dikelas IX semester 1 dan 2 ada".*

21. Guru menyuruh salah satu siswanya membaca deskriptif teks yang ada dibuku halaman 42.

22. Siswa itupun membaca teks dihalaman 42.

23. Setelah siswa tersebut selesai membaca, guru berkata *"Good!"*.

24. Guru membahas isi teks yang dibaca siswa tadi. Guru lebih banyak membahas vocabulary nya. Misalnya. Neighbor itu adalah tetangga. Doctor itu dokter, dan he goes earlier every morning itu dia pergi ke tempat kerjanya pagi-pagi setiap pagi.

25. Setelah menjelaskan maksud dari teks tersebut. Guru berkata kepada siswa kalau siswa banyak menemukan kata baru dlam teks tadi. Nah kata-kata tersebut itu termasuk noun, verb, adverb, atau adjective.

26. Kemudian guru memberi contoh, misalnya doctor, hospital, university, pople termasuk noun. Like termasuk kata kerja. Early termasuk adverb

27. Kemudian guru menuliskan apa yang sudah ia bahas dipapan tulis.

28. Kemudian guru menerangkan lagi temntang descriptive text tapi yang berhubungan dengan place atau tempat. Teks tersebut ada dibuku halaman 46. Tentang My home town.

29. Setelah siswa mebuka halaman 46, guru menyuruh salah saru siswanya yang bernama Rahmi untuk membaca teks tersebut.

30. Siswa tersebut membaca teks My home town. Ketika siswa tersebut salah dalam pronunciationnya. Guru membantu siswa dalam membaca kata university.

31. Setelah siswa tersebut selesai membaca, guru berkata *"Good!"*.

32. Lalu, guru membahas isi dari teks tersebut. Ia bertanya kepada siswa, *"Kalau jdulnya saja My home town berartu mengacu kepada apa?"*.

33. Lalu siswa menjawab, *"Place"*.

34. Dan guru pun mebenarkan jawaban siswa. Beliau berkata, *"Yak, certain place"*.

35. Guru menjelaskan bahwa dalam teks itu akan memberikan informasi tentang home town itu. Beliau berkata, *"Karena home town nya Jogja, jadi teks tersebut memberikan info bahwa di jogja terkenal dengan gudeg"*. Dan guru

juga menerangkan bahwa kata kerja dalam descriptive text selalu dalam bentuk present.

36. Lalu guru meminta siswa untuk mencari kata kerja yang terdapat dalam bacaan tersebut. Guru menyuruh siswanya maju kedepan. Beliau menyuruh Bagas maju untuk menuliskan salah satu kata kerja yang terdapat dalam teks tersebut.

37. Bagas agak bingung, ia lama sekali mikir-mikir apa sih yang termasuk verb. Dia bertanya pada guru, *"Home town?"*.

38. Lalu guru berkata, *"Hometown itu noun"*.

39. Lalu tintanya habis, dan guru menyuruh salah satu siswa untuk mengisi tinta boarmarker.

40. Kemudian Bagas mengisi kolom yang termasuk noun, karena ia tidak paham kata mana saja yang termasuk verb.

41. Akirnya Bagas bisa mengisi daftar kata kerja karena dibantu teman-temannya.

42. Guru dan murid berdiskusi bersama mana yang termasuk kata kerja dan kata sifat. Dan Bagas pu kembali ke tempat duduknya.

43. Diakhir jam pelajaran, guru menyimpulkan hasil pelajaran hari itu.

RUBRIK INTERVIEW

SISWA KELAS VII G SMPN 16 YOGYAKARTA

21 MARET 2011

Topik	Pertanyaan	Tujuan	Jawaban
Bahasa Inggris	1. Apakah adik suka dengan pelajaran Bahasa Inggris? Mengapa?		1.1 Tidak, karena Bahasa Inggris itu rumit banyak vocabulary yang tidak hafal dan tidak paham dengan kalimat-kalimat Bahasa Inggris maksudnya apa. 1.2 Suka, karena Bahasa Inggris adalah bahasa internasional
	2. Bahasa Inggris terdiri dari 4 kemampuan, yaitu membaca, mendengarkan, menulis, dan berbicara. Dari 3 kemampuan itu, kemmampuan yang mana yang paling sulit adik kuasai?		2.1 semuanya 2.2 reading dan speaking
	3. Jika sedang mendengarkan orang berbicara dengan Bahasa Inggris, apakah adik paham dengan maksud pembicaraan tersebut?		3. tidak
	4. Menurut adik, bagaimana kemampuan Bahasa Inggris adik?		4. masih kurang
Guru	5. Bagaimana Guru Bahasa Inggris adik menyampaikan materi dikelas?		5.1. masih kurang paham 2.2 sedikit baik 2.3 kurang jelas
	6. Biasanya guru adik lebih		6.1 mengerjakan soal/ writting

	sering mengajarkan listening, speaking, reading, atau writing?		6.2 reading
	7. Apakah adik paham dengan materi yang disampaikan oleh guru Bahasa Inggris adik?		7. kurang paham
Metode	8. Apakah guru adik memakai media (alat bantu mengajar) saat menyampaikan materi Bahasa Inggris? Dan, media (alat bantu mengajar) apa yang dipakai guru Bahasa Inggris adik?		8.1 iya (Buku, LKS, papan tulis) 8.2 kadang-kadang pakai
	9. Apakah adik suka dengan media (alat bantu mengajar) yang dipakai oleh guru adik?		9.1 lumayan suka 9.2 kadang-kadang bosan
	10. Apakah media tersebut dapat mempermudah adik dalam memahami materi Bahasa Inggris?		10. biasa saja
	11. Apakah guru adik pernah memakai audio visual media?		11. tidak pernah
Fasilitas	12. Fasilitas apasaja yang terdapat disekolah adik yang dapat digunakan untuk menunjang kegiatan belajar mengajar Bahasa Inggris?		12. perpustakaan
	13. Apakah adik atau guru adik pernah menggunakan fasilitas tersebut?		13. perpustakaan kadang-kadang
Harapan	14. Bahasa Inggris dapat dipejari lewat berbagai cara dan media, jika disuruh memilih. Adik lebih senang belajar Bahasa Inggris dengan cara mendengarkan lagu bahasa Inggris, membaca buku bahasa inggris, mengerjakan soal		14.1 menonton video dan film 14. 2. Mendengarkan lagu

	bahasa inggris atau menonton video percakapan bahasa Inggris?		
	15. Jika adik diberi kesempatan untuk memilih, media apa yang adik inginkan saat adik belajar Bahasa Inggris, apakah media visual (gambar, kartu, papan, buku), audio (kaset,tape recorder), atau audio visual (film,video,televisi) ?		15.1. audio visual 15.2. kamus dan gambar 15.3. semuanya (audio, visual, dan audio visual)
	16. Apakah harapan adik kedepan untuk pelajaran Bahasa Inggris?		16. bisa lebih paham dengan Bahasa Inggris

RUBRIK OBSERVASI
GURU KELAS VII G SMPN 16 YOGYAKARTA
21 MARET 2011

Topik	Pertanyaan (Interviewer: Ferina Haryono)	Tujuan	Jawaban (Interviewee: Budi Rahanto, S. Pd.)
Situasi kelas	1. Bapak mengajar kelas berapa saja?	Untuk mengetahui situasi kelas dan untuk mengetahui bagaimana kondisi siswa saat kegiatan belajar mengajar terjadi	Saya mengajar kelas VII dan kelas IX, kelas VII nya 2 kelas yaitu kelas VIIF dan VIIG. Kelas IX nya kelas A, B, C dan D
	2. Kalau yang kelas VII (kelas yang bapak ampu) terdiri dari berapa siswa. Pak?		Kalau kelas VIIF sendiri itu 34 siswa keluar 1 jadi 33 siswa.
	3. Bagaimana proses belajar mengajar Bahasa Inggris yang terjadi di kelas VII yang bapak ampu? Apakah proses belajar mengajar		Untuk proses belajar mengajar Bahasa Inggris ya relative lancar, terutama ya kita sesuaikan dengan kondisi kelas. Kalau materi-materi yang ada di silabus sudah saya kira tercover semuanya apalagi ditambah

	mengalir dengan baik atau bagaimana pak?		dengan pelajaran tambahan diluar jam pelajaran pagi.
Mapel. Bahasa Inggris	4. Maaf pak, Skill Bahasa Inggris itukan terbagi menjadi 4 yaitu speaking skill,listening skill,reading skill, dan writting skill. Lalu dalam mengajar, apakah bapak memilah milah, dalam arti bapak mengajarkan satu per satu skill itu atau bapak mengaplikasikannya sekaligus setiap kali bapak mengajar?	Untuk mengetahui bagaimana Mapel. Bahasa Inggris disampaikan	Saya menggunakan atau terintegerasi. Saya tidak mengajarkan misalnya mendengarkan sendiri kemudian nanti menulis tidak. Saya terintegrasi, jadi four skills itu saya ajarkan dalam satu tatap muka jadi 4 skills tersebut tercover semuanya.
	5. Menurut bapak, skill yang mana yang paling penting untuk dikuasai secara lebih oleh siswa? 6. Mengapa? 7. Bagaimana		Kita mengacu ke apa itu SK kelulusan. Ya sebenarnya four skills itu harus semuanya dikuasai oleh siswa, tapi kita lihat bahwa yang paling ditekankan itu adalah kemampuan membaca dan

			menulis. Ya kita sesuaikan dengan SKL. Itu didominasi oleh hal yang mengukur siswa untuk membaca dan menulis, jadi untuk yang mendengarkan dan berbicara itu sebenarnya juga harus mereka punyai kompetensi yang setingkat dengan SMP begitu.
	pembagian porsinya antara 4 skill itu, apakah ada salah satu skill yang mendominasi skill-skill lainya yang disampaikan bapak saat mengajar?		
	8. Kalau menurut bapak seberapa penting sih Speaking skill itu untuk dikuasai siswa?		Untuk speaking ya memang harus paling tidak untuk lulusan SMP itu harus mampu berbicara yo paling tidak sesuai dengan SKL. Jadi ya harapan saya, paling tidak setelah lulus SMP anak dapat mengungkapkan hal-hal yang paling tidak giving direction, kemudian asking for help, dan lain sebagainya itu harus bisa.
Siswa	9. Lalu menurut bapak bagaimana kemampuan speaking skill siswa yang bapak ampu?	Untuk menegtahui bagaimana kemampuan Bahasa Inggris siswa	Anak-anak terusterang masih kurang mampu untuk merspon ungkapan-ungkapan dalam Bahasa Inggris.

	10. Bagaimana sikap siswa saat bapak menyampaikan materi Bahasa Inggris kepada siswa?		Mereka ya memperhatikan saat saya mengajar. .
Metode	11. Apa yang bapak lakukan untuk meningkatkan speaking skill siswa?	Untuk mengetahui bagaimana cara guru menyampaikan materi Mapel. Bahasa Inggris.	Terus terang saja pengajaran speaking itu porsinya sngat sedikit mbak, jadi saya hanya mengajarkan beberapa ungkapan sederhana saja.
	12. Biasanya dalam satu kelas terdapat beberapa anak yang mudah menyerap materi dan agak susah dalam menyerap materi, nah bagaimana cara bapak mengatasi kesulitan ank-ank yang sulit menyerap materi ?		Untuk anak-anak yang agak sulit menerima materi ya saya member tugas mereka untuk mendaftar vocabulary yang sulit untuk dihafalkan
Media	13. Oia pak, mengenai *resources*, biasanya Resources apa saja	Untuk mengetahui media apa yang dipakai	Ya ini terus terang saja untuk media memang saya kurang atau tidak atau jarang sekali

	yang bapak gunakan dalam mengajar?	oleh guru saat menyampaikan materi Mapel. Bahasa Inggris.	menggunakan media gambar atau video atau yang lain. Saya hanya biasanya memakai lembar kerja siswa kemudian juga buku-buku paket, kemudian nanti juga handout dari saya sendiri kalau apa itu materi tertentu saya menyediakan handout sendiri.
	14. Lalu, media apa yang bapak gunakan dalam menyampaikan materi? 22. Kemudian, bagaimana reaksi siswa saat bapak mengajar dengan media tersebut?		Siswa ya sejauh ini dapat di handle dengan baik. Dalam arti, kegiatan belajar mengajar mengalir dengan baik. Siswa mengerjakan sewaktu saya beri exercise dalam buku-buku atau handout saya mbak.
Fasilitas	23. Fasilitas apa saja yang terdapat disekolah ini yang dapat digunakan untuk menyuport kegiatan belajar mengajar Bahasa Inggris?	Untuk mengetahui fasilitas apa saja yang terdapat di sekolah yang dapat menyuport kegiatan belajar mengajar	Saya kira untuk fasilitas itu saling mendukung untuk pelajaran Bahasa Inggris. Saya kira buku-buku juga penting kemudian kalau laboratorium bahasa itu juga saya kira akan mendukung juga pelajaran Bahasa Inggris, terutama untuk

		MMapel. Bahasa Inggris..	yang skill berbicara dan mendengarkan saya kira itu.
	24. Apakah fasilitas yang ada disekolah sudah mendukung kegiatan belajar mengajar Bahasa Inggris yang bapak ampu selama ini?		Ya saya kira sudah cukup mendukung mbak. Buku-buku paket dariperpustakaan itu kan sudah cukup bagus.
Harapan	25. Apa harapan bapak kedepan untuk kegiatan belajar mengajar Bahasa Inggris di sekolah ini? Dan apa harapan bapak untuk siswa dan sekolah ini?	Untuk mengetahui harapa guru terhadapa kemampuan Bahasa Inggris siswa.	OK, ya harapa saya ya simple saja, yaitu anak-anak bias apa itu bias lulus dengan nilai yang baik. Ya syukur-syukur mereka punya kemampuan untuk berbicara dengan ungkapan sederhana. Itu penting untuk kelanjutan studi mereka di bangku yang lebih tinggi. Misalkan, di SMK mereka mereka dituntut untuk mendengarkan TOEIC dan juga di SMA itu juga kemampuan mereka untuk berbicara itu lebih di apa itu lebih baik lagi karena disana ada debate, speech, dan lainsebaginya.

APPENDIX B

THE TEACHING AND LEARNING SCHEME DURING THE RESEARCH STUDY CONDUCTED AT CLASS VIIG OF SMPN 16 YOGYAKARTA

- Teaching & Learning Process
  - Lead-in
    - Greeting
    - Checking attendance
  - Whilst-teaching
    - Presentation
      - Presenting picture
      - Playing video completely
    - Practice
      - Playing video per-utterance
      - Modeling
      - Discussing
    - Production
      - Grouping
      - Making monologue/dialogue
      - Performing monologue/dialogue
  - Post-teaching
    - Giving feedback
    - Concluding the material using the last video
    - Ending the lesson
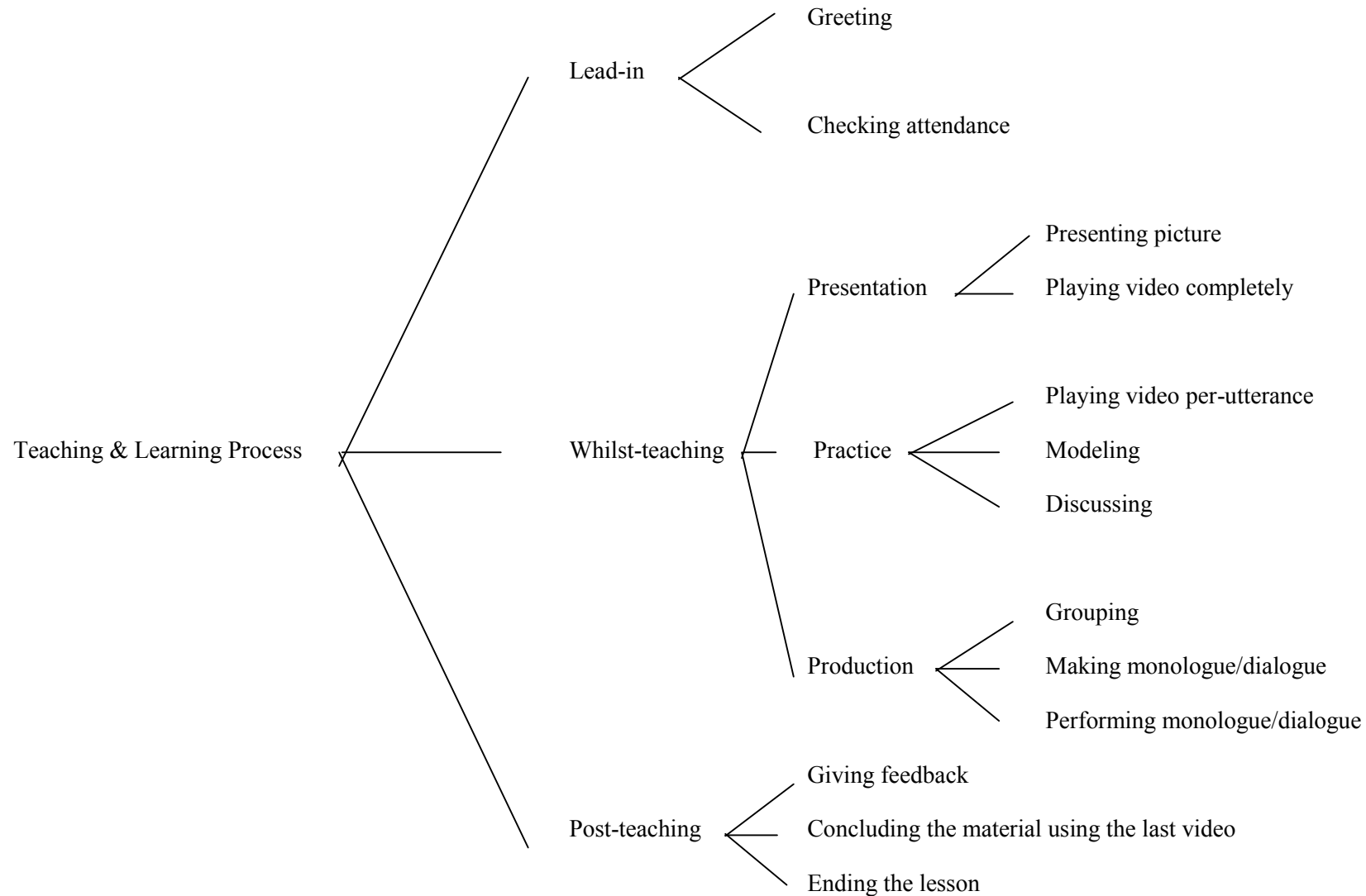
Standar Kompetensi&Kompetensi Dasar SMP Kelas VII Semester II

Standar Kompetensi	Kompetensi Dasar
9. *Berbicara* *Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat*	9.1 *Mengungkapkan makna dalam percakapan transaksional (to get things done) dsn interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancer, dan berterimauntuk berinteraksi dengan lingkungan tersdekat yang melibatkan tindak tutur meminta dan memberi jasa, meminta dan memberi barang, dan meminta dan memberi fakta.* 9.2 *Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur meminta dan memberi pendapat, menyatakan suka dan tidak suka, meminta klarifikasi, merespon secara interpersonal.*
10. *Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.*	10.1 *Mengungkapkan makna yang terdapat dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan bahasa lisan secara akurat, lancar, dan berterimauntuk berinteraksi dengan lingkungan terdekat.* 10.2 *Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure.*

(Depdiknas, 2006: 328)

THE COURSE GRID OF THE ACTION RESEARCH TO IMPROVE STUDENTS' SPEAKING ABILITY USING VIDEOS FOR CLASS VIIG AT SMPN 16 YOGYAKARTA IN THE ACADEMIC YEAR OF 2010/2011

Standart of Competence :
9. Expressing the meaning of the very simple transactional and interpersonal conversation to get an interaction in the context of daily life.

Basic Competency :
9.2 Expressing the meaning of the very simple transactional (to get things done) and interpersonal (socialization) conversation accurately, fluently, and acceptably to interact in surroundings using the expressions of asking for and giving opinions, expressing likes and dislikes, asking for and giving clarification, responding information interpersonally

Indicators :
1. Students are able to respond to the expressions of asking for and giving opinions, preferences, clarifications, and congratulations
2. Students are able to express the expressions of asking for and giving opinions, preferences, clarifications, and congratulations
3. Students are able to utter the expressions of asking for and giving opinions, preferences, clarifications, and congratulations appropriately and acceptably

Aims :
At the end of the learning process, the students are able to communicate dealing with asking for and giving opinions, preferences, clarifications, and congratulations appropriately and acceptably

Example of Expression(s)	**Material(s)**	**Teaching and learning procedures**	**Teaching and Learning Aid(s)**

1. Asking for opinion:
  a. *What do you think about … ?*
  b. *What is your opinion about .. ?*
	Rose: ***What do you think of*** the movie, Jen?
	Jenny: ***I think it is all right***.
	
	Jenny: *How about you?* ***What do you think?***
		Technique:
		Three phase technique
		
		Pre-Teaching
		1.Teacher greets the students
		2.Teacher checks the students'
			1. Videos
			  a. Dialogue (title: War movie)
			  b. Monologue (title: *Dan the English teacher*)
			  c. Monologue (title:

2. Giving for Opinion:
  a. *Personally, I think that...*
  b. *In my opinion...*
 	
1. Expressing like
  a. *I like watermelon*
  b. *I like banana*
 	
2. Express dislike
  a. *I don't like carrot*
  b. *don't like spinach*
 	
1. Asking for clarifications
  a. *What do you mean?*
  b. *What is your point?*
2. Giving clarifications
  a. *What I mean is.....*
  b. *My point is....*
 	
1.Responding to birthday
  a. *Happy birthday.*
 	
2.Congratulating someone's graduation
  b. *Congratulations on your graduation*
 	
4.Responding to christmast
  c. *Marry christmast*
	Rose: **I think it is brilliant***. To me, It is more than just a war movie.*
	
	Jack: **Would you like** *some cheesee?*
	Jean: **Certainly,** *I'll try a little*
	
	Jean: *Yes, I baked it this morning with whole wheat flour* **Do you like baking?**
	Jack: *Yes,* **I love to bake.**
	
	Jean: **I like to grow my own vegetables** *. Are these organic?*
	Jack: *Yes, I put them in the organic section.* **Would you like some brocoli?**
	
	Joe : *So, you remember saying that, right?*
	Marrie : **Right. Thats what I said**
	
	Joe : *Remember how you said that if I want to do borrow your bicycle, I could.*
	Marrie : *Sure.* **Wait ! Whats your point?**
	
	Son*: Hi ma'am, hi dad.* **Happy valentine day.**
		attendance.
		
		II. Whilst-Teaching
		a. Presentation
		1.Teacher warm up the students using some pictures related to the topic
		2.Teacher shows the videos as the model and let the students watch the videos completely
		3.Teacher and the students discuss the videos
		b. Practice
		1.Teacher replay the video per utterance
		2.The students imitate the expressions of the videos
		3.The students discuss the utterances of the models
		4.The students practice ask for and giving opinions, preferences, and clarifications in pairs
		c. Production
		1.The students make a group of five
		2.The groups make a simple dialogue
		3.The groups perform their dialogue in front of the class.
		
		III. Post Teaching
		1.Teacher makes correction of the students' performances
			Advance English conversation)
			  d. Dialogue (title: foods)
			  e. Monologue (title: English lesson)
			  f. Dialogue (title: clarification)
			  g. Monologue (title: mothers day)
			  h. Monologue (title: valentine)
			  i. Monologue (title: birthday)
			  j. Monologue (title: wedding)
			
			2. Pictures of
			  a. *Laskar Pelangi*
			  b. *2012*
			  c. *Sang Pencerah*
			  d. *Harry Potter*
			  e. Ice cream
			  f. Bread
			  g. Bicycle
			  h. Birthday cake
			
			3. Netbook
			Asus PC 1015 PX
			
			4. LCD

	Daughter: **Happy mothers day**, *mommy*. Kids: *Hi Joe, hi jean,* **congratulations on your wedding. I** *wish you a happy family*. Justin: *Hi everybody, I'm Jutin Bieber. I'd like to say* **Marry christmast and happy new year**	2.Teacher reshows some certain parts of the videos to check the pronunciation and grammar 3.Teacher makes conclusion 4.Teacher ends the lesson.	**5. Speaker** *Simbadda X-238* **6.Worksheet**

LESSON PLAN

School	: SMPN 16 Yogyakarta
Subject	: English
Class program	: Regular class
Class/ semester	: VII/ 2
Skill's aspect	: Speaking
Time allocation	: 2x40 minutes

Standard of Competence **:** 9. Expressing the meaning of the very simple transactional and interpersonal conversation to get an interaction in the context of daily life.

Basic Competency **:** 9.2 Expressing the meaning of the very simple transactional (to get things done) and interpersonal (socialization) conversation accurately, fluently, and acceptable to interact in surroundings using the expressions of *asking for and giving opinions, expressing like and dislike, asking for clarification,* and *responding information interpersonally*

Indicators to Achieve the Competence **:**
1. Students are able to respond to the expressions of asking for and giving opinions
2. Students are able to express the expressions of asking for and giving opinions
3. Students are able to utter the expressions of asking for and giving opinions appropriately and acceptably

A. Teaching and Learning Objective **:**
At the end of the learning process, the students are able to communicate dealing with asking for opinions and giving opinions appropriately and acceptably

B. Materials **:**
<u>Example(s) of asking for and giving opinions</u>
Rose: ***What do you think of*** the movie, Jen?
Jenny: ***I think it is all right***.

Jenny: *How about you?* ***What do you think?***
Rose: ***I think it is brilliant***. *To me, it is more than just a war movie.*

How to ask for opinions
What do you think about..?
What's your opinion of…?
How do you feel about…?
What is your opinion about .. ?
How about..?

How to give opinions
I think..
I feel…
In my opinion..
As far as I concern...
I'm quite sure that ..

C. Method   :
PPP (Presentation, Practice, Production)

D. Teaching and Learning Procedures   :
Pre-Teaching
   1. Teacher greets the students
   2. Teacher checks the students' attendance**.**

II. Whilst-Teaching
a. Presentation
   1. Teacher shows the pictures of *laskar pelangi* and *sang pencerah*
   2. Teacher and the students discuss the movies
   3. Teacher asks the students what is her/ his opinion of the movies
   4. Teacher explains how to ask for and give opinions
   5. Teacher shows the videos of asking for and giving opinions and let the students watch the videos completely
   6. Teacher and the students discuss the videos

b. Practice
   1. Teacher replay the video per utterance
   2. The students imitate the expressions of the videos
   3. The students discuss the utterances of the models
   4. The students practice ask for and giving opinion in pairs

c. Production

1. The students make a group of five
2. The groups make a simple dialogue
3. The groups perform their dialogue in front of the class.

III. Post Teaching

1. Teacher makes correction of the students' performances
2. Teacher reshows the videos of asking for and giving opinion to check the pronunciation and grammar
3. Teacher makes conclusion
4. Teacher ends the lesson.

E. Resource(s) :

1. http://www.youtube.com/watch.org
2. http://www.google.com/pictures.org
3. http://www.youtube.com/watch?v=NWnECLAIDVQ&feature=related
4. http://www.youtube.com/watch?v=Yf2c5rVeGfI
5. http://www.youtube.com/watch?v=AEZhRFk7ECk
6. http://www.youtube.com/watch?v=yXuHH-dlxwY&feature=related
7. Golebiowska, A. (1990) *Getting Students to Talk*. Cambridge: Prentice Hall 141-152

F. Exercise   :

WORK SHEET
John and Jean are students of Senior High School. They are classmates. One day, they met in a cinema. They have watched 2012 movie. Then, they were talking about the movie.

(Now, make a simple dialogue of their talking. After that, perform the dialogue in front of the class. Two members of your group should represent your group. A member as John, and a member else as Jean)

John   : (asking for opinion)

……………………………………………………………?

Jean	: (Giving positive opinion)
	……………………………………………………………
John	: (Asking for the reason)
	……………………………………………………….?
Jean	: (Giving for the reason and asking back what is student A opinion)
	……………………………………………………….?
John	: (Giving negative opinion)
	……………………………………………………………
Jean	: (Asking for the reason)
	……………………………………………………….?
John	: (Giving for the reason)

G. Assessment :

Both asking for opinion and giving for opinion	score
With true grammar, true pronunciation, good intonation, and no fillers	4
With true grammar, true pronunciation, good intonation, and fillers	3
With true grammar, true pronunciation, bad intonation, and fillers	2
With true grammar, false pronunciation, bad intonation, and fillers	1
No Answer	0

H. Students' score

$$\frac{\text{Achievement's score x } 25}{10} = \text{students' score}$$

Yogyakarta, April 23, 2011

English Teacher   Researcher

Budi Rahanto, S.Pd   Ferina Haryono
NIP. 19660522 199203 1006   NIM. 06202244114

LESSON PLAN

School	: SMPN 16 Yogyakarta
Subject	: English
Class program	: Regular class
Class/ semester	: VII/ 2
Skill's aspect	: Speaking
Time allocation	: 2x40 minutes

Standard of Competence : 9. Expressing the meaning of the very simple transactional and interpersonal conversation to get an interaction in the context of daily life.

Basic Competency : 9.2 Expressing the meaning of the very simple transactional (to get things done) and interpersonal (socialization) conversation accurately, fluently, and acceptable to interact in surroundings using the expressions of *asking for and giving opinions, expressing like and dislike, asking for clarification,* and *responding information interpersonally*

Indicators to Achieve the Competence :
1. Students are able to respond to the expressions of preferences
2. Students are able to ask for someone's preferences and to express preferences
3. Students are able to express preferences and ask for preferences appropriately and acceptably.

A. Teaching and Learning Objective :
At the end of the learning process, the students are able to communicate dealing with asking for someone' preferences and expressing preferences appropiately and acceptably

B. Materials :
Example(s) of expressing preferences
Jack: **Would you like** some cheesee?
Jean: **Certainly,** I'll try a little

Jean: *Yes, I baked it this morning with whole wheat flour.* **Do you like baking?**
Jack: *Yes,* **I love to bake.**

Jean: **I like to grow my own vegetables**. *Are these organic?*
Jack: *Yes, I put them in the organic section.* **Would you like some brocoli?**

Sarah: *Hello!* **I like** *milk and fish, but* **I don't like** *apple or orange.* **I like** *water and chicken, but* **I don't like** *carrot or cookies. What am I?*

How to ask for preferences
Do you like....?
Would you like....?

How to give preferences (express like)
I like ....
I love ...

How to give preferences (express dislike)
I don't like....
I hate....

C. Method   :
PPP (Presentation, Practice, Production)

D. Teaching and Learning Procedures   :
Pre-Teaching
    1. Teacher greets the students
    2. Teacher checks the students' attendance**.**

II. Whilst-Teaching
a. Presentation
    1. Teacher shows the pictures of *ice cream* and *bread*
    2. Teacher and the students discuss the foods
    3. Teacher asks the students what is her/ his favorite foods
    4. Teacher explains how to ask for and give preferences
    5. Teacher shows the videos of asking for and giving preferences and let the students watch the videos completely
    6. Teacher and the students discuss the videos

b. Practice
1. Teacher replay the video per utterance
2. The students imitate the expressions of the videos
3. The students discuss the utterances of the models
4. The students practice ask for and give opinion in pairs

c. Production
1. The students make a group of five
2. The groups make a simple monologue
3. The groups perform their monologue in front of the class.

III. **Post Teaching**
1. Teacher makes correction of the students' performances
2. Teacher reshows the videos of asking for and giving opinion to check the pronunciation and grammar
3. Teacher makes conclusion
4. Teacher ends the lesson.

E. Resource(s) :
1. http://www.google.co.id
2. http://www.youtube.com/watch?v=SwLuKEta6hk&feature=related
3. http://www.youtube.com/watch?v=KvT-c9NVcnQ
4. Golebiowska (1990) *Getting Students to Talk*. Cambridge: Prentice Hall 141-152

F. Exercise :
Situation
There are some animals around you, but you don't know what animal are they.
Instruction
Please act as the animal of the picture that you got and make a simple monologue about the peferences of the animal. Express 2 foods and 2 habits that the animal likes and dislikes in front of the class and let other groups to guess what animal are you.

G. Assessment :

Both asking for opinion and giving for opinion	score
With true grammar, true pronunciation, good intonation, and no fillers	4
With true grammar, true pronunciation, good intonation, and fillers	3
With true grammar, true pronunciation, bad intonation, and fillers	2
With true grammar, false pronunciation, bad intonation, and fillers	1
No Answer	0

H. Students' score

$$\frac{\text{Achievement's score x 25}}{10} = \text{students' score}$$

Yogyakarta, May 3, 2011

English Teacher   Researcher

Budi Rahanto, S.Pd.   Ferina Haryono
NIP. 19660522 199203 1006   NIM. 06202244114

LESSON PLAN

School	: SMPN 16 Yogyakarta
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Indicators to Achieve the Competence :

1. Students are able to respond to the expressions of asking for clarifications

2. Students are able to express the expressions of asking for and giving clarifications

3. Students are able to utter the expressions of asking for and giving clarifications appropriately and acceptably

A. Teaching and Learning Objective :

At the end of the learning process, the students are able to communicate dealing with asking for and giving for clarifications appropriately and acceptably

B. Materials :

Example(s) of asking for and giving clarifications

Joe   : *So, you remember saying that, right?*

Marrie : **Right. Thats what I said**

Joe   : *Remember how you said that if I want to do borrow your bicycle, I could.*

Marrie : *Sure.* **Wait ! Whats your point?**

How to ask for clarification
What do you mean?
What is your point?

How to give clarification
What I mean is...
My point is.....

C. Method : PPP(Presentation,Practice,Production)

D. Teaching and Learning Procedures :
Pre-Teaching
1. Teacher greets the students
2. Teacher checks the students' attendance**.**

II. Whilst-Teaching
a. Presentation
1. Teacher shows the picture of *bicycle*
2. Teacher and the students discuss the picture
3. Teacher explains how to ask for and give clarification
4. Teacher shows the videos of asking for and giving clarifications and let the students watch the videos completely
5. Teacher and the students discuss the videos
b. Presentation
1. Teacher replay the videos per utterance
2. The students imitate the expressions of the videos
3. The students discuss the utterances of the models
4. The students practice ask for and give clarification in pairs
c. Production
1. The students make a group of five
2. The groups make a simple dialogue
3. The groups perform their dialogue in front of the class.

III. **Post Teaching**
1. Teacher makes correction of the students' performances
2. Teacher reshows the videos of asking for and giving opinion to check the pronunciation and grammar
3. Teacher makes conclusion

E. Resource :

1. http://www.youtube.com/watch.org
2. http://www.youtube.com/watch?v=JuGBeVTbvho
3. Lets talk_Mukarto

F. Exercise :

Situation:

Mr. Smith : an English teacher

Brown : Mr. Smith's student

One day, Mr.Smith gave exercise to his students. Then, he controlled all the students. There was a student who did not do his exercise. That student was Brown. Then, Mr. Smith was clarifying Brown

Instruction: Now, make a simple dialogue of the situation above. Then, perform it in front of the class. A student become Mr. Smith and a student else become Brown.

1. Mr.Smith : (Asking for John)...?
2. Brown : (Giving for the answer)...
3. Mr.Smith : (Asking for clarification)..?
4. Brown : (Giving for the reason)..
5. Mr.Smith : (Asking for Brown's clarification)................................?
6. Brown : (Giving for clarification)..

G. Assessment :

Both asking for opinion and giving for opinion	Score
With true grammar, true pronunciation, good intonation, and no fillers	4
With true grammar, true pronunciation, good intonation, and fillers	3
With true grammar, true pronunciation, bad intonation, and fillers	2
With true grammar, false pronunciation, bad intonation, and fillers	1
No Answer	0

H. Students' score

Achievement's score x 25 = students' score

10

Yogyakarta, May 3, 2011

English Teacher   Researcher

Budi Rahanto, S.Pd   Ferina Haryono

NIP. 19660522 199203 1006   NIM. 06202244114

LESSON PLAN

School	: SMPN 16 Yogyakarta
Subject	: English
Class program	: Regular class
Class/ semester	: VII/ 2
Skill's aspect	: Speaking
Time allocation	: 2x40 minutes

Standard of Competence **:** 9. Expressing the meaning of the very simple transactional and interpersonal conversation to get an interaction in the context of daily life.

Basic Competency **:** 9.2 Expressing the meaning of the very simple transactional (to get things done) and interpersonal (socialization) conversation accurately, fluently, and acceptable to interact in surroundings using the expressions of *asking for and giving opinions, expressing like and dislike, asking for clarification,* and *responding information interpersonally*

Indicators to Achieve the Competence **:**
1. Students are able to respond to certain informations
2. Students are able to express their responses appropriately
3. Students are able to express their responses acceptably

A. Teaching and Learning Objective **:**
At the end of the learning process, the students are able to communicate dealing with responding certain informations appropriately and acceptably

B. Materials **:**
Example(s) of congratulating
Son   : *Hi ma'am, hi dad.* **Happy valentine day.**

Daughter   : **Happy mothers day**, *mommy.*

Kids   : *Hi Joe, hi jean,* **congratulations on your wedding.** *I wish you a happy family.*

Justin : *Hi everybody, I'm Jutin Bieber. I'd like to say **Marry christmast and happy new year***

<u>How to congratulate someone</u>
Happy........
Congratulations on.....
Marry.......

C. Method :PPP (Presentation, Practice, Production)

D. Teaching and Learning Procedures :
Pre-Teaching
1. Teacher greets the students
2. Teacher checks the students' attendance**.**

II. Whilst-Teaching
a. Presentation
1. Teacher shows pictures of *birthday cake* and *graduation gown*
2. Teacher and the students discuss the pictures
3. Teacher explains how to respond to some special moments
4. Teacher shows the videos of giving congratulations and let the students watch the videos
5. Teacher and the students discuss the videos
b. Practice
1. Teacher replay per video
2. The students imitate the expressions of the videos
3. The students discuss the utterances of the models
4. The students practice congratulating in pairs
c. Production
1. The students make a group of five
2. The groups make a simple monologue
3. The groups perform their monologue in front of the class.

III. Post Teaching
1. Teacher makes correction of the students' performances
2. Teacher reshows the videos to check the pronunciation and grammar
3. Teacher makes conclusion

E. Resource(s) :
1. http://www.youtube.com/watch.org
2. http://www.google.com/pictures.org
3. http://www.youtube.com/watch?v=JuGBeVTbvho
4. http://www.youtube.com/watch?v=EIuf1iUu2jc
5. http://www.youtube.com/watch?v=22_PlRuta-g
6. http://www.youtube.com/watch?v=bNuj5tknOUo
7. http://www.youtube.com/watch?v=wZSwD48oWZQ

F. Exercise :
Situation:
This day is is the special moments for some people. You should respond to the special moments.
Instruction
Please make a situation of someone's special moment based on the topic that you got, then perform the situation in front of the class and let other groups respond to your situation.

G. Assessment :

Both asking for opinion and giving for opinion	score
With true grammar, true pronunciation, good intonation, and no fillers	4
With true grammar, true pronunciation, good intonation, and fillers	3
With true grammar, true pronunciation, bad intonation, and fillers	2
With true grammar, false pronunciation, bad intonation, and fillers	1
No Answer	0

G. Students' score
Achievement's score x 25 = students' score
10

Yogyakarta, April 23, 2011
English Teacher Researcher

Budi Rahanto, S.Pd. Ferina Haryono
NIP. 19660522 199203 1006 NIM. 062022441144

FIELD NOTE
5 MEI 2011

1. Pukul 06.15 R masuk kelas untuk mempersiapkan media dan mengeset ruangan, menyiapkan laptop, mengoneksikan laptop dengan LCD, mengatur suhu AC, dan menyiapkan paper-paper dan gambar-gambar yang akan digunakan oleh ET.

2. Pukul 06.30 Ss mulai berdatangan.

3. Pukul 07.00 ET memasuki kelas dan segera mengkondisikan Ss, kemudian segera membuka pelajaran dengan menyapa siswa. Sewaktu ET menyapa Ss,"How are you today?" Ss hanya menjawab seadanya. Ss menjawab, 'Fine". Dan sewaktu ET bertanya apakah ada yang tidak masuk,"Who is absent today?" Ss juga hanya menjawab dengan singkat,"No". Ss nampak tidak terlalu antusias.

4. Setelah itu, ET memperlihatkan sebuah gambar film yaitu gambar film *Laskar Pelangi*. Saat ET memperlihatkan gambar tersebut dengan cara berjalan sampai ke bangku paling belakang Ss, pehatian Ss mulai tertuju pada gambar yang dibawa oleh ET. ET kemudian melakukan warming up terhadap siswa dengan gambar-gambar

5. Setelah warming up dirasa cukup, R menyetelkan video presentasi yang pertama, yaitu video yang berisi tentang dialogue dua orang native speakers yang sedang membicarakan tentang war movie. Ketika video diputar, suasana yang semula lesu jadi berenergi, serius dan kondusif, semua perhatian siswa tertuju pada video.

6. Setelah dialogue tersebut selesai, ET mengajak siswa untuk mendiskusikan isi video tersebut. Karena banyak siswa yang masih kurang paham. ET menyuruh R untuk mengulangi dialog tersebut.

7. Setelah dialog tersebut selesai, ET kembali mengajak siswa untuk mendiskusikan isi video tersebut.

8. ET dan Ss berdiskusi bersama.

9. Lalu untuk membuat Ss benar-benar paham tentang isi dan aspek dari dialog tetrsebut, ET kembali meminta R untuk menyetel ulang video tersebut tetapi dengan dipenggal-penggal. Disetel dengan cara per kalimat, setelah si native selesai berbicara satukalimat lalu di paused, kemudian dibahas oleh ET dan Ss. Kemudia di play lagi, setelah satu

kalimat selesai dipaused lagi dan didiskusikan lagi oleh ET dan Ss. Begitu selanjutnya sampai dialog dalam video tersebut selesai.

10. Setelah ET dan Ss selesai mendiskusikan dialog dalam video tadi, ET mengajak Ss untuk berlatih pronunciation menggunakan latihan yang ada di video.

11. R menyetel videodi bagian latihan mengucapkan kalimat-kalimat yang dipakai oleh model dalam video tersebut.

12. R menyetel di kalimat petama, muncul tulisan satu kalimat beserta cara pengucapannya yang diucapkan oleh dubber. Setelah dubber selesai memberi satu contoh dan dia berkata,"Repeat!" kemuadian R mempaused video tersebut dan ET mempersilakan Ss untuk menirukan kalimat yang dicontohkan oleh si dubber tadi. Setelah Ss selesai menirukan satu kalimat, maka R kembali memaikan video tersebut saat si dubber mengucapkan kalimat tadi satu kali lagi. Begitu seterusnya sampai kalimat ke enam.

13. Setelah Ss selesai berlatih pronunciation, ET bertanya-tanya sebentar apakah Ss sudah bisa mengungkapkan pendapat mereka seperti yang dilakukan oleh dua orang model dalam video pertama tadi. Ss hanya terdiam dan tersenyum.

14. Lalu ET meminta R agar menyetel video kedua yang berisi monolog seorang native speker yang sedang mengajari para pemirsanya teori untuk bagaimana mengungkapkan pedapat. Kemudia R menyetel video kedua tersebut.

15. Setelah video kedua tadi selesai diputar, ET mengajak Ss untuk mendiskusikan teori yang diberikan oleh sang model.

16. Setelah ET dan Ss selesai berdiskusi, ET menyuruh R kembali memutar monolog tersebut dari awal secara sepenggal-sepenggal untuk berlatih pronunciation.

17. R menyetel di kalimat petama, muncul tulisan satu kalimat beserta cara pengucapannya yang diucapkan langsung oleh si model. Setelah model selesai memberi satu contoh dan dia berkata,"Repeat!" kemuadian R mempaused video tersebut dan ET mempersilakan Ss untuk menirukan kalimat yang dicontohkan oleh si model tadi. Setelah Ss selesai menirukan satu kalimat, maka R kembali memainkan video tersebut saat si model mengucapkan kalimat tadi satu kali lagi. Begitu seterusnya sampai kalimat ke empat.

18. Setelah Ss selesai berlatih pronunciation, ET menyuruh siswa menulis tiga kalimat berdasarkan teori yang diajarkan oleh video kedua, namun dengan topik film. Dengan catatan, satu kalimat positif, satu kalimat negatif, dan satu kalimat pertanyaan.

19. ET memberikan waktu Ss 5 menit untuk menulisnya.

20. Setelah 5 menit berlalu, ET bertanya kepada Ss apakah mereka sudah selesai menulisnya atau belum.

21. Sebagian Ss belum selesai dan ET memberikan perpanjangan waktu 2 menit.

22. Setelah semua Ss selesai menulis tiga kalimat tersebut, ET meminta agar Ss mengucapkan tiga kalimat tersebut dengan keras secara random.

23. Ada tiga siswa yang mengucapkan tiga kalimat yang mereka buat.

24. ET membagi siswa ke dalam kelompok, satu kelompok terdiri dari lima orang siswa.

25. ET menyuruh setiap Ss untuk berhitung satu sampai empat untuk menentukan kelompok mereka.

26. ET memberikan satu lembar kertas kepada masing-masing kelompok. Lembaran tadi berisi gambar label film yang dibawahnya sudah dilampiri situasi dan rule bagaimana untuk membuat simple dialog menggunakan ungkapan-ungkapan meminta dan memberi pendapat..

27. Walaupun sistuasi dan rulenya sudah diketik dalam kertas tersebut, ET tetatp menjelaskan lagi apa yang harus dikerjakan oleh siswa secara berkelompok. ET juga menjelaskan bahwa satu kelompok terdiri dari 5 orang siswa, namun nanti tiap kelompok hanya akan wajib mengirimkan dua orang anggotanya untuk perform simple dialog mereka.

28. Tiap kelompok mendapatkan gambar label film yang berbeda.

29. ET memberikan kesempatan untuk Ss bertanya jika masih kurang paham dengan penjelasan ET. Karena tidak ada yang bertanya, maka ET memberikan waktu 10 menit untuk Ss menulis simple dialog yang nanti akan mereka perform kan dihadapan seluruh teman-teman mereka.

30. ET dan R mengontrol jalanya kerja kelompok. Mereka berkeliling dari satu kelompok ke kelompok yang lain.

31. Setelah 10 menit berlalu, ET bertanya kepada Ss apakah mereka sudah selesai menuliskan simple dialog.

32. Ada beberapa kelompok yang belum selesai, kemudian ET memberi perpanjangan waktu selama 3 menit.

33. Setelah semua kelompok selesai membuat dialog sederhana. ET bertanya kepada Ss siapa yang berani maju pertama, dan tidak ada satu kelompokpun yang berani mengacungkan tangan mereka lalu ET menyuruh kelompok nya Anisa untuk maju nomor satu. Kelompok itu mengirimkan dua wakilnya untuk perform di depan kelas. Dua orang tersebut adalah Anggi dan Dwi. Mereka nampak malu saat perform dialogue mereka. Nampak tangan Dwi bergetar, suaranya parau, dan sering melihat langit-langit. Suara Dwi dan Anggi tak terdengar oleh teman-teman dan guru mereka. Kelompok kedua dan ketigapun memperformkan dialogue mereka tak jauh beda dengan kelompok pertama, lalu guru menghentikan aktifitas performing. Ia memberi feedback terhadap perkerjaan kelompok pertama sampai kelompok ketiga. Sesekali ia menyuruh peneliti untuk memutarkan bagian-bagian tertentu pada video tertuntu untuk memutarkan the pronunciation of the native speakers of English.

34. ET menyimpulkan materi pertemuan hari itu dengan menyuruh R menyetel video ketiga yang merupakan conclusin video.

35. ET memberikan kesempatan Ss untuk bertanya jika masih ada hal-hal yang belum dimengerti.

36. Tidak ada satupun Ss yang bertanya.

37. ET menutup pelajaran hari itu.

FIELD NOTE
18 MEI 2011

1. Pukul 07.30 R masuk kelas untuk mempersiapkan media dan mengeset ruangan, menyiapkan laptop, mengoneksikan laptop dengan LCD, mengatur suhu AC, dan menyiapkan paper-paper dan gambar-gambar yang akan digunakan oleh ET.

2. Pukul 08.00 ET masuk kelas dan menunggu kedatangan siswa sambil bercakap-cakap dengan R.

3. Pukul 08.15 Ss mulai memasuki kelas dan segera mengkondisikan diri.

4. Setelah semua Ss masuk kelas, ET segera membuka kelas.

5. Kemudian ET melakukan warming up terhadap siswa dengan menggunakan gambar-gambar makanan, yaitu gambar burger dan es krim.

6. Setelah warming up dirasa cukup, R menyetelkan video presentasi yang pertama, yaitu video yang berisi tentang dialogue dua orang native speakers yang sedang membicarakan tentang favorite food.

7. Setelah dialogue tersebut selesai, ET mmengajak Ss untuk mendiskusikan isi video tersebut. Untuk membuat Ss bena-benar paham, ET menyuruh R untuk mengulangi dialog tersebut.

8. Setelah dialog tersebut selesai, ET kembali mengajak Ss untuk mendiskusikan isi video tersebut.

9. ET dan Ss berdiskusi bersama.

10. Lalu untuk membuat Ss benar-benar sangat paham tentang isi dan aspek dari dialog tetrsebut, ET kembali meminta R untuk menyetel ulang video tersebut tetapi dengan dipenggal-penggal. Disetel dengan cara per kalimat, setelah si native selesai berbicara satukalimat lalu di paused, kemudian dibahas oleh ET dan Ss. Kemudian di play lagi, setelah satu kalimat selesai dipaused lagi dan didiskusikan lagi oleh ET dan Ss. Begitu selanjutnya sampai dialog dalam video tersebut selesai.

11. Setelah ET dan Ss selesai mendiskusikan dialog dalam video tadi, ET mengajak Ss untuk berlatih pronunciation menggunakan latihan yang ada di video.

12. R menyetel video di bagian latihan mengucapkan kalimat-kalimat yang dipakai oleh model dalam video tersebut.

13. R menyetel di kalimat petama, muncul tulisan satu kalimat beserta cara pengucapannya yang diucapkan oleh dubber. Setelah dubber selesai memberi satu contoh dan dia berkata,"Repeat!" kemuadian R mempaused video tersebut dan ET mempersilakan Ss untuk menirukan kalimat yang dicontohkan oleh si dubber tadi. Setelah Ss selesai menirukan satu kalimat, maka R kembali memaikan video tersebut saat si dubber mengucapkan kalimat tadi satu kali lagi. Begitu seterusnya sampai kalimat ke enam.

14. Setelah Ss selesai berlatih pronunciation, ET bertanya-tanya sebentar apakah Ss sudah bisa mengungkapkan pendapat mereka seperti yang dilakukan oleh dua orang model dalam video pertama tadi. Ss menjawab pertanyaan ET bahwa mereka sudah lumyan paham.

15. Lalu ET meminta R agar menyetel video kedua yang berisi monolog seorang young native speaker yang sedang bermain guessing games bersama teman-teman sekolahnya menggunakan ungkapan-ungkapan meminta dan memberi infromasi hal-hal yang disukai dan tidak disukai.. Kemudian R menyetel video kedua tersebut.

16. Setelah video kedua tadi selesai diputar, ET mengajak Ss untuk mendiskusikan video kedua tadi.

17. Setelah ET dan Ss selesai berdiskusi, ET menyuruh R kembali memutar monolog tersebut dari awal secara sepenggal-sepenggal untuk berlatih pronunciation.

18. Setelah Ss selesai berlatih pronunciation, ET menyuruh siswa menulis dua kalimat. Satu kalimat untuk menyatakan suka dan satu kalimat lagi untuk menyatakan tidak suka.

19. ET memberikan waktu Ss 5 menit untuk menulisnya.

20. Setelah 5 menit berlalu, ET bertanya kepada Ss apakah mereka sudah selesai menulisnya atau belum.

21. Ss selesai dan ET meminta agar Ss mengucapkan tiga kalimat tersebut dengan keras secara random.

23. Ada tiga siswa yang mengucapkan tiga kalimat yang mereka buat.

24. ET membagi siswa ke dalam kelompok, satu kelompok terdiri dari lima orang siswa.

25. ET menyuruh setiap Ss untuk berhitung satu sampai empat untuk menentukan kelompok mereka.

26. ET menjelaskan kepada Ss bahwa mereka harus membuat dialogue sederhana berdasarkan situasi yang mereka dapatkan dari pak guru.

27. Setealh Ss paham, ET dan R membagikan kartu yang berisi siituasi kepada setiaap kelompok. Setiap kelompok mendapatkan situasi yang berbeda.

28. ET juga menjelaskan bahwa satu kelompok terdiri dari 5 orang siswa, namun nanti tiap kelompok hanya akan wajib mengirimkan dua orang anggotanya untuk perform simple dialog mereka.

29. ET memberikan kesempatan untuk Ss bertanya jika masih kurang paham dengan penjelasan ET. Karena tidak ada yang bertanya, maka ET memberikan waktu 10 menit untuk Ss menulis dialog sederhana tersebut yang nantinya akan mereka perform kan dihadapan seluruh teman-teman mereka.

30. ET dan R mengontrol jalanya kerja kelompok. Mereka berkeliling dari satu kelompok ke kelompok yang lain. Setelah 10 menit berlalu, sebagian besar kelompok sudah selesai membuat dialogue untuk diperform kan.

31. ET menyimpulkan materi pertemuan hari itu dengan menyuruh R menyetel video ketiga yang merupakan conclusin video.

32. ET memberikan kesempatan Ss untuk bertanya jika masih ada hal-hal yang belum dimengerti.

33. Tidak ada satupun Ss yang bertanya.

34. ET menutup pelajaran hari itu.

33. Setelah semua kelompok selesai membuat clue. ET bertanya kepada Ss siapa yang berani maju pertama, dan banyak kelompok yang mengacungkan tangan mereka namun ET hanya menunjuk satu kelompok saja untuk maju pertama.

34. Setelah kelompok pertama maju, kelompok pertama tersebut bebas memilih kelompok mana yang akan maju berikutnya. Sewaktu kelompok pertama sedang berpikir kelompok mana yang akan mereka tunjuk, kelompok-kelompok lain sudah pada mengacungkan tangan mereka. Namun sebelum kelompok pertama mundur, ET mengajak Ss untuk mengoreksi kekurangan kelompok pertama tersebut.

35.Setelah semua kelompok maju, ET mengoreksi seluruh performance Ss.

36. ET menyimpulkan materi pertemuan hari itu dengan menyuruh R menyetel video ketiga yang merupakan conclusion video.

37. ET memberikan kesempatan Ss untuk bertanya jika masih ada hal-hal yang belum dimengerti.

38. Tidak ada satupun Ss yang bertanya.

39. ET menutup pelajaran hari itu.

FIELD NOTE
23 MEI 2011

1. Pukul 06.30 Ss mulai berdatangan.

2. Pukul 07.00 ET memasuki kelas dan segera mengkondisikan Ss, kemudian segera membuka pelajaran dengan menyapa siswa. Sewaktu ET menyapa Ss,"How are you today?" Ss hanya menjawab seadanya. Ss menjawab, 'Fine". Dan sewaktu ET bertanya apakah ada yang tidak masuk,"Who is absent today?" Ss juga hanya menjawab dengan singkat,"No". Ss nampak tidak terlalu antusias.

3. Saat proses warming up, Ss nampak antusias mengikutinya. Mereka nampak mau menjawab pertanyaan demi pertanyaan yang dilontarkan oleh ET saat ET menunjukan gambar sepeda. ET bertanya kepada Ss bagaimana perasaan mereka jika mempunyai sepada seperti itu. Lalu, bagaimana jika ada teman mereka yang meminjam sepeda ersebut lalu dihilangkan. Bagaimana cara mengklarifikasi.

4. Setelah warming up dirasa cukup, R menyetelkan video presentasi yang pertama, yaitu video yang berisi tentang dialogue dua orang native speakers yang sedang bercakap-cakap menggunakan beberapa ungkapan yang fungsinya untuk melakukan klarifikasi. Ketika video diputar, suasana yang semula biasa saja menjadi fun. Siswa nampak tertarik dan dapat tertawa-tawa saat melihat video.

5. Setelah dialogue tersebut selesai, ET mengajak siswa untuk mendiskusikan isi video tersebut. Karena banyak siswa yang paham. ET menyuruh R untuk mengulangi dialog tersebut untuk mengulang-ulang pronunciation si native speaker tersebut.

6. Setelah dialog tersebut selesai, ET kembali mengajak siswa untuk mendiskusikan isi video tersebut.

7. ET dan Ss berdiskusi bersama.

8. Lalu untuk membuat Ss benar-benar paham tentang isi dan aspek dari dialog tetrsebut, ET kembali meminta R untuk menyetel ulang video tersebut tetapi dengan dipenggal-penggal. Disetel dengan cara per kalimat, setelah si native selesai berbicara satu kalimat lalu di paused, kemudian dibahas oleh ET dan Ss. Kemudia di play lagi, setelah satu kalimat selesai dipaused lagi dan didiskusikan lagi oleh ET dan Ss. Begitu selanjutnya sampai dialog dalam video tersebut selesai.

9. Setelah ET dan Ss selesai mendiskusikan dialog dalam video tadi, ET mengajak Ss untuk berlatih pronunciation menggunakan latihan yang ada di video.

10. R menyetel videodi bagian latihan mengucapkan kalimat-kalimat yang dipakai oleh model dalam video tersebut.

11. R menyetel di kalimat petama, muncul tulisan satu kalimat beserta cara pengucapannya yang diucapkan oleh dubber. Setelah dubber selesai memberi satu contoh dan dia berkata,"Repeat!" kemuadian R mempaused video tersebut dan ET mempersilakan Ss untuk menirukan kalimat yang dicontohkan oleh si dubber tadi. Setelah Ss selesai menirukan satu kalimat, maka R kembali memaikan video tersebut saat si dubber mengucapkan kalimat tadi satu kali lagi. Begitu seterusnya sampai kalimat ke enam.

12. Setelah Ss selesai berlatih pronunciation, ET bertanya-tanya sebentar apakah Ss sudah bisa melakukan klarifikasi seperti yang dilakukan oleh dua orang model dalam video pertama tadi. Ss tersenyum sembari menganggukan kepala mereka.

13. Lalu ET meminta R agar menyetel video kedua yang berisi dialogue dua orang native speakers. Kemudian R menyetel video kedua tersebut.

14. Setelah video kedua tadi selesai diputar, ET mengajak Ss untuk mendiskusikan apa yang diucapka oleh model dalam video tersebut.

15. Setelah ET dan Ss selesai berdiskusi, ET menyuruh R kembali memutar dialogue tersebut dari awal secara sepenggal-sepenggal untuk berlatih pronunciation.

16. R menyetel di kalimat petama, muncul tulisan satu kalimat beserta cara pengucapannya yang diucapkan langsung oleh si model. Setelah model selesai memberi satu contoh dan dia berkata,"Repeat!" kemuadian R mempaused video tersebut dan ET mempersilakan Ss untuk menirukan kalimat yang dicontohkan oleh si model tadi. Setelah Ss selesai menirukan satu kalimat, maka R kembali memainkan video tersebut saat si model mengucapkan kalimat tadi satu kali lagi. Begitu seterusnya sampai kalimat ke empat.

17. Setelah Ss selesai berlatih pronunciation, ET menyuruh siswa menulis sebuah kalimat berdasarkan teori yang diajarkan dalam video.

18. ET memberikan waktu Ss 5 menit untuk menulisnya.

19. Setelah 5 menit berlalu, ET bertanya kepada Ss apakah mereka sudah selesai menulisnya atau belum.

20. Setelah semua Ss selesai menulis kalimat tersebut, ET meminta agar Ss mengucapkan kalimat tersebut dengan keras secara random.

21. ET membagi siswa ke dalam kelompok, satu kelompok terdiri dari lima orang siswa.

22. ET menyuruh setiap Ss untuk berhitung satu sampai empat untuk menentukan kelompok mereka.

23. ET memberikan satu lembar kertas kepada masing-masing kelompok. Lembaran tadi berisi gambar situasi yang dibawahnya sudah dilampiri rule bagaimana untuk membuat simple dialog menggunakan ungkapan-ungkapan meminta dan memberi klarifikasi.

24. Walaupun sistuasi dan rulenya sudah diketik dalam kertas tersebut, ET tetatp menjelaskan lagi apa yang harus dikerjakan oleh siswa secara berkelompok. ET juga menjelaskan bahwa satu kelompok terdiri dari 5 orang siswa, namun nanti tiap kelompok hanya akan wajib mengirimkan dua orang anggotanya untuk perform simple dialog mereka.

25. ET memberikan kesempatan untuk Ss bertanya jika masih kurang paham dengan penjelasan ET. Karena tidak ada yang bertanya, maka ET memberikan waktu 10 menit untuk Ss menulis simple dialog yang nanti akan mereka perform kan dihadapan seluruh teman-teman mereka. Selain itu, ET juga memberikan instruksi kepada Ss agar membawa pekerjaan mereka kepada ET untuk dikoreksi oleh ET sebelum diperformkan didepan teman-teman mereka.

26. ET dan R mengontrol jalanya kerja kelompok. Mereka berkeliling dari satu kelompok ke kelompok yang lain.

27. Setelah 10 menit berlalu, ET bertanya kepada Ss apakah mereka sudah selesai menuliskan simple dialog.

28. Ada beberapa kelompok yang belum selesai, kemudian ET memberi perpanjangan waktu selama 3 menit.

29. Setelah semua kelompok selesai membuat dialog sederhana. ET bertanya kepada Ss siapa yang berani maju pertama, dan tidak ada satu kelompokpun yang berani mengacungkan tangan mereka lalu ET menyuruh kelompok nya Anisa untuk maju nomor satu. Kelompok itu mengirimkan dua wakilnya untuk perform di depan kelas. Dua orang tersebut adalah Anggi dan Dwi. Mereka nampak malu saat perform dialogue mereka. Nampak tangan Dwi bergetar, suaranya parau, dan sering melihat langit-langit. Suara Dwi dan Anggi tak terdengar oleh teman-teman dan guru mereka. Kelompok kedua dan ketigapun memperformkan dialogue mereka tak jauh beda dengan kelompok pertama, lalu guru menghentikan aktifitas performing. Ia memberi feedback terhadap perkerjaan kelompok pertama sampai kelompok ketiga. Sesekali ia menyuruh peneliti untuk memutarkan bagian-bagian tertentu pada video tertuntu untuk memutarkan the pronunciation of the native speakers of English.

30. ET menyimpulkan materi pertemuan hari itu dengan menyuruh R menyetel video ketiga yang merupakan conclusin video.

31. ET memberikan kesempatan Ss untuk bertanya jika masih ada hal-hal yang belum dimengerti.

32. Tidak ada satupun Ss yang bertanya.

33. ET menutup pelajaran hari itu.

1.

R   : Hallo dek, senang tidak dengan pelajaran hari ini?

S   : Senang miss.

R   : Kenapa senang?

S   : Karena hari ini kegiatannya sangat menyenangkan miss.

R   : Kegiatan yang mana dek yang menyenangkan?

S   : Tadi kan pakai games yang kaya games yang dipraktekin sama anak bule di video gitu miss, jadi gak berasa sedang diajari Bahasa Inggris. Kaya lagi main ma temen-temen aja giitu miss, tapi gak kerasa dengan main itu kemampuan berbicara jadi muncul.

R   : O gitu? Terus apakah adek tadi berani berbicara dengan Bahasa Inggris saat permainan guessing game

S   : Sebenarnya sih malu, tapi karena tertarik pengen tau jawabanya jadi ya saya semangat untuk ikut berpartisipasi berbicara.

R   : Terus manfaat apa yang adek dapatkan setelah mengikuti pelajaran hari ini?

S   : Jadi lebih tertarik untuk mengikuti pelajaran, jadi lebih pengen belajar berbicara Bahasa Inggris.

R   : Berati kemampuan speakingnya meningkat gak?

S   : Meningkat miss.

R   : Buktinya apa?

S   : Saya jadi bisa bertanya apa yang disukai dan tidak disukai oleh orang lain dan bisa menyatakan hal apa yang saya sukai dan tdiak sukai.

R   : Bisa kasih contoh?

S   : Do you like orange? No, I don't like orange.

R   : Terus dari segi pronunciation, intonation, dan vocabulary ada yang meningkat juga gak?

S   : Iya miss, kalau pronunciation ya masih salah-salah tapi mendinglah daripada kemaren-kemaren, kalau intonasi ya biasa aja miss..kan hampir sama kaya Bhasa Indonesia. Kalau tanya nadanya meninggi..kalau jawab tuh datar, ya kayak yang diucapin si bule di video tadi.

R   : Terus kalau vocab, ada yang nambah gak?

S   : Ada miss.

R   : Contohnya apa?

S   : Saya jadi tauperbedaan countable dan uncountable dan tau kalau flour itu tepung dan bacanya buka fluur tapi flaer.

R   : O gitu, terus kemarin saya lihat adek serius sekli menonton videonya tapi tadi saya lihat adek sering ketawa-tawa saat menonton video, ada apa ya?

S   ; Lucu miss video yang kedua tadi, yang anak-anak lagi maen tebak-tebakan.

R   : Terhibur dong?

S   : Terhiburlah miss, pokoknya pelajaran hari ini tuh enak..tadi pas diskusi juga enak, bisa tukar pikiran sama teman juga.

R   : Kenapa kok enak kalau tukar pikiran sama teman?

S   : Karena kalau sama temen kan gak ada rasa malu dan sungkan miss.

R   : Lho emang adek malu dan sungkan kalau tanya sama pak guru?

S   : Gak juga miss, tapi karena gak biasa jadi paling saya tanya arti kata yang saya gak ngerti aja sih sama pak guru.

R   : Terus ada saran dan kritik gak?

S   : Mmm.. mbok latihanya jangan hanya buat kalimat terus diucapin miss, tapi latihan pronunciation juga, jadi kita tau kita salah apa nggak.

R   : OK, makasih ya dek?

S   : Iya miss sama-sama.

2.

R : Hallo, dek senang gak dengan pelajaran hari ini?

S : Senang miss.

R : Kenapa senang?

S   : Karena dari minggu kemaren pelajarannya asik miss.

R   : Dimana letak keasikanya?

S   : Dengan adanya video, kita jadi gak kerasa kalo kita sedang belajar Bahasa Inggris. Rasanya kaya lagi nonton film gitu.

R   : Terus pendapat adek sendiri tentang video-video yang disuguhkan tadi apa?

S   : Videonya bagus miss, bahasanya tidak terlalu sulit dan tidak terlalu cepat. Malahan ada pembahasan dan laithan pronunciationya juga.

R   :Kalau mengenai gamesnya sendiri, gimana kesan yang adek dapatkan setelah bermain guessing game tadi?

S   : Saya senang belajar Bahasa Inggris dengan bermain seperti adi miss.

R   ; Manfaat apa yang adek dapatkan dari permainan itu?

S   : Jadi lebih akrab dengan teman, lebih menambah kosakata, tau gimana cara bertanya apa yang disukai dan jadi tau caranya bilang apa yang kita sukai.

R   : Berarti udah meningkat belum kemampuan berbicara Bahasa Inggris adek?

S   : Kalau dibandingin yang kemaren sebelum pakai video ya naik miss, kemaren kan pelajaran hanya mengerjakan soal terus dan soal mengucapkan, seringnya Cuma disuruh baca teks di LKS. Jadi, kalau dibandingin kemaren ya meningkatlah, kan kemaren-kemaren saya Cuma bisa menjawab soal pilihan ganda di LKS, kalau untuk berbicara..saya kemaren gak dong kalau ada yang pakai Bahasa Inggris, etapi sekang agak paham orang ngomong apa, jadi bisa jawab.

R   ; Terus ada saran dan kritik gak?

S   : Semoga minggu depan akan lebih bagus lagi dan lebih menarik lagi pelajaranya.

R   : OK, makasih ya dek.

3.

R   : Hallo dek, senang gak dengan pelajaran hari ini?

S   ; Senang, miss.

R   : Kenapa senang?

S   : Karena lebih menarik darpida minggu kemaren.

R   ; Apanya yang menarik?

S : Secara video lebih bagus, latihan kelompok juga lebih enak karena seru miss kalau buat clue tuh, semuanya jadi antusias untuk ikut mikir bersama. Kalau minggu kemaren kan gak semua anak ikiut mikir miss, ada yang gojek-gojek sendiri dan ada yang diam aja. Terus pas perform tuh yang paling seru.

R : Terus manfaat apa yang adek dapatkan setelah mengikuti pelajaran hari ini?

S ; Nambah kosakata, jadi lebih kreatif..jadi bisa tau countable dan uncountable noun, dan bisa tau gimana tata bahasa yang benar untuk berbicara.

R ; Emangnya sebelum-sebelumnya gak tau ya tata bahasa yang benar?

S ; Ya diajarin sih, tapi gak diajarin kalau mau ngomong itu pertama tuh subyek predikat terus noun gtu lho miss. Ya sekedar menerjemahkan teks recount yang ada di LKS gitu. Jadi kadang kami hanya bisa secara tertulis tetapi sulit untuk berbicara. Kami aja gak tau kalau ada orang ngomong pakai Bahasa Inggris, apalagi untuk menjawab pertanyaan dengan Bahsa Inggris?

R : Jadi kesimpulannya?

S ; Dengan pelajaran yang seperti ini, saya jadi lebih berani berbicara karena sebelumnya diberi / diajari dulu bagaimana cara mengungkapkan suka dan tidak suka dan diajari bertanya apa yang orang lain suka dan tidak suka. Jadi, sekarang saya lebih bisa berbicara dengan Bahasa Inggris.

R : OK, makasih ya dek.

4.

R : Hallo adek, senang gak dengan pelajaran hari ini?

S : Senang miss.

R ; Kenapa senang?

S : Karena pelajarannya makin enak.

R : Berarti sekarang sudah senang dengan Bahasa Inggris dong?

S : Hehe, senang miss kalau diajarnya kaya gii terus. Adi tu gak baca LKS terus gitu lho. Tapi

R : terus tadi paham gak dengan materi yang disampaikan hari ini?

S ; mulai paham miss.

R : Tadi waktu kerja kelompok, ikut mikir clue buat perform gak?

S : Ya iyalah miss, kan seru.

R : Berarti sekarang udah bisa dong mengungkapkan apa yang adek sukai dan tidak sukai?

S : udah miss.

R : Coba kasih contoh.

S : I Like eat friedrice but I don't like sate.

R : Good. Oia dek, sekedar koreksi sedikit, like itu artinya apa?

S ;Suka

R : berarti termasuk kata kerja atau kata benda?

S ; Kata kerja miss.

R : Kalau eat kata kerja atau noun?

S : Kata kerja juga.

R : Jadi kurang tepat kalau I like eat friedrice, karena setalah kata kerja tidak boleh diikuti kata kerja lagi. Jadi yang bener adalah I like eating friedrice. Tapi sofar km great lho kemajuanya. Ada peningkatan.

S : Iya miss, saya juga merasa ada peningkatan. Kalau sebelmnya kan malah ga bisa ngomong sama sekali, hehe.

R : Terus ada saran gak agar pelajaran minggu depan bisa lebih buat adek bisabebrbicara dengan Bahasa Inggris?

S : Lebih dibuat menantang agar semua anak berani dan mau berbicara dengan tidak takut salah, hehe.

R : Hehe kamu masih belum berani ngomong dengan Bahasa Inggris ya dek?

S : Hehe yang penting kan udah mulai bisa bagaimana caranya ngomong Bahasa Inggris miss walaupun belum berani tampil dengan pede.

R : Hehe OK deh trimakasih ya?

S ; Ya.

5.

R : Hallo dek, senang gak dengak pelajaran hari ini?

S : Senang miss.

R : Kenapa senang?

S   : Karena pelajaranya lebih menyenangkan daripada yang kemaren, nonton videonya idak semuanya membicarakan hal-hal yang serius. Ada video yang bermain tebak-tebakan juga.

R   : Merasa bermanfaat gak udah ikut peljaran hari ini?

S   : Iya, yang biasanya badmood ketika belajar Bahasa Inggris sekarang jadi suka miss.

R   : Sukanya karena nonton video atau apa?

S   ; Ya karena dengan nonton video orang asing, dengan sendirinya saya jadi tau oh gini to kalau mau bilang gini, mau bilang gitu. Jadi tau juga bagaimana pengucapan yang benar.

R   ; Berarti udah suka dengan Bahasa Inggris?

S   : udah miss.

R   : Terus kesan dan pesan untuk pelajaran hari ini apa?

S   ; Hari ini pelajanya menyenangkan, tapi sayangnya keinginan saya untuk bicara didepan teman-teman masih belum timbul miss.

R   : Kalau kritik atau saran ada gak?

S   : Ya sebenarnya saya jugapengen bisa ngomong dengan keras lantang dan benar kaya temen-temen yang lain, tapi kok berat ya miss rasanya untuk mangap?hehe. Jadi semoga saya bisa lbih baik besok-besok.

R   : OK tterimakasih dek.

6.

R   : Hallo dek, senang gak dengan pelajaran hari ini?

S   : Senang miss.

R   ; Kenapa senang?

S   : Karena tidak mengerjakan LKS aja kaya biasanya.

R   : Emang tadi ngapain aja aktifitas belajar mengajarnya?

S   : Nonton video, niruin video, diskusi, dan buat dialog dengan teman satu kelompok.

R   : Mengasikan gak kegiatan seperti itu?

S   : Iya miss. Tidak membuat ngantuk!hehe

R   : Emang biasanya ngantukan ya?

S   : Hehe, habis biasanya Cuma ngerjain LKS terus gitu bikin nguap nguap terus miss. Maleslah pokoknya.

R   : Berarti udah tertarik belum dengan Bahasa Inggris?

S   : Sudah mulai ni miss.

R   ; Terus dengan adanya kegiatan belajar yang seperti ini, adek merasa mendapkan manfaat gak?

S   : Iya miss, jadi lebih konsentrasi dalam belajar.

R   : Nambah daftar kata-kata yang adek punya gak?

S   : Iya miss, biasanya kan gak tau klo mau saya tidak suka. Trnyata Cuma I don't know aja. Kalau I dan we they tuh kalau mau negatifin pakai don't tap kalau he dan she pakai doesn't.

R   : Terus ada saran dan kritik gak buat pelajaran hari ini?

S   : Agar videonya terus dikembangkan aja miss.

R   : OK, makasih ya ?

S   ; OK.

7.

R   : Hallo dek, senang gak dengan pelajaran hari ini?

S   : Senang miss.

R   ; Kenapa senang?

S   : Karena dikasih contoh Bahasa Inggris sehari-hari digunakan oleh orang bule.

R   : Berarti paham dengan apa yang diomngin si bule?

S   : Awalnya sih Cuma ngerti dikit-dikit aja, tap karena videonya diulang-ulang per kalimat kalimat terus dibahas bareng, jadi tau deh si bule ngomong apa aja. Udah gitu divideo kedua, lebih asik karena yang ngjarin bagaimana berbicara bahasa Inggris adalah lagsung orang Bule.

R   : Berarti uda seneng belum dengan Bahasa Inggris?

S   ; Udah miss. Jadi lebih semangat bisa berkomunikasi dengan Bahasa Inggris.

R   : Terus selain itu ada gak manfaat lain setelah mengikuti pelajaran hari ini?

S   : Jadi tau juga kebudayaan orang bule, bagaimana cara menghargai lawan bicaranya.

R   : Memangnya bagaimana menghargainya?

S   : Dengan melihat mata lawan bicaranya.

R   : Selain itu vocabnya nambah gak?

S   : Nambah dong miss.

R   : Contohnya?

S   ; war itu perang, interesting itu menarik, victim itu korban.

R   ; Kalau pronunciationya jadi lebih bagus gak?

S   :Hehe, gimana ya miss. Mmm..thought itu bacanya tath. Terus thouhgt itu adalah verb duanya dari think, aku baru tau sekarang lho miss.

R   : Terus ada saran dan kritik gak dek?

S   ; Semoga minggu depan lebih menarik lagi agar saya tambah suka lagi!hehe

R   : OK, makasi ya.

S   : Yoi miss.

8.

R   : Hallo dek, senang gak dengan pelajaran hari ini?

S   : Senang.

R   : Kenapa senang?

S   : Menarik perhatian.

R   : Apanya yang menarik perhatian?

S   : Nontonya.

R   : Seneng berarti pelajaran BahasaInggris diterangkan dengan memakai video?

S   : Iya.

R   : Berati sekarang udah seneng dong dengan Bahasa Inggris?

S   : Biasa aja.

R   : Loh kenapa biasa aja?

S   : Karena sulit.

R   : Tadi gak paham pa dengan materi yang disampakan?

S   : Agak paham.

R   : Terus udah ada kemajuan belum tentang penguasaan Bahasa Inggris adek?

S   : Sedikit.

R   : Kemajuannya berupa apa?

S   : Lebih serius, miss.

R   : Penguasaan vocab, pronunciation, dan lain-lain ada yang meningkat gak?

S   : Mmm.. jadi tau apa yang dimaksud oleh orang asing. Biasanya gak mudeng kalo ada orang ngomong pakai Bahasa Inggis.

R   : Terus ada saran dan kritik gak?

S   : Supaya lebih menghibur aja disampaikannya pelajaran.

R   : OK,terimakasih.

Pre-Test of English

for First Grade Students of Semester Two

SPEAKING

Standard of Competence:

9. Expressing the meaning of the very simple transactional and interpersonal conversation to get an interaction in the context of daily life.

Basic Competency

9.2 Expressing the meaning of the very simple transactional (to get things done) and interpersonal (socialization) conversation accurately, fluently, and acceptable to interact in surroundings using the expression of asking for and giving opinions, expressing like and dislike, asking for clarification, and responding information interpersonally.

Pre-Test of English for First Grade Students of Semester Two

Section	Description	Time	Score
Part I. Introduction 1. Interviewer : *Hello.* Interviewee (Student) : …………. 2. Interviewer: *My name is Erin. In approximately 5 minutes please answer my questions.* 3. Interviewer: *Let start our dialogue. First, Please tell me about yourself. Before I let you tell about yourself, I will give you an example.* Hello. My name is Erin. I come from Jogja. *OK, now please tell about yourself!* Interviewee (student) : ………….	The first part of the test is an introduction that used to explain the aim of the test, the time allocation, how how to answer the questions.		
Part II (Dialogue_giving respond) 4. Interviewer: *OK, Thank you. Then, Do you know Laskar Pelangi movie?* Interviewee (Student) : ……… 5. Interviewer: *Do you like that movie?* Interviewee (Student) : …………… 6. Interviewer: *What do you think about that movie?*	The second part is consists of some questions to measure the students' ability in giving informations to others.	1 minutes	

Interviewee (Student) : ………… 7. Interviewer : *Hey what do you mean by.....?* Interviewee (Student):			
Part III Pair Discussion 8. Interviewer : *OK, I have a friend. His name is Didy. Besides, I have four pictures of movies' label. I don't know which movie that he likes and I don't know what is his opinion about the movie, so you should ask him which movie that he likes and what is his opinion about the movie. After that, you should report it to me.* Interviewee (Student) : ……………… 9. Interviewer: *Next, I will give you a situation. The situation is he (my friend) has losted your CD, so he will tell you that he has losted the CD, and so you should ask him to clarify about the situation.* Interviewee (Student) : …………… 10. Interviewer : *This day is my birth day, so what should you say to congratulate me?* Interviewee (Student) : …………	The third part of the test is consists of some questions to measure the students' ability in asking for and giving informations to others.	1 minutes	

Post-Test of English

for First Grade Students of Semester Two

SPEAKING

Standard of competence: 9. expressing the meaning of the very simple transactional

and interpersonal conversation to get an interaction in the context of daily life.

Basic Competency

9.1 Expressing the meaning of the very simple transactional (to get the things done)

and interpersonal (socialization) conversation accurately, fluently, and acceptable to

interact in surroundings using the expressions of asking and giving for services,

things, and facts.

Post-Test of English for First Grade Students of Semester Two

Section	Description	Time	Score
Part I. Introduction 1. Interviewer : *Hello.* Interviewee (Student) : …………. 2. Interviewer: *My name is Erin. In approximately 5 minutes please answer my questions.* 3. Interviewer: *Let start our dialogue. First, Please tell me about yourself. Before I let you tell about yourself, I will give you an example.* Hello. My name is Erin. I come from Jogja. *OK, now please tell about yourself!* Interviewee (student) : …………	The first part of the test is an introduction that used to explain the aim of the test, the time allocation, how how to answer the questions.		
Part II (Dialogue_giving respond) 4. Interviewer: *OK, Thank you. Then, Do you know Laskar Pelangi movie?* Interviewee (Student) : ……… 5. Interviewer: *Do you like that movie?* Interviewee (Student) : …………… 6. Interviewer: *What do you think about that movie?* Interviewee (Student) : ………… 7. Interviewer : *Hey what do you mean by.....?*	The second part of the test is consists of some questions to measure the students' ability in giving informations to others.	1 minutes	

Interviewee (Student):			
Part III Pair Discussion 8. Interviewer : *OK, I have a friend. His name is Didy. Besides, I have four pictures of movies' label. I don't know which movie that he likes and I don't know what is his opinion about the movie, so you should ask him which movie that he likes and what is his opinion about the movie. After that, you should report it to me.* Interviewee (Student) : ……………… 9. Interviewer: *Next, I will give you a situation. The situation is he (my friend) has losted your CD, so he will tell you that he has losted the CD, and so you should ask him to clarify about the situation.* Interviewee (Student) : …………… 10. Interviewer : *This day is my birth day, so what should you say to congratulate me?* Interviewee (Student) : …………	The third part of the test is consists of some questions to measure the students' ability in asking for and giving informations to others.	1 minutes	

THE RESULT OF THE PRE-TEST

No	induk	Nama	FM	GAM	PAM	VAM	SAM
1.	5803	ANGGI KUSUMAWATI	2	3	2	3	10 / 5,5
2.	5804	ANINDYA DWIASH SANTRI	2	3	3	3	11/ 5,5
3.	5805	ANNISA TANAYA NOOR FEBRIYANTI	2	3	3	3	11 / 5,5
4.	5806	BAGASKARA TEGUH PRAKOSO	2	3	3	3	11 / 5,5
5.	5807	DEDEN WAHYU SAPUTRA	3	3	3	3	12 / 6
6.	5808	DIMAS AGUNG PRASETYO	2	3	3	3	13 / 6,5
7.	5809	DWI NURYANTI	2	4	2	2	10 / 5
8.	5810	DYAH AYU PUSPITASARI	3	3	3	3	12 / 6
9.	5811	EMMA KHAIRUN NISAA	3	3	3	3	12 / 6
10.	5812	ERSA FIFIANIDA	2	3	3	3	11 / 5,5
11.	5813	FEBRIYANTO	2	3	2	2	9 / 4,5
12.	5814	HUSAIN ABIYYU	3	3	2	3	11 / 5,5
13.	5815	IMAM AFIF FUDIN	3	3	3	3	12 / 6
14.	5816	INTAN IVIOLA AMANDA	2	3	3	3	11 / 5,5
15.	5817	INTAN PUTRI HANINDA	3	3	2	3	11 / 5,5
16.	5818	KRISNAWAN SURYO LAKSONO	2	3	3	3	11 / 5,5
17.	5819	LAPUASA SOEKMA DAMARA	3	3	3	4	13 / 6,5
18.	5820	LARAS WINTANG KIRANA	3	3	2	4	13/ 6,5
19.	5821	MAULANA ISTAR MAHINDRA	3	3	2	3	11 / 5,5
20.	5822	MUHAMAD IHCAM RAMADHANA	3	4	2	3	11/ 5,5
21.	5823	MUHAMMAD TAMMAM AZIZ	3	3	3	3	12 / 6
22.	5824	NUR ALIA SHINTA DEWI	2	3	3	4	12 / 6
23.	5825	PUSPITASARI AYUNINGSIH	3	3	3	4	13/ 6,5
24.	5826	RENY ISNAENI	3	3	3	3	12/ 6
25.	5827	RISTYA AULIA KHASANAH	3	2	3	3	11 / 5,5
26.	5828	RIZKI DESIA ARINDRA PUTRI	3	2	3	4	12 / 6
27.	5829	RIZKY NOKI EKA PUTRA	3	3	4	3	13 / 6,5
28.	5830	RIZMA NASTITI KURNIANINGRUM	2	3	3	3	11 / 5,5
29.	5831	SITI NUR ARIFAH	2	3	3	3	11/ 5,5
30.	5832	SONIA ANGGRAINI	3	3	3	3	12 / 6
31.	5833	TRI ANGGORO BROTO	3	2	3	3	11 / 5,5
32.	5834	WAHYU ARDI SAPUTRA	3	2	3	3	11 / 5,5
33.	5835	WAHYU TEGUH DERMAWAN	3	3	3	3	12 / 6
34.	5836	YOVIE RANGGA MEGANTORO	3	2	4	3	12 / 6

FM (Fluency Mark)   : 90/34 = 2.6
GAM (Grammar Accuracy Mark)   : 102/ 34 = 3.0
PAM (Pronunciation Accuracy Mark) : 98/34 = 2.8
VAM (Vocabulary Accuracy Mark)   : 101/34 = 2.9
SAM (Speaking Ability Mark)   : 202/34 = 6.0
> 6.7 = …. Students

THE RESULT OF THE POST-TEST

No	induk	Nama	FM	GAM	PAM	VAM	SAM
1.	5803	ANGGI KUSUMAWATI	3	3	3	4	13 / 6,5
2.	5804	ANINDYA DWIASH SANTRI	3	3	4	4	14/ 7
3.	5805	ANNISA TANAYA NOOR FEBRIYANTI	2	3	3	4	12 / 6
4.	5806	BAGASKARA TEGUH PRAKOSO	2	3	4	3	12 / 6
5.	5807	DEDEN WAHYU SAPUTRA	4	4	4	4	16 / 8
6.	5808	DIMAS AGUNG PRASETYO	3	4	3	3	13 / 6,5
7.	5809	DWI NURYANTI	2	4	3	3	12 / 6
8.	5810	DYAH AYU PUSPITASARI	3	3	4	4	14 / 7
9.	5811	EMMA KHAIRUN NISAA	3	3	4	3	13 / 6,5
10.	5812	ERSA FIFIANIDA	3	3	4	3	13 / 6,5
11.	5813	FEBRIYANTO	2	2	3	3	10 / 5
12.	5814	HUSAIN ABIYYU	3	3	3	4	13 / 6,5
13.	5815	IMAM AFIF FUDIN	3	4	4	3	14 / 7
14.	5816	INTAN IVIOLA AMANDA	2	3	3	4	12 / 6
15.	5817	INTAN PUTRI HANINDA	3	3	3	3	12 / 6
16.	5818	KRISNAWAN SURYO LAKSONO	3	3	3	4	13 / 6,5
17.	5819	LAPUASA SOEKMA DAMARA	4	5	4	4	17 / 8,5
18.	5820	LARAS WINTANG KIRANA	4	3	4	4	15/ 7,5
19.	5821	MAULANA ISTAR MAHINDRA	3	3	3	3	12 / 6
20.	5822	MUHAMAD IHCAM RAMADHANA	3	4	3	3	13/ 6,5
21.	5823	MUHAMMAD TAMMAM AZIZ	3	4	3	3	13 / 6,5
22.	5824	NUR ALIA SHINTA DEWI	2	3	3	4	12 / 6
23.	5825	PUSPITASARI AYUNINGSIH	3	3	4	4	14/ 7
24.	5826	RENY ISNAENI	3	3	3	4	13/ 6,5
25.	5827	RISTYA AULIA KHASANAH	3	2	4	3	12 / 6
26.	5828	RIZKI DESIA ARINDRA PUTRI	3	3	3	4	13 / 6,5
27.	5829	RIZKY NOKI EKA PUTRA	3	4	4	4	15 / 7,5
28.	5830	RIZMA NASTITI KURNIANINGRUM	2	3	3	4	12 / 6
29.	5831	SITI NUR ARIFAH	2	3	3	4	12/ 6
30.	5832	SONIA ANGGRAINI	3	4	3	3	13 / 6,5
31.	5833	TRI ANGGORO BROTO	3	2	4	4	13 / 6,5
32.	5834	WAHYU ARDI SAPUTRA	3	3	4	3	13 / 6,5
33.	5835	WAHYU TEGUH DERMAWAN	3	3	4	4	14 / 7
34.	5836	YOVIE RANGGA MEGANTORO	3	3	4	4	14 / 7

FM   : 97/34 = 2,8
GAM   : 109/ 34 = 3,2
PAM   : 116/34 = 3,4
VAM   : 117/34 = 3,4
SAM   : 224/34 = 6,5
> 6,7 = 10 Students

APPENDIX C

THE DATA OF THE VIDEO PRESENTATION

Table 2. The Video Presentations of Meeting 1

Meeting 1	First video	Second video	Third video
Type of Video	Dialogue	Monologue	
Title/ theme	War movie	English lesson	Expressing opinion
Duration	6 minutes	3 minutes	3 minutes
Content	Asking for and giving opinion	Asking for and giving opinion	Asking for and giving opinion
Publisher	EF language school	*Dan* the English teacher	Advance English conversation
Website			

Table 3. The Video Presentations of Meeting II

Meeting 1	First video	Second video	Third video
Type of Video	Dialogue	Monologue	
Title/ theme	Food	English lesson	Expressing likes and dislikes
Duration	6 minutes	3 minutes	2 minutes
Content	Asking and giving for information about likes and dislikes	Asking and giving for information about likes and dislikes	Asking and giving for information about likes and dislikes
Publisher	EF language school		

Table 4. The Video Presentations of Meeting 1 Cycle II

Meeting 1	First video	Second video	Third video
Type	Dialogue	Dialogue	
Title/ theme	Unit 9_Asking for clarification_part	Unit 9_Asking for clarification_part	How to clarify

	I	II	
Duration	3 minutes	3 minutes	1 minutes
Basic Competency	Asking for and giving clarification	Asking for and giving clarification	Asking for and giving clarification
Publisher			Advance English conversation

Table 5. The Video Presentations of Meeting 2 of Cycle II

Meeting II	First video	Second video	Third video	Fourth video	Fifth video
Type	Dialogue	Monologue	Monologue	Monologue	Monologue
Title/ theme					
Duration	1 minute	1 minute	1 minute	1 minute	1 minute
Basic competency	Giving congratulation	Giving congratulation	Giving congratulation	Giving congratulation	Giving congratulation
Publisher					

ATTACHEMENT

1. The pictures that were used in the warming up activity

   a. Laskar pelangi

   b. Sang pencerah

   c. Harry Potter

   d. Burger

e. Ice cream

f. Bread

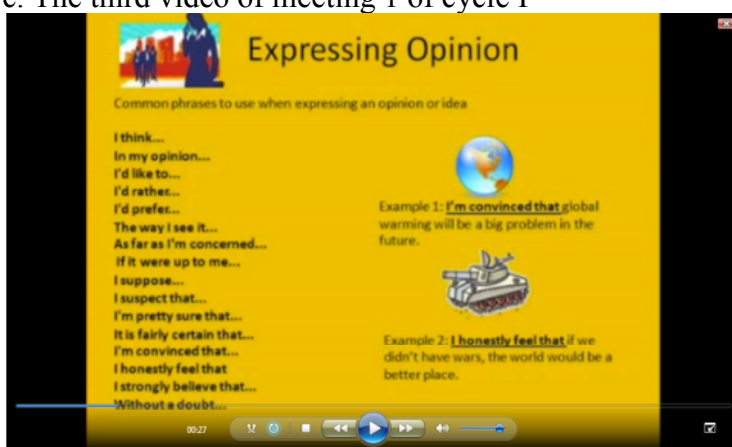2. The videos that were used in the teaching and learning process

a. The first video of meeting 1 of cycle I

b. The second video of meeting 1 of cycle I

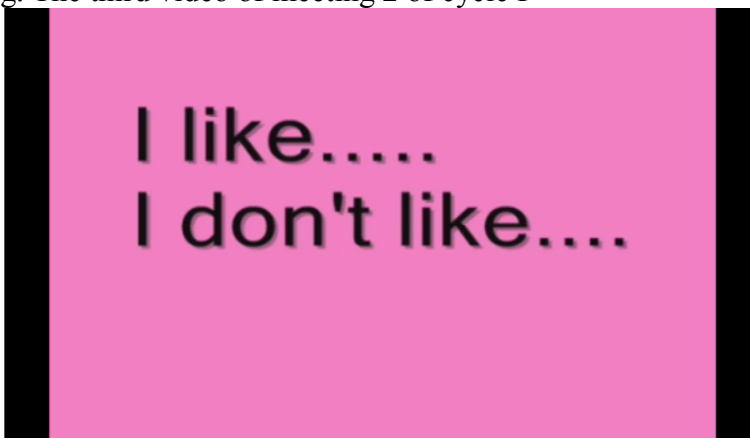c. The third video of meeting 1 of cycle I

e. The first video of meeting 2 of cycle I

f. The second video of meeting 2 of cycle I

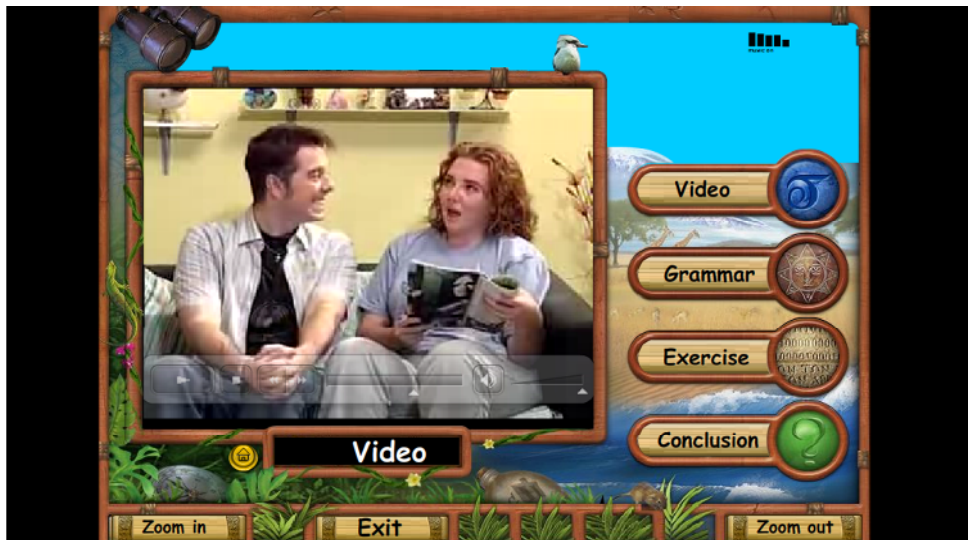g. The third video of meeting 2 of cycle I

h. The first video of meeting 1 of cycle II

i. The second video of meeting 1 of cycle II

j. The third video of meeting 1 of cycle II

k. The video of the meeting 2 of the second cycle
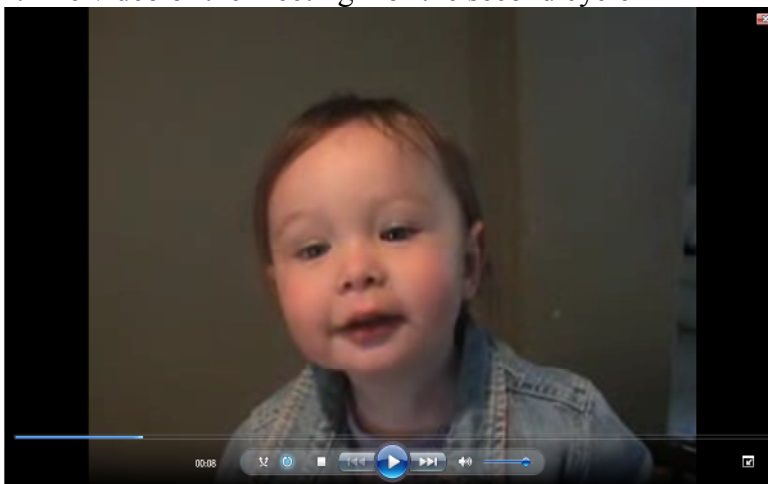

l. The video of the meeting 2 of the second cycle

m. The video of the meeting 2 of the second cycle
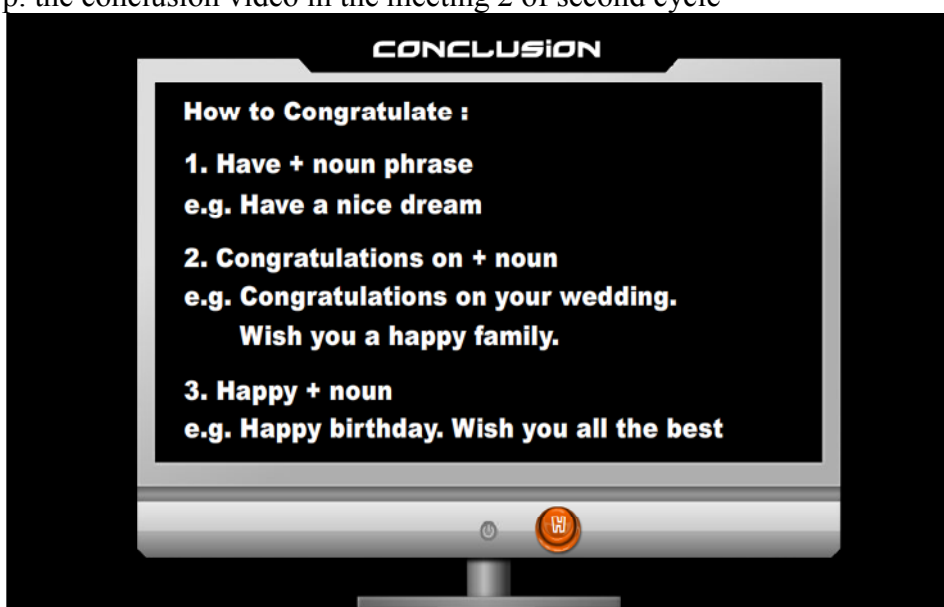

...eu quero desejar a vocês...

n. The video of the meeting 2 of the second cycle

o. The video of the meeting 2 of the second cycle

p. the conclusion video in the meeting 2 of second cycle

3. The worksheet and pre-exercise that were used before the students work in groups

a. Work sheet in the first meeting of cycle I

WORK SHEET

John and Jean are students of Senior High School. They are classmates. One day, they met in a cinema. They have watched 2012 movie. Then, they were talking about the movie.

(Now, make a simple dialogue of their talking. After that, perform the dialogue in front of the class. Two members of your group should represent your group. A member as John, and a member else as Jean)

John : (asking for opinion)

………………………………………………………………..?

Jean : (Giving positive opinion)

…………………………………………………………………

John : (Asking for the reason)

………………………………………………………………..?

Jean : (Giving for the reason and asking back what is student A opinion)

……………………………………………………………………?

John : (Giving negative opinion)

…………………………………………………………………

Jean : (Asking for the reason)

………………………………………………………………..?

John : (Giving for the reason)

………………………………………………………………..

b. Work sheet in the second meeting of cycle I

One day, Mr.Smith gave exercise to his students. Then, he controlled all the students. There was a student who did not do his exercise. That student was Brown. Then, Mr. Smith was clarifying Brown

Mr. Smith: is an English teacher

Brown : Mr. Smith's student

Now, make a simple dialogue of the situation above. Then, perform it in front of the class. A student become Mr. Smith, and a student else become Brown.

DIALOGUE

Mr.Smith: ....?

Brown: ....

Mr.Smith: ....?

Brown: ....

Mr.Smith: ....

Brown: ....?
Mr.Smith: ....

4. The process of the teaching and learning during the study

a. The teacher greeted and asked for the students attendance

b. The teacher warmed up the students used some particular pictures

c. The activity during whilst-teaching

c. The situation when the students did the pre-exercise before organized to be groups

d. The situation during group work activity

e. The situation during performing activity

f. The situation while the teacher conclude the lesson through the last video

FRM/FBS/33-00
31 Juli 2008

Nomor	: 101/H.34.12/PP/I/2011	10 Januari 2011
Lampiran	: --	
Hal	: **Permohonan Izin Observasi**	

Kepada Yth.

Kepala Sekolah
SLTP N 16 Yogyakarta
di Yogyakarta

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan observasi untuk memperoleh data validitas instrumen dengan judul :
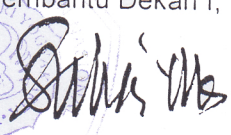
Improving Students' Speaking Ability Through Video Presentation of Grade VII at SLTP N 16 Yogyakarta in Academic Year 2010/2011

Mahasiswa dimaksud adalah :

Nama	: FERINA HARYONO
NIM	: 06202244114
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Lokasi Observasi	: SLTP N16 Yogyakarta

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

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Drs. Suhaini M. Saleh, M.A.
NIP 19540120 197903 1 002

PEMERINTAH KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 562682

EMAIL : perizinan@jogja.go.id EMAIL INTRANET : perizinan@intra.jogja.go.id

SURAT IZIN

NOMOR : 070/1099

2513/34

Membaca Surat	:	Dari Dekan Fak. Bahasa dan Seni - UNY
		Nomor : 834/H.34.12/PP/IV/2011 Tanggal :14/04/2011
Mengingat	:	1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
		2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
		3. Peraturan Walikota Yogyakarta Nomor 33 Tahun 2008 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
		4. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
		5. Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor: 38/I.2/2004 tentang Pemberian izin/Rekomendasi Penelitian/Pendataan/Survei/KKN/PKL di Daerah Istimewa Yogyakarta.

Diijinkan Kepada	:	Nama : FERINA HARYONO NO MHS / NIM :06202244114
		Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
		Alamat : Kampus Karangmalang, Yogyakarta
		Penanggungjawab : Drs. Margana, M. Hum., M. A.
		Keperluan : Melakukan Penelitian dengan judul Proposal : IMPROVING STUDENTS' SPEAKING ABILITY THROUGH VIDEO PRESENTATION IN CLASS VII F AT SLTP N 16 YOGYAKARTA IN THE ACADEMIC YAER OF 2010/2011

Lokasi/Responden	:	Kota Yogyakarta
Waktu	:	18/04/2011 Sampai 18/07/2011
Lampiran	:	Proposal dan Daftar Pertanyaan
Dengan Ketentuan	:	1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
		2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
		3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
		4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
Pemegang izin

FERINA HARYONO

Dikeluarkan di : Yogyakarta
pada Tanggal : 18-4-2011

An. Kepala Dinas Perizinan
Sekretaris

Drs. H A R D O N O
NIP 195804101985031013

Tembusan Kepada :

Yth. 1. Walikota Yogyakarta(sebagai laporan)

2. Ka. Dinas Pendidikan Kota Yogyakarta

3. Kepala SMP Negeri 16 Yogyakarta

4. Dekan Fak. Bahasa dan Seni - UNY

5. Ybs.