THE USE OF VIDEO RECORDING PROJECT
TO IMPROVE XI IIS 3 STUDENTS' SPEAKING SKILL
AT SMA N 1 WONOSARI IN THE ACADEMIC YEAR OF 2015/ 2016

A THESIS

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

Written by:
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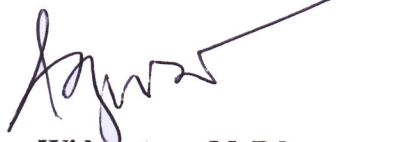**2016**

APPROVAL SHEET

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Approved on September 27th, 2016

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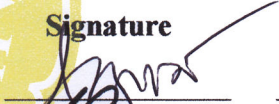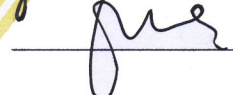
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Accepted by the board of examiners of Faculty of Languages and Arts of Yogyakarta State University on October 2016 and declared to have fulfilled the requirements to acquire a Sarjana Pendidikan Degree in English Language Education

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Judul Skripsi   :*The Use of Video Recording Project to Improve XI IIS 3 Students' Speaking Skill at SMA N 1 Wonosari in the Academic Year of 2015/ 2016*

Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian- bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

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

Yogyakarta, October 2016

Penulis,

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DEDICATIONS

I faithfully dedicate this thesis to my beloved Mom and Dad, Eni Muslimah and Gunari for all their endless love, support, and encouragement.

My dearest little sister, Oktavia Nisa Utami for always cheer me up.

And all my friends who always support me.

MOTTOS

"And He find you lost and guided you"

(Surah Adh- Dhuha 93:7)

"What's meant to be will always find its way"

(Trisha Yearwood)

**"When you run so fast to get somewhere,
you miss the fun of getting there. Life is not a race, so take it slower.
Hear the music before the song is over"**
(Jennifer Stewart)

If it ends up happening, it ends up happening.

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addressed to all my PBI O 2012 friends who have been studying together with me for 4 years.

However, I realize that although I made my best effort, this thesis is still far from perfection. Therefore, any constructive criticism, suggestions, and advice for the improvement of this thesis are highly appreciated. At last, I really hope that this thesis is able to give valuable contribution to the readers and useful for the English teaching and learning process.

Yogyakarta, October 2016

Rima Rizka Utami

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

THE USE OF VIDEO RECORDING PROJECT TO IMPROVE XI IIS 3 STUDENTS' SPEAKING SKILL AT SMA N 1 WONOSARI IN THE ACADEMIC YEAR OF 2015/ 2016

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ABSTRACT

The objective of this research is to improve students' speaking skill using video recording project for the XI grade students of SMA N 1 Wonosari in the academic year of 2015/2016.

This particular research was categorized as classroom action research. The actions were implemented in two cycles based on the schedule. The research was conducted in SMA N 1 Wonosari. It involved 30 students of XI IIS 3 class of SMA N 1 Wonosari in the academic year of 2015/2016. The types of the data were quantitative and qualitative data. The quantitative data were obtained through the pre-test and the post-test. They were in the form of students' scores. Meanwhile, the qualitative data were collected by observing the teaching and learning process and interviewing the students of class XI IIS 3 and the English teacher. They were in the form of field notes and interview transcripts. There were five validity criteria in this research: democratic, outcome, catalytic, process, and dialogic validity. The procedure of the research consisted of reconnaissance, planning, actions and observations, and reflection.

The result of this study shows that the video recording project and the supporting actions improved the students' speaking skill. By conducting these activities in the classroom, the students got more chances to speak English. They created an enjoyable learning condition so the students spoke up more confidently. Furthermore, they motivated the students to get actively involved in the teaching process. The findings are strengthened by the result of quantitative data analysis using T-test in SPSS. It shows the comparison between the students' pre and post-test. A data analysis using T-test confirmed that there was a significant improvement in the students' pre and post-test scores. The average scores of the pre-test was 9.6724 while the average scores of the post-test was 13.6724 from the maximal score 16.00. The average score of post-test increases 4.00 from the average score of pre-test. This implies that the implementation of video recording project was successful to create a considerable improvement in the aspects of speaking skills such as vocabulary, grammar, fluency, and pronunciation.

Keywords: *Video Recording Project, Speaking Skill*

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Language is the most important aspect to build communication with other. People use language to express their inner thoughts and emotions, make sense of complex and abstract thoughts and learn how to build good communication with others. They also use the language to fulfill their needs and wants. How would the human life be if there were no languages to express feelings, ideas, or thoughts? This is why language takes the most important role of human communication system.

As we know, English is the most popular worldwide language in the world and it has different roles in every country. It can be a mother tongue, a second language, or a foreign language. In Indonesia, where English is regarded as a foreign language, it is one of the school's subjects and the students are required to pass the examination.

As a foreign language, English is taught as a compulsory subject in Senior High School in Indonesia. Moreover, English becomes a specialization subject for some schools which apply *K13 (Kurikulum 2013)*. The aim of the English teaching and learning process in the senior high school level is to enable the students to develop English as their foreign language in both speaking and writing. It is also stated in the *Kurikulum 2013 (K13)* that the

aim of the English teaching and learning process is to enable the students to use English functionally to communicate with others in both speaking and writing in daily life communication through scientific method.

In learning English, the students of senior high schools are required to master four skills. They are listening, speaking, reading, and writing. Among the four English skills taught in senior high schools, speaking is the most difficult skill to build in the classroom. It is based on the researcher's experience when she did the teaching practicum in the earlier semester. As stated by Oradee (2012) "In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill".

Among the four skills of learning English, speaking is the most important skill to communicate effectively with others. It is more complicated than it seems at first and involves more than just pronouncing words. As stated by Nunan (2003), speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time, usually the interlocutor is waiting for the speaker to speak right then. Second, when we speak, we cannot edit or revise what we wish to say, as we can if we are writing.

As a vital role in EFL learning, learners should have a good speaking skill. However, in fact, there are so many students that have low ability on this skill. Most of them have difficulties to find the most appropriate word and expression to verbalize their ideas. Hetrakul (1995) said that the students

use English more frequent only inside the class and less frequent outside the class. This matter caused the students' speaking improvement stunted.

The environment that does not support the students speaking English frequently becomes another problem in improving their speaking skill. The environment here means the situation inside and outside the classroom. The students have limited time to learn English in the classroom. While they are outside the classroom, they feel shy about other people thinking. Those people may think that the students just want to show off when they speak English. That negative response makes them lose their self-confidence to improve their speaking. It also makes the students unable to communicate in English fluently.

Considering the importance of speaking as a part of a learning process, a competent teacher should overcome students' speaking ability problems. He/ she has to apply interesting teaching media related to the speaking skill problems. One of the interesting teaching media proposed by the researcher is video recording project. Through the media suggested, the students are more motivated in producing the target language. They will experience speaking English more in a fun and enjoyable way so that the students will be able to have a high confidence to participate in interactive activities that develop oral communication skills. By carrying out the video recording project, it is also expected that the media solves the problems related to the teaching and learning problems occurring in the context. Video recording project is an innovative way for the students to develop their speaking skill.

Based on the explanation of the problem above, the researcher conducts a study entitled "The Use of Video Recording Project to Improve XI IIS 3 Students' Speaking Skill at SMA N 1 Wonosari in the Academic Year of 2015/ 2016". This research is to assist English teachers to improve the students' English speaking skills and help the students achieve the goal of learning English.

B. Identification of the Problem

Based on the preliminary observation conducted in SMA N 1 Wonosari class XI IIS 2 and XI IIS 3 students in particular, there are some problems faced by the students in the process of learning speaking which circumscribes them to get success in reaching the target language. The problems are divided into three categories presented as follows.

1. The Student

There are some aspects of students' speaking fluency which can not fill the requirements during the learning process. Based on the observation when the researcher conducts teaching practice (PPL) at SMA N 1 Wonosari, the lack of vocabulary mastery becomes the main problem in their speaking. They have a lot of ideas in mind but they cannot produce them perfectly because they cannot find appropriate words to deliver the ideas in English.

The lack of confidence is another problem during the learning process in the classroom. They are too afraid and nervous to make

mistakes when they try to speak up in front of the teacher and their classmates. They really need to have more speaking practice to overcome their confidence, but there is no sufficient time to focus on them one by one.

The last problem is the students have low motivation to speak English a lot. It might be because most of them are not interested in the classic teaching technique. It is proven when the teacher asks them to speak up in the middle of teaching and learning process, the students just keep silent. This condition makes their English speaking experience limited and their low motivation is getting worse.

2. The Teacher

The teacher does not use interesting and effective teaching method to build students' motivation to participate in the teaching and learning process. It makes the students get bored and they are not motivated to actively participate in the classroom. The activities and tasks given by the teacher are less attractive and less vary. It makes the classroom atmosphere become boring. Also, there are many activities related to writing, reading, and listening even during the speaking session in the class which make the students' speaking habits not enhanced properly.

3. The Media

As the most difficult skill to build in the teaching and learning process, teaching speaking needs more than just explaining and asking

the students to speak up in the classroom without any fun activities. If this kind of case still happens in the teaching activity, it would not give any impression to the students and it affects their speaking ability improvement. The students really need a certain teaching technique and the most effective media in their learning in order to motivate and engage them to achieve greater learning outcome.

The most appropriate media should be carried out for greater effectiveness in the students' acquisitions on speaking. Nevertheless, most of media used by the English teacher do not motivate the students to do more. In the teaching process, the students not only ask to work in pairs in making a conversation text, memorizing every single word, and then delivering it to the front of the class. They should participate wholeheartedly in making an interesting and effective media for themselves.

C. Delimitation of the Problem

It is impossible for the researcher to overcome all the problems in English teaching and learning process at SMA N 1 Wonosari. Hence, the researcher will only focus on the students' English speaking skill.

The researcher will focus on what activities that improve the students' English speaking skills. The activity suggested is the video recording project. It is one of the media to teach speaking which is expected to improve the students' speaking skill. This kind of teaching media has numerous

advantages. In addition to the fun activities, it is effective to build the students' speaking skill in every phase they will pass.

D. Formulation of the Problem

Based on the definition of the problem, this study attempts to answer the following question:

"Does the use of video recording project improve XI IIS 3 students' speaking skill at SMA N 1 Wonosari in the academic year of 2015/ 2016?"

E. Objective of the Study

The objective of this study is to discover how the video recording project may improve Class XI IIS 3 students' speaking skill at SMA N 1 Wonosari in the academic year of 2015/ 2016.

F. Significance of the Study

This research is hoped to give a valuable contribution to some parties theoretically and practically.

1. Theoretically

   a. To the English Department of Yogyakarta State University, the researcher expects that the result of this study can be a reference related to the topic of teaching speaking and the use of video recording project.

b. To future researchers who wish to discuss the topic of improving speaking fluency, the result of this study can be a beneficial reference as to what they are like.

2. Practically

   a. To the English teacher especially for him/her who teaches in SMA N 1 Wonosari, the result of this study is expected to help them in developing students' speaking ability.

   b. To the student of Grade XI at SMA N 1 Wonosari, especially those of Class XI IIS 2, this study is expected to improve their speaking fluency.

   c. To the researcher herself, this study is expected to improve her awareness of the importance of English speaking fluency and give experience in doing the research and working with other people as well.

CHAPTER II

LITERATURE REVIEW

This chapter presents the review of related theory, the review of related studies, the conceptual framework, and the research hypothesis. In the theoretical review, the research examines some theories that become the frames of thoughts of the study. In the review of related studies, the research presents some reviews of previous studies taken by several researchers related to the study. In the conceptual framework, the research relates the theories to the study.

A.   **Review of Related Theory**

    1. Theory of Speaking Skill

        a. Definition of speaking skill

Many definitions about speaking have been proposed by language experts. Brown (1994:267-269) defines that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Meanwhile Ladouse (in Nunan, 1991) describes speaking as an activity which expresses the ability of oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. These definitions emphasize that the researcher can interpret that speaking is an important skill or ability to produce and express ideas when people are at the interactive speaking situation.

As a human being, we always deal with speaking to express our ideas in mind, especially for a student who has to speak to the teacher when he/she tries to state the idea in the classroom. They should speak clearly so that the intention is well delivered. Like it has been figured by Shumin (in Richards and Renandya, 2002:201-202) that communication in the classroom is embedded in focusing meaning activity. This requires teachers to adjust and adapt their instruction carefully to the learners' needs and teach them how to listen to others, how to talk with others, and how to negotiate meaning in a certain context. The learners will learn how to communicate verbally and nonverbally as their language knowledge and develop language skills. As a result, the exchange of offering and giving messages will enable them to have the intention in real life communication.

In another view, speaking is a fundamental and instrumental act. Clark and Clark (1997) explain that speakers say what they want to say to get some responses from listeners. They assert something that will change their belief of a certain thing in the context. They ask interlocutor some questions to make them able to provide information. They request things to get the interlocutor to do things for them. Also, they promise, warn, and exclaim to affect the interlocutor in another constant ways. The nature of speech act plays as a control role in the speech production process. The

speakers begin with the intention of affecting the interlocutor in a particular way. They select and utter a sentence that they expect it will affect their belief .

b. Benefits of speaking skill

English is the most popular worldwide language in the world. It is the most learned second and foreign language with over 700 million non-native speakers around the world. It indicates that there are numerous benefits to be able to speak English. London (2013) mentions that those who are able to speak English even at a basic level may find that it can lead to a higher level of employment or simply have more job prospects.

The second benefit explained by London is being able to speak English will inevitably easier for non-native English speakers who wish to pursue international job opportunities or scholarships. The applicant may find that there are requirements that they should pass a basic level in an English test. Another benefit is that the English speaker will be easier to travel and live abroad. As we all know, travelling abroad is a big part or many people's lives. If they are able to communicate with the locals, read signs easily, and understand surroundings, travelling will be a lot easier.

The last London's thought about the benefits of English speaking ability is stay up to date to the news, music, and entertainment. Some of the largest broadcasting companies supply

millions of people around the world in English, including the BBC and CNN. Some of the biggest music and entertainment stars in the world practice their craft in English, such as The Beatles, Maroon 5, The Script, Coldplay, Avenged Sevenfold, Brad Pitt, Shawn Mendes, and many more. By being able to speak English, it will allow you to the enjoyment and entertainment provided by so many of these people around the world.

c. The type of classroom speaking performance

As a professional English teacher, he/she should be able to recognize the different function between speaking performed in daily communication and speaking performed in classroom for which the students need speaking ability so that he/she is capable of designing speaking activities for foreign language teaching effectively. According to Brown (2001:272-275), there are six categories applied to the kinds of oral production that the students are expected to carry out in the classroom. They are imitative, intensive, responsive, transactional, interpersonal, and extensive.

1) Imitative

In imitative speaking, the learners try to practice a certain vowel sound. It is not carried out for the meaningful interaction purpose, but it is more focusing on some particular element of language form. The example of imitative speaking performance is drilling.

2) Intensive

The intensive speaking performance goes beyond imitative to include any speaking performance which is designed for learners in practicing some phonological or grammatical aspect of language. It is also related to the production of short stretches of oral language to demonstrate the competence such as grammatical, phrasal, lexical, or phonological relationship. The activity conducted can be in the form of self-initiated or pair-work activity.

3) Responsive

Responsive speaking performance means being able to give replies to the questions or comments in meaningful words. Short replies are the example of speaking performance which does not extend into dialogues. It can be in the form of standard greetings, simple requests and comment, and many others.

4) Transactional

Transactional speaking performance aims at conveying and exchanging specific information. It is an extended form of responsive language. The example of transactional performance can be in the form of conversation.

5) Interpersonal

It tends to maintain social relationship better than just exchange information. Some elements may involve in this performance such as casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, etc.

6) Extensive

Extensive speaking is mostly in the form of monologue. It can be in the form of reports, summaries, and speeches for advanced learners. In extensive performance, it can be planned or impromptu.

d. Micro skills and macro skills of speaking

To succeed the communication in daily life conversation, speakers need to consider some aspects, namely micro skills and macro skills of speaking skill. Brown (2004:142-143) distinguishes between micro and macro skills of speaking. He notes that micro-skills refers to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. While macro- skills imply the speaker's focus on the larger elements, such as fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

Brown (2004) continues to explain micro and macro skill of speaking skill as quoted on the next page:

1) Micro- skills

    a) Produce differences among English phonemes and allophonic variants.

    b) Produce chunks of language of different length.

    c) Produce English stress pattern, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

    d) Produced reduced form of words and phrases.

    e) Use an adequate number of lexical units (words) to accomplish.

    f) Produce fluent speech at different rates of delivery.

    g) Monitor one's own oral production and use various strategic pauses devices, fillers, self-corrections, and backtracking to enhance the clarity of the message in pragmatic purposes.

    h) Use grammatical word classes (nouns, verbs, etc.), system (tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

    i) Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.

    j) Express a particular meaning in different grammatical forms.

k) Use cohesive devices in spoken discourse.

2) Macro-skills

a) Appropriately accomplish communicative function according to situations, participants, and goals.

b) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and floor-yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

c) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new and given information, generalization, and exemplification.

d) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.

e) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well an interlocutor in understanding someone.

e. The difficulties of speaking

Speaking is the most difficult skill to learn compared to the other three skills in English language teaching and learning. The learners have their own difficulties in learning speaking skill,

particularly in their speaking ability improvement. It is not easy for the students. Munjayanah (2004:17) states some problems during students' learning speaking skill. The problems are explained as follows:

a. Learners are often inhibited about trying to say things in English in the classroom. They worry about mistakes or simply shy of the others' attention while they do a speech errors and mispronounce certain difficult word,

b. Learners complain that they cannot think of what they want to say. They have no idea to express themselves beyond the guilty feeling when they try to speak.

c. Learners' passive participation in the classroom becomes the big problem in learning speaking. This problem caused by some dominate learners, while the other speaks very little or not at all.

d. Learners still use their mother tongue during the class and most of them are not disciplined in using the target language in the learning process.

2. Teaching Speaking

a. The principles for designing speaking teaching

To teach speaking as a foreign language, teachers should consider some principles in designing speaking techniques. Brown

(2001:275-276) proposes seven principles that will help teachers to conduct the speaking class. The principles are listed below:

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

2) Provide intrinsically motivating techniques.

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

4) Provide appropriate feedback and correction.

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

6) Give students opportunities to initiate oral communication.

7) Encourage the development of speaking strategies.

b. The stages of teaching speaking

Goh and Burns (2012:153-155) recommend seven stage cycles of activities in a speaking lesson. The cycles are mentioned below:
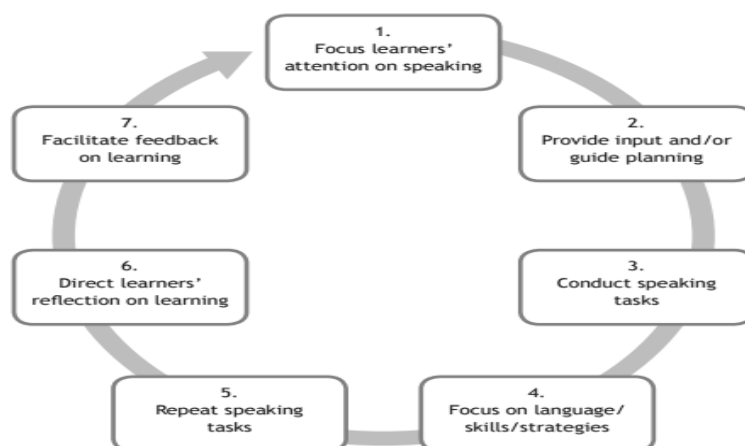
Figure 1. The Teaching-Speaking Cycle

1) Stage 1: Focus learners' attention on speaking

   The first thing to do in the first stage is raising metacognitive awareness about speaking. It will encourage learners to plan speaking development and prepare them to do the specific speaking task.

2) Stage 2: Provide input and or guide planning

   It is very important for the teachers to provide supporting input in planning the speaking task. Then, teachers give the learners time for making a plan what to say and how to say it. Skehan (1998) mentions there are some purposes of this preparation:

   a. Introducing new language.

   b. Enabling learners to reorganize their linguistic knowledge development.

   c. Activating existing linguistic knowledge.

   d. Recycling specific language items and easing processing load.

   e. Pushing learners to interpret tasks in more demanding ways

3) Stage 3: Conduct speaking Task

   It provides learners with a context where they will be able to practice speaking through a communicative task. The task should encourage the learners to express meaning with

linguistic knowledge, skill, and strategies that they have. Due to the explanation above, we can also assumed that this stage will encourage learners to develop their fluency without having to pay much attention to accuracy.

4) Stage 4: Focus on language/skills/strategies

This stage aims at creating opportunities for learners to improve their language accuracy, as well as to enhance their effective use of skills and strategies. The language features that may include are pronunciation, grammar, text structures, and vocabulary.

5) Stage 5: Repeat speaking task

Repetition could be carried out by:

a) Repeating parts of the original task

b) Repeating the entire task

c) Having students to change groups or partners

d) Introducing a new task similar to the one learners have just done.

6) Stage 6: Direct learners' reflection on learning

In this stage, learners are encouraged to self-regulate their learning through monitoring and evaluating what they have learnt from previous stages. Learners' reflection must be guided by these following points:

a) Demands of the speaking tasks which they have become aware of.

b) The strategies that is useful to meet the demands of the task.

c) Their informal assessment of their capabilities and performance.

d) Areas of their performance that show improvement.

e) Areas to be further improved.

f) Plans for improving specific areas.

7) Stage 7: Facilitate feedback on learning

This is the final stage of Teaching Speaking Cycle that provides learners with feedback on their performance from the English teacher. The feedbacks may cover:

a) Comments or grades on an individual learner's skills and performance from observation sheets used during the speaking task.

b) Exchange of written individual learner reflections and comments on each other's progress and achievements.

c) Consolidated comments from the teacher based on written reflections from the class.

d) Written comments in learners' journals.

e) Comments and informal assessment in learner blogs.

c. Developing the students' motivation and confidence in speaking English

Motivation takes an important role in learning English, especially for learning speaking. It is the eternal drive that encourages the students to achieve the learning goals. When the teacher found strongly motivated students in his/her classroom, it is easier for him/her in delivering the knowledge. This condition stimulates the students to stand up strongly to speak English a lot. The teacher's treatment is also influenced how high the students' motivation to get along the lesson. He/she must motivate the students' enthusiasm for speaking by telling them that teacher respect and help the students who try no matter how many errors they make. And the most important thing is the teacher should help them in building good habits of speaking based on its standard.

When the student' motivation was well established, their confidence will also increase along with their motivation which grows time by time. It is the new challenge for the teacher to grow the students' confidence by delivering the lesson with different techniques. He/ she should carefully plan and execute the teaching technique so that the new language material integrated in the students' learning. According to Broughton et al (1980), he notes that just like a stream, a good lesson flows more rapidly over the shallower sections and more slowly over the deeper. The teacher

should know to adjust priorities at different stages so the lesson improvement will be achieved more rapidly.

Dörnyei (2003:19) explains that the motivation and confidence is a key component on second and foreign language acquisition because they affect the individual students' performance and the effort they make. He also proposes a process model of learner motivation which involves three stages. They are pre-action, action, and post-action stage. The detail explanation written below:

a) Pre-action Stage

Motivation must first be generated and involves such factors as goal-setting, goal-relevance, goal specificity and goal-proximity, and expectancy of success and perceived coping potential.

b) Action Stage

Motivation must be maintained by knowledge and use of self-regulatory strategies, pleasantness of learning experience, sense of autonomy, and influence of the learner group.

c) Post-action Stage

In this last stage, the learners do retrospective evaluation of how things went include understanding how high their self-confidence, perceiving the feedback given by the teacher, and praising and grading their own achievement.

d. The characteristics of successful speaking activity

To measure how far the students improve their speaking skill, teacher should know what characteristics of successful speaking activity are. By knowing this, the teacher can easily give the material to the students. Underhil (1987:120) proposes some characteristics of successful speaking activity. The characteristics are mentioned below:

1) Students talk a lot

It is a successful speaking activity if the students take an active participation in the learning process.

2) Participation is even

It means that all the students get the same chance to speak and give contribution in the same portion. The classroom discussion will not be dominated by talkative participants only.

3) Motivation is high

The students' motivation is high because they are interested in the topic and they want to contribute to achieve the learning goals. By having high motivation, they will speak English confidently.

4) Language is of an acceptable level

The students express themselves in utterances that are relevant, easily comprehensible to each other, and acceptable on the level of language accuracy. It means that they use the

components of speaking which are relevant with the acceptable level of language such as, pronunciation, grammar, fluency, and comprehensible. By doing this, the students are able to speak English correctly in real communication.

e. Teaching speaking in Senior High School

Based on *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 69 tahun 2013* for senior high schools in Indonesia, the teaching and learning process is set in order to balance among spiritual, social, and knowledge competences. These competences are stated in core competence which is detailed in the forms of basic competences. In this curriculum, speaking subject requires the students to be able to understand and express the information, the mind, the feeling, and the development of science technology, and culture using English. The learning output of speaking based on this curriculum is making the student able to express the meaning in transactional and interpersonal situation formally and informally in the daily life conversation.

Senior high school students can be categorized as teenagers. They are teenagers among 15-18 years old. In the teaching and learning process, teenagers actually have a great capacity to learn. They also have a great potential of creativity and they have a high passionate commitment to things which interest them. Therefore,

the senior high school teacher should consider that facing the students at the age of puberty is so much challenging.

According to Brown (2001), the students at this age are in the phase of transition, confusion, self-consciousness, growing, and changing bodies and minds. It is the challenge for the teacher. The teacher should understand that the students in the age are between childhood and adulthood. Therefore, they need a very special set of consideration applied to teach them.

f. Speaking assessment

Assessing is different from testing; it is explained by Spratt et al. (2005) that assessment means collecting information about a leaner's performance in order to make judgments about their learning. This learning judgment can be carried out through formal assessment that usually uses a kind of test. Meanwhile, teachers also informally assess the learners' learning through monitoring or observing in daily classroom activities.

Based on the explanation above, it can be concluded that assessment is a process of measuring the students' performance. The teacher may choose different types of assessment as it addresses at different functions.

3. Video Recording Project

a. The definition of video recording project

Video recording project is one of the sample products of Project-based Learning approach. As stated by Klein (2009:8), Project-based learning is the instructional strategy of empowering students to pursue content knowledge on their own and demonstrate their new understanding through a variety of presentation modes. In line with Klein's, Philips (1999) describes the use of Project-based learning activities in the teaching English is to foster students' autonomy and encourage their liveliness in the classroom. Besides, the activity suggested emphasizes students-centered language practice. From the definition mentioned, video recording project could be qualified as a good sample product of Project-based learning due to the fact that it is demonstrating the students' understanding through videoing presentation mode. The video recording project is also a student-centered learning practice which is nurture the students' autonomy and it engages their active participation during the English teaching and learning.

Video is a valuable tool to support English teaching and learning in the classroom. Lansford (2014) notes several reasons to use video in the English language teaching classroom. According to him, video brings the outside world into the classroom and it is really good to give students the example of authentic real-world conversation. By bringing the video project to the classroom, it will

engage the learners' motivation to learn. The teacher can use the video project to capture and hold learners' attention.

Video recording project as a speaking tool can enhance the students' speaking experience. In this way of learning, the students are taught to plan, organize, write, communicate, collaborate, and analyze certain situation. As stated above, video project is one of the effective techniques to teach speaking. It can instantly teach young learners to speak in English with vocabularies, language chunks, and contextual usage.

Sherman (2003:6) strengthens what it has been explained above that the use of video has been very common in education. Many teachers experience the power of the video in the classroom. The power is even enhanced by concentration on short sequences. Video recording project can be used at every level of students to reinforce and practice their speaking ability. It offers several positive values rather than the other traditional material such as text book.

To make a video, the students are not required to prepare tools which are difficult to find. They can use their own Smartphone camera due to the high technology of the cell phone. Dealing with the increase of technology, video recording project has become smaller, lighter, cheaper, and easier to be used.

b. Advantages of using the video recording project

By having a video project production, the students could have better self confident in speaking. The students also improve their unforgettable mistakes. This activity gives fun learning activities in learning English language.

There are some advantages offered using a video recording of student speaking in language learning. According to Katchen (1992:534), using video recording project activity can become a great way. They can watch themselves doing speaking. The learners will learn their mistakes from the video and their friends' comments. By doing this, they will evaluate each other and understand which part of their performance is needed to be improved.

Teachers can use video to help students become a better speaker in English (Lonergan, 1984 in Saleng, 2014). By recording their speaking activities, they will have opportunities to play and replay the recording for many times so that they can learn and evaluate their mistakes. It is better to make mistakes than never try. They will learn from their self-evaluation and also from their friends' comments and teacher's feedback. Therefore, they are able to be self-critical as they can learn the mistakes and solve their problem assisted by the teacher.

c. Procedure of using video recording project

   Depending on the complexity of the project, the students should consider these suggested steps to ensure their thoughtful video project. Bell and Bull (2010:4) suggest some points which are useful to carry out the video recording project in the speaking class:

   1) Outline

      Students should start by outlining what they have to say, what they intend to show, and their main points.

   2) Script

      Whether the students are going to perform in their video, use a voice-over, or simply write captions. They should know what they are going to say before they begin.

   3) Storyboard

      Students often have higher expectations than they can actually deliver. Having them presenting a storyboard before filming makes them well-prepared in each step and encourages them to gather resources in advance.

   4) Filming

      The key to a good video project is the actual raw footage. Consider blocking a few times for recording and having an alternate activity available for the rest of the students.

5) Editing

Tools such as Microsoft Moviemaker, Apple iMovie, and Pixorial easily allow students to add soundtracks, voice overs, special effects, captions, and titles.

6) Presenting the edited video

The students present the edited video to the researcher in the simplest way. They can copy it to their own flash disk and give it to the researcher.

7) Having evaluation

After the researcher observes their video project, she delivers some corrections or suggestions based on her observation to the video. She emphasizes incorrect basic skill of speaking so that the student will not make the same mistakes in the future.

B. Review of Related Study

Kurwardani and Wahyuni (2013) find out that the implementation of videoing activity in the teaching learning process provides the students an opportunity to practice speaking. The students could see and realize their weaknesses or their mistakes and also they could see their own performance of any kind of activity so they could fix those inappropriate things on it. The utilization of video recording project creates an effective self-learning. Moreover, they find that by using the technique, the students will be more enthusiastic.

Aliyah (2009) has a study on implementing report video recording in teaching speaking. The result of her study shows the students' speaking skill improved when the researcher as the teacher uses recorded video project. In addition to the successful video report implementation, she discovers how video report influences the students' high confidence which brings them to the better motivation in learning English.

C. Conceptual Framework

There are some problems related to the students' speaking ability. Most of them have difficulties on pronouncing difficult words and the accuracy of grammar. They feel unconfident after making a mistake on pronouncing the words. To overcome this kind of problem, they need extra time to practice, but the time allocation to learn speaking in the classroom is very limited. The students need the opportunity to practice speaking outside the classroom.

Based on the problem, the researcher wants to improve the speaking ability using the video recording project. From the video recording project, the students would learn what and how to speak in an appropriate way. They also learn to plan, organize, write, communicate, collaborate, and analyze a certain situation before they record their own project. In addition, this activity is fun, motivational, and causes low anxiety so that the students do not worry in learning speaking. By doing such an activity, they can improve

their ability to speak naturally. The diagram of conceptual framework can be seen on the next page.

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┌─────────────────────────────────────────────┐
│      The Speaking Problems at SMA N 1 Wonosari │
└─────────────────────────────────────────────┘
                        │
                        ▼
              ┌───────────────────┐
              │ Some possible factors │
              └───────────────────┘
```

Student	Teacher	Materials	Media	Activity

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        ┌──────────────────────────────────────────┐
        │ How Video Recording Project improve class XI IIS 3 │
        │   students' speaking skills at SMA N 1 Wonosari    │
        └──────────────────────────────────────────┘
```

PROCESS ◄ ─ ─ ─ ─ ─ ─ ─ ► PRODUCT

Process	**Product**
Creating an enjoyable learning condition and motivational atmosphere in learning speaking	Creating opportunities for the students to learn speaking skill effectively

Video Recording Project

Stimulate the students' motivation in learning	Assist the students' active involvement
Confidence	a. Vocabulary b. Grammar c. Fluency d. Pronunciation

The Speaking Skills Improvement

Figure 2: **The diagram of conceptual framework**

D. Research Hypothesis

It is hypothesized that video recording project can improve speaking skill of Class XI IIS 2 students of SMA N 1 Wonosari by solving the problems in speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study is action research in nature. This research is to find an answer about how we could do things better. It dealt with how to invent the better way of teaching for the students' sake.

This classroom action research is conducted in order to find the best way of improving the speaking skill of the senior high school students of SMA N 1 Wonosari class XI IIS 3 at the second semester. The research is performed by the researcher herself with the help of collaborators such as the teacher of English and school principal to improve the teaching learning process using video recording project.

The research's model follows the one proposed by Kemmis and McTaggart (1988) in Burns (2010) which is presented as follows:
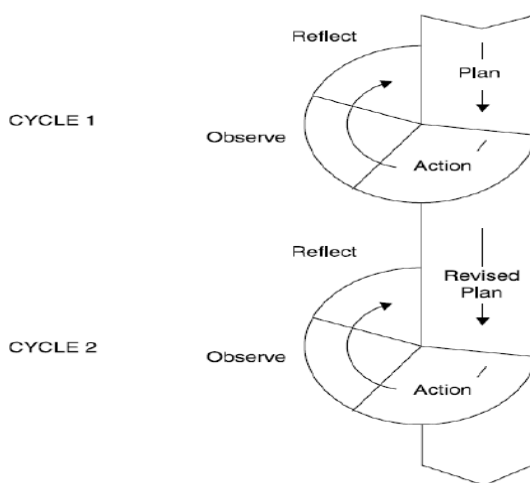
Figure 3: **Scheme of Action Research by Kemmis and McTaggart**

Based on the scheme proposed by Kemmis and McTaggart, the researcher conducts the research in four main steps in each cycle which are planning, acting, observing, and reflecting.

B. Research Setting

The research was carried out at SMA N 1 Wonosari. It is performed in class XI IIS 3. The institution is located at Jalan Brigjend Katamso 04, Wonosari, Gunungkidul. The school has several rooms and buildings including students classroom, several laboratories such as computer, language, art, and chemistry labs, offices for principal, administrator pursers, teachers, dormitory, a guest room, a consoling room, a security office, and a mosque. There are also some fields for basket, soccer and badminton, and parking areas for teachers and students. The school consists of students of class grade X, XI, and XII. The classes are classified into class IIS and MIA. Each class accommodates 30- 32 students in average.

C. Research Subject

The subject of the research was the students of XI IIS 3 of SMA N 1 Wonosari who were in the second semester of 2015/ 2016 academic year. There are 30 students in the classroom. They are chosen based on the observation that they had a problem in speaking.

D. Time of the Research

The research was conducted on the second semester of 2015/2016 academic year. It began from the 16th April to the 7th May 2016. The research was conducted by following the school's calendar and also considering the English teacher's schedule and syllabus of English lessons which were taught in class XI IIS 3 of SMA N 1 Wonosari.

E. Technique and Instrument of Collecting Data

1. Observation

The observation was conducted since the beginning of the research and during the action. The first observation was conducted when the English teaching and learning process were done by the English teacher. It was conducted to find the problems and to get further information about the English teaching and learning process. The researcher used observation sheet and checklist as the instrument to support the observation. She also made field notes to record the activity during the research.

The purpose of observation is to record students' behavior toward the English teaching and learning process in the classroom. During the observation, the researcher made the observation notes about the situation in the class including the teacher's performance in teaching speaking and students' speaking skills (vocabulary, grammar, fluency,

and pronunciation). She also took photographs and videos of English teacher's and students' activities.

2. Interview

The researcher interviewed the English teacher and the students. This action was carried out to get further information personally about the English teaching-learning process which covers the students' difficulties in learning speaking, the students' condition in a speaking activity, and the kinds of strategies which were usually adopted by the teacher in teaching speaking. The researcher used an interview guideline and then types the interview transcripts as the instrument to gain supporting data.

The researcher also carried out the interview after the implementation of actions in each cycle to know the students' response toward the implementation of the video recording project supported by accompanying actions in improving students' speaking ability.

3. Pre-test and Post-test

The researcher used a pre-test and a post-test to gain quantitative data. The pre-test was administered before the first meeting of the research due to an agreement with the English teacher. The test was administered to know the students' English speaking skill before the treatment was carried out in the teaching and learning process. Meanwhile, post- test was conducted after the treatment implemented. It is aimed to find out whether the method that the researcher proposed

improves the students' speaking skills or not. At the end, the results of both pre-test and post-test would be compared using t-test in SPSS and analysis of students' means scores in each speaking aspect.

F. Validity and Reliability of the Instrument

1. The validity of the instrument

    The instrument is declared as a valid one if the instrument which is used in the study can be used to measure what the researcher wants to measure. In this research, the researcher adapted five criteria of research validity proposed by Anderson in Burns (1999). They are democratic, outcome, catalytic, process, and dialogic validity.

    Democratic validity was fulfilled by conducting discussion with the English teacher as the collaborator in implementing actions. The researcher and the collaborator had more than one discussion. The first discussion was conducted in the beginning of the cycle. They had two discussions more after implementing the video recording project in Cycle I and Cycle II to evaluate the actions had been implemented and plan the actions in the next cycle. The discussion was mainly about the teacher's opinion, comments, and suggestion toward the research.

    The outcome validity relates to the notion of actions leading to outcomes that are successful within the research context. Concerning the outcome validity in this research, the researcher formulated some indicators that measure the students' speaking skills.

The catalytic validity relates to the extent to which the research allows participant to deepen their understanding of social realities of the context and how they make changes within it. The English teacher got new enjoyable learning media on how to teach speaking more interestingly. Moreover, the students got the opportunity in learning English through a very fun activity. They became more active during the teaching and learning process.

The process validity relates to depend-ability and competency of the research. In other words, this validity could be achieved if the researcher gave a clear explanation of conducted research procedure. So, the research was claimed to be observable. To gain this validity, the researcher assisted by the English Teacher as her collaborator. The English teacher took notes in every meeting. She noted down every single thing happened in the teaching and learning process. In this way, the process of the research was done systematically in order to get complete information in describing how the video recording project was implemented and how such an action improved students' speaking skills.

The dialogic validity is the process of peer review. It is commonly used in the academic research to find the weaknesses or lacks of the research by conducting a discussion with practitioner peers, other members of the research, or expert. The peer reviewer gave comments and review on the research, how the researcher presented the materials, how the researcher implemented the video recording, and so on. They

might also help the researcher find a conclusion. This validity was fulfilled for the sake of the improvement of the research.

2. The reliability of the data

The reliability of the data can be done through some kinds of triangulation. According to Burns (1999), there are four types of triangulation. They are time, space, investigator, and theoretical triangulation. These triangulations are aimed to gather multiple perspectives on the situation being studied.

Nevertheless, the researcher only used three of four triangulation types. They were time, investigator, and theoretical triangulation. Time triangulation was used because the data were collected over period of time to identify the factors involved in the change of processes. In this research, the researcher did the actions from April to May 2016. The changes related to the improvement in the students' speaking skills were monitored in every cycle.

With regards to investigator triangulation, the researcher was helped by another observer in conducting the research. The teaching and learning process in the classroom was observed by the English teacher as the collaborator. The collaborator with her perspective collected the data about the students' speaking skills related to the researcher's way in presenting the materials, the students' attitude toward the English subject, and the classroom atmosphere. After she had done in collecting the data, she crosschecked them to see the reliability of the data.

To fulfill the theoretical triangulation, the researcher used more than one theory in analyzing the data. She analyzed the data with more than one technique. The quantitative data were collected through pre-test and post-test. The researcher compared the result of pre-test and post-test scores through T-test in SPSS and analysis of means scores in each speaking skill aspects. Furthermore, the qualitative data were collected through observation and interview. The results of qualitative data were in the form of field notes and interview transcript.

G. Data Analysis Technique

In this research, the researcher collected the data from the observation, the interview, and the test. The observation is used to find out the result of the first statement of the problem. The researcher used an observation checklist helped by the teacher to observe how the researcher used video record in the classroom. The observation was conducted in every meeting of the treatment. The answers were obtained by giving thick on yes or no column on the table of observation checklist. And for more detail description, it was noted and explained on the note column. It shows how each component was implemented. It was supported by the observation checklist and documentation.

By conducting the interview with the teacher and the students in reconnaissance and during the research, the researcher got complete proved evidence that implementing video recording project would give significant

improvement to the students' speaking skills. To make sure that she gained complete information, the researcher listed some question in interview guidelines. After having interviews with the English teacher and the students, she typed the result in interview transcript.

Meanwhile, the tests were used to find out how video recording project improves students' speaking skill. The researcher used rubric speaking skill adapted from Brown (2001) to score the students' speaking skill. The tests consisted of pre-test and post-test. The students' pre-test and post-test scores were analyzed through T-test and analysis of means scores in each speaking skill aspect. T-test was used to measure the average score of post-test that increases from the pre-test average score. Afterward, the analysis of means scores was conducted to observe the improvement score in each aspect including vocabulary, grammar, fluency, and pronunciation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This research was aimed to improve XI IIS 3 students' speaking skill through the video recording project. In this chapter, the researcher describes the processes as well as the result of the research. It consists of some sub-chapters. First, there are Reconnaissance which describes the field problems, the identification of the problem to solve, and the actions to solve the feasible problem. Second, the researcher explains the planning, actions, and reflection of Cycle I. The last sub-chapter is the report of Cycle II which comprises planning, action, and reflection of the cycle. It is the final review of the research.

A. Reconnaissance

In this stage, the researcher gained data to find out the field problems related to students' speaking skill by conducting observation and interview in XI IIS 3 class of SMA N 1 Wonosari. The interview was done twice. The first interview was done with the English teacher, while the second interview was done informally with the students when they were enjoying their second break. The observation and interview were conducted on February 13th, 2016. The situation of the English teaching and learning could be seen in the following Field note.

> The ET entered the classroom, and then she greeted all Ss. All the Ss replied. The ET asked who was absent that day, and Ss replied there were two students absent on the English class because of the school competition participation. The ET asked the Ss whether they were ready for that day

lesson. The Ss politely answered the ET's question.

Before the teaching and learning started, there was weekly performance by a student. The performer was chosen randomly and that day was Dea's turn. She did a presentation entitled "The Easy Ways to Learn English". She did it well but still had some problems related to her speaking skill. She still used the mother language that is Javanese, she also mispronounced some words, and the last mistake was she used many types of fillers such as *uh, mm, um.* But it was good enough for Ss in her grade. Dea delivered her presentation for 5 minutes and she asked other Ss to come into the front of the class to explain who their idol is. She promised if there were two Ss participating in her quiz, they deserved a unique reward. The volunteers were Rama and Haikal. They explained and described their idol in turn. As mentioned in Dea's problem, they did the same mistake in pronouncing some words and they still used the same mother language to explain some words they did not know in English. Both of them could not found suitable words to express what they wanted to say, but they delivered the explanation bravely.

The ET invited the Ss to come to the main topic of that day which was "Stating and Expressing Conditional Sentence". She opened English course book and said, "Alright, now open your book chapter 12, there are several activities you are going to learn today and now please do the first exercise that is listening activity. I will play it twice, listen carefully on this recording, and try to answer the questions listed on your book". She played the recording which was about the conversation between two people in a shopping situation. After that, the ET and the Ss discussed the listening exercise. There were some students participating in this discussion. They tried hard to express ideas in English. The ET also explained some types of conditional sentences and she asked the Ss to pronounce some difficult words.

After they had done the first exercise, the ET asked the Ss to finish the next exercise provided in the course book. Some boys sitting in the back rows looked sleepy. There were two boys laying his head on the table. Some

were busy doing random things like having chit-chat with seatmates, drawing random pictures on their books, playing with their stuff, and many more. Only few Ss sitting in the front rows paid full attention to the ET.

The ET realized that the Ss got bored with the exercise. She asked one S who looked so sleepy to read the passage loudly. She also asked four Ss to practice a dialogue related to the topic in front of the class. It was effective enough to overcome Ss' boredom in the learning activity.

After four Ss performed the dialogue in front of the class, the Ss were asked to finish the last activity. They should finish the exercise in five minutes, and then the ET invited the Ss to present their work randomly. Not all Ss delivered their work since the time was almost up.

Before the bell rang, the ET informed all Ss about the homework. It was listed in the worksheet which was distributed to the Ss. She explained what to do with the worksheet and made sure that all Ss knew what to do and submitted it in the next meeting. She gave the review about the types of conditional sentences in order to help the Ss to finish the homework. The ET also informed the Ss that next meeting was their progress test or daily exam. She asked the Ss to prepare well. The ET ended the class by greeting and saying goodbye.

(Field Note, observation)

After the researcher conducted classroom observation, she interviewed some students in the same day. From the interview, it could be seen that there were several problems related to the students. The problems emerged from the students' lack of speaking skills and it affected their speaking achievement. It could be seen from the interview transcript below.

R:	*Suka sama pelajaran Bahasa Inggris nggak dek?* (**Do you like English lesson?**)
S:	*Suka, Miss. Bahasa Inggris kan Bahasa International, semua sekarang ada Bahasa Inggrisnya. Jadi semisal pas baca-baca artikel di internet yang pake Bahasa Inggris ngerti dikit lah maksudnya apa.* (**I like it, Miss. English is a universal language. English is**

	everywhere. I can understand some English article on the internet.
R:	*Iya bener juga. Terus gimana ngikuti pelajarannya di sekolah?* (**Yes, that is right. How do you feel when you study English lesson in school?**
S:	*Tergantung guru sama mood, Miss. Kalau lagi badmood ya ndengerin gurunya ngomong aja udah males.* (**It is based on the teacher and also the mood, Miss. When I am in a bad mood, it is really hard for me to pay attention to the teacher's explanation**)
R:	*Merasa bosen gitu ya?* (**Did you feel bored?**)
S:	*Iya miss. Pernah dulu miss waktu ngapalin kosakata dan gak hapal-hapal. Jenuh miss, gak semangat gitu.* (**Yes, Miss. Long ago, I practiced memorizing a lot of vocabularies, and it was really hard to remember all the words. I feel bored, I have no spirit**)
R:	*Lalu harapan kamu ada pelajaran Bahasa Inggris yang kayak gimana?* (**What is your expected teaching activity?**)
S:	*Ya pokoknya yang menyenangkan pembelajarannya. Kayak ada individual perform misalnya yang sebelum pelajaran itu lho miss. Terus pake game gitu biar muridnya senang, moodnya juga baik buat ngikuti pelajaran.* (**I expect an enjoyable teaching and learning activity. It is like the individual once perform before teaching and learning starts. Games would be great, Miss. The students would be more enthusiastic in following the English lesson**)
R:	*Oh yang kaya gitu. Eh suka nggak sih sama speaking? Semisal pelajaran Bahasa Inggris lebih ditekankan speaking nya gimana?* (**I see. Do you like speaking practice? How about speaking practice becomes the main focus of English lesson?**)
S:	*Kalau ditanya suka speaking ya suka. Lebih mending speaking aja tiap pertemuan daripada ada ulangan harian. Hahaha. Tapi speaking ku gak bagus, Miss. Bagus itu kalau Bahasa Inggris ditekankan speaking nya. Kemampuan speaking nya kan makin terasah.* (**It could be said yes. I prefer speaking than daily exam. Hahaha. But my speaking ability is really bad, Miss. I agree with that. It makes the students practice speaking more and more**)
R:	*Yaps bener. Lalu kesulitanmu speaking tuh apa?* (**What is your difficulty of speaking?**)
S:	*Banyak miss. Grammar, minim vocab, grogi, ilat jowo. Hahaha. Masih takut salah-salah pas speaking di depan kelas. Apalagi tanpa persiapan, wah udah gak tau jadi apa di depan.* (**I still did the grammatical error, the lack of vocabulary, nervousness, and I cannot pronounce words correctly. Especially when I have to speak without any preparation, I do not know what happens next**)

The researcher found some problems related to English teaching and learning after she conducted the observation and interview. These problems needed to be fixed in order to achieve the English teaching and learning goal optimally.

1. **Identification of the Problem**

    Based on the observation and interview conducted in XI IIS 3 of SMA N 1 Wonosari, the researcher found some problems related to English teaching and learning in the classroom. She did some observations for a month at her *PPL* (Teaching Practicum), August 10th until September 12th, 2015. In addition, she did the last observation on February 13th, 2016. The observations were in class XI IIS 3 that consisted of 30 students. After the observation, the researcher interviewed some students informally to find out their learning problems. She asked whether they like or dislike the English subject and she tried to get the reason. She also asked their difficulties and expectations in teaching and learning activities during the semester.

    Moreover, the researcher conducted the interview with the English teacher to get complete information about the teaching and learning process. She excavated the students' learning problems deeper, especially on their speaking, the sources of materials, the media used, the students' attitudes towards the English lesson, the involvement of the students, and the classroom management.

    Based on the observations, interviews, and discussions with the English teacher as a collaborator, the researcher identified several

problems in the English teaching-learning process. The problems were classified into five aspects. They were the students, the English teacher, the materials, the media, the teaching and learning process. The problems can be seen clearly in the table below.

Table 1: The Problems Found in the English Teaching and Learning Process in Class XI IIS 3 of SMA N 1 Wonosari

No.	Problems Found
1.	**The Students** a. The students produced incorrect pronunciation. b. The students lacked vocabulary mastery. c. The students were shy and not confident to speak English. d. The students had low motivation in learning English. e. The students were afraid of making mistakes when they spoke. f. The students made grammatical mistakes frequently. g. The students frequently used their mother language in the classroom. h. The students were bored with the activities and needed enjoyable activities.
2.	**The English Teacher** The teacher did not use an effective teaching technique to build the students' motivation in the teaching and learning process.
3.	**The Materials** a. The materials given only relied on textbooks. b. The textbooks were not good enough and not contextualized. c. The materials were mainly taught by the teacher's explanation. d. The materials were less interesting.
4.	**The Media** a. There were no interesting media to support the teaching and learning process. b. Pictures and videos were rarely displayed as the input.
5.	**The Teaching and Learning Process** a. The activities were monotonous and not interesting. b. The activities were not really encouraging the students to involve actively in the classroom.

The researcher conducted a pre-test to obtain the students' speaking scores on each aspect. The test consisted of four aspects of speaking; they were vocabulary, grammar, fluency, and pronunciation. This test aimed to support the result of classroom observations and interviews and it also gave clearer information about the students' speaking skill description. Later, the mean scores of the pre-test would be compared to the post-test scores to find whether there was any improvement after applying the actions. The researcher would check the t-test of both data by using SPSS. The students' pretest mean scores are presented as follows.

Table 2: **The Pre-test Mean Scores of Each Speaking Aspect**

Aspect	V	G	F	P	Maximal Score
Mean Score Assessor I	2.50	2.00	2.43	2.67	4.00
Mean Score Assessor II	2.43	2.00	2.37	2.90	4.00
The Final Pre-test Mean Score	2.46	2.00	2.40	2.78	4.00

According to the result of the pre-test above, it could be concluded that there were problems in the students' speaking skill in the aspects of vocabulary, grammar, fluency, and pronunciation. These problems needed to be solved, so the students might improve their speaking skill.

2. **Identification of the Problem to Solve**

The researcher found many problems in the English teaching and learning process. After she listed the problems that she had identified, she conducted further discussion with the English teacher as her collaborator.

According to the discussion, not all problems could be solved due to some reasons. The problems selected to be solved were based on the urgency and feasibility. The most urgent problems are presented as follows.

Table 3: **The Most Urgent Problems of Speaking in Class XI IIS 3 at SMA N 1 Wonosari.**

No.	The Urgent Problems
1.	The students produced incorrect pronunciation.
2.	The students lacked vocabulary mastery.
3.	The students were shy and not confident to speak English.
4.	The students had low motivation in learning English.
5.	The students were afraid of making mistakes when they spoke.
6.	The students made grammatical mistakes frequently.
7.	The students frequently used their mother language in the classroom.
8.	The materials given only relied on textbooks.
9.	The textbooks were not good enough and not contextualized.
10.	The activities were monotonous and not interesting.
11.	The activities were not really encouraging the students to involve actively in the classroom.

After identifying the problems based on the urgency level, then the researcher and her collaborator had a discussion to determine the most crucial problems to be solved in speaking that were feasible in the English teaching-learning process. The first problem was the students' weak pronunciation and their lack of vocabulary mastery. Both of these aspects were really important for speaking improvement. The students had some difficulties in pronouncing English words since the spelling and the pronunciation of the words were not the same. Pronunciation could be enriched by having a lot of practice and drilling. On the other hand, vocabulary was not less important than pronunciation. Both

vocabulary and pronunciation took the important role equally in the students' speaking improvement. The students were still reluctant to open the dictionary. They prefer asked the teacher directly instead of searching for the difficult words in the dictionary. It would not help them memorize the words well. That was why when they spoke English, they did not know some English words they wanted to say. They paused and continued in Javanese or Indonesian.

The second problem was the students' confidence. They were still shy and not confident to speak English. The students only spoke when the teacher asked them. They were afraid of making mistakes especially on grammatical mistakes. Therefore, the students became silent, passive, and they did not get high motivation involved actively in the learning process.

The limited sources of learning materials became the next problem of students' speaking skill improvement. The material and the students' worksheet given only relied on the textbook. Whereas, the textbook did not really provide enough activities and it was less contextualized. The activities provided were not really encouraging the students to get involved actively in the classroom.

After doing critical thinking to analyze the causes of the problems, the researcher and the collaborator decided to solve the problems related to the teaching-learning process as soon as possible. The starting effort to do was to change the ways of teaching. Both the researcher and the collaborator agreed to employ the video recording project to stimulate the

students' confidence, interest, and active participation in learning English speaking. They also decided to use some media and materials from many sources which were appropriate with the curriculum and the students' needs. Besides, the teacher needed to make a comfortable atmosphere so that the students would learn effectively without feeling anxious and afraid of making mistakes. By doing these changes, the students were expected to be better learners. They became active, attentive, responsive, and confident learners. The table below gives us explanation of the most feasible problems arising in learning speaking.

Table 4: **The Most Feasible Problems of Speaking in Class XI IIS 3 at SMA N 1 Wonosari**

No.	The Feasible Problems
1.	The students produced incorrect pronunciation.
2.	The students lacked vocabulary mastery.
3.	The students were shy and not confident to speak English.
4.	The students were afraid of making mistakes when they spoke.
5.	The students made grammatical mistakes frequently.
6.	The students had low motivation in learning English.
7.	The students frequently used their mother language in the classroom.
8.	The materials given only relied on textbooks.
9.	There were no interesting media to support the teaching and learning process
10.	The activities were monotonous and not interesting.

3. Determining Actions to Solve the Feasible Problems

After selecting the most feasible problems to be solved and also the possible causes, the researcher together with her collaborator designed some actions to solve the problems. They used the video recording project as the treatment in the teaching and learning process. It gave the

students a big chance to get involved actively in the learning process and it trained them to be autonomous learners.

To support the main actions, the researcher and the collaborator proposed some supporting actions. They were pronunciation drills, vocabulary practices, using classroom English and giving feedback on the students' work, giving handouts, and asking them to bring their dictionaries. The use of various media such as videos, pictures, and authentic materials would be one of the considerations to make the teaching and learning process more enjoyable and interesting.

By employing these supporting actions, the researcher hoped it would overcome the crucial problems of teaching and learning process so that the students were able to improve their speaking skills. The relation between the feasible problems and the actions that would be implemented can be seen as follows.

Table 5: **The Feasible Problems Needed to be Solved and the Solutions**

No.	The Feasible Problems	The Solutions
1.	The students produced incorrect pronunciation.	a) Conducting pronunciation drills. b) Using interesting media such as videos, pictures, and authentic materials c) Asking the students to bring the dictionary.
2.	The students lacked vocabulary mastery.	a) Conducting vocabulary practices. b) Using interesting media such as videos, pictures, and authentic materials.

(continued)

(continued)

No.	The Feasible Problems	The Solutions
		c) Asking the students to bring the dictionary.
3.	The students were shy and not confident to speak English.	a) Implementing the video recording project. b) Giving feedback on the students' work.
4.	The students were afraid of making mistakes when they spoke.	a) Implementing the video recording project. b) Giving feedback on the students' work. c) Asking the students to bring the dictionary.
5.	The students made grammatical mistakes frequently.	a) Giving handouts related to the grammatical mistake activities. b) Asking the students to bring the dictionary. c) Giving feedback on the students' work
6.	The students had low motivation in learning English.	a) Implementing video recording project. b) Using interesting media such as videos, pictures, and authentic materials. c) Using classroom English optimally during the teaching-learning process.
7.	The students frequently used their mother tongue in the classroom.	a) Using classroom English optimally during the teaching-learning process. b) Conducting vocabulary practices. c) Giving feedback on the students' work
8.	The materials given only relied on textbooks.	a) Implementing the video recording project. b) Using interesting media such as videos, pictures, and authentic materials.

(continued)

(continued)

No.	The Feasible Problems	The Solutions
9	There were no interesting media to support the teaching and learning process	a) Implementing the video recording project. b) Using interesting media such as videos, pictures, and authentic materials.
10	The activities were monotonous and not interesting.	a) Implementing the video recording project. b) Using interesting media such as videos, pictures, and authentic materials.

Before the researcher and the collaborator implemented both main and supporting actions, they did some preparations to make the result of the actions successful. They were:

a. Developing the research instruments

Before the researcher employed the main action, she developed the research instruments which included the observation checklist and sheet, interview guideline, speaking tests, and speaking rubric. These instruments would support her research. The observations and interviews were employed during the planning, the implementation of the actions, and the reflection stages.

Furthermore, the researcher developed the speaking tests to measure the students' speaking improvement. They were the pre-test and post-test scores. From the tests, the students' improvement could be seen clearly. Besides, the researcher also developed the speaking rubric as the guideline and basic scoring scheme to assess and evaluate the students' speaking skills during the research conducted.

b. Selecting the teaching media

As mentioned before, the researcher and the collaborator would employ some media from various sources in the teaching and learning process. They decided to employ videos, recordings, pictures, and some authentic materials. The various materials were essential to engage the students in learning a new language. By using various materials, the students could get adequate inputs and real examples of the target language.

The videos, pictures, and various authentic materials could be the successful teaching-learning aids during the lesson. They acted as useful prompts to help students practice speaking. Moreover, they would support the video recording project activities and they would create an enjoyable and interesting atmosphere so that the students would achieve high motivation to involve actively during the teaching and learning process.

c. Making a course grid and lesson plans

The course grid and lesson plans were the most important instruments in conducting the research. All the materials and activities during the implementation of the actions were designed in the course grid and lesson plans. They were revised more than once based on the discussion with the English teacher as the collaborator.

The course grid was composed based on the school syllabus. The school syllabus was made based on *Kurikulum 2013 (K13)*. After composing the course grid, the researcher designed the lesson

plans to help her run the teaching and learning process as well as what was already planned. It covered the sequence of the teaching activity so that the step of what should be taught first and next would not be switched.

B. Report of Cycle I

Cycle I of the research was done in two meetings on April 16th and 20th 2016. The table below shows the schedule of Cycle I.

Table 6: **The Schedule of Cycle I**

No.	Date	Topic	Activities	Time Duration
1.	April 16th, 2016	Poem	Classroom English related to the topic	2 x 45 minutes
2.	April 20th, 2016	Poem (performance)	Video tapping: Poem Recitation Competition	2 x 45 minutes

1. Planning

After the problems had been formulated, the researcher and the collaborator would implement some actions in Cycle I. The listed actions that would be implemented below were expected to improve some aspects.

Table 7: **The Actions and the Expected Improvement to Achieve**

No.	Actions	Expected Improvement to Achieve
1.	Pronunciation drill	The students were able to pronounce English words correctly.

(continued)

(continued)

No.	Actions	Expected Improvement to Achieve
2.	Vocabulary practices	The students had more opportunity to enrich their vocabulary.
3.	Using classroom English optimally during the teaching and learning process.	The students could improve their comprehension and they were accustomed to listening to English.
		The students had more opportunity to speak English.
		The students enlarged their vocabulary and gained new expressions.
4.	Employing the video recording project.	The students had higher self-confidence to express their ideas freely.
		The students actively participated during the lesson.
		The students were not afraid of making mistakes.
		The students had more opportunity to speak English.
		The activities during the lesson became enjoyable and interesting.
5.	Using interesting media like videos, recordings, pictures, and authentic materials.	The students mastered good pronunciation and vocabulary by watching videos and listening to the recordings.
		The students would see the real communication presented by native speakers of English through videos.
		The students could create the visualization of what they were going to learn through pictures
		The students were highly motivated in learning the target language through various interesting media.
		The students could improve their comprehension and they were accustomed to listening to English.
6.	Giving handout related to the topic.	The students received various sources of learning materials
7.	Giving feedback on the students' work.	The students were not afraid of making mistakes when they spoke English.

(continued)

No.	Actions	Expected Improvement to Achieve
8.	Asking the students to bring dictionaries.	The students mastered a good pronunciation and vocabulary.

Based on the result of the discussion with the English teacher, the researcher would act as the classroom teacher while the English teacher would act as the collaborator during the research. The planned actions implemented in the Cycle I were:

a. Implementing the video recording project

By implementing the video recording project, it would give more opportunity to the students to practice speaking English. This activity was really fun since in the video recording project, the students established the video-making by themselves while learning the target language. The video-making topic chosen fitted with the materials in the basic competence. Below are the procedures of how to carry out the video recording project in Cycle 1.

Preparation of online poem recitation competition

1) Find a partner because it is done in pairs.

2) Discuss the poem to be recited whether it was their own or someone else's poem.

3) Do your poem recitation rehearsal before recording the video project.

Video recording of online poem recitation competition

1) Listen to the teacher's instruction to conduct the video recording.

2) Do the poem recitation performance in the front of the class.

3) Ask one of the students to record your performance.

4) Do editing to your video as perfect as possible to make it eligibly included in the competition.

5) Do your best performance in recording the video. The best video would deserve a reward.

The video recording project was applied to create an enjoyable and interesting speaking activity so that the students would get involved actively during the lesson. The activities in the cycle named "*Online Poem Recitation Competition*" enabled them to use English through real media and situation. By doing this activity, it was proven that they could improve their speaking skills.

b. Conducting pronunciation drills

The students often produced incorrect pronunciation when they were trying to speak English during the lesson. To overcome this kind of problem, the researcher conducted pronunciation drills in the implementation of the action.

The researcher pronounced some unfamiliar English words which were written in a poem and the students repeated after her. The students were very enthusiastic to pronounce new words. By doing this activity, the students could avoid mispronunciation.

c. Carrying out vocabulary practices

Based on the observations, interviews, and also discussion with the English teacher, the researcher found that the students still

lacked vocabulary mastery. Vocabulary practices were planned to be implemented during the lesson in relation to solve the students' lack of vocabulary. The activities were finding difficult words in the poems and defining the meaning based on the context. The students would understand that one word could mean more than one meaning. The meaning would be different based on its context. Moreover, the students would recognize that in defining the word meaning, they were not only merely translating them but also defining the words in the context.

The students might look up their dictionaries to help them find the meaning of a difficult word. This action supported the vocabulary practices in the classroom. It also aimed to make them get used to open the dictionary frequently instead of directly asking the meaning of difficult words to the teacher.

d. Using classroom English optimally during the lesson

Using classroom English optimally during the teaching and learning process helped the students accustomed to both speaking and listening to English. Furthermore, it aimed to increase the students' chances to speak English. The researcher greeted the students at the beginning of the meeting using English expressions. Likewise, she explained the materials, gave the instruction of the task and the activities, gave comments or feedback, asked and answered questions, and also ended the meeting using English. In

line with this, the students also had to respond in English. They were required to ask and answer questions using English.

However, the researcher still used Indonesian translation due to specific consideration. The students said that they did not understand the teacher's explanation when she spoke English all the time. For that reason, she used Bahasa Indonesia in some difficult aspects such as giving instructions and explaining materials. Yet to provide a good exposure, the researcher would explain it in English repeatedly so that the students could understand what she intended.

e.   Displaying interesting media such as videos and pictures

Based on the result of the observation and interviews, the materials given only relied on a textbook. In relation to this problem, the researcher would use interesting media such as videos and pictures to vary the sources of learning. They would be displayed in the teacher's presentation so that the students would learn the materials easily. Displaying the videos and pictures also aimed to give high motivation to the students in learning the target language. At the end, the students were hoped to get the real model of the English skills and they could master pronunciation, fluency, grammar, and vocabulary through videos. The authentic pictures and recordings would also support the teaching and learning process and they would interest them.

f. Giving handouts

The handouts were designed to help the students comprehend the materials easier. The handouts given to the students were collected by the researcher herself from various sources. The researcher collected the materials related to the topics from various sources. It aimed to vary the students' learning sources.

g. Giving feedback on students' work

This action would be done during the lesson to avoid the students to make the same mistakes in another chance. Giving feedback in the classroom provided constructive advice and guidance to the students in their effort to improve their achievement. However, the feedback given should not be de-motivating in order to make the students highly motivated in learning the English subject.

h. Asking the students to bring the dictionary

The students were asked to bring the dictionary in each meeting. The researcher asked them to bring a bilingual one which was very useful for the students to get clear meaning of the words. Intermittently, the researcher displayed an electronic monolingual dictionary in order to make the students know how they should use the target words in sentences. By opening the dictionary frequently, the students might improve their vocabulary and pronunciation mastery.

2. Actions and Observations

Cycle I was done in two meetings which were held on April 16th and 20th, 2016. The researcher and the English teacher shared their duties along the teaching and learning process of Cycle I. The researcher was the teacher in the classroom who implemented the actions. She focused on the implementation of the video recording project to improve the students' speaking skill. Meanwhile, the English teacher as the collaborator observed the teaching and learning process and took notes.

Before handling the first meeting of Cycle 1, the researcher conducted a pre-test to collect the preliminary data before the actions implemented which was held on April 13th 2016. She carried out performance assessment approach to gain the pre-test data. The aspects assessed were vocabulary, grammar, fluency, and pronunciation.

The report of the actions and observations of Cycle 1 are presented below.

a. Implementing the video recording project

As being planned before, the video recording project was implemented in the last meeting on Cycle 1 which was held on Wednesday, April 20th, 2016. This activity was carried out in pairs because the students were shy to perform individually. It also aimed to challenge them to read a poem with a partner. It was not only reading it in turns but also they should make a good collaboration. Considering the whole video recording project activity, the researcher saw the students were enthusiastic in doing the project.

Before the video recording project was implemented, the students were presented with many poems that familiarize them to appreciate poems. The researcher explained every single part of a poem and then she gave the example of how to recite a poem by reading "*How do I love Thee*" by Elizabeth Barret Browning. The researcher did the poem recitation with the appropriate expression and pronounced every single word correctly. It would give the students a good role model to do their own performance.

During the making of the video project, the researcher used "*Online Poem Recitation Competition*" activity. The students acted like they were the talented contestants who participated in an online poem recitation. They showed their poem recitation capability by making videos of their performances. Then, the edited video was uploaded to the committee's email which was the researcher's email.

The rules of the video recording project were explained clearly by the researcher. She made sure that all the students understood what to do. The researcher repeated the rules until the students truly understood each step in the video project making. After explaining the rules, she asked the students to prepare the performance in 10 minutes. The students practiced poem recitation with their partner, while the researcher was moving around to check whether they had difficulties. The activity can be seen from the Field Note below.

I greeted the students and asked their condition. Then I asked them whether they were ready for the performance. "Are you ready

for your poem performance today? I am sure you have already prepared your own poem to be performed, isn't it? The students answered the researcher's questions vigorously. **Before they performed their poem recitation, I explained the rules and instructions to do the activity in order to make the students understand the steps of conducting video making project.**

(Field Note, meeting 2, cycle I)

Students were given 65 minutes to do the video recording. Each pair group came up to the stage in turn. Everyone seemed to enjoy the video recording. After all the students did the performances, the researcher closed the lesson by giving feedback, comments, and appreciations of what they had done on that day activities.

All the students were already done to take the video recording. There were 10 minutes left before the bell rang. **The researcher ended the lesson by wrapping up that day activity. She also appreciated what they had done in this activity and gave motivation to keep them engaged in learning English.**

(Field Note, meeting 2, cycle I)

The students, in general, could improve their active involvement during the lesson. This fun learning activity stimulated them to speak freely without feeling anxious in making mistakes. Besides, it built the students' bravery in speaking so that they were not shy to speak English. The description can be concluded from the answers and opinions of the students about the activities on the interview transcripts below.

R:	*Gimana dek selama dua kali Miss ngajar di kelas?* (**How was the last two meetings with Miss Rima?**)
S1:	*Asik kok Miss.* (**It was super cool, Miss.**)
R:	*Asiknya gimana tuh?* (**In what way?**)
S1:	*Pas bikin video itu lho Miss. Asik aja. Biasanya kita kalau perform ya perform aja gak disuruh bikin projek gitu.* (**When we were making the video, Miss. It was just so amusing. We never did the video project before. We just did the performance without any special purpose.**)
S2:	*Iya Miss. Jadi kan kita lebih niat bikin persiapannya. Lebih semangat juga performnya, lha nanti kalau performnya asal-asalan malu, kan direkam.* (**That is true, Miss. We planned it better than usual. It makes us more enthusiastic to do the performance. If we did it haphazardly, it will make us ashamed because it was recorded.**)
R:	*Jadi kalian lebih seneng kalo pas perform terus direkam?* (**So, did you feel happy when you are performing and somebody records your performance?**)
S2:	**Exactly, Miss.** *Ngelatih tampil PD juga siapa tahu besuk aku jadi artis.* (**Exactly, Miss. It makes me more confident. Who knows I become an artist, someday.**)
R:	*Selain ngelatih PD kira-kira kalian bisa dapet apa aja dari kegiatan shooting kita tadi?* (**Beside boosting up your confidence, can you find another positive effect of our activity today?**)
S2:	*Dapet pengalaman seakan-akan kita ikut kontes puisi beneran. Dan pake media video apa tadi miss?* (**I got priceless experience. Feels like, I participated in a poem recitation competition. And you employ what kind of video, Miss?**)
R:	**Video recording project**.
S2:	*Nah itu miss. Sekarang kan lagi tren Miss yang namanya V-Log, Youtube, Instagram yang upload video-video gitu. Nanti kalau video ku sudah diedit mau tak upload di IG. Jadi kan bisa makin hits tapi juga sambil belajar.* (**Yes, it is. Nowadays V-Log, Youtube, and Instagram video become trending topics. I'd like to upload my video if it was edited. By doing this, I am not only extremely popular but also I learn something**)
S1:	*Kalau aku miss, ya gak jauh beda sama Danar sih. Jaman kan udah sangat modern harusnya gaya mengajar guru-guru juga harus ngikutin teknologi. Jadi siswa ini juga gak melulu belajar pake cara klasik. Ya nek menurutku bikin video gini cocok banget buat media belajar. Asiknya dapet belajarnya dapet. Kalo begini kan jadi lebih bermemori. Apa itu miss dalam Bahasa Inggris?* (**In my opinion, like it has been said by Danar, in very modern era the**

	teacher should change their teaching style. They adapt to evolve technology. So, the students will not only learn in a classical way. The video technique is very suitable as the media of learning. We can get both passionate and learning at the same time. It becomes more memorable.
R:	**Memorable?**
S1:	**Oh yes. It is memorable**.

(Interview Transcript, April 20th, 2016)

Generally, the action could be implemented well, but there were still problems happening during the video recording project implementation. It was about classroom management, especially on the teacher's control during the teaching and learning process. The problems happened when the researcher implemented "*Online Poem Recitation Competition*", the students were noisy during the video making. It was not easy to control the noise when they were working in pairs.

After the second meeting, the researcher and the English teacher discussed that day activity. The English teacher suggested that when a group was performing in front of the class, it was better if the other groups got certain exercises which made them pay attention to the performers. So, the other groups would not be still busy preparing their own performance and the noises would be decreased.

b. Conducting pronunciation drills

Pronunciation drills were implemented in the first meeting of Cycle I. The topic discussed was "Appreciating Poem". The students were given a model text which consisted of various poems. Before

the researcher asked the students to analyze the meaning implied in the poem, she asked two students to read the poem aloud. It aimed to check whether the students knew how to pronounce every single word correctly. Then, the researcher found that they still did mispronunciation to utter some unfamiliar words.

In implementing pronunciation drills, firstly, the researcher listed the unfamiliar words. Then she pronounced them while the students repeated after her. The words were pronounced for more than once until the students pronounced every word correctly. The words were diverged, bent, fair, stood, grassy, lay, doubt, sigh, and so on. The pronunciation drill activity in the teaching and learning can be seen in the following field note.

> They started to read the poem; some students complained that there were a lot of difficult words to understand. I asked them to open their dictionary and asked them to write down the new words in their book. This would help the students increase their vocabularies. **I also listed some unfamiliar words on the whiteboard then pronounced them correctly. I asked the students to repeat after me.**
>
> (Field Note, meeting 1, cycle I)

Pronunciation drills were also done when the researcher asked the students questions during the lesson. The students' incorrect pronunciation when they answered the questions would be corrected by the researcher directly. This activity was proven to improve the students' pronunciation skill. The evidence can be seen in the interview transcript below.

R:	*Okay. Terus sebelum video tapping kan Miss ngasih vocabulary practices sama pronunciationnya juga. Dua activitas tersebut berpengaruh gak sama kemampuan berbahasa Inggris kalian?* **(Okay then. Before implementing the video recording project, I employed vocabulary practices and pronunciation drills. Did both activities improve your English skills?)**
S1:	*Ya ngaruh to Miss. Aku kan jadi tahu arti-arti kata yang jarang dibaca. Terus tahu juga gimana cara yang bener ngucapinnya. Biar kayak native gitu.* **(Yes, of course. I knew the meaning of unfamiliar words and how to pronounce those words like what native did.)**
S2:	*Tapi terkadang sok lama nyari di kamusnya Miss. Boleh minta kamus yang sering ditunjukan Miss pake leptop itu?* **(But, sometimes it took a long time to open the dictionary, Miss. May I have the digital dictionary like yours?)**

(Interview Transcript, April 20th, 2016)

c. Carrying out vocabulary practices

The vocabulary practices were carried out in the first meeting of Cycle I. The students were provided with various poems, and then the researcher listed difficult and unfamiliar words from the poems given. She allowed the students to open the dictionary to find the meaning of the words. Then, the researcher helped them to find the meaning by defining the words based on the context instead of merely translating the words. The students' vocabulary mastery improved as they wrote down new vocabularies during the lesson.

> They started to read the poem; some students complained that there were a lot of difficult words to understand. **I asked them to open their dictionary and asked them to write down the new words in their book. This would help the students increase their vocabularies.**
>
> (Field Note, meeting 1, cycle I)

d. Using classroom English optimally during the lesson

It has been stated before that classroom English was used during the implementation of the research. It was used to explain the materials, greet the students, give feedback, ask or answer questions, and close the meeting in order to accustom the students with English. The students also had to speak in English during the teaching and learning process.

> I entered the classroom. All of the students were inside because they had previous subject before the English subject. **I asked the Ss whether they were ready for the lesson, "Are you ready for the lesson?" All the Ss answered, "Yes, miss".**
>
> (Field Note, meeting 1, cycle I)

However, the researcher used Indonesian in some difficult parts like explaining the materials and giving instructions to the students. It would help them understand what the researcher said. Bahasa Indonesia was used when they had some difficulties to express ideas in English. The researcher tried hard to give the instructions in the simplest way in English. So, the students understood what to do. At first they looked so confused, but they slowly understood since the researcher used the English instructions along the lesson.

> Before they performed their poem recitation, I explained the rules and instructions to do the activity in order to make the students understand the steps of conducting the video making project. "Hello everybody. Pay attention please". All students were silent and paid

attention to the researcher's instructions.

After explaining the rules and instructions, I asked the students to prepare the performance in 10 minutes, while I prepared the video-making stuff such as a camera and a tripod.

(Field Note, meeting 2, cycle I)

Classroom English was regularly used in every meeting to stimulate them to practice speaking. By using English regularly, the students got used to hear and would be able to use it as well. Besides, it enlarged their vocabulary, phrase, and kind of expressions.

According to the interview, the optimal classroom English had helped the students enhance their confidence to speak English. It succeeded to familiarize the students with the English expressions.

R:	*Tadi Rofik dipanggil Pak Sasmito kenapa?* (**Why did Mr. Sasmito ask you to meet him?**)
S1	*Tadi ada TM lomba basket untuk hari Sabtu, Miss.* (**There was basketball technical meeting for next Saturday, Miss.**)
R:	*Udah pinter ya sekarang bisa ijin keluar kelas pakai Bahasa Inggris. Biasanya cuma bisa "May I wash my hand, Miss?".* (**You were improving rapidly, now you are able to ask for permission to leave the classroom. Lately, you only knew "May I wash my hand, Miss?"**)
S1:	*Wah iya dong Miss. Miss kan dari dulu selalu bilang harus pakai Bahasa Inggris pas di kelas.* (**Sure, Miss. You always said that we should use English during classroom activities.**)

e. **Displaying interesting media such as videos and pictures**

During the teaching and learning process, the researcher did not only rely on the textbook in giving materials to the students. The materials were varied with interesting media such as videos and

pictures. Pictures were used in explaining how to appreciate poems. The researcher provided some pictures that depicted the materials. Meanwhile, videos were played in the end of the first meeting. These media were used to elicit the students' attention so that they could get as much knowledge as possible.

The last activity was watching a video of poetry reading. This activity aimed as enrichment for the Ss. That inspired the Ss to prepare the performance in the next meeting. This is reading a poem in an unreal poetry competition. The time duration was very limited, so the video was only played for less than 10 minutes.

(Field Note, meeting 1, cycle I)

The videos and pictures were chosen based on the topic that was appreciating a poem. By carrying out this kind of fun media, the researcher found that it refreshed the students' minds. She also found that these media had many benefits. Firstly, the pictures and videos generated the students' ideas and they could recognize how to use the language in a certain context. Secondly, videos functioned to generate visualization of what they would learn. They could see how native speakers of English used the language in a certain context. Third, the videos and pictures could guide the students when they practiced speaking. The following is the interview transcript that proves them.

| R: | *Iya sih. Bagus itu. Kalian makin terbiasa ngomong Bahasa Inggris. Eh iya, Miss Rima kan sering nunjukin video sama* |

	gambar pas pelajaran. Kalian suka nggak? (**Good. You were accustomed with English. Miss Rima carried out the videos and pictures to vary the materials. Do you like them?**)
S1:	*Suka Miss* (**Yes, I do, Miss.**)
R:	*Kenapa?* (**Why?**)
S1:	*Bagus Miss. Jadi gak bosen belajar dari buku terus.* (**It is cool, Miss. I did not get bored. We did not rely on the textbook only.**)
R:	*Ehmm ya I see. Kalau kamu gimana Danar?* (**Well, I see. How about you, Danar?**)
S2:	*Seneng Miss. Kita bisa liat dan denger langsung orang luar negeri ngomong Bahasa Inggris. Bahasa Inggrisnya mereka bagus banget, jadi termotivasi pengen bisa ngomong sebagus mereka.* (**I like it, Miss. We could see and listen to the native speakers speaking English. Their English skills are really good. It motivates me to do so**)

However, there were still some weaknesses related to the use of videos. The duration of the video was quite long since it was a video of poem recitation competition. The second weakness was it had no subtitle, the researcher saw some students looked puzzled. Considering the students' ability was different from one student to another, the English teacher suggested the researcher to make a shorter video and replay it more than once so that the students could understand what the speakers discussed. She also suggested that it would be better if the researcher provided the video with the English subtitle.

f. Giving handouts

The designed handouts were given to help the students comprehend the materials more easily. It was developed by the researcher herself from many sources, such as the literary appreciation book, *Pathway to English* textbook for grade XI, and

internet. The handout contained model texts, brief explanation of the topic, and some students' tasks. The interview transcript below shows the effectiveness of giving handouts to the students.

R:	*Oh gitu, terus Miss kan selalu kasih kalian handout tiap kali selesai pelajaran. Ngebantu kalian belajar nggak sih?* (**Miss Rima always distributed the handouts related to the topic of the lesson. Did the handout help you learn the target language?**)
S2:	*Ngebantu banget Miss. Buku-buku pelajaran tebel-tebel suka bikin males buka-buka. Kalau pakai handout kan lebih ringkas.* (**Yes, it did, Miss. I am a little bit lazy to open thick books. Using handouts was easier**)
S1:	*Iya miss bener banget itu.* (**Yes, Miss. I agree with that**)

g. Giving feedback on the students' work

During the teaching and learning processes in Cycle I, the researcher gave feedback and error correction to help the students take self-corrective action and improve their achievement. She showed some indication of students' incorrectness in several techniques such as repeating what the students had just said using questioning intonation to indicate that something was wrong, stating that the answer was not right and asked the students to revise it, questioning the whole class "*is that correct?*", and showing facial expressions and gestures as the incorrectness response. Some field notes below would give evidence that the researcher gave the feedback on the students' work in every meeting in Cycle I.

Those two students read the poem unconfidently. After their performance, I gave feedback due to some mispronunciation they did. I wrote some mispronounced words on the white board and

made the students know how to pronounce them correctly.

(Field Note, Meeting 1, Cycle I)

After two students read the poem in front of the class, I started to lead them to give simple appreciation by asking what the value implied in the poem is. **There were various answers and I tried to revise some wrong understanding**. I explained how to appreciate a poem further by showing them a power point presentation. It helped me a lot to explain the material in sequence.

(Field Note, Meeting 1, Cycle I)

I distributed pieces of paper containing a poem and some analytical questions to help them appreciate a poem. Two students in each table got a bundle of worksheets. They shared the worksheets with their seatmates. They started to read the poem; some students complained that there were a lot of difficult words to understand. I asked them to open their dictionary and asked them to write down the new words in their book. This would help them increase their vocabularies. **I also listed some unfamiliar words on the whiteboard then pronounced them correctly. I asked the students to repeat after me.**

(Field Note, Meeting 1, Cycle I)

After they read the poem, they answered the questions. **I walked around to check if they had difficulties and also made sure they did the task well.** After 20 minutes of working, I asked all the Ss to stop working. **That was the time to discuss what they had done. The discussion took 15 minutes.**

(Field Note, Meeting 1, Cycle I)

After explaining the rules and instructions, I asked the students

> to prepare the performance in 10 minutes, while I prepared the video making stuff such as camera and its tripod. **I went around the classroom to check the students' preparation and made sure if they have difficulties. Most of them asked the word choice in their poem and how to pronounce some unfamiliar words.** I did not tell them directly, but I asked them to open the dictionary. It would train them to be autonomous learners.
>
> (Field Note, Meeting 2, Cycle I)

h. Asking the students to bring the dictionary

The researcher asked the students to bring the dictionary to the English classroom from the first meeting of Cycle I. It would support their pronunciation and vocabulary mastery. Due to their laziness to bring their own dictionaries because of the thickness of the dictionary, they borrowed the dictionaries from the library.

The following field notes and interview transcript show the evidence that the dictionary is a very crucial thing to support the students' achievement in learning English.

> I distributed pieces of papers containing a poem and some analytical questions to help them appreciate a poem. Two students in each table got a bundle of worksheets. They started to read the poem; some students complained that there were a lot of difficult words to understand. **I asked them to open their dictionary and asked them to write down the new words in their book. This would help the students increase their vocabularies.** I also listed some unfamiliar words on the whiteboard then pronounced them correctly. I asked the students to repeat after me.
>
> (Field Note, Meeting 1, Cycle I)

I went around the classroom to check the students' preparation and made sure if they have difficulties. Most of them asked the word choice in their poem and how to pronounce some unfamiliar words. **I did not tell them directly, but I asked them to open the dictionary. It would train them to be autonomous learners.**

(Field Note, Meeting 2, Cycle I)

R:	*Okay. Terus sebelum video tapping kan Miss ngasih vocabulary practices sama pronunciationnya juga. Dua activititas tersebut berpengaruh gak sama kemampuan berbahasa Inggris kalian?* (**Okay then. Before implementing the video recording project, I employed vocabulary practices and pronunciation drills. Did both activities improve your English skills?**)
S1:	*Ya ngaruh to Miss. Aku kan jadi tahu arti-arti kata yang jarang dibaca. Terus tahu juga gimana cara yang bener ngucapinnya. Biar kayak native gitu.* (**Yes, of course. I knew the meaning of unfamiliar words and how to pronounce those words like what native did.**)
S2:	*Tapi terkadang sok lama nyari di kamusnya Miss. Boleh minta kamus yang sering ditunjukan Miss pake leptop itu?* (**But, sometimes it took a long time to open the dictionary, Miss. May I have the digital dictionary like yours?**)
R:	*Oh kamus Cambridge ya. Boleh kok. Terus kalian punya saran untuk Miss Rima? Pas ngajar khususnya?* (**It is Cambridge digital dictionary. Yes, of course. Do you have any suggestion for me in teaching English subject?**)

(Interview Transcript, April 20th, 2016)

3. **Reflections**

After implementing the planned actions in Cycle I, the researcher and the collaborator had a discussion to reflect implemented actions. The reflection was needed to make some evaluation of the actions implemented. Besides, it was conducted to determine whether the actions had to be continued, modified, or stopped.

All planned actions were implemented successfully, but there were some problems happening during the implementation. Some students were still shy using English to respond the teacher's question. Furthermore, there were still trouble makers in the classroom so that the researcher found difficulties to control the students because they made noise when they did the speaking practice.

The results of reflections on implemented actions in Cycle I were summarized in the following explanation.

a. **Implementing video recording project**

The video recording project was successfully implemented in Cycle I. The researcher used the activities of video recording project named "*Online Poem Recitation Competition*" activity in the communicating stage. The activity gave a chance to the students to speak up freely. It also allowed them to be more confident when they did speaking performance as they did the activities in pairs so that they could improve their active involvement in the teaching and learning process.

Based on the interview with some students in the classroom after implementing the activity, the researcher and the collaborator could conclude that the video recording project activity was successful in engaging the students to improve their speaking skills through fun activity. They did not feel like they were learning, yet they learned something while they were recording the video project. They really enjoyed and were enthusiastic in having the activities.

Generally, this main action in Cycle I ran well, but there were still problems happening during the implementation. In the first meeting, the researcher felt a little bit awkward with the English classroom situation, especially when some students caused noises during the group work. She found difficulties to control, to monitor, and to observe the students' performance because they made noises.

The second meeting of Cycle I was making a video project. In this meeting, the researcher found difficulties to control the students who did not perform in front of the classroom. They made noise and disturbed the students who were doing the performance. Therefore, the classroom management still needed to be improved. The researcher might give them some worksheets or activities while their friends were doing the performance.

b. Conducting pronunciation drills

Pronunciation drills were conducted to make the students' pronunciation better than before the actions were implemented. It was shown when they were practicing speaking in the video recording project activity. The students' pronunciation skills were improved, although mispronunciation still happened.

c. Carrying out vocabulary practices

Vocabulary mastery was the important thing to help the students improve their speaking so that vocabulary practices needed to be conducted during Cycle I. It was provided in the first meeting and was taken from words related to the material. As the result of

vocabulary practices, the students could perform better than before the actions were implemented. Besides, they knew how to use words in context since in the vocabulary practices they were not only merely translating the words but also defining words in context.

d. Using classroom English optimally during the lesson

The researcher used classroom English in every meeting to make the students more accustomed to spoken English. It was used in the opening, main activity, and closing. By conducting classroom English optimally, the students could improve their speaking ability effectively. It gave students more chance to speak English all the time, although Bahasa Indonesia was still used. Moreover, it trained the students to get used to speaking English as much as possible, for example, when the student was able to ask permission leaving the classroom in the correct expression. Lately, they only knew how to ask permission to go to the bathroom.

Considering the difference of students' abilities, some students were still shy and unconfident to respond the teacher's questions and instructions. To overcome such problems, the researcher always gave feedback by reformulating the students' words carefully so that the students who made mistakes would not feel discouraged and embarrassed.

e. Displaying interesting media such as videos and pictures

Videos and pictures successfully attracted the students' attention. These interesting and enjoyable media varied the students'

exposure. The students found themselves inspired to prepare their performance after they watched the video of poem reading competition. It also could be the input in the associating stage which enabled them to differentiate poems in a written and spoken forms.

However, there was still a problem in recording the videos in the teaching and learning process. The duration of the video was quite long since it was about poem reading competition with more than five competitors presenting their poems. For the next cycle, the researcher should find shorter videos so that they would not take a lot of time.

f. Giving handouts

The handouts given to the students were simpler and more practical than their textbooks so that they would learn the materials more easily. It also helped them to keep being focused on the teacher's explanation because they did not need to copy the materials to their note books. All the materials explained by the teacher were already provided in the handouts.

The researcher distributed a bundle of handouts for each table. It meant that the students had to share the handouts with their seatmates. It disturbed the teaching and learning process. The researcher should copy the handouts based on the number of the students in the next cycle.

g. Giving feedback on students' work

Feedback was given during the English teaching and learning process. It was successful to improve the students' pronunciation since the researcher always corrected the students' mispronunciation. She also gave the feedback in an appropriate way so that the students who made the mistakes did not feel embarrassed. In addition to this, the students' active involvement in the teaching and learning process improved. They were not afraid to speak up freely during the lesson, since the researcher helped them with the feedback.

h. Asking the students to bring the dictionary

Although many students did not bring their own dictionaries to the classroom, they always tried to bring the dictionaries with them in each meeting by borrowing the dictionaries from the library. Commonly, they were lazy to bring the dictionaries because they were thick. Only several students brought pocket dictionaries.

During Cycle I, the awareness of students to bring the dictionaries to the English classroom was not really significant. It was needed to be enhanced. They might put their dictionaries in a bookcase in the classroom so that they did not need to bring them in every meeting.

4. Findings of Cycle I

After having a discussion on reflecting the actions implemented in Cycle I with the English teacher as the collaborator, the researcher found that there was improvement in the students' speaking skills. She

employed observations, interviews during implementation, and reflection to infer the finding of Cycle I. There were some successful and unsuccessful actions during the implementation of the actions in Cycle I. The details of those can be seen as follows.

Table 8: The Conclusion of the Actions in Cycle I

Actions	Implementation	Result	Recommendation for Cycle II
Implementing video recording project	• Video-making project. • "*Online Poem Recitation Competition*" activity.	• Students got more chance to speak English freely. • Students were confident to speak up. • Students were enthusiastic in having the activity.	• In giving the instruction, the researcher should use the simpler expression supported with some nonverbal clues so that the amount of Bahasa Indonesia translation decreased. • The classroom management should be improved especially when they were working in small groups or pairs.

(continued)

(continued)

Actions	Implementation	Result	Recommendation for Cycle II
			• While some students were performing in front of the class, it would be better if the students in the back were doing a certain activity related to their friends' performance.
Conducting pronunciation drills	The researcher pronounced difficult and unfamiliar words then the students repeated after her.	The students performed better in pronouncing words and they produced less mispronunciation.	It should be implemented in Cycle II
Carrying out vocabulary practices	The students found out difficult and unfamiliar words in the model text (poem), then found out the meaning based on the context.	Students' vocabulary increased significantly.	It should be implemented in Cycle II
Using classroom English optimally during the lesson	• The researcher used English in opening, main activity, and closing. • The students responded the teacher's question using English.	• The students' speaking skill improved. • The students were accustomed to hearing and using English in the classroom.	• The amount of Bahasa Indonesia translation should be decreased by replacing the complex expressions to the simpler one especially on giving the instructions to do something.

(continued)

Actions	Implementation	Result	Recommendation for Cycle II
			• Some students were still shy to speak up. The researcher should pay more attention to those.
Displaying interesting media such as videos and pictures	The researcher showed pictures and videos to vary the materials and also attract the students' attention.	• The students were enthusiastic to learn materials when the pictures and videos were shown. • The students got some inspiration to prepare their own performance.	• The researcher should find shorter videos so they would not waste the time. • The researcher might replay the videos more than once or provide the videos with the English subtitle. It would help the students' understanding.
Giving handouts	The researcher distributed the handouts to the students for every topic.	The students learned the materials more easily, because the materials in the handouts were simpler and more practical than textbooks.	The researcher should copy the handouts based on the number of students in the classroom.
Giving feedback on students' work	The researcher gave comments or feedback during the teaching and learning process.	The students knew their mistakes so they could perform the speaking well	This action should be continued in the next cycle.

(continued)

Actions	Implementation	Result	Recommendation for Cycle II
Asking the students to bring the dictionary	The students frequently opened the dictionaries every time they found unfamiliar words.	The students understood how to define the meaning of the word based on the context.	Since there were only some students bringing their own dictionaries, the researcher should act decisively to those who did not bring their own dictionaries.

The table above shows that the planned actions were successfully implemented in Cycle I, although some problems were still found. It needed to be solved. Based on a discussion, the researcher and the collaborator would employ some actions in Cycle I for the next cycle to solve problems found in Cycle I.

C. Report of Cycle II

The researcher and the collaborator decided to carry out Cycle II since several crucial problems were still found during the implementation of actions in Cycle I. The classroom management needed to be enhanced. Moreover, there were some students who were still shy and felt unconfident when they were asked to speak English. The meetings in Cycle II were implemented on 27, 30 April, 4, and 7 May 2016. The schedule of Cycle II can be seen in the table below.

Table 9: **The Schedule of Cycle II**

No.	Date	Topic	Activities	Time Duration
1.	April 27th, 2016	Narrative: Short Stories	Classroom English related to the topic.	2 x 45 minutes
2.	April 30th, 2016	Narrative: Short Stories	Outside classroom activity related to the topic.	2 x 45 minutes
3.	May 4th, 2016	Narrative: Short Stories	Preparing narrative performance.	2 x 45 minutes
4.	May 7th, 2016	Narrative: Short Stories (group performance)	Video Tapping: "Annual School Play"	2 x 45 minutes

The planned actions to be implemented in Cycle II would be based on the reflection of the previous cycle. In the previous cycle, there were some successful and unsuccessful achievements. The researcher would continue some successful actions in Cycle II. Meanwhile, the unsuccessful actions would be redone with some invrovement in order to achieve the successful improvement. The researcher also proposed new actions. For clearer explanation, the following is the report of Cycle II.

1. **Planning**

The researcher and the English teacher as the collaborator employed some successful actions in Cycle I to this cycle. Due to some problems still happening during the implementation of the action in the previous cycle, the researcher proposed some new actions in order to significantly improve the students' speaking skills. The following points are the planned actions in Cycle II.

a. **Implementing the video recording project**

This main action was similar to the main action in Cycle I, the students did the performance and they had to record it as a project. However, the researcher divided the students into larger groups to do the performance. It was aimed to make all performances were recorded since there was limited time to do it.

The researcher carried out "*Annual School Play*" activity to make the project. The activity was suited with the basic competence written in the syllabus that is about narrative. Before the video recording project was implemented in the last meeting of Cycle II, the students had been asked to prepare their own script. First, they should write the outline of the story by drawing pictures that represented the orientation, conflict, and the resolution of the narrative story. Then, in the next meeting, they should develop the outline into a good script. The last step was the students sent the script to the researcher in order to get some revision. These pre-activities would help them to do the performance better.

b. **Conducting pronunciation drills and vocabulary practices**

Considering pronunciation drills and vocabulary practices which were successful in improving the students' speaking skills in Cycle I, the researcher and the collaborator agreed to employ these activities in the second cycle. The students would receive some model texts which were short narrative stories, and then they tried to find some unfamiliar words by underlying them. The researcher

asked them to define the word meaning based on the context and they might open their dictionaries to help them.

After they had done the vocabulary practice, the students were invited to communicate their finding, while the researcher wrote the words on the whiteboard. She pronounced those words clearly and then the students repeated after her.

c. Using classroom English optimally during the lesson

The researcher would use classroom English optimally in every meeting. It was the same as the action plan in the previous cycle. She would give the opening the lesson, greet the students, explain materials, give instruction, give feedback, and close the lesson using English. The difference was just she would not translate the instruction into Bahasa Indonesia in order to familiarize them to do something correctly explained in English.

d. Displaying interesting media such as videos and pictures

The videos and pictures succeeded to build the students' attention in learning the target language during the implementation of the actions in Cycle I. They seemed happy and enjoyed those media so they could understand the material easily. Moreover, the videos provided the students with appropriate models of speaking in English so they could enhance their speaking skills.

The researcher would still use the videos and pictures related to the basic competence in order to vary the materials in Cycle II. As a result, the students could receive much information and knowledge

through enjoyable media so that they did not feel bored in learning English. However, the researcher should select shorter videos because she did not expect to have the same problems in time management like it had been happened in Cycle I. She also would play the videos more than once considering the students' ability to catch information was different from one student to another.

e. **Outside classroom activity**

The researcher planned to conduct an outside classroom activity in the hope that the students would have a different atmosphere in learning the target language. It also aimed to train them to be autonomous learners. In order to control the whole class easily, the researcher would conduct an outside classroom activity in the school's library. They would not literally work by themselves, but the researcher still encouraged them to help and give correction if they found some difficulties.

f. **Giving handouts**

The researcher would continue giving handouts to the students because they said that the handouts helped them to understand the materials more easily. The handouts given to the students were briefer and more practical than the textbooks. The researcher developed the handouts related to the basic competence written in the syllabus. It would contain brief explanation of the related topic, some model texts that were short narrative stories, and series of student tasks.

In Cycle II, the researcher would copy the handouts based on the number of the students. As happening in the previous cycle, the researcher just distributed one handout for each table. The students should share the handout with their seatmates and it was a little bit annoying for them.

g. Giving feedback on the students' work

The researcher planned to keep providing feedback on their work during the implementation of the actions in Cycle II, especially on their performance preparations. They still needed some corrections in the aspect of word choice and grammar on their scripts. Considering these students' incorrectness, the researcher would conduct online revision by utilizing an email to minimize the grammar errors on their scripts of narrative role plays.

h. Peer Assessment

Peer assessment was not carried out in Cycle I. It was a new action conducted in this cycle and it might be odd for the students. The researcher wanted to accustom the students in observing their friends' work or performance. It would make them pay more attention to their friends' performance so that they would not make a noise during the performance. The noises in the classroom would be decreased by having this action in the Cycle II.

i. Asking the students to bring the dictionary

The researcher would still ask the students to bring the dictionary to the English class in every meeting. Since most of them

did not want to bring the thick dictionary, the researcher allowed them to borrow it from the library collectively. The dictionary became a must have item during English teaching and learning process.

By asking the students to have the dictionary with them in every meeting, it would build their awareness about the importance of using dictionary. The dictionary provided them useful knowledge which helped them as a consultant whenever they found difficulties in defining word meaning based on the context, pronouncing words, choosing the most appropriate words, and making sentences.

j.   Giving the reward

The researcher would give the reward for those who had done the best performance in making the video project. Because it was a small group work consisting of six students in one group, the researcher promised to give the best group a reward. It was hoped that the students would be more motivated and enthusiastic to do the project. Besides, the reward would encourage every group to compete for being the best group performance so that their speaking skills improved significantly.

2.   Actions and Observations

Based on the discussion with the English teacher as the researcher's collaborator, there were four meetings in Cycle II. It was suited with the English teacher's time table that narrative should be allocated in four

meetings. The actions were implemented on 27, 30 April, 4, and 7 May 2016.

The researcher was helped by a collaborator that is the English teacher. She would observe and give feedback, comments, or suggestions during the implementation of the actions in Cycle II. The researcher also was helped by a friend who helped her to record the students' performance and took photographs during the teaching and learning process. The detail of implemented actions in Cycle II is presented below.

a. **Implementing the video recording project**

The researcher used "Annual School Play" activity in making the video project. It was adjusted with the ongoing topic that is narrative short stories. Before the implementation of the video recording project in the last meeting in Cycle II, the researcher carried out some pre-activities such as pronunciation drills, vocabulary practices, outside classroom activity, and other actions listed in the actions plan to support the students' speaking skill achievement. Compared to Cycle I, the students' active involvement in these pre-activities was significantly improved. They were confident to answer the researcher's questions in English, though the answers were not complete sentences. During the implementation of pre-activities, the students got bigger opportunities in speaking practices before they had video recording project making. It influenced their speaking fluency during the performance. Their

confidence in showing their performance in front of the class improved.

Based on the schedule of the actions implemented in Cycle II, the students had done the video recording project in the last meeting of the cycle. It was conducted on May 7th, 2016. Below are the steps to conduct video project making.

Video recording project: Annual School Play

1) The students work in small groups of 5-6.

2) The students make their own narrative story.

3) The students ask the teacher when they have problems related to the script-making.

4) The students perform their narrative story in front of the class. They act like they are involved in a big annual school play.

5) When the students are performing in front of the class, somebody would take their video.

In order to make the performance fair for all the students, the researcher gave them lottery in the beginning of the meeting. Soon after that, the researcher gave clear instructions in conducting the video project making. The instruction before conducting video recording project can be seen in the Field Note below.

The researcher and a friend arrived at school at 10.00 a.m. Since the class started at 10.15. They had to wait for about 15 minutes. Some students asked, **"Miss, *nanti majunya urutan kelompok atau gimana*?" "No, I will give you lottery, so it will be just fair for all the performers"**

I explained the instruction of conducting the video project clearly. I made sure everybody understood the rules. Then, I called each group's representation to take the lottery. The sequence of performance was Rani's group, Rofik's group, Bona's group, Arin's group, and the last was Syahrul's group.

Before the students did their performance, I asked them to do the last preparation for five minutes. After that, they should come back to their own seat to give their friends' performance score. "Now, please do your group preparation for five minutes, and I want any of you to come back to your own seat because you have to give score of your friends' performance. No one will seat with their group and they would not be busy with their group preparation".

(Field Note, Meeting 4, Cycle II)

In this activity, the students did the performance better than they did it in the first cycle of the research. They were also more controlled since the researcher gave them addition exercises while the other groups were performing in front of the class. All unsuccessful achievements in Cycle I were achieved in Cycle II. The following interview transcripts gave the evidence that the video recording project improved the students' achievement, especially on their speaking skill mastery.

R:	*Nah iya harus teliti, jangan asal ambil aja. Terus gimana video project yang kita lakuin hari ini?* (**Yes, you should be careful, don't use unreliable sources. How about the video recording project we have done today?**)
S2:	*Rasanya kayak nggak lagi dinilai, Miss. Berasa lagi main teater beneran gitu terus divideoin. Kalau ujian harusnya gini ya, biar nggak terlalu ndredeg. Hehehe* (**It feels like it was**

	not an assessment. I felt that I was playing a real school play and then somebody took video of us. We should use it in another assessment in order to make us more confident.)
S1:	*Kalau aku, lebih suka bikin video yang ini daripada yang puisi kemarin. Lebih natural aja aku ngomongnya. Terus kalau lupa dialog aku improvisasi aja yang penting ceritanya gitu. Kalau puisi kan harus bener-bener menghafal, mau improvisasi nggak bisa ngomong bahasa-bahasa yang bagus.* **(I preferred this video than the poem video we did few weeks ago. It was more natural. When I forgot the dialog, I did a little bit improvisation but I also kept it in the right story line. In the poem performance, I should memorize each line, I was unable to do the improvisation because of the difficult word choice.)**
S4:	*Sebenernya kita udah beberapa kali perform naratif gini, tapi kalau dibikin video baru sekali ini. Dan itu bikin kita lebih serius bikin persiapannya, mulai dari cerita sampai propertinya. Bikin semangat mau perform.* **(Actually, we already did such performance more than once. But, the video project making was the first. It made us more serious to prepare everything. It encouraged us to give our best performance.)**
R:	*Terus ada pengaruhnya nggak pada speaking skill kalian?* **(Does it influence your speaking skill?)**
S2:	Ada, Miss. Dengan adanya pembuatan projek video gitu jadi ada pendorong buat ngomong. Biasanya perform cuma maju dialog, kalau ini kan pakai direkam jadi ya mendorong kita buat ngomong Bahasa inggris lebih baik lagi. **(Yes, it does, Miss. By making the video project, we were highly motivated to speak a lot. Commonly, we just performed a dialog in front of the class, by making this video project we had high motivation to speak English better.)**

(Interview Transcript, May 7th, 2016)

b. **Conducting pronunciation drills and vocabulary practices**

Considering the effectiveness of pronunciation drills and vocabulary practices, the researcher conducted both activities at the same time. As being done in the previous cycle, those activities were done before the video recording project was implemented. The students were asked to find unfamiliar words in the text then they

defined the meaning. They used the dictionary as a consultation in defining the word meaning in context.

The next activity was the students' activity. They started to read two kinds of narrative texts from different countries; they were "*The Two Brothers and The White-Bearded Old Man*" and "*Fire*". The students looked puzzled in reading the second text. There were many unfamiliar words in the text. Realizing this situation, I asked the students to underline the unfamiliar words, and then they were allowed to use their dictionary to define the words meaning.

(Field Note, Meeting 1, Cycle II)

After the students were done with vocabulary practices, the researcher started to lead them in pronouncing those words. They listened first and repeated after her. Repetition was done several times until the students produced the correct pronunciation.

After the students were done with this activity, I asked them to read aloud the underlined words while I wrote them on the white board. Then I started conducting pronunciation drills by pronouncing every single word correctly and clearly. The students repeated after me. The words were *venturing, gem, hasty, henchman, acorn, merrily*.

(Field Note, Meeting 1, Cycle II)

Vocabulary practices and pronunciation drills brought significant improvement on the students' speaking skills. They were more fluent in speaking English, since they did not run out of words when they wanted to say something in English. They could produce correct pronunciation as well. Moreover, the students wrote new vocabularies in their handouts. They could open their vocabulary

notes which were written by themselves anytime they needed them. This was how vocabulary practices improved the students' vocabulary mastery. The further information about how vocabulary practices and pronunciation drills affected the students' speaking fluency can be seen as follows.

R:	*Kalo pas kita pronunciation sama vocabulary practices itu kalian sering nyatet gak sih?* (**Did you take some notes when we had vocabulary practices and pronunciation drills in the classroom?**)
S1:	*Nyatet dong, Miss. Biasanya kata yang sulit itu aku garis bawahi dan ditulis artinya di atasnya.* (**Of course, Miss. I underlined the difficult words and wrote the meaning above them.**)
S2:	*Kalo aku tak tulis di bukuku miss. Sewaktu-waktu aku lupa kata apa yang mau dipakai aku bisa buka catetan.* (**I wrote them in my notebook, Miss. I could open it every time I needed.**)
R:	*Wah bagus itu, tanpa Miss suruh kalian sudah tau pentingnya nyatetin kosakata baru. Lalu drilling yang sering Miss kasih ada pengaruhnya gak sih buat speaking kalian?* (**Wow, it is good. You were aware of the importance of writing new vocabularies in your handouts or note books. Then, does the drilling activity affect your speaking skills?**)
S3:	*Ada, Miss. Udah gak terlalu terpotong-potong lagi ngomongnya. Biasanya aku kalo ngomong Bahasa Inggris suka terhenti karena nggak tahu dan bingung mau ngomong gimana Bahasa Inggrisnya.* (**Yes, it affects my speaking skill, Miss. I do not speak haltingly anymore. I used to pause my sentence because I did not know how to say a word in English.**)
S2:	*Iya, Miss. Mendingan gak separah dulu.* (**Yes, Miss. It is much better than before.**)
R:	**Anggita?**
S4:	*Ya sama, Miss. Ada peningkatan sedikit. Tapi tetep belum bisa kalau harus ngomong kaya Miss.* (**Yes, Miss. It improves a little bit. However, I can't speak English as fluent as you did, Miss.**)
R:	*Ya semua itu karena kebiasaan sih. Kalau Rani gimana?* (**It is a habit. How about Rani?**)
S1:	*Iya sih sama. Jadi lebih lancar, tadinya gak tahu Bahasa Inggrisnya apa sekarang jadi tahu. Terus pronunciationnya juga diajarin jadi bisa tahu gimana pronunciationnya yang*

> *bener.* **(I agree with that. My speaking English is getting more fluent. At first, I did not know the English expression, but vocabulary practices helped me to know more words. I could pronounce the words in a correct way since we had pronunciation drills.)**

(Interview Transcript, May 7th 2016)

c. Using classroom English optimally during the lesson

The use of classroom English optimally during the teaching and learning process in Cycle I had significantly improved students' confidence to speak up. In general, the procedures of using classroom English in the classroom were the same as they used in Cycle I. The researcher used classroom English to open and end the lesson, to instruct the students to do something, to ask and answer questions, to give comment and feedback, to give appreciation, and to explain materials.

The students had been aware of many English expressions that researcher usually used. So, they became more responsive and it caused the atmosphere of the class more conducive. Considering the students' responsiveness, Bahasa Indonesia translation was less used in giving instructions. However, the researcher still translated some important things like when she explained past tenses materials in the third meeting of Cycle II. It was quite hard for the students to understand the materials explained in English.

Before the students were seated with their group to do the performance preparation, the researcher gave them explanation about past tenses. It was important for the students in making the script due to the fact that narrative text sentences were mostly written in past

tenses. In contrast, the students did not master past tenses well. They still made mistakes when they used past tenses. **So this brief explanation would help the students a lot to enhance their grammar mastery. I often used Bahasa Indonesia translation in explaining this material in order to make all the Ss understand the use of past tenses in different situations.** They also received the past tenses task to check whether they could differentiate when they should use simple past, past continuous, and past perfect tense.

(Field Note, Meeting 3, Cycle II)

The use of classroom English in every meeting accustomed the students to respond the researcher's questions. They understood the questions given by the researcher without any translation, although they still used some Indonesian expressions in responding the questions.

After all the Ss entered the classroom, I started the lesson by greeting the students. **"Good morning everyone? How are you getting on? I heard from Adhit that you just had a daily exam before this subject, how was that?** The students seemed uninterested to answer my question. **"It is very bad, Miss. *Nggak bisa ngerjain*, the question is difficult"**. But, some others answered, "*Ya gitu deh*, **Miss. Not too bad not too good**"

(Field Note, Meeting 2, Cycle II)

The improvement in carrying out classroom English from one meeting to other three meetings was really good. In early meeting of Cycle II, a student asked a question to the researcher related to the materials in English. In the next three meetings, they had no fear to speak in English such as when they wanted to ask permission. The

field notes below describe how classroom English was used in the classroom.

After I finished giving them brief explanation about narrative texts, I asked the students whether they have questions related to the topic. **"Is there anything you want to ask so far?" One student raised his hand and said "Miss, what is parable?"** I answered Haikal's question clearly and let the other students know the definition of parable.

(Field Note, Meeting 1, Cycle II)

I continued the lesson by giving explanation about that day activity that is outside classroom activity. But, a student in the front seat interrupted my sentence. **She reminded me that we did not finish discussing the task in the previous meeting. "Miss, we have not finished discussing the answer of the last meeting exercise", she said.** I appreciated her effort to remind me about an unfinished discussion. We did it for 10 minutes.

(Field Note, Meeting 2, Cycle II)

As usual, I opened the lesson by greeting the students and asking their condition. "Hi, good morning everyone? Did you get your breakfast?" Most students answered "Of course, Miss". **While I was explaining the activity that day, two students came close to me. "Miss, may we go to library to borrow dictionaries for all? It's too heavy, I can't bring it by myself, Bona will help me", asked the students.**

(Field Note, Meeting 3, Cycle II)

The bell rang and I closed the lesson. **"Are you happy with what we have learnt in all of our previous meetings?"** The Ss

> answered, **"Yes, Miss, *sudah selesai ngajarnya Miss? Yahhhh*"**.
> Then I replied, **"Sadly, yes, this is my last day sharing the knowledge with such nice students like you. Thank you for the hard work during the lesson, I am so proud of you"**. A student shouted **"Thank you, Miss, for teaching naughty students like us".** Then I ended the class by saying good bye.
>
> (Field Note, Meeting 4, Cycle II)

The optimal classroom English during Cycle II improved the students' willingness to speak English. The students were motivated to speak English all the time since the researcher used English during the lessons. They became more confident and were not shy to ask or answers questions. There was no hesitation to interact with the researcher as the English teacher. The interview transcript below shows the fact.

R:	*Good job. Oh iya ini kalau Miss Rima jelasin materi, kasih instruksi, jawab pertanyaan kalian gitu pakai Bahasa Inggris paham kan?* **(I used English almost all the time in the classroom, is that easy to understand?)**
S2:	*Paham kok, Miss. Kita jadi termotivasi pakai Bahasa Inggris kalo mau tanya sama Miss Rima.* **(I understand, Miss. We were motivated in using English every time we would ask you questions.)**
S3:	*Terkadang aja Miss gak pahamnya. Lha Miss itu suka cepet banget kalau ngomong. Tapi banyak pahamnya kok daripada enggaknya.* **(Sometimes, I did not understand. You spoke too fast. However, I often understood what you meant.)**

(Interview Transcript, May 7th 2016)

d. Displaying interesting media such as videos and pictures

Pictures and videos were still used to attract the students' attention in Cycle II. However, in the use of videos, the researcher used the shorter ones in order to save the time. Besides, in the use of

pictures, the researcher asked the students to draw pictures in the beginning step of making the story script. It was used to help them generate ideas and lead them to develop their own narrative story.

Compared to Cycle I, the students' active involvement in joining teaching and learning was improved. They did not get bored because the activities were enjoyable and interesting. The students were enthusiastic to watch the video. In addition to refresh their mind, the use of videos and pictures inspired the students in preparing their own performance. The fact can be seen in following field notes.

I played a video of narrative story to start the main activity of the lesson. It was about *"The Story of Timun Emas"*. Ss paid attention to the video. After that, I asked some questions related to the video.

(Field Note, Meeting 1, Cycle II)

Based on the lesson plan, the students would prepare their performance in the third meeting. They worked in the same group as they were done in the last meeting. The preparations of performance included making the script, preparing the properties, and practicing. The last group homework would help them in making the script. **They had the outline by drawing some pictures which were depict the plot of the story.**

(Field Note, Meeting 3, Cycle II)

The researcher was selective in using videos to support the main materials. She selected videos which had good quality in both animation and conversation output. By providing the qualified

content of the videos, the students received good exposure and they were motivated to achieve the learning goals. The interview transcript below gives us evidence that videos motivate the students to learn English better.

R:	*Waktu kemarin Miss tunjukin video Timun Emas menurut kalian gimana?* (**What do you think about "Timun Emas" video?**)
S1:	*Bagus, Miss. Dibikin kartun gitu. Itu naratornya native kah, Miss? Kok Bahasa Inggrisnya bagus gitu?* (**It was good, Miss. It was a cartoon. Is he a native speaker? He speaks English very well.**)
R:	*Berarti bisa buat refreshing juga dong? Bukan itu Indonesian kok, bagus ya.* (**It refreshed your mind, wasn't it? No, he is an Indonesian. His English is really good.**)
S3:	*Iya, Miss. Seharusnya sering-sering nonton film juga. Kok bisa bagus banget gitu ya Miss? Udah nggak bisa ngomong Bahasa Indonesia kali ya itu.* (**Yes, Miss. It is also supposed to be watching a movie. How could? Maybe, he could not speak Bahasa Indonesia anymore.**)
R:	*Kalian termotivasi gak pengen bisa ngomong Bahasa Inggris sebagus itu?* (**Are you motivated in speaking English like him?**)
S3:	*Pengen banget, Miss.* (**Of course, Miss.**)

(Interview Transcript, May 7th 2016)

e. **Outside classroom activity**

The researcher had not carried out the outside classroom activity in the implementation of Cycle I since she only had two meetings to finish explaining materials and scoring the performance. In this cycle, she conducted the outside classroom activity to create a new atmosphere. The researcher realized the students' boredom in learning the English subject only inside the classroom.

The school library was the most suitable place for students to learn autonomously. They could find a lot of sources which helped

them do the task. The students were asked to find two kinds of narrative stories from around the world. They should find out the moral value of the story and also analyze the story line. The guideline in doing the activity was written in the handout.

The main activity on that day was students' self learning outside the classroom. To control the whole class easily, the researcher asked the students to do the task in the school library. This activity was aimed to give the students different situations of learning since they always learned the English subject only in the classroom. They were asked to find out two narrative stories, a story of the Indonesian folktale and another one is a story from around the world. They did the exercise in small groups. I already gave the guideline in doing the exercise in the handouts. Before I let the students move to the library, I gave them clear instructions and rules. "Everybody please listen up, I don't want any of you do not know what to do." I started to explain the instruction as clear as possible. I also checked their understanding by asking some students who sat in the back.

(Field Note, Meeting 2, Cycle II)

Throughout the activity, the researcher acted as the students' controller and consultant. Although it was students' self learning, the researcher encouraged them by giving feedback or comments. She walked around and made sure all groups did the task correctly. The activity can be seen as follows.

The students were not literally doing the activity by themselves without the researcher's control. I was in the library together with the students to give them some help if they found serious difficulties

in doing the exercise. I walked around and came close to each group. Some students in the corner called "Miss…Miss, *yang ini termasuk foreign folktale bukan?*" I answered hastily, "Yes, it is. You can take this story as your exercise."

The other groups called for help. Most of them asked about some sentences in English and asked whether their sentences that they wrote in the worksheet were right or wrong. The researcher gave feedback.

(Field Note, Meeting 2, Cycle II)

The outside classroom activity conducted in the second meeting of Cycle II was successful in creating a new atmosphere to increase students' spirit in joining the teaching and learning process. Based on the interview with some students after the implementation of actions, they were satisfied with a lot of learning sources that they found in the library; instead of searching the sources on internet. The students became aware of the danger of non-trusted sources accessed on the internet. The students' enthusiasm in having an outside classroom activity can be seen in the following interview transcript.

R:	*Apalagi ya, oh iya yang waktu di pertemuan kedua Narrative kita ada aktivitas di perpustakaan. Menurut kalian gimana?* (**How about our second meeting activity in the library?**)
S2:	*Seneng, Miss. Biasanya cuma belajar di kelas. Jadi ada suasana baru dan gak bosan.* (**I liked it, Miss. We only learnt in the classroom so that it was new for us and we didn't get bored.**)
S1:	*Iya, Miss. Disana kan banyak buku Bahasa Inggrisnya. Kita jadi lebih gampang nyari cerita naratif dari buku- buku itu. Coba kalau ngerjainnya di kelas paling dari internet. Terus kayak yang dibilang Miss kemarin, banyak teks dari internet yang grammarnya masih salah banyak banget.* (**We found a lot of English books which provided many narrative stories. It helped us a lot in doing the task. We only searched it on the internet if we did the task in the**

	classroom. You said that many texts from the internet were not good, they still had grammar errors.)
R:	*Oh gitu ya. Kalian masih ingat aja perkataan Miss yang itu. Kalian membuktikan sendiri kan, kalau sumber di internet itu perlu disaring dulu.* **(Oh, I see. You still remember that. You proved it by yourself right? We should be selective in selecting references from the internet.)**
S4:	*Iya, Miss. Kemarin kan yang second story di tugas aku pakai dari internet dan aku nyarinya sampai lama banget karena ku ambil yang sumbernya bener-bener terpercaya.* **(I used internet sources for my second story. It took a lot of time since I should find the trusted one.)**

<div align="right">(Interview Transcript, May 7th 2016)</div>

f. Giving handouts

In Cycle II, the researcher continued giving the handout to the students as she did in the previous cycle. She multiplied the number of the handouts so that each student got a bundle of handouts. They were not necessarily sharing the handouts with their seatmates anymore.

The handouts given to the students were consisted of the narrative text, model texts, tasks, and the script making guideline. It helped the students master the material easily. The fact can be seen in the following interview transcript.

R:	*Syukurlah. Oh iya sebelum lupa. Handout yang Miss kasih kemarin masih pada disimpan kan?* **(Do you still keep the handouts with you?)**
S1:	*Masih miss. Bentar lagi mau UAS, belajar lewat handout itu lebih praktis. Heheh .* **(Yes, Miss. We will have an exam so it will be easier to learn the material from the handouts.)**
S3:	*Iya, Miss. Materinya banyak banget, kalau belajar dari handout itu kan lebih cepet. Poin penting nya langsung ada* disitu. **(So do I, Miss. There are a lot of materials. It is faster to learn by the handouts. I can find the important point easily.)**

<div align="right">(Interview Transcript, May 7th 2016)</div>

g. Giving feedback on the students' work

The researcher gave feedback on the students' work in all meetings of Cycle II. It included pronunciation, vocabulary, grammar, and fluency skills. As it has been done in the previous cycle, the feedback was given when they made errors and mistakes. The researcher also gave feedback in uplifting ways to the students who asked questions to her. There were no borders between her as the English teacher and the students. Therefore, they were not shy and confident in asking questions or asking about materials they did not know. Giving feedback activities can be seen in the following field notes.

> The last activity was discussing what the students had done in the previous activity. There were 20 questions so I gave chances to 20 students to answer the questions. "Well, time is up everybody. We only have limited time to discuss this, so to make it quick, who wants to try number one in Task 1?" Many students raised their hands, but finally I gave the first chance to Izazi. The students were really enthusiastic to compete in answering the questions. They tried to explain their answers in English, but Bahasa Indonesia was still used. **Moreover, not all the students gave the correct answers. A few of them answered with the incorrect answers. Here, I explained why the answers were wrong and let the whole class know which one was correct.**
>
> (Field Note, Meeting 1, Cycle II)

> After we had a discussion about the correct answers of the

task, I asked them to sit with their group. I explained what to do next. Then, the students started the discussion with their group members, while I walked around to check their progress. Some students in front called, "Miss…Miss, how about this sentence? *Udah bener belum*, Miss? I answered "It is incorrect. You need to put a verb on this sentence because it has no verb yet. Don't forget to change the infinitive form to the simple past form". The other groups called for help. Most of them asked about the sentence in English and asked whether the sentences that they practiced were right or wrong. The researcher gave feedback.

(Field Note, Meeting 3, Cycle II)

Throughout the four meetings in Cycle II, the improvement of students' work especially on vocabulary, pronunciation, grammar, and fluency skill was improved. Their mispronunciation reduced, so did their mistakes and errors in choosing words could be minimized. Dealing with grammatical error, the researcher gave feedback by correcting the sentences made by the students and explaining them what tenses they were supposed to use. Besides, the researcher gave feedback when the students said some expressions in the incorrect ways. It helped them improve their speaking fluency. Feedback on the students' work that have been mention can be seen in the following field notes.

Then, the bell rang. **I informed the students that they could send me the script by email if they still needed some revision. "If you still need some revision of your school play script, you can send me an email and I will revise it soon after I receive the email"**.

Then few students answered, "Okay, thank you very much, Miss". After that, I ended the class by saying some motivational words and reminded them to prepare the performance well.

(Field Note, Meeting 3, Cycle II)

Considering the use of English classroom optimally during the lesson, there was something needed to be revised regarding the students response. "Wait, what is the correct English expression when we want to say that something is not really good but it is also not really bad? Anyone can guess?" The Ss just shook their head every time I stared at them. "We can use the expression *just so so.*"

(Field Note, Meeting 2, Cycle II)

In the end of third meeting, the researcher offered an online script revision to those who had problems especially on grammatical errors. Four of five groups sent the draft of the script to the researcher's email. She found that most students still made the mistakes in producing grammatical sentences. The researcher gave revision related to this. At the end, the students' performance was better after the researcher revised their work. It can be seen from the interview transcript below.

R:	*Eh tadi kan ngajar terakhirnya Miss Rima. Oh iya kalian kemarin ngirim email script yang buat direvisi nggak?* (**That was my last teaching. Did you send the script to my email?**)
S2:	*Iya Miss, makasih banyak ya. Ternyata masih banyak banget yang salah ya Miss?* (**Yes, we did it, thank you Miss. There were still a lot of mistakes.**)
R:	*Ya lumayan, wajar kan masih belajar. Itu ngebantu tadi performance nggak?* (**It was reasonable since you were still learning. Does it help your performance?**)
S4:	*Iya miss. Ngebantu banget* (**It helps a lot**)

(Interview Transcript, May 7th 2016)

h. Peer Assessment

Peer assessment that was conducted in the students' performance allowed the students to take responsibility and manage their own learning. Moreover, this activity was aimed to motivate the students to get along and pay more attention with the ongoing performances. So, while a group was performing in front of the class, the students at the back did not make any noise.

The researcher designed the peer assessment rubric completed with a clearly defined task for the reviewer. It was inserted in their handouts. The procedure of conducting peer assessment was very simple. It did not make the students feel confused to do the scoring. When the first group was delivering their performance, the other four group members gave the score to the performers individually. The following field notes shows how peer assessment was carried out in the students' performances.

> Before the students did their performance, I asked them to do the last preparation in five minutes. After that, they should come back to their own seat to give their friends' performance score. "Now, please do your group preparation in five minutes, and I want any of you to come back to your own seat because you have to give scores of your friends' performance. No one will sit with their group and they would not be busy with their group preparation".
>
> (Field Note, Meeting 4, Cycle II)

Throughout the performance activity, the noise could be reduced. The students were focused on giving their friends' performance score rather than too busy with their own group preparation for the performance. Besides, peer assessment carried out in the last meeting of Cycle II created a cooperative atmosphere in the classroom. A group's video recording project would not disturbed by some noise which came from the other students' preparation in the back. Everybody paid their full attention to the performing groups and they supported each other to construct common intellectual welfare during the performances. Those facts can be seen in the following interview transcript.

R:	**Oh I see**. *Lalu pas kelompok lain perform, kalian harus menilai penampilan mereka. Adil nggak menurut kalian kalau ada nilai dari teman juga?* (**When the other groups were performing, I asked you to give them scores. Is that fair for you?**)
S3:	*Adil aja sih menurutku. Kan nanti Miss juga kasih nilai, jadi nilai nggak cuma dari teman. Terus juga kemarin pas kelompok aku maju semua teman lain merhatiin. Nggak ada yang sibuk sendiri nyiapin perform mereka masing-masing.* (**Yes, it is. Miss Rima would also give us the score, so it was not judged by peers only. When my group was performing, the other students paid attention to us. There were no groups which were busy with their own performance.**)
S1:	*Iya, Miss. Suka sebel lho, kita udah berusaha tampil bagus di depan tapi teman yang di belakang masih ribut sama kelompoknya sendiri.* (**I agree with that. I felt so fed up when somebody could not appreciate our effort.**)
R:	*Nah, sebenernya itu tujuan Miss Rima nyuruh kalian kasih score temen yang perform. Kalian ngerasain kan bedanya kalo teman yang di belakang gak dikasih aktivitas tambahan.* (**See. This was how we did it. You realized the different effect when I gave additional activities for the students in the back.**)
S2:	Iya ya Miss. Besuk gitu terus aja Miss. (**I can see it, Miss.**

It is better for you to continue such an activity.)

i. **Asking the students to bring the dictionary**

Considering the fact in Cycle I that the students did not bring their own dictionary to the classroom, the researcher allowed them to borrow it from the school library collectively. So, all the students could open the dictionary whenever they needed it. The use of dictionary in the teaching and learning process can be seen as follows.

> The next activity was the students' activity. They started to read two kinds of narrative texts from different countries; they were "*The Two Brothers and The White-Bearded Old Man*" and "*Fire*". The students looked puzzled in reading the second text. There were many unfamiliar words in the text. **Realizing this situation, I asked the students to underline the unfamiliar words, and then they were allowed use their dictionary to define the meaning.** After the students were done with this activity, I asked them to read aloud the underlined words while I wrote them on the white board. Then I started conducting pronunciation drills by pronouncing every single word correctly and clearly. The students repeated after me. The words were *venturing, gem, hasty, henchman, acorn, merrily*.
>
> (Field Note, Meeting 1, Cycle II)

The condition of the classroom was more conducive since every student had a dictionary with them. The noise was also reduced because those who always borrowed their friends' dictionary already had the dictionary by their own. By opening the

dictionary frequently during the teaching and learning process, the students' vocabulary could be enriched.

j. Giving the reward

In Cycle I meetings, the researcher did not provide any rewards for the students. She only gave compliment and motivation for those who did a really good performance. Therefore, to boost the students' enthusiasm more than what they had done in the first cycle, the researcher decided to give rewards. Because they did the performance in a small group consisting of six students, she prepared small book notes that were suited with the number of the students in a group.

The researcher announced that she would give rewards to the students in the first meeting in Cycle II. The students seemed very enthusiastic in preparing their performance. Although the rewards were not expensive, they were motivated to be the best group. The fact can be seen in the following field notes.

> I entered the classroom and I found that the Ss were already there. I started the lesson that day by greeting Ss and then I explained them that we were having the other four meetings to fulfill the research. **I also explained that the students had one more video project that is "*Annual School Play*". The students looked enthusiastic after the researcher told this information to them. Their enthusiasm increased after the researcher told them that there was a reward to the best group performance.**
>
> (Field Note, Meeting 1, Cycle II)

As being promised, a group who did the best performance would get a reward. In the last meeting, the researcher announced the winner and gave the reward. She did not only give the rewards to those who won the performance battle but also give unique pens as the supporting rewards to the other students. The activity can be seen as follows.

It was 10 minutes left before the bell rang. As I promised in the first meeting, I gave the reward to the best group. But, I also gave the rewards to the other groups since they had done very good performance. It was a kind of my appreciation for the hard work during the research. (Field Note, Meeting 4, Cycle II)

The students were really glad when the researcher gave the reward after conducting the performance. By doing this, they were more challenged and motivated to perform their narrative story in front of the class. They competed in giving the best performance. The interview transcript below can show their enthusiasm and high motivation in getting the rewards.

R:	**Good luck for the exam**. *Satu lagi deh, kalian tadi dapat hadiah juga kan dari Miss Rima? Selamat ya, seneng gak?* **(You got the reward, right? Congratulation on your success, are you happy?)**
S2:	Heheheh, iya makasih ya Miss. Ya meskipun bukan hadiah utama. **(Heheheh, we got it. Thank you, Miss. Though it was not the main reward.)**
R:	*Menurut kalian dengan adanya reward gitu menambah semangat kalian gak?* **(What do you think about giving the reward? Is that increasing your spirit in learning?)**
S4:	*Iya, Miss. Bersaing berusaha ngasih yang terbaik.* **(Yes, it**

	was, Miss. We competed with other groups to give the best performance.)
R:	**I can see it**. *Menurut Miss gak ada yang jelek kok, semuanya sudah melakukan yang terbaik. Ya sudah Miss pamit pulang dulu ya. Sampai jumpa lagi. Tetap semangat belajar. Udah mau bell tuh, buruan ke kelas. Makasih ya.* **(For me, no groups gave bad performance and all of you did the very best you can. Well okay, I have to go by now. See you again. Keep the spirit!!! Thank you.)**
Ss:	*Sama-sama Miss. Makasih juga sudah mau berbagi ilmu sama kelas kita. Hati-hati pulangnya miss*. I'm gonna miss you**. (You're welcome, Miss. Thank you for sharing the knowledge. Take care on the way home. I'm going to miss you.)**

(Interview Transcript, May 7th 2016)

3. Reflection

After implementing all the actions in Cycle II, the researcher made the reflection of what was done during the cycle. The reflection was based on the classroom observation, interview, and discussion with the English teacher. The researcher and the English teacher who participated in the research had a chance to share their ideas, opinions, and suggestions related to the implemented actions in Cycle II. The reflection of Cycle II was described in the following explanation.

a. Implementing video recording project

Video recording project made the students learn English better. This activity was successful in enhancing students' chances in learning the target language in a fun and enjoyable way. The video recording project activity conducted in the last meeting of Cycle II also made the class alive. It could be seen from the video that the students were confident to speak up in front of the camera.

In this cycle, the researcher put the students in small groups. It was a consideration which made the students less nervous to speak up in front of the class. The problems caused by group work in the ongoing performance activity could be reduced since the researcher gave them an additional activity that is peer scoring. The condition while carrying out the performance activity was conducive and effective so that they could perform well. By giving chances to the students in scoring their peers, the researcher could minimize the noise of the class.

b. Conducting pronunciation drills and vocabulary practices

Pronunciation drills and vocabulary practices that the students did in the beginning of Cycle II influenced their improvement of pronunciation and vocabulary mastery. They produced less mispronunciation. It could be seen when they did their performance in the last meeting. They pronounced English expressions better although they still encountered some mispronunciations. It also affected their confidence in speaking up which made their English production increased.

As the students could produce pronunciation better, they were also improving vocabulary mastery. Their number of vocabulary increased since they had vocabulary practices almost in every meeting. They were able to produce more various words so that they could speak more fluently. In Cycle II, Bahasa Indonesia was rarely used because the students had enough vocabulary to express what

they were going to say. It was the fact that vocabulary practices made the English learning better.

c. Using classroom English optimally during the lesson

The researcher used English in almost all the teaching and learning processes. She used it in every way such as in the opening, main activity, and closing. She also built the communication with the students using English as the target language. These activities led students get used to hear and use English in the classroom.

Moreover, the use of classroom English optimally during the lesson seemed to improve the students' speaking skill. They were familiar with various English words and expressions, so the researcher's explanations and questions could be responded well by most of the students. Although some of them could not respond to it in full English, at least they could respond to her questions not only in greeting but also in answering her questions related to the materials. It showed that the students understood what the researcher meant.

d. Displaying interesting media such as videos and pictures

Videos and pictures were always interesting in the students' point of view. Considering the attractiveness of videos and pictures, the researcher still used those interesting media in order to catch the students' attention easily when she showed them. Videos and pictures were also used to entertain and refresh the students' minds so they learnt the materials more easily. Furthermore, by displaying

interesting media their motivation in learning the English subject enhanced. It could be inferred by their active participation along the teaching and learning processes.

e. Outside classroom activity

In the third meeting of Cycle II, the students did some tasks related to the material in the school library. The researcher realized that the students were bored studying English only in the classroom. Such an activity was successful in creating a new atmosphere in learning the English subject. They got different supporting environment in doing the task. They found a lot of learning sources which enriched their knowledge. The outside classroom activity succeeded in training the students to be autonomous learners.

f. Giving handouts

As the action was successfully implemented in the previous cycle, the researcher continued giving handouts to the students. It made the students learn material more easily, since the handouts were briefer, simpler, and more practical than the textbooks. The researcher copied the handouts suited with the number of the students so that the problem related to the handout distribution in the previous cycle was not repeated.

g. Giving feedback on the students' work

The students always got the feedback from the researcher every time they did mistakes or needed some help. It could improve their speaking skills achievement including their vocabulary,

grammar, fluency, and pronunciation. They were able to acquire English better. In addition, feedback could build a good students' progress in achieving English learning goals.

h. Peer Scoring

This additional task in the students' performance was really helpful in reducing noise caused by the audience in the back. It was one of the researcher's strategies in managing the classroom activity. The students paid more attention to their friends' performance and it caused the video recording activity more conducive.

i. Asking the students to bring the dictionary

By having the dictionary with them in every meeting, their vocabulary mastery could be enriched. It was a very beneficial source when they found unfamiliar words. They could consult their dictionary to define the meaning of word based on the context. As they could enrich their vocabulary mastery, they improved their speaking fluency since the English word and expression collection increased.

j. Giving the rewards

Giving the rewards in the last meeting of Cycle II was successful to increase the students' hard effort in preparing the best performance. The students could be more motivated to deliver the very best performance. In addition to this, they became more active in consulting their performance preparation. They gave all that they could do to win the rewards. This hard effort affected their good

achievement especially in their confidence to speak up. It could be

concluded that this action improved their speaking skills.

4. **Findings of Cycle II**

Based on the reflection done by the researcher in Cycle II, it could

be concluded that Video Recording Project activities were successful in

improving the students' speaking skill. The change results of the actions

during the teaching and learning processes in Cycle I and Cycle II could

be compared. The result of the implemented actions in Cycle II had been

summarized in the following table.

Table 10: The Conclusion of the Actions in Cycle II

Actions	Implementation	Result
Implementing the video recording project.	• Video making project. • "*Annual School Play*" activity.	• The students got more chances to speak English. • The students spoke up more confidently. • The students enjoyed performing their narrative story and looked excited and interested while the researcher's friend took their video. • The condition of the classroom was conducive.

(continued)

(continued)

Actions	Implementation	Result
Conducting pronunciation drills and vocabulary practices	• The researcher pronounced difficult and unfamiliar words then the students repeated after her.	• The students produced less mispronunciation. • The students were more aware of mispronunciation. • The students' vocabulary mastery improved.
Using classroom English optimally during the lesson.	• The researcher used English to greet the students, explain the materials, ask and answer questions, give feedback or comments. • The researcher built communication with the students in English. • The researcher used classroom English to instruct the students to do the tasks.	• The students got used to hear and use English during the lesson. • The students could ask and respond to the researcher using English. • The students' English word and expression increased. • The students were accustomed to English instruction that the researcher always used. • The students understood what the researcher meant and responded well.

(continued)

Actions	Implementation	Result
Displaying interesting media such as videos and pictures	• The researcher showed pictures and videos to catch the students' attention, refresh the students' mind, make the students understand the materials easily, and vary the materials. • The researcher showed a video of a narrative story entitled "The Story of Timun Emas" and "Into the Wood"	• The students looked more enthusiastic in learning the narrative short story. • The students could understand the materials easily. • The students' minds were refreshed and they could absorb materials more easily after watching videos. • The students got some inspirations to prepare their own performance.
Outside classroom activity	• The students did the task related to the narrative text in the school library. • The researcher encouraged the students to do the task.	• The students became autonomous learners. • The students found a lot of trusted learning sources. • The students got a new atmosphere in learning. • The students' spirit in learning English subject increased.

(continued)

Actions	Implementation	Result
Giving handouts	• The researcher distributed the handouts to the students for every topic. • The researcher increased the copies of handouts.	• The students learned the materials more easily, because the materials in the handouts were simpler and more practical than the materials in the textbooks.
Giving feedback on the students' work	• The researcher always gave feedback when the students made mistakes or needed some help. • The researcher gave feedback on students' story script through email.	• The students were helped in learning the material by feedback given by the researcher. • The students felt closer with the researcher so it influenced their active involvement to ask or respond the questions. • They could perform better since the researcher gave revision to their story script.
Peer-scoring	• While the groups were performing narrative in front of the class, the other students as the audience did peer scoring.	• Everybody paid more attention to the performance and there were no groups which were still busy with their own preparation.

(continued)

Actions	Implementation	Result
	• The researcher prepared the scoring rubric.	• The noise was reduced and the classroom condition was conducive. • The students experienced in giving the score.
Asking the students to bring the dictionary	• The students frequently opened the dictionaries every time they found unfamiliar words. • The students consulted the dictionary when they did not know the English expression.	• The students' vocabulary mastery enriched. • The teaching and learning process worked effectively. • As they enriched the vocabulary mastery, their speaking fluency improved. • The students' confidence in speaking totally improved.
Giving the rewards	• The researcher gave the rewards for the best group performance. She also gave the different rewards as the supporting reward for the other students.	• The students were more active and challenged. • The students were competitive in delivering the best performance. • The students' participation and motivation improved.

The reflection of the implementation actions in Cycle II showed that the actions were implemented successfully. The expected result of the actions was also shown in the students' test score. The students' pre-test and post-test scores were compared and the result showed that there was significant improvement in the students' speaking skills.

D. **General Findings**

The researcher used the quantitative data to support the qualitative data. She compared the students' pre-test and post-test scores using SPSS. The result of implementation actions in Cycle I and Cycle II can be seen in the table below.

Table 11: **The Result of Pre- and Post-test in Cycle I and Cycle 2**

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 post_test	13,6724	29	1,05455	,19582
pre_test	9,6724	29	1,06298	,19739

The researcher conducted a pre-test before the first meeting of Cycle I to obtain students' speaking skill proficiency. The test was in the form of students' speaking performance about English riddle. Moreover, she also conducted post-test to know whether the Video Recording Project and some other supporting actions successfully improved the students' speaking skills.

Based on the comparison result of the pre- and post-test written in Table 11 above, it can be seen that the average score of the pre-test is 9.6724 and the average score of the post-test is 13.6724 from the maximal score 16.00. It can be concluded that the average score of the post-test increases 4.00 from the average score of the pre-test. In addition, according to the t-test,

the score difference of the pre-test and post-test was significant p<0.05. The significance (2-tailed) was 0.00. The detail quantitative analysis of the pre-test and post-test can be seen below and the more complete analysis can be seen in the Appendices.

Table 12: **The Detail Quantitative Analysis of the Pre- and Post-test**

Paired Samples Test

		Paired Differences						df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t		
					Lower	Upper			
Pair 1	post_test - pre_test	4,00000	,79057	,14681	3,69928	4,30072	27,247	28	,000

The students' speaking skill improvement not only can be seen by using a t-test analysis in SPSS, but it can also be seen by the analysis of different results between the pre-test and post-test. Based on the analysis, it can be concluded that there was significant improvement in the speaking aspects. The students' vocabulary scores improved from 2.46 to 3.57; the grammar from 2.00 to 3.01; the fluency from 2.40 to 3.38; the pronunciation from 2.78 to 3.70. The following table shows the detail of the scores.

Table 13: **The Result of Pre-test Scores in Each Aspect**

Aspect	V	G	F	P	Maximal Score
Mean Score Assessor I	2.50	2.00	2.43	2.67	4.00
Mean Score Assessor II	2.43	2.00	2.37	2.90	4.00
The Final Pre-test Mean Score	2.46	2.00	2.40	2.78	4.00

Table 14: **The Result of Post- test Scores in Each Aspect**

Aspect	V	G	F	P	Maximal Score
Mean Score Assessor I	3.55	3.00	3.31	3.76	4.00
Mean Score Assessor II	3.59	3.03	3.45	3.65	4.00
The Final Post-test Mean Score	3.57	3.01	3.38	3.70	4.00

Based on the results of the quantitative analysis data mentioned earlier, the researcher and the English teacher concluded that the activities implemented in both cycles could successfully improve the students' speaking skills. Their hard work in preparing the materials and the activities during the implementation in Cycle I and Cycle II achieved the objective of the research. Finally, they decided to end the cycle.

E. Discussion

The main focus of this research is the use of Video Recording Project to improve XI IIS 3 students' speaking skills. The video recording project activity was carried out in both Cycle I and Cycle II. The finding showed that such an activity supported by accompanying actions successfully improved the students' speaking skills. It could be seen from the improvement of four indicators including vocabulary, grammar, fluency, and pronunciation.

Throughout the implementation of the actions in both Cycle I and Cycle II, the researcher dealt with a scientific approach in teaching English. She employed five stages including Observing, Questioning, Exploration, Associating, and Communicating. The video recording project was conducted

in the Communicating stage, while accompanying actions were conducted in the other four stages. The clearer explanation of the use of video recording project in improving the students' speaking skills can be seen as follows.

Nowadays, learning activity supported by technology kits becomes more popular in the teaching and learning process. The video making under the teaching approach of Project-based Learning could be one of the considerations in improving the students' speaking skills achievement. It made the students more enthusiastic and enjoy the speaking assessment. They prepared the performance better than they just performed it with no specific intention. At the end, a good preparation affected the result of the speaking scores.

The second evidence that the video recording project was successful to improve students' speaking skill is the activity motivates the students to learn English. Besides, the conducted video recording project stimulated them to speak English with no doubt because they had high motivation to do the activity.

The third, the video recording project gave students the opportunity to speak confident in front of the camera as they mastered vocabulary and pronunciation well. Yet, the video recording project was fun and relaxing, it was carried out in small groups. This made the students feel more confident and secured in their performance.

The last, video recording project was carried out along with giving rewards to the group who performed the best performance. As the promise given to the students, they were actively involved in the classroom activity

since they needed to have much knowledge in preparing the good performance. They paid more attention to the researcher's explanation. They started realizing that what the researcher's saying was meaningful for their achievement. They also became more responsive toward the researcher's instructions. They did the activities and tasks nicely. There were no separating borders between the researcher and the students and this good relationship became one of the triggers to the students to involve actively in the teaching and learning process. They asked questions related to the English learning to the students freely without feeling anxious. Such an activity gave a big influence to their performance quality.

Furthermore, the successful main action implemented in the research was supported by some accompanying actions. There were several pre-activities before the video recording project was conducted in the last meeting of Cycle I and Cycle II. They were pronunciation drills, vocabulary practices, giving feedback on the students' work, the outside classroom activity, peer scoring, and the other actions. The detail supporting actions can be seen at the explanation of actions and implementation in both Cycle I and Cycle II.

In conclusion, the implementation of video recording project successfully improved speaking skills of class XI IIS 3 students at SMA N 1 Wonosari.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents three main sections. They are conclusions, implications, and suggestions toward the students of SMA N 1 Wonosari, the English teacher, and other researcher. The discussion of each part is presented below.

A. Conclusions

The research was aimed to improve the students' speaking skills through the video recording project for Grade XI. It was conducted at SMA N 1 Wonosari. The subjects of the research were the students of Class XI IIS 3.

The research finding and discussion in Chapter IV showed that the students' speaking skills were improved through the use of video recording project. In the first cycle namely Cycle I, the researcher implemented the video recording project and seven supporting actions. They are conducting pronunciation drills, carrying out vocabulary practices, using classroom English, displaying pictures and videos, giving handouts, giving feedback, and asking the students to bring the dictionary. The video recording project conducted in Cycle I was an "*Online Poem Recitation Competition*" activity. Those actions gave improvement in the students' speaking skills. However, there were some unsuccessful actions in Cycle I needed to be improved. Therefore, the researcher and the English teacher as the collaborator agreed to conduct Cycle II.

In Cycle II, there were some additional actions implemented. It was done due to some problems existing in Cycle I. The actions were implementing the video recording project, conducting pronunciation drills and vocabulary practices, using classroom English, displaying pictures and videos, the outside classroom activity, giving handouts, giving feedback on the students' work, peer scoring, asking the students to bring the dictionary, and giving the rewards. The video recording project conducted in Cycle II was "*Annual School Play*" documentation.

Based on the result of the data analysis, the researcher concluded that the use of video recording project improved the students' speaking skills. It was proven by the result of students' pre-test and post-test scores. The result shows that students' means scores for vocabulary increased from 2.46 to 3.57, grammar from 2.00 to 3.01, fluency from 2.40 to 3.38, and pronunciation from 2.78 to 3.70. In addition to this data analysis, the researcher also used t-test in SPSS to prove that the students' speaking skill significantly improved through the use of the video recording project. It can be seen that the average score of pre-test was 9.6724 and the average score of post-test was 13.6724 from the maximal score 16.00. It can be concluded that the average score of post-test increased 4.00 from average score of pre- test.

Furthermore, there were some changes found after implementing the video recording project. The changes were shown in the English teaching and learning processes, the students' behavior toward the English teaching and

learning processes and their speaking skills, and the English teacher's ways of thinking. The following description shows the detail of changes.

1. The changes in the English teaching and learning processes.

   During the implementation of the actions, the English teaching and learning processes became very interesting and enjoyable. The activities carried out were fun and challenging. It gave the students high motivation to get involved actively in the lessons. Moreover, the video recording project successfully made the classroom become more alive. Furthermore, the enjoyable English teaching and learning processes made the students very interested in joining the teaching and learning process. It was very influential on the students' speaking skill improvement especially on the achievement of each speaking aspect.

2. The changes of the students' behavior toward the English teaching and learning processes and their speaking skills.

   After being given the video recording project activity, the students were more motivated to join the English subject. They became more responsive and active involving the teaching and learning process. Besides, they were forced to use the language fluently and accurately without being threatened. They also could improve their confidence since they had more chance to speak English during the implementation of the actions.

   Moreover, their English production increased since they were given vocabulary and pronunciation practices. The quantity in producing

language and the quality of speaking could be enhanced by the activities. They had more opportunities to speak English as well. As a good result, the students were accustomed to hearing and using English language not only in the classroom but also in their daily life.

3. The English teacher's ways of thinking

After the English teacher involved in this study, she became more open-minded to design the activities more enjoyable. She got new experience to teach English through amusing activities and improved her knowledge in designing the activities based on various activities that she could conduct in the teaching and learning processes in the future. Most importantly, she understood that the video recording project was crucial to implement in the classroom in order to improve the students' speaking skills.

B. Implications

The finding of the study explained that the use of video recording project had been proved to improve the students' speaking ability. It also made the English teaching and learning processes run better. The clearer description of the implication of the actions can be seen as follows.

1. Video recording project activity was fun and challenging. The students' speaking ability improved since they had more opportunity in producing English language. It implies that the researcher was successful to create various interesting activity and video recording project can be one of

them. It can be concluded that the use of various activities supported by interesting media to get the students' interest in teaching and learning process is crucial for the teacher.

2. Pronunciation drills that were conducted regularly in every meeting successfully improved the students' pronunciation. The students rarely produced mispronunciation and they were more aware of their friends' mispronunciation. They were able to correct their friends' pronunciation mistakes. It implies that this action helps the students increase their pronunciation skills.

3. Vocabulary practices helped the students to increase their vocabulary collection. They also got new knowledge that to know the word meaning they were not merely translating it, but they needed to consider the meaning based on the context. It implies that vocabulary practices increase the students' vocabulary mastery. They do not only produce monotonous vocabulary anymore.

4. Classroom English was used optimally during the teaching and learning process. The use of English optimally could improve the students' skill. It gave them a chance to hear and use English more frequently. It implies that the students will be motivated to speak English if the teacher uses classroom English.

5. Interesting media such as pictures and videos successfully attracted the students' attention toward the materials given by the researcher. It was displayed not only for the students' mind refreshment, but they could

learn material better. Moreover, they got a good learning input from the videos. It can be inferred that the visual aids such as pictures and videos used in the teaching and learning processes are really helpful to attract the students' attention. The most important thing is that displayed pictures and videos help the students understand the materials easily. Since those media give the students visualization of what they are learning, their understanding toward the materials will improve better.

6. Handouts given to the student are helpful as one of the supportive tools to achieve the learning goals. The researcher developed the handouts briefer and more practical than the textbooks which made the students learn materials more easily.

7. The implementation of giving feedback on the students' work could make the students perform English better. It was to get the students know their mistakes and errors so that they could perform the speaking well. Besides, giving feedback regularly whenever it was needed could make the students feel closer with the researcher so that all students got actively involved in asking questions. As their active involvement improved, their confidence also could improve. It infers that it is really important to give feedback in an appropriate way in order to make the students feel secure in involving the teaching and learning processes.

8. The implementation of asking the students to bring the dictionary to the classroom was crucial due to its effectiveness in helping the students to find the meaning of difficult vocabulary. It implies that being a teacher,

she or he has to be creative to encourage the students to consult their dictionary every time they find difficulties in defining the word meaning.

9. The implementation of outside classroom activity needed to be conducted in the teaching and learning process in order to create a new atmosphere to the students' learning. The students found various learning sources that they would not find them in the classroom. It gave them a new experience to be selective in selecting the sources. It infers that outside classroom could train the students to be autonomous learners. It can be one of the best ways to enhance their responsibility toward the teacher's trustworthiness to the students.

10. Peer Assessment conducted in Cycle II allowed the students to take responsibility and manage their own learning. Moreover, this activity was aimed to motivate the students to engage and pay more attention with the ongoing performances. It implies that peer assessment needs to be employed in the performance day in order to minimize the students' noise. It helps the researcher manage the classroom. A good classroom management will influence the success of teaching and learning processes.

11. Giving rewards to the best performance was a good idea to make the students motivated in preparing their best performance. Their spirit in winning the performance influences their behavior in the classroom. They gave more attention to the teachers' explanation since they realized that it would be useful for their performance. They became more active

and voluntarily participated in the teaching and learning activity. It implies that giving rewards triggers the students' motivation in the classroom. The students will compete to deliver their best performance and to win the rewards.

C. Suggestions

After the researcher completes the research in the eleventh grade students of SMA N 1 Wonosari, she concludes that the students' speaking skills improved. Then, she addresses some following suggestions to the research members. They are for the students, the English teacher, and other researchers. The detail suggestions for each research member are clearly written as follows.

1. For the Students

To grade XI students of SMA N 1 Wonosari especially class XI IIS 3 students are suggested to never stop learning and practicing speaking English. They can have independent speaking practices outside the classroom. They may use video project making as one of the ways to enhance their speaking skills. Moreover, they should be more active in the activities conducted in the English lesson. They do not have to be afraid of making mistakes. Their confidence is required to be built as well. As the result, they can speak louder without hesitation in making mistakes.

2. For the English Teachers

      The teaching and learning process should be learner-centered. The English teachers particularly the English teachers of SMA N 1 Wonosari, they should accommodate the students' opportunity to speak up as many as they can. Besides, they are requires to never stop learning to enrich themselves with the knowledge of how to develop some interesting activities in creating an enjoyable atmosphere in the classroom. Therefore, they can implement the video recording project as an alternative strategy in creating fun activities to teach speaking.

      Moreover, to make the video recording project run well, the English teachers are suggested to conduct some pre-activities listed in the discussion of the research such as conduct pronunciation drills, carry out vocabulary practices, use classroom English optimally, display pictures and videos, giving rewards, and many other activities. They are also required to consider some aspects in implementing the video recording project. First, the English teachers should mind the time allocation for each activity since there are a lot of pre-activities before the video recording is conducted. Second, they should give the explanation clearly. The use of Bahasa Indonesia is required when the students find it hard to understand the explanation. Third, the English teachers are highly required to encourage and guide the students when they work on their tasks. Fourth, they should be patient since the video recording project employs a lot of time and it has many pre-activities.

3. For other Researchers

Other researchers who plan to conduct a research on the same field are suggested to organize well preparation before applying video recording project. They can prepare stuff needed in making the video such as a camera and a tripod since not all the students have these kinds of stuffs. They are also suggested to consider the time management due to the fact that the video recording project implementation needs more time to divide the students into some pairs or groups, explains the rules, and conducts some supported activities to make the activity run well.

Based on the researcher experience when she carries out the action, the students often get confused about the rules. She needs to re-explain for more than once so that all the students understand how to conduct a video recording project. Considering the noise caused by the students' activity in recording their performance, the researcher should be able to control the students by giving additional tasks for the students as the audience. Much knowledge related to the study and the other research findings should also be understood well in conducting the successful video recording project.

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APPENDICES

APPENDIX A

FIELD NOTES

I   = Researcher

ET   = English Teacher

Ss   = Students of XI IIS 3

Observation

Saturday/ February 13, 2016

The ET entered the classroom, and then she greeted all Ss. All the Ss replied. The ET asked who was absent that day, and Ss replied there were two students absent on the English class because of the school competition participation. The ET asked the Ss whether they were ready for that day lesson. The Ss politely answered the ET's question.

Before the teaching and learning started, there was weekly performance by a student. The performer was chosen randomly and that day was Dea's turn. She did a presentation entitled "The Easy Ways to Learn English". She did it well but still had some problems related to her speaking skill. She still used the mother language that is Javanese, she also mispronounced some words, and the last mistake was she used many types of fillers such as *uh, mm, um*. But it was good enough for Ss in her grade. Dea delivered her presentation for 5 minutes and she asked other Ss to come into the front of the class to explain who their idol is. She promised if there were two Ss participate in her quiz, they deserved a unique reward. The volunteers were Rama and Haikal. They explained and described their idol in turn. As mentioned in Dea's problem, they did the same mistake in pronouncing some words and they still used the same mother language to explain some words they did not know in English. Both of them could found suitable words to express what they wanted to say, but they delivered the explanation bravely.

The ET invited the Ss to come to the main topic of that day which was "Stating and Expressing Conditional Sentence". She opened English course

book and said, "Alright, now open your book chapter 12, there are several activities you are going to learn today and now please do the first exercise that is listening activity. I will play it twice, listen carefully on this recording, and try to answer the questions listed on your book". She played the recording which was about the conversation between two people in a shopping situation. After that, the ET and the Ss discussed the listening exercise. There were some students participating in this discussion. They tried hard to express ideas in English. The ET also explained some types of conditional sentences and she asked the Ss to pronounce some difficult words.

After they had done the first exercise, the ET asked the Ss to finish the next exercise provided in the course book. Some boys sitting in the back rows looked sleepy. There were two boys laying his head on the table. Some were busy doing random things like having chit-chat with seatmates, drawing random pictures on their books, playing with their stuff, and many more. Only few Ss sitting in the front rows paid full attention to the ET.

The ET realized that the Ss got bored with the exercise. She asked one S who looked so sleepy to read the passage loudly. She also asked four Ss to practice a dialogue related to the topic in front of the class. It was effective enough to overcome Ss' boredom in the learning activity.

After four Ss performed the dialogue in front of the class, the Ss were asked to finish the last activity. They should finish the exercise in five minutes, and then the ET invited the Ss to present their work randomly. Not all Ss delivered their work since the time was almost up.

Before the bell rang, the ET informed all Ss about the homework. It was listed in the worksheet which was distributed to the Ss. She explained what to do with the worksheet and made sure that all Ss knew what to do and submitted it in the next meeting. She gave the review about the types of conditional sentences in order to help the Ss to finish the homework. The ET also informed the Ss that next meeting was their progress test or daily exam. She asked the Ss to prepare well. The ET ended the class by greeting and saying goodbye.

Cycle   : 1

Meeting   : 1

Topic   : Poem

Day/ Date   : Saturday/ April 16, 2016

I entered the classroom. All of the students were inside because they had previous subject before the English subject. I asked the Ss whether they were ready for the lesson, "Are you ready for the lesson?" All the Ss answered, "Yes, miss".

I opened the class by greeting all the Ss, "*Assalamualaikum warrahmatullahi wabarakatuh*". The Ss responded the greeting, and then I asked the Ss' condition. They were in a good condition. I also asked them whether they still remember me or not. Luckily, they were still remembering my name. "*Ingat dong miss, gak akan lupa sama miss. Rima*" said one of the Ss in the classroom. After that I asked for permission to conduct research in their class and they promised to cooperate well during the research.

To start the lesson, I showed them a poem entitle "This is just to Say" by William Carlos Williams. I asked two of the Ss to read the poem a loud. That time, I asked a boy and a girl. Many Ss raised their hand.

Those two students read the poem unconfidently. After their performance, I gave feedback due to some mispronounce they did. I wrote some mispronounce words on the white board and made them know how to pronounce it correctly.

After two students read the poem in front of the class, I started to lead them to give simple appreciation by asking what is the value implied in the poem. There were various answers and I tried to revise some wrong understanding. I explained how to appreciate a poem further by showing them a power point presentation. It helped me a lot to explain the material in sequence. In the middle of explanation, I saw many students get bored, and then I gave some interlude in order to get their attention back. When I finished explaining the material, I checked students understanding by giving them some questions related to the material.

I distributed pieces of papers containing a poem and some analytical questions to help them appreciate a poem. Two students in each table got a bundle of worksheets. They shared the worksheets with their seatmates. They started to read

the poem; some students complained that there were a lot of difficult words to understand. I asked them to open their dictionary and asked them write down the new words in their book. This will help the students increase their vocabularies. I also listed some unfamiliar words on the whiteboard then pronounced it correctly. I asked the students to repeat after me.

After they read the poem, they answered the questions. I walked around to check if they had difficulties and also made sure they did the task well. After 20 minutes of working, I asked all the Ss to stop working. That was the time to discuss what they had done. The discussion took 15 minutes.

The last activity was watching a video of poetry reading. This activity aimed as an enrichment for the Ss. That inspired the Ss to prepare the performance in the next meeting. This is reading a poem in an unreal poetry competition. The time duration was very limited, so the video only played for less than 10 minutes.

In the end of the lesson, I closed the class with an appreciation of their good work that day and saying goodbye.

Cycle   : 1

Meeting   : 2

Topic   : Poem

Day/ Date   : Wednesday/ April 20, 2016

I greeted the students and asked their condition. Then I asked them whether they were ready for the performance. "Are you ready for your poem performance today? I am sure you have already prepared your own poem to be performed, isn't it? The students answered the researcher's questions vigorously. Before they performed their poem recitation, I explained the rules and instructions to do the activity in order to make the students understand the steps of conducting video making project. "Hello everybody. Pay attention please". All students were silent and paid attention to the researcher's instructions.

After explaining the rules and instructions, I asked the students to prepare the performance in 10 minutes, while I prepared the video-making stuff such as camera and its tripod. I went around the classroom to check the students' preparation and made sure if they had difficulties. Most of them asked the word choice in their poem and how to pronounce some unfamiliar words. I did not tell them directly, but I asked them to open the dictionary. It would train them to be autonomous learners.

Some Ss told me that they were ready to perform, so I started to lead students' performance by asking all the Ss to stop working. The performer sequences were randomly chosen by the researcher. Then, I invited the first performers they were Bona and Fernando. They came up to the stage confidently. First, they introduced themselves and informed the audience that they would recite their own poem entitled "*a Poem to My Mom*". The first turn was Fernando, he recited the poem expressively. But he still did mispronunciation in pronouncing some words. Actually, he was familiar with those words, it just the matter of nervousness in front of camera. After Fernando done in his part, it was Bona's turn to recite their poem. He did it very well. He was really confident and did not make any mistake.

The second turn was Arin and Rama. They walked to the stage hesitantly. But their performance was more than I expected, they did it very well. They not only recited their own poem but also sang a romantic song to perfect the performance. First, they did a good collaboration in reciting the poem entitled "*Love Me Like You Do*". It was not only read a poem in turn. Soon after they finished with the poem, they sang a song by famous singer which the title of the song was the same as the poem they recited.

All the students were already done to take the video recording. There was 10 minutes left before the bell rang. The researcher ended the lesson by wrapping up that day activity. I also appreciated what they had done in this activity and gave motivation to keep them engaged in learning English.

Cycle   : 2

Meeting   : 1

Topic   : Short Narrative Stories

Day/ Date   : Wednesday/ April 27, 2016

I entered the classroom and I found that the Ss were already there. I started the lesson that day by greeting Ss and then I explained them that we were having the other four meetings to fulfill the research. I also explained that the students had one more video project that is "*Annual School Play*". The students looked enthusiastic after the researcher told this information to them. Their enthusiasm increased after the researcher told them that there was a reward to the best group performance.

Before I started the teaching and learning activity in that day, firstly, I told them some pre- activities before the making of video project. "Well friends, we are going to have four meetings in Narrative Text, are you happy with this? In the first meeting we would like to gain much knowledge about narrative text, then second meeting we have outside classroom activity, then you will work in a small group to make your performance preparation in the third meeting, and the last meeting is your performance day".

I played a video of narrative story to start the main activity of the lesson. It was about "*The Story of Timun Emas*". Ss paid attention to the video. After that, I asked some questions related to the video.

I distributed the handouts related to the topic. After all the students got the handouts, I started to explain the main materials. It covered the social function, text structure, and language features of narrative text. While explaining those materials I showed some narrative texts around the worlds in order to give them example of various kinds of narrative stories.

After I finished in giving them brief explanation about narrative texts, I asked the students whether they have questions related to the topic. "Is there anything you want to ask so far?" One student raised his hand and said "Miss, what is parable?" I answered Haikal's question clearly and let the other students

know the definition of parable.

The next activity was the students' activity. They started to read two kinds of narrative texts from different countries; they were "*The Two Brothers and The White-Bearded Old Man*" and "*Fire*". The students looked puzzled in reading the second text. There were many unfamiliar words in the text. Realizing this situation, I asked the students to underline the unfamiliar words, then they were allowed to use their dictionary to define the words meaning. After the students were done with this activity, I asked them to read aloud the underlined words while I wrote them on the white board. Then I started conducting pronunciation drills by pronouncing every single word correctly and clearly. The students repeated after me. The words were *venturing, gem, hasty, henchman, acorn, merrily.*

The pronunciation drills and vocabulary practices took time for 15 minutes. The students continued the activity by answering some questions in the students' worksheet to check their understanding about both narrative stories. They should finish it in 15 minutes. "I think that 15 minutes would be enough for you to finish the task". All the students answered, "Insyaallah, Miss".

The last activity was discussing what the students had done in the previous activity. There were 20 questions so I gave chances to 20 students to answer the questions. "Well, time is up everybody. We only have limited time to discuss this, so to make it quick, who wants to try number one in Task 1?" Many students raised their hand, but finally I gave the first chance to Izazi. The students were really enthusiastic to compete in answering the questions. They tried to explain their answers in English, but Bahasa Indonesia was still used. Moreover, not all the students gave the correct answer, few of them answered with the incorrect answer. Here, I explained why the answers were wrong and let the whole class know which one was correct.

The bell rang when we were discussing the answer of number 17 in task 2. So I ended the class by giving appreciation to the students and asked the students to remind me that we would continue the discussion in next meeting. "Wow, the time goes so fast everybody, we would continue our discussion next meeting. Please remind me if I forget about this. Well thank you for your nice attention

during the lesson. Keeping up the good work and good bye"

Cycle   : 2

Meeting   : 2

Topic   : Short Narrative Stories

Day/ Date   : Saturday/ April 30, 2016

I entered the classroom, yet only few Ss were in the classroom. One S told me that they had a daily test before English lesson. So I ask him to call his friend to enter the classroom. After the all Ss entered the classroom, I started the lesson by greeting the students. "Good morning everyone? How are you getting on? I heard from Adhit that you just had a daily exam before this subject, how was that? The students seemed uninterested to answer my question. "It is very bad, Miss. *Nggak bisa ngerjain*, the question is difficult". But, some others answered, "*Ya gitu deh*, Miss. Not too bad not too good"

Considering the use of English classroom optimally during the lesson, there was something needed to be revised regarding the students response. "Wait, what is the correct English expression when we want to say that something is not really good but it is also not really bad? Anyone can guess?" The Ss just shook their head every time I stared at them. "We can use the expression *just so so*".

I continued the lesson by giving explanation about that day activity that is outside classroom activity. But, a student in front seat interrupted my sentence. She reminded me that we did not finish discussing the task in the previous meeting. "Miss, we have not finished discussing the answer of the last meeting exercise" she said. I appreciated her effort to remind me about an unfinished discussion. We did it for 10 minutes.

The main activity in that day was students' self learning outside the classroom. To control the whole class easily, the researcher asked the students to do the task in school library. This activity was aimed to give the students different situation of learning since they always learned the English subject only in the classroom. They were asked to find out two narrative stories, a story of the Indonesian folktale and another one is a story from around the world. They did the exercise in small groups. The researcher already gave the guideline in doing the

157

exercise in the handouts. Before I let the students move to the library, I gave them clear instructions and rules. "Everybody please listen up, I don't want any of you do not know what to do" I started to explain the instruction as clear as possible. I also checked their understanding by asking some students who sat in the back.

The students were not literally doing the activity by themselves without the researcher's control. I was in the library together with the student to give them some help if they found serious difficulties in doing the exercise. I walked around and came close to each group. Some students in the corner called "Miss…Miss, *yang ini termasuk foreign folktale bukan?*" I answered hastily, "Yes, it is. You can take this story as your exercise"

The other groups called for help. Most of them asked about some sentences in English and asked whether their sentences that they wrote in the worksheet were right or wrong. The researcher gave feedbacks.

As I explained before the students moved to the library, they should come back to the classroom 30 minutes before the bell rang. Then, we discussed what the students have done in the library. It took time for about 20 minutes. I used the rest of the time to explain students' homework. It was about making school play outline story. It would help them in performing their narrative story.

I ended the lesson by wrapping up that day activity and making sure they should finish the homework because they would make the script based on the outline next meeting. I preceded leaving the classroom and saying goodbye.

Cycle   : 2

Meeting   : 3

Topic   : Short Narrative Stories

Day/ Date   : Wednesday/ May 4, 2016

As usual, I opened the lesson by greeting the students and asking their condition. "Hi, good morning everyone? Did you get your breakfast?"Most students answered "Of course, Miss". While I was explaining the activity that day, two students came close to me. "Miss, may we go to library to borrow dictionaries for all? It's too heavy, I can't bring it by myself, Bona will help me", asked the students.

Based on the lesson plan, the students would prepare their performance in the third meeting. They worked in the same group as they were done in the last meeting. The preparations of performance included making the script, preparing the properties, and practicing. The last group homework would help them in making the script. They had the outline by drawing some pictures which were depict the plot of the story.

Before the students were seated with their group to do the performance preparation, the researcher gave them explanation about past tenses. It was important for the students in making the script due to the fact that narrative text sentences were mostly written in past tenses. In contrast, the students did not mastered past tenses well. They still made mistakes when they used past tenses. So this brief explanation would help the students a lot to enhance their grammar mastery. I often used Bahasa Indonesia translation in explaining this material in order to make all the Ss understand the use of past tenses in different situation. They also received the past tenses task to check whether they could differentiate when they should use simple past, past continuous, and past perfect tense.

After we had discussion about the correct answers of the task, I asked them to sit with their group. I explained what to do next. Then, the students started the discussion with their group members, while I walked around to check their progress. Some students in front called, "Miss…Miss, how about this sentence?

159

Udah bener belum, Miss? I answered "It is incorrect. You need to put verb on this sentence because it has no verb yet. Don't forget to change the infinitive form to the simple past form". The other groups called for help. Most of them asked about the sentence in English and asked whether the sentences that they practiced were right or wrong. The researcher gave feedback.

Then, the bell rang. I informed the students that they could send me the script by email if they still needed some revision. "If you still need some revision of your school play script, you can send me an email and I will revise it soon after I receive the email". Then few students answered, "Okay, thank you very much, Miss". After that, I ended the class by saying some motivational words and reminded them to prepare the performance well. "Please do the very best you can on your next performance. I believe you can do it better than the last one. If you have anything to ask just let me know. Well, see you next Saturday with your great performance. Good bye!"

Cycle   : 2

Meeting   : 4

Topic   : Short Narrative Stories

Day/ Date   : Saturday/ May 7, 2016

The researcher and a friend arrived at school at 10.00 a.m. Since the class started at 10.15. They had to wait for about 15 minutes. Some students asked, "Miss, *nanti majunya urutan kelompok atau gimana*?" "No, I will give you lottery, so it will be just fair for all the performers"

At 10.15, I opened the class by greeting the students and ask their condition. "Good morning, Class! How are you today?". "I'm fine thank you, and you?" replied the Ss. Then, I called the roll "Who is absent today?" They answered "Novi, Miss. She is sick".

A student in Novi's group asked, "Miss, *gimana kelompok kita gak lengkap*?" I tried to give them solution. Fortunately, Novi was not the main character of the story so I asked a student who wanted to substitute Novi's and I would give addition score to whomever desire to do it. A student raised her hand, it was Sinta. "*Tapi miss boleh sesekali liat script ya*?" "Well, but don't rely on too much the script", I answered.

I explained the instruction of conducting video project clearly. I made sure everybody understood the rules. Then, I called each group's representation to take the lottery. The sequence of performance was Rani's group, Rofik's group, Bona's group, Arin's group, and the last was Syahrul's group.

Before the students did their performance, I asked them to do the last preparation in five minutes. After that, they should come back to their own seat to give their friends' performance score. "Now, please do your group preparation in five minutes, and I want any of you to come back to your own seat because you have to give score of your friends' performance. No one will seat with their group and they would not be busy with their group preparation".

My friend was ready with the video making stuffs, so I invited all the first group's members to come up to the stage. Firstly, they introduced themselves.

Then, one of the students explained what story they wanted to play. Next, they started to do the narrative role play. They did it very well. It was much better than the previous performance which was reciting a poem. In the last of the performance, they ended it by saying appreciation to the audience. This kind of performance lasted until the last group performed their narrative story.

It was 10 minutes left before the bell rang. As I promised in the first meeting, I gave the reward to the best group. But, I also gave the reward to the other groups since they had done very good performance. It was a kind of my appreciation for the hard work during the research.

The bell rang and I closed the lesson. "Are you happy with what we have learnt in all of our previous meetings?" The Ss answered, "Yes, Miss, *sudah selesai ngajarnya Miss? Yahhhh*". Then I replied, "Sadly, yes, this is my last day sharing the knowledge with such nice students like you. Thank you for the hard work during the lesson, I am so proud of you". A student shouted "Thank you, Miss, for teaching naughty students like us". Then I ended the class by saying good bye.

APPENDIX B
INTERVIEW TRANSCRIPT

INTERVIEW TRANSCRIPT

Interview 1

Day/ Date   : Saturday/ February, 13th 2016

Interviewee   : English Teacher of XI IIS 3 Class

R:	Selamat siang, Mam. Bagaimana kabarnya? Terimakasih sudah mau meluangkan waktunya untuk wawancara terkait pembelajaran Bahasa Inggris di kelas XI.
ET:	Siang, Miss. Tambah sehat dan bahagia. Hehehe. Iya miss santai aja saya udah gak ada kelas kok. Jadi kapan mau mulai penelitiannya?
R:	Secepatnya, Mam. Kalau RPP dan surat perijinan beres saya mau langsung penelitian.
ET:	Segera saja karena ternyata UKK dimajukan dua minggu dari jadwal awal.
R:	Wah iya kah, mam? Wah harus gerak cepat.
ET:	Kemarin tentang apa penelitianmu. Di WA saya kurang paham karena sambil jalan.
R:	Improving students' speaking through video making gitu, mam.
ET:	Oh classroom action research ya masuknya?
R:	Iya, Mam.
ET:	Ya udah apa yang ingin ditanyakan?
R:	Pertanyaan pertama ya Mam. Menurut Mam, bagaimana kemampuan Bahasa Inggris anak- anak?
ET:	Beragam opini ini, miss. Ada beberapa anak yang memang sudah bagus kemampuannya. Tapi kebanyakan dari mereka masih kurang, mereka belum menguasai Bahasa Inggris dengan baik.
R:	Paling susah mereka pada skill apa Mam?
ET:	Pertama sih Speaking nya setelah itu baru Writing nya. Sebenarnya mereka itu udah punya modal. Cuma entah mengapa tiap kali assessment ada saja yang membuat mereka susah berbicara.
R:	Oh ya Mam. Mungkin mereka gerogi.
ET:	Iya bisa jadi. Kalau dari pengamatan saya sih mereka masih suka ngehafal. Makanya lupa satu buyar semuanya.
R:	Jadi apa yang Mam pernah lakukan agar anak- anak lebih mudah speaking nya?
ET:	Paling praktik dialog atau role play di depan kelas miss.
R:	Lalu buku apa yang sering dipakai saat pelajaran Bahasa Inggris, mam?
ET:	Seringnya sih pakai buku yang Pathaway to English itu.

163

Interview 2

Day/ Date : Saturday/ February 13th 2016

Interviewee : Student

R:	Suka sama pelajaran Bahasa Inggris gak dek?
S:	Lumayan suka mbak.
R:	Kok cuma lumayan? Kenapa?
S:	Ya gitu deh Miss. Tapi Bahasa Inggris sangat penting nantinya dalam pekerjaan. Disisi lain ya emang agak gak suka karena pelajarannya sulit.
R:	Oh, gitu. Lalu gimana sih pelajaran Bahasa Inggris yang selama ini adek ikuti di sekolah?
S:	Enak sih miss. Bu gurunya baik kalau ngajar gampang ditangkap. Dia juga sabar pas nyampein materi jadi berpengaruh dalam mengikuti pelajaran. Kita juga jadi gak takut tanya. Tapi sering juga aku gak mudeng beliau ngomong apa soalnya listeningku gak gitu bagus Miss.
R:	Terus pernah ngerasa bosan gak belajar Bahasa Inggris?
S:	Ya pernah Miss. Biasanya sih karena kebawa pelajaran sebelumnya yang bikin mood jelek sepanjang hari. Apalagi bu gurunya ngomong Bahasa Inggris cepet banget, susah memahami apa yang diomongin.
R:	Pernah ada faktor lain tidak?
S:	Terkadang cara ngajarnya monoton. Pengen gitu belajar banyak gamenya, atau bikin apa gitu biar gak ngantuk d kelas.
R:	Oh ya aku tau yang kamu rasain. Suka gak sih dek kalau pelajaran Bahasa Inggrisnya ditekankan pada Speaking?
S:	Suka aja sih, ada asiknya ngomong pake Bahasa Inggris terus, tapi gak suka juga ding. Banyak kata- kata yang gak tahu. Pas ngomong itu sok gak tau kata ini apa Bahasa Inggrisnya.
R:	Berarti itu tadi salah satu kesulitan *speaking in English* ya? Apa lagi selain itu, ada gak?
S:	Ya pokoknya itu tadi miss masalah vocab. Pas ngomong selalu tersendat karena lupa kata ini apa Bahasa Inggrisnya. Sama grammar sih Miss, grammar ku masih kebalik- balik kacau banget.

Interview 3

Day/ Date : Saturday/ February 13th 2016

Interviewee : Student

R:	Suka nggak dek sama pelajaran Bahasa Inggris?
S:	Ya suka- suka aja sih mbak. Bahasa Inggris penting buat kita ke depan. Tapi kalau udah disuruh bikin kalimat yang bener aku nggak bisa. Ngartiin kalimat gitu dikit- dikit bisa.
R:	Terus gimana pelajarannya di sekolah?
S:	Seneng sih. Tapi kalo disuruh ngomong tanpa persiapan dulu yang pake conditional tense grammar- grammar gitu nggak paham.
R:	Biar kamu gampang belajarnya, menurutmu pelajaran yang kaya gimana sih?
S:	Emm belajar pake film. Terus nanti kita menyimpulkan kesimpulan dari film itu.
R:	Oh gitu ya. Pernah bosen nggak belajar Bahasa Inggris yang begitu- begitu saja?

S:	Ya pasti. Dulu pernah baca text dan aku gak ngerti kata- katanya, harus bolak balik kamus cari artinya per kata. Bosen aku mbak nek gitu. Pake games kaya waktu mbak PPL itu lho asik. Apa yang waktu speaking club bikin video kayak vlogger. hahaha
R:	Besok ya kita coba terapin di kelas. Eh sebenernya kamu suka gak sih sama speaking? Semisal pelajaran Bahasa inggris nya ditekankan pada speaking gimana?
S:	Wah suka gak ya. Tau sendiri to mbak aku kalau ngomong Bahasa Inggris gimana. Ya kalau aku setuju aja biar aku bisa cas cis cus kayak mbak Rima di kelas. Jangankan di kelas di WA aja sok pake Bahasa Inggris. Aku sering bingung jadinya. hahaha
R:	Kebiasaan dek. Biar kalian terbiasa juga kan. Lalu kesulitan speaking mu apa?
S:	Ini lho mbak aku nggak bisa nyusun kalimat SPOK yang bener di Bahasa Inggris. Intinya grammar, vocabulary iya juga. Kalau masalah pengucapan Insyaallah udah kaya British people kalo terlatih terus.

Interview 4

Day/ Date   : Saturday/ February 13th 2016

Interviewee   : Student

R:	Suka sama pelajaran Bahasa Inggris nggak dek?
S:	Suka, Miss. Bahasa Inggris kan Bahasa International, semua sekarang ada Bahasa Inggrisnya. Jadi semisal pas baca- baca artikel di internet yang pake Bahasa Inggris ngerti dikit lah maksudnya apa.
R:	Iya bener juga. Terus gimana ngikuti pelajarannya di sekolah?
S:	Tergantung guru sama mood, miss. Kalau lagi badmood ya ndengerin gurunya ngomong aja udah males.
R:	Merasa bosen gitu ya?
S:	Iya miss. Pernah dulu miss waktu ngapalin kosakata dan gak hapal- hapal. Jenuh miss, gak semangat gitu.
R:	Lalu harapan kamu ada pelajaran Bahasa Inggris yang kayak gimana?
S:	Ya pokoknya yang menyenangkan pembelajarannya. Kayak ada individual perform misalnya yang sebelum pelajaran itu lho miss. terus pake game gitu biar muridnya senang, moodnya juga baik buat ngikuti pelajaran.
R:	Oh yang kaya gitu. Eh suka nggak sih sama speaking? Semisal pelajaran Bahasa Inggris lebih ditekankan speaking nya gimana?
S:	Kalau ditanya suka speaking ya suka. Lebih mending speaking aja tiap pertemuan daripada ada ulangan harian. Hahaha. Tapi speaking ku gak bagus, miss. Bagus itu kalau Bahasa Inggris ditekankan speaking nya. Kemampuan speaking nya kan makin terasah.
R:	Yaps bener. Lalu kesulitanmu speaking tuh apa?
S:	Banyak miss. Grammar, minim vocab, grogi, ilat jowo. Hahaha. Masih takut salah- salah pas speaking di depan kelas. Apalagi tanpa persiapan, wah udah gak tau jadi apa di depan.

Interview 5

Day/ Date : Saturday/ February 13th 2016

Interviewee : Student

R:	Suka sama pelajaran Bahasa Inggris nggak dek?
S:	Ya suka kalau pas materinya gampang. Tergantung juga sama guru yang ngajar.
R:	Terus gimana belajar Bahasa Inggrisnya di sekolah?
S:	Paham mbak. 100% bisa paham sama penjelasan gurunya. Tapi giliran bu gurunya nanya balik dan suruh menjelaskan lagi pake Bahasa Inggris sulit mbak.
R:	Selain itu pernah merasa bosan nggak dek pelajarannya?
S:	Sering mbak. Pas materinya susah.
R:	Terus kamu maunya pelajaran Bahasa Inggris yang kayak apa? Biar nggak ngebosenin gitu.
S:	Balik lagi ke cara ngajar gurunya mbak. Mungkin biar mudah dipahami sama siswanya perlu diselingi guyonan dan diperbanyak contoh.
R:	Oh begitu toh. Pada dasarnya kamu suka speaking nggak?
S:	Suka mbak. Meskipun masih jelek tapi aku merasa tertantang dan pengen bisa. Aku kan jadi tahu ukuran kemampuan speaking ku sebatas apa.
R:	Wah aku suka semangatnya. Lalu gimana menurutmu kalau speaking lebih dinomor satukan dalam pelajaran Bahasa Inggris?
S:	Setuju mbak kalau speaking dinomor satukan, soalnya dinomor duakan itu tidak enak. Hahahaha. Nggak mbak bercanda. Bagus sih menurutku, speaking kan banyak prakteknya.
R:	Setuju ya fix? Tapi masih ada kesulitan nggak?
S:	Ya tentu saja mbak. Masih kurang kosakata aku. Masih bingung juga merangkai kata- kata jadi kalimat yang bener grammarnya.

Interview 6

After Cycle I

Day/ Date　　: Wednesday/ April 20th, 2016

Interviewee　: Students

R:	Gimana dek selama dua kali Miss ngajar di kelas?
S1:	Asik kok Miss.
R:	Asiknya gimana tuh?
S1:	Pas buat video itu lho Miss. Asik aja. Biasanya kita kalau perform ya perform aja gak disuruh bikin projek gitu.
S2:	Iya Miss. Jadi kan kita lebih niat bikin persiapannya. Lebih semangat juga performnya, lha nanti kalau performnya asal- asalan malu, kan direkam.
R:	Jadi kalian lebih seneng kalo pas perform terus di rekam?
S2:	Exactly, Miss. Ngelatih tampil PD juga siapa tahu besuk aku jadi artis.
R:	Bisa aja kamu. Selain ngelatih PD kira- kira kalian bisa dapet apa aja dari kegiatan shooting kita tadi?
S2:	Dapet pengalaman seakan- akan kita ikut kontes puisi beneran. Dan pake media video apa tadi miss?
R:	Video recording project.
S2:	Nah itu miss. Sekarang kan lagi tren Miss yang namanya V- Log, Youtube, Instagram yang upload video- video gitu. Nanti kalau video ku sudah diedit mau tak upload di IG. Jadi kan bisa makin hits tapi juga sambil belajar.
S1:	Kalau aku miss, ya gak jauh beda sama Danar sih. Jaman kan udah sangat modern harusnya gaya mengajar guru- guru juga harus ngikutin teknologi. Jadi siswa ini juga gak melulu belajar pake cara klasik. Ya nek menurutku bikin video gini cocok banget buat media belajar. Asiknya dapet belajarnya dapet. Kalo begini kan jadi lebih bermemori. Apa itu miss dalam Bahasa Inggris?
R:	Memorable?
S1:	Oh iya. It is memorable.
R:	Tadi Rofik dipanggil Pak Sasmito kenapa?
S1	Tadi ada TM lomba basket untuk hari Sabtu, Miss.
R:	Udah pinter ya sekarang bisa ijin keluar kelas pakai Bahasa Inggris. Biasanya Cuma bisa "May I wash my hand, Miss"
S1:	Wah iya dong miss. Miss kan dari dulu selalu bilang harus pakai Bahasa Inggris pas di kelas.
R:	Iya sih. Bagus itu. Kalian makin terbiasa ngomong Bahas Inggris. Eh iya, Miss Rima kan sering nunjukin video sama gambar pas pelajaran. Kalian suka nggak?
S1:	Suka Miss
R:	Kenapa?
S1:	Bagus Miss. Jadi gak bosen belajar dari buku terus.
R:	Ehmm ya I see. Kalau kamu gimana Danar?
S2:	Seneng Miss. Kita bisa liat dan denger langsung orang luar negeri ngomong Bahasa Inggris. Bahasa Inggrisnya mereka bagus banget, jadi termotivasi pengen bisa ngomong sebagus mereka.
R:	Oh gitu, terus Miss kan selalu kasih kalian handout tiap kali selesai

	pelajaran. Ngebantu kalian belajar nggak sih?
S2:	Ngebantu banget Miss. Buku- buku pelajaran tebel- tebel suka bikin males buka- buka. Kalau pakai handout kan lebih ringkas.
S1:	Iya miss bener banget itu.
R:	Okay. Terus sebelum video tapping kan miss ngasih vocabulary practices sama pronunciationnya juga. Dua activititas tersebut berpengaruh gak sama kemampuan berbahasa Inggris kalian?
S1:	Ya ngaruh to miss. Aku kan jadi tahu arti- arti kata yang jarang dibaca. Terus tahu juga gimana cara yang bener ngucapinnya. Biar kayak native gitu.
S2:	Tapi terkadang sok lama nyari di kamusnya Miss. Boleh minta kamus yang sering ditunjukan Miss pake leptop itu?
R:	Oh kamus Cambridge ya. Boleh kok. Terus kalian punya saran untuk Miss Rima? Pas ngajar khususnya?
S1:	Opo ya Miss. Paling ini aja sih nek ngasih instruksi jangan cepet- cepet. Njuk terkadang suaranya Miss kurang kedengeran. Agak keras lagi mungkin biar anak- anak yang dibelakang dengar.
R:	Oke deh. Makasih sarannya. Kalau kamu?
S2:	Gak ada sih Miss kalau aku. Miss Rima ngajar terus disini aja.
R:	Bisa aja kamu. Eh udah mau masuk lagi, udah gitu aja. Makasih ya maaf Miss banyak tanya kalian jadi nggak jajan keluar.
S2:	Sama- sama Miss. Nggak papa yo miss, aku emang gak mau jajan kok.

Interview 7

After Cycle II

Day/ Date   : Saturday/ May 7th, 2016

Interviewee   : Students

R:	Hai, Miss mau nanya- nanya nih. Gimana menurut kalian selama mengikuti pembelajaran Bahasa Inggris sama Miss Rima?
S1:	Asik, Miss. Nggak membosankan
R:	Kalo pas kita pronunciation sama vocabulary practices itu kalian sering nyatet gak sih?
S1:	Nyatet dong, Miss. Biasanya kata yang sulit itu aku garis bawahi dan ditulis artinya di atasnya.
S2:	Kalo aku tak tulis di bukuku miss. Sewaktu- waktu aku lupa kata apa yang mau dipakai aku bisa buka catetan.
R:	Wah bagus itu, tanpa Miss suruh kalian sudah tau pentingnya nyatetin kosakata baru. Lalu drilling yang sering Miss kasih ada pengaruhnya gak sih buat speaking kalian?
S3:	Ada, Miss. Udah gak terlalu terpotong-potong lagi ngomongnya. Biasanya aku kalo ngomong Bahasa Inggris suka terhenti karena nggak tahu dan bingung mau ngomong gimana Bahasa Inggrisnya .
S2:	Iya, Miss. Mendingan gak separah dulu.
R:	Anggita?
S4:	Ya sama, Miss. Ada peningkatan sedikit. Tapi tetep belum bisa kalau harus ngomong kaya Miss.
R:	Ya semua itu karena kebiasaan sih. Kalau Rani gimana?
S1:	Iya sih sama. Jadi lebih lancar, tadinya gak tahu Bahasa Inggrisnya apa sekarang jadi tahu. Terus pronunciationnya juga diajarin jadi bisa tahu gimana pronunciationnya yang bener.
R:	Good job. Oh iya ini kalau Miss Rima jelasin materi, kasih instruksi, jawab pertanyaan kalian gitu pakai Bahasa Inggris paham kan?
S2:	Paham kok, Miss. Kita jadi termotivasi pakai Bahasa Inggris kalo mau tanya sama Miss Rima.
S3:	Terkadang aja Miss gak pahamnya. Lha Miss itu suka cepet banget kalau ngomong. Tapi banyak pahamnya kok daripada enggaknya.
R:	Waktu kemarin Miss tunjukin video Timun Emas menurut kalian gimana?
S1:	Bagus, Miss. Dibikin kartun gitu. Itu naratornya native kah, Miss? Kok Bahasa Inggrisnya bagus gitu?
R:	Berarti bisa buat refreshing juga dong? Bukan itu Indonesian kok, bagus ya.
S3:	Iya, Miss. Seharusnya sering- sering nonton film juga. Kok bisa bagus banget gitu ya Miss? Udah nggak bisa ngomong Bahasa Indonesia kali ya itu.
R:	Kalian termotivasi gak pengen bisa ngomong Bahasa Inggris sebagus itu?
S3:	Pengen banget, Miss
R:	Apalagi ya, oh iya yang waktu di pertemuan kedua Narrative kita ada aktivitas di perpustakaan. Menurut kalian gimana?
S2:	Seneng, Miss. Biasanya Cuma belajar di kelas. Jadi ada suasana baru dan gak bosan.

S1:	Iya, Miss. Disana kan banyak buku Bahasa Inggrisnya. Kita jadi lebih gampang nyari cerita naratif dari buku- buku itu. Coba kalau ngerjainnya di kelas paling dari internet. Terus kayak yang dibilang Miss kemarin, banyak teks dari internet yang grammarnya masih salah banyak banget.
R:	Oh gitu ya. Kalian masih ingat aja perkataan Miss yang itu. Kalian membuktikan sendiri kan, kalau sumber di internet itu perlu disaring dulu.
S4:	Iya, Miss. Kemarin kan yang second story di tugas aku pakai dari internet dan aku nyarinya sampai lama banget karena ku ambil yang sumbernya bener- bener terpercaya.
R:	Nah iya harus teliti, jangan asal ambil aja. Terus gimana video project yang kita lakuin hari ini?
S2:	Rasanya kayak nggak lagi dinilai, Miss. Berasa lagi main teater beneran gitu terus divideoin. Kalau ujian harusnya gini ya, biar nggak terlalu *ndredeg*. Hehehe
S1:	Kalau aku, lebih suka bikin video yang ini daripada yang puisi kemarin. Lebih natural aja aku ngomongnya. Terus kalau lupa dialog aku improvisasi aja yang penting ceritanya gitu. Kalau puisi kan harus bener- bener menghafal, mau improvisasi nggak bisa ngomong Bahasa- Bahasa yang bagus.
S4:	Sebenernya kita udah beberapa kali perform naratif gini, tapi kalau dibikin video baru sekali ini. Dan itu bikin kita lebih serius bikin persiapannya, mulai dari cerita sampai propertinya. Bikin semangat mau perform.
R:	Terus ada pengaruhnya nggak pada speaking skill kalian?
S2:	Ada, Miss. Dengan adanya pembuatan projek video gitu jadi ada pendorong buat ngomong. Biasanya perform cuma maju dialog, kalau ini kan pakai direkam jadi ya mendorong kita buat ngomong Bahasa inggris lebih baik lagi.
R:	Oh I see. Lalu pas kelompok lain perform, kalian harus menilai penampilan mereka. Adil nggak menurut kalian kalau ada nilai dari teman juga?
S3:	Adil aja sih menurutku. Kan nanti Miss juga kasih nilai, jadi nilai nggak Cuma dari teman. Terus juga kemarin pas kelompok aku maju semua teman lain merhatiin. Nggak ada yang sibuk sendiri nyiapin perform mereka masing- masing.
S1:	Iya, Miss. Suka sebel lho, kita udah berusaha tampil bagus di depan tapi teman yang dibelakang masih rebut sama kelompoknya sendiri.
R:	Nah, sebenernya itu tujuan Miss Rima nyuruh kalian kasih score temen yang perform. Kalian ngerasain kan bedanya kalo teman yang di belakang gak dikasih aktivitas tambahan.
S2:	Iya ya Miss. Besuk gitu terus aja Miss.
R:	Eh tadi kan ngajar terakhirnya Miss Rima. Oh iya kalian kemarin ngirim email script yang buat direvisi nggak?
S2:	Iya miss, makasih banyak ya. Ternyata masih banyak banget yang salah ya Miss?
R:	Ya lumayan, wajar kan masih belajar. Itu ngebantu tadi performance nggak?
S4:	Iya miss. Ngebantu banget

R:	Syukurlah. Oh iya sebelum lupa. Handout yang miss kasih kemarin masih pada disimpan kan?
S1:	Masih miss. Bentar lagi mau UAS, belajar lewat handout itu lebih praktis. Hehehe
S3:	Iya, Miss. Materinya banyak banget, kalau belajar dari handout itu kan lebih cepet. Poin penting nya langsung ada disitu.
R:	Good luck ya for the exam. Satu lagi deh, kalian tadi dapat hadiah juga kan dari Miss Rima? Selamat ya, seneng gak?
S2:	Heheheh, iya makasih ya Miss. Ya meskipun bukan hadiah utama.
R:	Menurut kalian dengan adanya reward gitu menambah semangat kalian gak?
S4:	Iya, Miss. Bersaing berusaha ngasih yang terbaik.
R:	I can see it. Menurut miss gak ada yang jelek kok, semuanya sudah melakukan yang terbaik. Ya sudah Miss pamit pulang dulu ya. Sampai jumpa lagi. Tetap semangat belajar. Udah mau bell tuh, buruan ke kelas. Makasih ya.
Ss:	Sama- sama miss. Makasih juga sudah mau berbagi ilmu sama kelas kita. Hati- hati pulangnya miss. I'm gonna miss u.

Interview 8

After the research

Day/ Date : Saturday, May 7th 2016

Interviewee : English Teacher

ET:	Ini pertemuan terakhir ya, Miss?
R:	Iya, Mam. Sudah selesai sampai Cycle 2. Tadi itu terakhir.
ET:	Oh begitu
R:	Gimana menurut Mam, action yang saya terapkan di setiap akhir KD. Apakah cukup membantu siswa?
ET:	Bagus, miss. Anak- anak antusias sekali bikin videonya. Besok saya pakai activity nya buat KD yang terakhir ya.
R:	Iya mam. Monggo saja kalau memang bisa membantu kemampuan anak-anak.
ET:	Iya je miss, anak- anak jadi termotivasi gitu penampilannya. Buat memacu di speaking assessment cocok banget.
R:	Oh yam am. Saya kan tadi pakai peer scooring gitu ada bagian comment juga. Gimana menurut mam?
ET:	Ide bagus itu miss buat mengontrol anak- anak yang lagi nggak perform. Mereka kan nggak sempat sibuk sendiri karena sudah sibuk merhatiin temennya perform ngasih komen juga.
R:	Ya memang tujuan saya begitu Mam.
ET:	Terimakasih ya sudah sharing banyak hal sama anak-anak sama saya juga. Sukses buat skripsinya. Segera diselesaikan saja.
R:	Iya mam. Sama- sama, saya yang harusnya berterima kasih karena sudah dikasih kepercayaan ngajar kelas XI IIS 3 lagi. Mereka siswa yang sangat membanggakan.

APPENDIX C
COURSE GRID

THE COURSE GRID OF IMPROVING THE STUDENTS' SPEAKING SKILLS

THROUGH VIDEO RECORDING PROJECT

FOR XI IIS 3 STUDENTS OF SMA N 1 WONOSARI IN THE ACADEMIC YEAR OF 2015/ 2016

Mata Pelajaran   **: Bahasa dan Sastra Inggris**

Kelas   **: XI (sebelas)**

Kompetensi Inti   **:**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkaitpenyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji,dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Mee ting	Kompetensi Dasar	Indicator	Materi				Langkah	Penilaian	Waktu	Sumber
			Text	Social Function	Text structure	Language features				
1-2	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris	1.1 Siswa menunjukkan rasa syukur kepada Sang Pencipta	Poem	Menjalin pergaula n dengan lingkung annya	Puisi yang diambil dari sumber-	1. Tata Bahasa: tata bahasa gaya	**Mengamati** Siswa membaca puisi yang disiapkan	**Kriteria Penilaian:** • Tingkat pemaha man	2X 2jp	Recordin g about poem and various

173

| | sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.28 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *poem* sesuai dengan konteks penggunaaannya.

4.18 Menangkap makna *poem* | ketika mampu melakukan kegiatan belajar di kelas.

2.3 Siswa menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.28 Mengidentifikasi fungsi sosial teks berbentuk *poem* dan menggunakan unsur kebahasaan secara tepat: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda | | | sumber otentik | puisi.
2. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.
3. Ucapan, tekanan kata, intonasi
4. Ejaan dan tanda baca | oleh guru berjudul " *This Is Just to Say*"
• Salah satu siswa membacakan puisi dengan ucapan, tekanan kata, dan intonasi yang benar.
• Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian | terhadap isi pesan puisi (poem)
• Tingkat kebermaknaan dalam membacakan dan menyampaikan puisi (poem)
• Tingkat ketepatan unsure kebahasaan: tata Bahasa, kosa kata, ucapan, teknan kata, intonasi, ejaan, tanda baca, tulisan tangan.
• Sikap | | poems adapted from authentic resources |

		baca, tulisan tangan. 4.18 Menyimpulkan isi puisi dan menunjukkan kebermaknaan dalam membacakan dan menyampaikan puisi.				5. Tulisan tangan	maupun penulisannya • Mengajak siswa mengulas makna dari puisi yang dibacakan **Menanya** – Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan hal apa saja yang harus diperhatikan dalam mengapresiasi	Sikap tanggung jawab, kerjasama, peduli, dan percaya diri selama proses pembelajaran. **Kinerja Praktik** • Menyimpulkan isi pesan puisi (poem). • Membaca puisi (poem) dengan menunjukkan kebermaknaan. **Observasi** • Berperil		

175

							puisi dalam bahasa inggris. − Siswa mencoba menanya kan dan mempert anyakan perbedaa n antara puisi dalam Bahasa Inggris dan puisi dalam Bahasa Indonesi a. **Mengekspl orasi** − Siswa memper hatikan penjelas an powerpo int guru yang	aku tanggun g jawab, peduli, kerjasam a, dan cinta damai dalam melaksa nakan komunik asi. • Kesungg uhan siswa dalam proses pembelaj aran dalam setiap tahapan		

| | | | | | | membahas tentang "*How to appreciate a poem*".
– Siswa membaca puisi berjudul *"The Road not Taken"* dengan menggunakan unsur kebahasaan yang tepat.
– Siswa Siswa mengerjakan aktifitas latihan berupa mencoba mengapresiasi puisi | | | |

						berjudul *"The Road not Taken"* dan dilakukan pengecekan singkat **Mengasosiasi** – Siswa bersama teman sebangku mencermati puisi berjudul *"How Do I Love Thee?"* – Siswa menyaksikan video kompetisi puisi			

						yang telah dipersiap kan oleh guru. Kegiatan ini dimaksu dkan agar siswa mengeta hui perbedaa n bagaima na penyajia n puisi secara tertulis dan puisi secara lisan. Mengomuni kasikan Siswa Siswa menampilka n puisi yang mereka buat			

							berpasangan ke depan kelas selama maksimal 4 menit tiap kelompok			
3-6	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.27 Menganalisis fungsi sosial,	1.1 Siswa menunjukkan sikap kerjasama dalam belajar kelompok, siswa menunjukkan sikap cermat dalam mengerjakan tugas, dan siswa menunjukkan sikap tanggung jawab, kerjasama, peduli, dan percaya diri 2.3 Siswa menghargai perilaku tanggung jawab, peduli,	Narrative Text.	Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, dsb	– Orientation – Evaluation – Complication – Resolution – Reorientation	1. Tata Bahasa: tense simple, continuous, perfect, dalam bentuk present dan past, dengan atau tanpa kata kerja bantu modal, secara terintegrasi. 2. Kosa kata: terkait karakter,	**Mengamati** – Siswa menyaksikan video teks naratif yang disiapkan oleh guru berjudul " *The Story of Timun Emas*" – Secara Secara berkelompok, siswa mencermati teks naratif yang mereka temukan di perpustak	**Kriteria Penilaian** • Tingkat pemahaman fungsi social teks naratif berbentuk cerita pendek • Tingkat kelengkapan dan keruntutan pemahaman isi pesan cerita pendek. • Tingkat ketepatan unsure	4x2jp	Buku Siswa, berbagai teks tulis narrative, dan berbagai video yang berhubungan dengan teks naratif

	struktur teks, dan unsur kebahasaan dari teks naratif berbentuk cerita pendek, sesuai dengan konteks penggunaanya. 4.17 Menangkap makna teks naratif berbentuk cerita pendek	kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.27 Mengidentifikasi fungsi sosial teks-teks naratif berbentuk cerita pendek dan menggunakan unsur kebahasaan: tata Bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. 4.17 Menyimpulkan isi pesan cerita pendek				watak, dan setting dalam cerita pendek. 3. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal 4. Semua jenis adverbial 5. Ucapan,	aan atau laboratium Bahasa/ Komputer. Setiap kelompok harus menemukan satu *Indonesian folk* dan satu *Foreign Folk*. Siswa harus mengumpulkan temuannya pada akhir pembelajaran. – Siswa Siswa memperhatikan penjelasan guru mengenai jenis-jenis *past*	kebahasaan: tata Bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap Sikap tanggung jawab, kerjasama, peduli, dan percaya diri selama proses pembelajaran. Kinerja Praktek • Bermain		

						tekanan kata, intonasi.	*tense*	peran dalam kelompo k untuk menyam paikan pesan dari sebuah cerita pendek.		
						6. Ejaan dan tanda baca	**Menanya** Dengan bimbingan dan arahan guru, siswa menanyaka n dan mempertany akan hal apa saja yang harus diperhatikan dalam penulisan teks naratif dalam bahasa inggris.			
						7. Tulisan tangan		• Ketepata n menggu nakan struktur dan unsure kebahasa an dalam membua t role play singkat.		
							Mengeksplor asi – Siswa memperha tikan penjelasan powerpoi nt guru yang membaha s tentang	Observasi • Berperil aku tanggun g jawab, peduli, kerjasam		

| | | | | | | | _narrative text._
– Siswa membaca dua teks narratif berjudul _"The Two Brothers and The White-Bearded Old Man"_ dan _"Fire"_ dengan menggunakan unsur kebahasaa n yang tepat.
– Siswa mengerjak an aktifitas latihan berupa mengident ifikasi fungsi sosial, struktur | a, dan cinta damai dalam melaksa nakan komunik asi.
• Kesungg uhan siswa dalam proses pembelaj aran dalam setiap tahapan. | | |

						teks, unsur kebahasaa n, dan memberi komentar atas apa yang bisa dipelajari dari kedua teks naratif tersebut. Serta menjawab beberapa pertanyaa n pemaham an mengenai teks. − Siswa mengident ifikasi ciri- ciri dari teks yang mereka temukan (fungsi sosial,			

						struktur teks, dan unsur kebahasaannya, serta nilai-nilai budi yang didapat dari dua teks naratif tersebut.			
						– Siswa mengerjakan latihan-latihan *past tense* yang sudah disiapkan oleh guru			
						Mengasosiasi			
						– Dengan arahan dan bimbingan guru, siswa kembali			

						ke kelas untuk mendisku sikan apa yang mereka kerjakan di perpustak aan. − Siswa Siswa mencoba membandi ngkan beberapa cara penyajian teks naratif yang mereka peroleh yaitu *Indonesia n folk* dan *Foreign Folk.* − Siswa menyaksi kan video *school*			

186

						play yang disiapkan oleh guru. – Siswa bersama kelompok nya membuat naskah *role play* berdasark an *rough draft* yang telah disusun **Mengomuni kasikan** Siswa berupaya berbicara dengan Bahasa Inggris lancar dengan ucapan, tekanan kata, dan intonasi dalam menampilkan *school play*.			

APPENDIX D

LESSON PLAN

Sekolah : SMA Negeri 1 Wonosari

Mata Pelajaran : Bahasa dan Sastra Inggris

Materi Pokok : *Poem*

Alokasi Waktu : 2 x 2 JP (180 menit)

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkaitpenyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji,dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.28 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *poem* sesuai dengan konteks penggunaaannya.

4.18 Menangkap makna *poem*

C. Indikator Pencapaian Kompetensi

1. Indikator Kompetensi pada K. 1

Indikator:

Siswa menunjukkan rasa syukur kepada Sang Pencipta ketika mampu melakukan kegiatan belajar di kelas.

2. Indikator Kompetensi pada K. 2

   Indikator:

   Siswa menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3. Indikator Kompetensi pada K. 3

   Indikator:

   – Mengidentifikasi fungsi sosial teks berbentuk *poem*

   – Menggunakan unsur kebahasaan secara tepat: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.

4. Indikator Kompetensi pada K. 4

   Indikator:

   – Menyimpulkan isi puisi.

   – Menunjukkan kebermaknaan dalam membacakan dan menyampaikan puisi.

D. Materi Pembelajaran

Puisi

- Fungsi Sosial

  Menjalin pergaulan dengan lingkungannya.

- Struktur Teks

  Puisi yang diambil dari sumber- sumber otentik.

- Unsur Kebahasaan

  1) Tata Bahasa: tata bahasa gaya puisi.

  2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.

  3) Ucapan, tekanan kata, intonasi

  4) Ejaan dan tanda baca

  5) Tulisan tangan

- Topik

  Berbagai hal terkait dengan kehidupan siswa sebagai remaja dan siswa SMA, dengan memberikan keteladanan dan inspirasi untuk berperilaku tanggung jawab, disiplin, cinta damai, kerjasama.

E. Langkah- langkah kegiatan pembelajaran
PERTEMUAN 1

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan pendahuluan		• Mengucapkan salam dan berdoa bersama dan	10'

		menyiapkan siswa untuk mengikuti proses pembelajaran • Memotivasi siswa. • Mengajukan pertanyaan- pertanyaan (brainstorming) untuk mengulas materi yang akan disampaikan. • Menjelaskan tujuan atau kompetensi dasar dari pembelajaran yang akan dicapai. • Menyampaikan cakupan materi serta penjelasan uraian kegiatan sesuai silabus yaitu materi tentang *Poem.*	
Kegiatan Inti	**Mengamati**	1. Siswa membaca puisi yang disiapkan oleh guru berjudul " *This Is Just to Say*" • Salah satu siswa membacakan puisi dengan ucapan, tekanan kata, dan intonasi yang benar. • Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian maupun penulisannya • Mengajak siswa mengulas makna dari puisi yang dibacakan	10'
	Menanya	1. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan hal apa saja yang harus diperhatikan dalam mengapresiasi puisi dalam bahasa inggris.	3'
		2. Siswa mencoba menanyakan dan mempertanyakan perbedaan antara puisi dalam Bahasa Inggris dan puisi dalam Bahasa Indonesia.	2'
	Mengeksplorasi	1.Siswa memperhatikan penjelasan powerpoint guru yang membahas tentang "*How to appreciate a poem*".	15'
		2.Siswa membaca puisi berjudul *"The Road not Taken"* dengan menggunakan unsur kebahasaan yang tepat	5'
		3.Siswa mengerjakan aktifitas latihan berupa mencoba mengapresiasi puisi berjudul *"The Road not Taken"* dan dilakukan pengecekan singkat.	25'

	Mengasosiasi	1. Siswa bersama teman sebangku mencermati puisi berjudul *"How Do I Love Thee?"* • Siswa diharapkan mencermati penggunaan pilihan kata yang dipakai oleh penulis. • Siswa diharapkan memperhatikan terdapat beberapa kata repetition dalam puisi. • Siswa menganalisa apakah terdapat elemen puisi yang berbeda dari puisi yang dipelajari sebelumnya.	*opsional*
		2. Siswa menyaksikan video kompetisi puisi yang telah dipersiapkan oleh guru. Kegiatan ini dimaksudkan agar siswa mengetahui perbedaan bagaimana penyajian puisi secara tertulis dan puisi secara lisan.	10'
Kegiatan Penutup		• Memberikan umpan balik dan apresiasi terhadap proses pembelajaran. • Memberikan penugasan bahwa siswa harus membuat puisi hasil karya mereka secara berpasangan dengan teman sebangku. • Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya yaitu siswa akan menampilkan puisi. Kegiatan performance ini dikemas dalam sebuah Poem Reading Competition dan akan dilakukan pengambilan gambar saat mereka perform di depan kelas. • Salam	10'

PERTEMUAN 2

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan pendahuluan		• Mengucapkan salam dan berdoa bersama dan menyiapkan siswa untuk mengikuti proses pembelajaran • Memotivasi siswa. • Mengingatkan kembali dan juga memastikan bahwa siswa telah menyelesaikan puisi karya mereka. • Menyampaikan tata cara kegiatan pengambilan	10'

191

		gambar penampilan puisi dalam bentuk *Poem Competition*	
Kegiatan Inti	**Mengamati**	1. Siswa mempersiapkan puisi yang akan mereka tampilkan secara berpasangan. • Siswa berlatih membacakan puisi dengan ucapan, tekanan kata, dan intonasi yang benar. • Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian maupun penulisannya	5'
	Mengomunikasi kan	1. Siswa menampilkan puisi yang mereka buat berpasangan ke depan kelas selama maksimal 4 menit tiap kelompok. • Siswa menggunakan Bahasa Inggris setiap kali muncul kesempatan untuk menyatakan *poem.* • Berupaya berbicara lancar dengan ucapan, tekanan kata, intonasi yang benar, dan menulis dengan ejaan dan tanda baca yang benar,serta tulisan yang jelas dan rapi. • Sistematika pengambilan gambar yaitu saat kelompok 1 tampil kelompok 2 bertugas merekam dan seterusnya.	60'
Kegiatan Penutup		• Memberikan umpan balik dan apresiasi terhadap proses pembelajaran. • Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya yaitu naratif. • Salam	10'

F. Penilaian Hasil Pembelajaran
1. Jenis/ teknik penilaian
– Tes tertulis dan tes kinerja

Penilain proses berlangsung selama pembelajaran berlangsung yang dimulai sejak aktifitas mengamati, menanya, mengeksplorasi, hingga mengkomunikasi.

Sikap:
– Observasi

(capaian siswa dinilai guru dengan menggunakan daftar cek atau skala penilaian (rating scale) yang disertai rubrik).

– Jurnal, di dalam maupun di luar kelas berupa catatan pendidik.

Guru mengobservasi dan mencatat perilaku siswa yang mencakupi sikap dan keterampilannya.

Pengetahuan

Pengetahuan peserta didik tentang struktur teks, dan unsure kebahasaan dievaluasi dengan menggunakan tertulis/ lisan dan penugasan (PR)

Keterampilan

Unjuk kerja/ praktik, jurnal

Kriteria Penilaian
–   Tingkat pemahaman terhadap isi pesan puisi (poem)
–   Tingkat kebermaknaan dalam membacakan dan menyampaikan puisi (poem)
–   Tingkat ketepatan unsure kebahasaan: tata Bahasa, kosa kata, ucapan, teknan kata, intonasi, ejaan, tanda baca, tulisan tangan.
–   Sikap tanggung jawab, kerjasama, peduli, dan percaya diri selama proses pembelajaran.

Kinerja Praktek
–   Menyimpulkan isi pesan puisi (poem)
–   Membaca puisi (poem) dengan menunjukkan kebermaknaan.

Observasi
Penilaian untuk tujuan member balikan. Sasaran penilaian:
1.   Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi.
2.   Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.

Pedoman Penskoran

Rubrik

a.   Aspek sikap

Lembar Pengamatan Sikap Peserta Didik

No	Indikator Sikap. / Nama Peserta didik.	Tanggung jawab	Peduli	Kerjasama	Cinta damai		Nilai rata-rata (kualitatif/huruf).
1							
2							

Note: Skala penilaian dengan rentang nilai antara 1 – 4

1 = Jika tidak pernah berperilaku dalam kegiatan

2 = Jika kadang-kadang berperilaku dalam kegiatan

3 = Jika sering berperilaku dalam kegiatan

4 = Jika selalu berperilaku dalam kegiatan

b. Aspek pengetahuan

NO	Materi	Deskripsi	Perolehan Skor
1	Puisi (Poem)	• Pencapaian fungsi social • Kebermaknaan dalam membacakan dan menyampaikan puisi (poem). • Ketepatan unsure kebahasaan: tata Bahasa, kosa kata, ucapan, tekanan, kata, intonasi, ejaan, dan tulisan tangan.	

c. Aspek keterampilan

No	Indikator Pengetahuan / Nama Siswa	Pengucapan (Pronounciation)	Intonasi (Intonation)	Ketelitian (Accuracy)	Pemahaman (Understanding)	Nilai rata-rata (kualitatif/huruf).
1						
2						

Skala penilaian dengan rentang nilai antara 1 - 4

1 = Tidak runtut, lancar, baik, sesuai, dan tepat

2 = Kurang runtut, lancar, baik, sesuai, dan tepat

3 = Runtut, lancar, baik, sesuai, dan tepat

4 = Sangat runtut, lancar, baik, sesuai, dan tepat

2. Instrument Penilaian

a. Pertemuan 1

Penilaian sikap
b. Pertemuan 2
Membacakan dan menyampaikan puisi (poem) dengan penuh makna.
3. **Pembelajran remedial dan pengayaan**
Pembelajaran remedial dilakukan segera setelah kegiatan penilaian.

G. Media, Alat, dan Sumber Pembelajaran

a. Media : Power Point Presentation
b. Alat : Laptop, LCD, dan speaker active
c. Sumber Pembelajaran : Recording about poem and various poems adapted from authentic resources.

Yogyakarta, 1 April 2016

Mengetahui

Guru Mata Pelajaran, Mahasiswa

Brigitta Gun Rinanti, S.Pd Rima Rizka Utami
NIP. 19850727 201001 2 036 NIM. 12202244017

Sekolah	: SMA Negeri 1 Wonosari	
Mata Pelajaran	: Bahasa dan Sastra Inggris	
Materi Pokok	: *Narrative Text*	
Alokasi Waktu	: 4 x 2 JP (360 menit)	

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkaitpenyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji,dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi dasar dan indikator pencapaian kompetensi
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3.27 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk cerita pendek, sesuai dengan konteks penggunaanya.
4.17 Menangkap makna teks naratif berbentuk cerita pendek

C. Indikator Pencapaian Kompetensi
1. Indikator Kompetensi Dasar pada K. 1
Indikator:
– Siswa menunjukkan sikap kerjasama dalam belajar kelompok.

196

- Siswa menunjukkan sikap cermat dalam mengerjakan tugas.
- Siswa menunjukkan sikap tanggung jawab, kerjasama, peduli, dan percaya diri.

2. **Indikator Kompetensi Dasar pada K. 2**

Indikator:

Siswa menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3. **Indikator Kompetensi Dasar pada K. 3**

Indikator:

- Mengidentifikasi fungsi sosial teks- teks naratif berbentuk cerita pendek.
- Menggunakan unsur kebahasaan: tata Bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.

4. **Indikator Kompetensi Dasar pada K. 4**

Indikator:

Menyimpulkan isi pesan cerita pendek

D. Materi Pembelajaran

Teks naratif, berbentuk cerita pendek

- Fungsi Sosial

  Memperoleh hiburan, menghibur dan mengajarkan nilai- nilai luhur, meneladani nilai- nilai moral, dsb

- Struktur teks (gagsan utama dan informasi rinci)

  a. Pendahuluan (orientasi) dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita.
  b. Penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.
  c. Krisis yang terjadi terhadap tokoh utama (komplikasi)
  d. Akhir cerita di mana krisis berakhir (resolusi) dengan bahagia atau sedih.
  e. Ulasan atau komentar umum (reorientasi), opsional.

- Unsur kebahasaan

  1) Tata Bahasa: tense simple, continuous, perfect, dalam bentuk present dan past, dengan atau tanpa kata kerja bantu modal, secara terintegrasi.
  2) Kosa kata: terkait karakter, watak, dan setting dalam cerita pendek.
  3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.
  4) Semua jenis adverbia
  5) Ucapan, tekanan kata, intonasi
  6) Ejaan dan tanda baca
  7) Tulian tangan

- Topik

  Cerita- cerita pendek yang memberikan keteladanan tentang perilaku sabtun, peduli, jujur, disiplin, percaya diri, kerjasama, cinta damai, dan bertanggung jawab.

E. Langkah- langkah kegiatan pembelajaran
   PERTEMUAN 1

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan pendahuluan		• Mengucapkan salam dan berdoa bersama dan menyiapkan siswa untuk mengikuti proses pembelajaran • Memotivasi siswa. • Mengajukan pertanyaan- pertanyaan (brainstorming) untuk mengulas materi yang akan disampaikan. • Menjelaskan tujuan atau kompetensi dasar dari pembelajaran yang akan dicapai. • Menyampaikan cakupan materi serta penjelasan uraian kegiatan sesuai silabus yaitu materi tentang *Narrative*.	10'
Kegiatan Inti	**Mengamati**	1. Siswa menyaksikan video teks naratif yang disiapkan oleh guru berjudul " *The Story of Timun Emas*" • Siswa menyimak video teks naratif yang. • Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian maupun penulisannya • Mengajak siswa menganalisa fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif yang mereka baca.	15'
	Menanya	1. Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan hal apa saja yang harus diperhatikan dalam penulisan teks naratif dalam bahasa inggris.	3'
		2. Siswa mencoba menanyakan dan mempertanyakan perbedaan antara naratif dalam Bahasa Inggris dan puisi dalam Bahasa Indonesia.	2'
	Mengeksplorasi	1.Siswa memperhatikan penjelasan powerpoint guru yang membahas tentang *narrative text*.	15'
		2.Siswa membaca dua teks narratif berjudul *"The Two Brothers and The White- Bearded Old Man"* dan *"Fire"* dengan menggunakan unsur kebahasaan yang tepat	10'
		3.Siswa mengerjakan aktifitas latihan berupa	25'

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
		mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan, dan memberi komentar atas apa yang bisa dipelajari dari kedua teks naratif tersebut. Serta menjawab beberapa pertanyaan pemahaman mengenai teks.	
Kegiatan Penutup		• Memberikan umpan balik dan apresiasi terhadap proses pembelajaran. • Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya yaitu siswa akan belajar di perpustakaan atau laboratorium komputer/ bahasa untuk mencari contoh teks naratif dari berbagai sumber. • Salam	10'

PERTEMUAN 2

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan pendahuluan		• Mengucapkan salam dan berdoa bersama dan menyiapkan siswa untuk mengikuti proses pembelajaran • Memotivasi siswa. • Mengajukan pertanyaan- pertanyaan (brainstorming) untuk mengulas materi yang akan disampaikan. • Menjelaskan tujuan atau kompetensi dasar dari pembelajaran yang akan dicapai. • Menyampaikan kegiatan yang akan dilakukan pada pertemuan kali ini. Siswa diminta mencari teks naratif di dalam dan di luar kelas.	10'
Kegiatan Inti		1. Membentuk 5 kelompok, setiap kelompok beranggotakan 5- 6 siswa.	5'
	Mengamati	2. Secara berkelompok, siswa mencermati teks naratif yang mereka temukan di perpustakaan atau laboratium Bahasa/ Komputer. Setiap kelompok harus menemukan satu *Indonesian folk* dan satu *Foreign Folk*. Siswa harus mengumpulkan temuannya pada akhir pembelajaran.	20
	Mengeksplorasi	Siswa mengidentifikasi ciri- ciri dari teks yang mereka temukan (fungsi sosial, struktur teks, dan	20'

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
		unsur kebahasaannya, serta nilai- nilai budi yang didapat dari dua teks naratif tersebut.	
	Mengasosiasi	1. Dengan arahan dan bimbingan guru, siswa kembali ke kelas untuk mendiskusikan apa yang mereka kerjakan di perpustakaan.	5'
		2. Siswa mencoba membandingkan beberapa cara penyajian teks naratif yang mereka peroleh yaitu *Indonesian folk* dan *Foreign Folk*.	5'
		3. Siswa menyaksikan video *school play* yang disiapkan oleh guru. Kegiatan ini dimaksudkan agar siswa bisa membandingkan penyajian teks naratif dalam tulisan dan dalam lisan. Hal ini juga untuk memberikan gambaran projek akhir yang harus siswa lakukan pada akhir KD teks naratif.	15'
Kegiatan Penutup		• Memberikan umpan balik dan apresiasi terhadap proses pembelajaran. • Memberikan penugasan yaitu setiap kelompok diharuskan membuat *rough draft* tentang naskah *role play* mereka. *Rough draft* berisi tentang judul, jalan cerita, dan penokohan. • Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya yaitu siswa akan melakukan latihan- latihan yang berhubungan dengan proses penulisan naratif. Dilanjutkan dengan pembuatan naskah role play yang akan mereka pentaskan di akhir materi. • Salam	10'

PERTEMUAN 3

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan pendahuluan		• Mengucapkan salam dan berdoa bersama dan menyiapkan siswa untuk mengikuti proses pembelajaran • Memotivasi siswa. • Mengajukan pertanyaan- pertanyaan (brainstorming) untuk mengulas materi yang akan disampaikan.	10'

		• Menjelaskan tujuan atau kompetensi dasar dari pembelajaran yang akan dicapai. • Menyampaikan kegiatan yang akan dilakukan pada pertemuan kali ini. Siswa mengerjakan beberapa latihan *past tense* untuk membuat teks naratif. Dilanjutkan siswa secara berkelompok membuat naskah dari *rough draft* yang mereka buat di rumah.	
Kegiatan Inti	**Mengamati**	1. Guru membagikan kembali teks- teks naratif yang dikumpulkan siswa pada pertemuan sebelumnya.	5'
		2. Siswa membaca sekilas dan mencermati past tense yang terdapat pada teks naratif yang mereka dapat.	5'
		3. Siswa memperhatikan penjelasan guru mengenai jenis- jenis *past tense*	10'
	Mengeksplorasi	1. Siswa mengerjakan latihan- latihan *past tense* yang sudah disiapkan oleh guru.	15'
		2. Membahas jawaban	10'
	Mengasosiasi	Siswa bersama kelompoknya membuat naskah *role play* berdasarkan *rough draft* yang telah disusun. Dalam pembuatan naskah ini diharapkan siswa mampu menggunakan unsur kebahasaan naratif dengan benar.	25'
Kegiatan Penutup		• Memberikan umpan balik dan apresiasi terhadap proses pembelajaran. • Memberikan penugasan yaitu setiap kelompok diharuskan menyempurnakan naskah teks yang belum selesai. Mereka juga menyiapkan properti pendukung penampilan mereka pada pertemuan yang akan datang. • Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya yaitu siswa akan melakukan *performance role play* naratif. Seolah- olah mereka terlibat dalam *School Play*. Pada projek ini dilakukan pengambilan gambar video. • Salam	10'

PERTEMUAN 4

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan pendahuluan		• Mengucapkan salam dan berdoa bersama dan menyiapkan siswa untuk mengikuti proses pembelajaran • Memotivasi siswa. • Mengajukan pertanyaan- pertanyaan (brainstorming) untuk mengulas materi yang akan disampaikan. • Menjelaskan tujuan atau kompetensi dasar dari pembelajaran yang akan dicapai. • Menyampaikan kegiatan yang akan dilakukan pada pertemuan kali ini. Siswa akan mementaskan *School Play* yang telah mereka siapkan.	10'

Kegiatan Inti	**Mengamati**	1. Siswa memperhatikan peraturan *role play* yang disampaikan guru:
		  • Tanpa teks
		  • Durasi maksimal 10 menit jika melebihi waktu dengan terpaksa penampilan harus dihentikan.
		  • Menggunakan properti pendukung.
		  • Memberikan penampilan terbaik.
		  • Sistematika perekaman video jika kelompok 1 role play kelompok 2 yang bertugas merekam dan seterusnya.
			5'

		2. Siswa membaca materi role play kelompoknya dan mempersiapkan diri untuk kegiatan performance di depan kelas.	10'
	Mengomunikasikan	Siswa berupaya berbicara dengan Bahasa Inggris lancar dengan ucapan, tekanan kata, dan intonasi dalam menampilkan *school play*. • Siswa menampilkan *role play* berkelompok dengan durasi maksimal 10 menit. • Dilakukan *video tapping*.	55'
Kegiatan Penutup		• Memberikan umpan balik dan apresiasi terhadap proses pembelajaran. • Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya yaitu *song*.	10'

		• Salam	

F. Penilaian Hasil Pembelajaran

1. Jenis/ teknik penilaian

– Tes tertulis dan tes kinerja

Penilain proses berlangsung selama pembelajaran berlangsung yang dimulai sejak aktifitas mengamati, menanya, mengeksplorasi, hingga mengkomunikasi.

Sikap:

– Observasi

(capaian siswa dinilai guru dengan menggunakan daftar cek atau skala penilaian (rating scale) yang disertai rubrik).

– Jurnal, di dalam maupun di luar kelas berupa catatan pendidik.

Guru mengobservasi dan mencatat perilaku siswa yang mencakupi sikap dan keterampilannya.

Pengetahuan

Pengetahuan peserta didik tentang struktur teks, dan unsure kebahasaan dievaluasi dengan menggunakan tertulis/ lisan dan penugasan (PR)

Keterampilan

Unjuk kerja/ praktik, jurnal

Kriteria Penilaian

– Tingkat pemahaman fungsi social teks naratif berbentuk cerita pendek.

– Tingkat kelengkapan dan keruntutan pemahaman isi pesan cerita pendek.

– Tingkat ketepatan unsure kebahasaan: tata Bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.

– Sikap tanggung jawab, kerjasama, peduli, dan percaya diri selama proses pembelajaran.

Kinerja Praktek

– Bermain peran dalam kelompok untuk menyampaikan pesan dari sebuah cerita pendek.

– Ketepatan menggunakan struktur dan unsure kebahasaan dalam membuat role play singkat.

Observasi

Penilaian untuk tujuan member balikan. Sasaran penilaian:

1. Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi.

2. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan.

Pedoman Penskoran
Rubrik
a. **Aspek Sikap**
   Lembar Pengamatan Sikap Peserta Didik

No	Indikator Sikap. Nama Peserta didik.	Tanggung jawab	Peduli	Kerjasama	Cinta damai			Nilai rata-rata (kualitatif/huruf).
1								
2								

Note: Skala penilaian dengan rentang nilai antara 1 – 4

1 = Jika tidak pernah berperilaku dalam kegiatan

2 = Jika kadang-kadang berperilaku dalam kegiatan

3 = Jika sering berperilaku dalam kegiatan

4 = Jika selalu berperilaku dalam kegiatan

b. **Aspek Pengetahuan**

NO	Materi	Deskripsi	Perolehan Skor
1	Narrative (short stories)	• Pencapaian fungsi social • Kelengkapan dan keruntutan pemahaman isi pesan cerita pendek • Ketepatan unsure kebahasaan: tata Bahasa, kosa kata, ucapan, tekanan, kata, intonasi, ejaan, dan tulisan tangan.	

c. Aspek Keterampilan

No / Nama Siswa	Pengucapan (Pronounciation)	Intonasi (Intonation)	Ketelitian (Accuracy)	Pemahaman (Understanding)	Nilai rata-rata (kualitatif/huruf).
Indikator Pengetahuan					
1					
2					

Skala penilaian dengan rentang nilai antara 1 - 4

1 = Tidak runtut, lancar, baik, sesuai, dan tepat

2 = Kurang runtut, lancar, baik, sesuai, dan tepat

3 = Runtut, lancar, baik, sesuai, dan tepat

4 = Sangat runtut, lancar, baik, sesuai, dan tepat

2. Instrument penilaian
a. Pertemuan 1

Penilaian sikap

b. Pertemuan 2

Penilaian sikap

c. Pertemuan 3

Merumuskan naskah teks naratif yang diadaptasikan dari berbagai sumber.

d. Pertemuan 4

Menampilkan role play mini drama kelompok tentang naratif yang telah dibuat.

3. Pembelajaran Remedial dan Pengayaan
Pembelajaran remedial dilakukan segera setelah kegiatan penilaian.

G. Media, Alat, dan Sumber Pembelajaran

a. Media   : Power point presentation

b. Alat   : Laptop, LCD, Kamera, Tripod, dan Speaker Active

c. Sumber Pembelajaran   : Buku Siswa, berbagai teks tulis narrative, dan berbagai video yang berhubungan dengan teks naratif.

Yogyakarta, 1 April 2016

Mengetahui

Guru Mata Pelajaran,   Mahasiswa

Brigitta Gun Rinanti, S.Pd   Rima Rizka Utami

NIP. 19850727 201001 2 036   NIM. 12202244017

APPENDIX E
LEARNING MATERIALS
AND
TASKS

This Is Just To Say

William Carlos Williams, 1883 – 1963

I have eaten

the plums

that were in

the icebox

and which

you were probably

saving

for breakfast

Forgive me

they were delicious

so sweet

and so cold

How Do I Love Thee?

Elizabeth Barrett Browning, 1806 – 1861

How do I love thee? Let me count the ways.

I love thee to the depth and breadth and height

My soul can reach, when feeling out of sight

For the ends of being and ideal grace.

I love thee to the level of every day's

Most quiet need, by sun and candle-light.

I love thee freely, as men strive for right.

I love thee purely, as they turn from praise.

I love thee with the passion put to use

In my old griefs, and with my childhood's faith.

I love thee with a love I seemed to lose

With my lost saints. I love thee with the breath,

Smiles, tears, of all my life; and, if God choose,

I shall but love thee better after death.

How to Appreciate a Poem?

Poem?

A type of literature that expresses ideas, feelings, or tells a story in a specific form

Visual Elements

Notice anything visually about poem!
✓ Is the shape unique?
✓ Do we notice any different uses of punctuation or another convention?

Line and Stanza

- Most poems are written in line
- A group of lines in a poem is called stanza. It is separate ideas in a poem. They act like paragraphs.

March

A blue day
A blue jay
And a good beginning

One crow,
Melting snow-
Spring's winning!

By Eleanor Farjeon

POET:
the author of the poem

SPEAKER:
the "narrator" of the poem

Point of View in Poem

CHARACTER:
any person of a poem

Poem Elements

- Sound: rhyme, repetition, alliteration, and onomatopoeia.

- Imagery
  Imagery is the use of words to create pictures or images in readers' mind. It appeals to five sense of human: smell, sight, hearing, taste, and touch.

210

Rhyme

- Rhymes are words that end with the same sound. Rhyming sounds don't have to be spelled the same way (*cloud* and *allowed*)
- Variety of different rhyming patterns:
  - ✓ AABB
  - ✓ ABAB
  - ✓ ABBA
  - ✓ ABCB

AABB Pattern

First Snow
Snow makes whiteness where it falls
The bushes look like popcorn balls
And Places where I always play
Look like somewhere else today

By Marie Louise Allen

ABAB Pattern

Oodles of Noodles
I love noodles, give me oodles
Make a mound up to the sun
Noodles are my favorite foodies
I eat noodles by the ton

By Lucia and James L. Hymes, Jr

ABBA Pattern

From "BLISS"
Let me fetch sticks
Let me fetch stones
Throw me your bones
Teach me your tricks

By Eleanor Farjeon

ABCB Pattern

The Alligator
The alligator chased his tail
Which hit him in the snout
He nibbled, gobbled, swallowed it
And turned right inside- out.

By Mary Macdonald

Repetition

- It occurs when poets repeat words, phrases, or line in a poem.
- It strengthens feelings, ideas, and mood in a poem.

The Sun

Someone tossed a pancakes
A buttery, buttery, pancake
Someone tossed a pancake
And flipped it up so high
That now I see the pancakes
Now I see that pancakes
Stuck against the sky

By Sandra Liatsos

Alliteration

Alliteration is the repetition of the first consonant sounds in words

Example:

Peter Piper Picked a peck of pickled peppers

The snake slithered silently along the sunny sidewalk

This Tooth

I jiggled it
  jaggled it
  jerked it

I pushed
  and pulled
  and poked it
But –
As soon as I stopped
And left it alone
This tooth came out
On its very own!

By Lee Bennett Hopkins

Onomatopoeia

Words that represent the actual sound of something. It appeals to the sense of sound
Example:
Dogs "*bark*"
Cats "*purr*"
Thunder "*booms*"
Rain "*drips*"
Clock "*ticks*"

Listen

Scrunch, scrunch, scrunch
Crunch, crunch, crunch
Frozen snow and brittle ice
Make a winter sound that's nice
Underneath my stamping feet
And the cars along the street
Scrunch, scrunch, scrunch
Crunch, crunch, crunch

By Margaret Hillert

Figures of Speech

- Tools that writers use to create images, or paint pictures in readers' mind.
- Similes, metaphor, and personification are figures of speech that create imagery.

Slide 1 (Figures of Speech):

SIMILE: compares two things using the word "like" or "as"

METAPHOR: compares two things using without the word "like" or "as". It gives the qualities of one thing to something that is quite different

FIGURES OF SPEECH

PERSONIFICATION: gives human characters and feelings to things that are not human, it is like animals or object

"the runner streaked like a cheetah"

"mister sun wakes up at dawn"

"the night is a big black cat"

Author's Purpose

- Share feelings
- Tell a story
- Send a message
- Be humorous
- Provide description

Theme

- It represents the lesson/truth/ message the poet trying to share.
- Usually it can be stated in one sentence

Short Narrative Text

Narrative

Narrative text is a kind of text to retell the story in past event. The purpose of the text is to entertain or to amuse the readers or listeners about the story with actual or imaginary experiences in different ways. Narratives deal with some problematic event which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Generic Structure

- ORIENTATION (provides setting and introduces participants)
- COMPLICATION (a crisis arises)
- RESOLUTION (solution to problem)
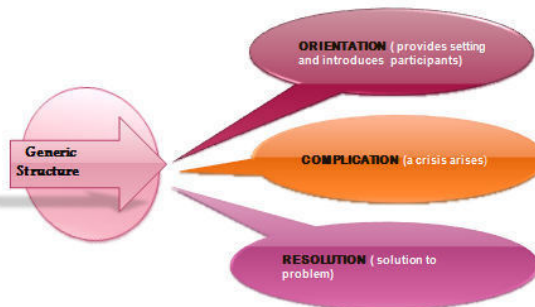
Narrative Structure

Orientation/Beginning:
- This sets the scene, creating a visual picture of the setting, atmosphere and time of the story.

- Characters are introduced and clues are set in place for the coming complication.

Who are all these people?

Complication/Problem:

This is where a problem or complication occurs that affects the setting, time or characters.

Resolution:

This is where the problem is really solved and the story ends.

213

Language Features

- The use of noun phrases

  (very good friends, a beautiful princess, a cruel witch, and a huge temple)

- The use of Past Tenses : S + V2 + O

  .(They decided to tell each other the story of their birth, there was no place to bury him)

- Use Adverbial of time or place

  (last year, two days ago, in the castle, and in a jungle)

- Use Temporal conjunction and Temporal circumstances.

  (Once upon a time, long time ago, one day, etc)

- Direct speech / quoted speech

  Try to find some direct/ quoted sentence in a narrative text entitled "The Story of Sugar Palm Tree".

- Indirect speech / reported speech

  Try to find some indirect/ reported sentence in a narrative text entitled "The Story of Sugar Palm Tree".

Kinds of narrative text:

Fable
Myth
Legend
Folktale
Fairy Tale

Science Fiction Story
Short Story
Parable
Novel
Horror story

Fable Characteristics

1. Talking Animals
2. Teaches a Lesson
3. Usually Short
4. Two – Three Characters

Example :
1. The Lion and the Mouse.
2. The Fox without a Tail.
3. The Buffalo and Tiger.

Myth Characteristics

Story that gives reason for events. Some myths explain natural events such as rainbows or seasons and some more explain how the world began. Some other are about people, it explains why people do certain things. They all provide lessons of good and bad behavior.

Example :
1. Hercules.
2. Oedipus.
3. Prometheus.
4. Pandora.
5. Bijuu.

Legend Characteristics

Combines a real event or real person's unusual life story with the exaggeration and heroic actions.

Example :
1. Lutung Kasarung.
2. Sangkuriang.
3. Prambanan Temple.
4. William Tell.
5. La Madukelleng.

William Tell.

Folktale Characteristics

A folktale is a story that has been told for a long time by a group of people.

Example :
1. Little Red Riding Hood.
2. Malin Kundang.
3. Bawi Kuwu.
4. Kaguya Hime.
5. Momotaro.

Fairy Tale Characteristics

Example :
1. Cinderela.
2. Sleeping beauty.
3. Beauty and The Beast.
4. The Little Mermaid.

The Road Not Taken

Robert Frost, 1874 – 1963

Two roads diverged in a yellow wood,

And sorry I could not travel both

And be one traveler, long I stood

And looked down one as far as I could

To where it bent in the undergrowth;

Then took the other, as just as fair,

And having perhaps the better claim,

Because it was grassy and wanted wear;

Though as for that the passing there

Had worn them really about the same,

And both that morning equally lay

In leaves no step had trodden black.

Oh, I kept the first for another day!

Yet knowing how way leads on to way,

I doubted if I should ever come back.

I shall be telling this with a sigh

Somewhere ages and ages hence:

Two roads diverged in a wood, and I--

I took the one less traveled by,

And that has made all the difference.

Read a poem entitled "The Road Not Taken" and answer the following questions to help you understand the meaning of the poem.

1. What is the theme of the poem?

   _____

   _____

2. Can you guess the purpose that poet try to share?

   _____

   _____

3. Who is the speaker of the poem? It is poet himself or anybody as a narrator? Give evidence!

   _____

   _____

4. Find some imagery tools provided in the poem and give the example!

   _____

   _____

   _____

   _____

5. Analyze whether each stanza has different rhyming patterns!

   _____

   _____

   _____

   _____

   _____

6. What are the values/ messages you can get from the poem?

   _____

   _____

   _____

7. What is your comment dealing with author's purpose want to share in a poem "The Road Not Taken"?

   _____

   _____

   _____

   _____

   _____

   _____

- **European Folktale**

Once upon a time there were two brothers. They decided to start venturing from town to town and from village to village to seek happiness. Along the way they saw an old man with white beard heading towards them.

The old man stopped and asked the boys where they were headed. When he found out he told them:

"I want to help you." He put his hand in his pocket and pulled out a handful of golden coins. " Which one of you wants these?" he asked.

"I want them." The big brother replied immediately. The old man hand in his other pocket and pulled out a precious gem, shining like the sun, and asked again:

"Which one of you want to have the gem?

"I want it." The big brother answered hasty and the old man gave him the gem. Then the old man put down the sack he was carrying on his back and said:

"Now who is going to help me bring this sack to the village?"

The big brother said nothing. On the other hand the little brother pulled up his sleeves and bended down to help him. The old man smiled and said:

"Take it with you, my boy, along with everything that is inside."

"No it's not mine."

" Take it, take it." said the old man. "It's my gift to you."

The little brother opened the sack. And what did his eyes see? The bag was filled with precious gemstones. He stood up to thank the old man, but he was nowhere to be found.

Adapted from: *worldoffolktales.com*

218

Answer some questions listed below to check your understanding about the story.

1. What is the genre of the story above? And what is it for?
2. Why did two brothers travelling from a place and move to another places?
3. Why did the big brother just be silent when the white bearded old man asks two brothers to help him carrying the sack to the village?
4. The big brother answered **hasty** and the old man gave him the gem. What is the underlined word closes meaning?
5. He stood up to thank the old man, but **he** was nowhere to be found. What is the underlined word refers to?
6. The old man hand in his other pocket and pulled out a **precious** gem, shining like the sun. What is the underlined word opposite meaning?
7. What is the best title of the text above?
8. Explain what you can get from the story above.
9. Write down the adverb of time based on the text!
10. Can you find indirect speech sentence in the text? Write down as many as you can.

Fire
A Myth from the Alabama

In the beginning of the world, it was Bear who owned Fire. It warmed Bear and his henchman on cold nights and gave them light when it was dark. Bear and his henchman carried Fire with them wherever they went.

One day, they came to a great forest, where they found many acorns lying on the forest floor. Bear set fire at the edge of the forest, he and the henchman began eating acorns. The acorns were crunch and crisp and tasted better than any other acorns Bear and the henchman had ever eaten. They wandered further and further away from Fire, eating the delicious acorns and seeking out more when the acorn supply grew low.

Fire blazed up merrily for awhile, until it had burned nearly all of its wood. It started to smoke and flicker, then it dwindled down and down. Fire was alarmed. It was nearly out. "Feed me! Feed me!" Fire shouted to Bear. But Bear and his henchman had wandered deep into the forest, and then did not hear Fire's cries.

At that moment, a young man came walking through the forest and saw the small, flickering Fire.

"Feed me! Feed me!" Fire cried in despair.
"What should I feed you?" The young man asked. He had never seen Fire before.
"I eat sticks and logs and wood of all kinds," Fire explained.

Then, the young man picked up a stick and leaned it on the north side of Fire. Fire sent its orange-blue flames flickering up the side of the stick until it started to burn. He got a second stick and laid it on the west side of the fire. Fire, nourished by the first stick, burned brighter and stretched taller and eagerly claimed the second stick. Man picked up a third stick and laid it on the south side of Fire and laid a fourth stick on the east. By this time, Fire was leaping and dancing in delight, its hunger satisfied.

The young man warmed himself by the blazing Fire, enjoying the changed colors and the hissing and snapping sound Fire made as it ate the wood. Man and Fire were very happy together, and Man fed Fire sticks whenever it got hungry.

A long time later, Bear and his henchman came back to the edge of the forest, looking for Fire. Fire was angry when it saw Bear. It blazed until it was white-hot and so bright that Bear had to shade his eyes with both paws. "I do not even know you!" Fire shouted at Bear. The terrible heat rolling of Fire drove Bear and the bevy, so they could not take it and carry it away with them.

And now Fire belongs to the young man.

Adapted from: *americanfolklore.net*

220

Do the exercise below to check your understanding about the story.

1. Can you propose another suitable title for the story above?
2. How many characters figured in the story? Mention the characters.
3. Why did Bear and his henchman leave the Fire alone in the middle of the wood?
4. The terrible heat rolling of Fire drove Bear and **the bevy**, so they could not take it and carry it away with them. What is the underlined word closes meaning?
5. He got a second stick and laid **it** on the west side of the fire. What is the underlined word refers to?
6. Fire, nourished by the first stick, burned **brighter** and stretched taller and eagerly claimed the second stick. What is the underlined word opposite meaning?
7. What is the writer's purpose to write the story?
8. Explain the moral value of the story above.
9. Write down the noun phrases from the text!
10. Can you find temporal conjunction in the text? Write down as many as you can.

1. The source of the story:

2. The title:

3. The characters:

4. The story about:

5. The moral value of the story:

6. How does the writer set the orientation of the story?

7. How does the writer set the complication?

8. How is the complication resolved?

1. The source of the story:

2. The title:

3. The characters:

4. The story about:

5. The moral value of the story:

6. How does the writer set the orientation of the story?

7. How does the writer set the complication?

8. How is the complication resolved?

The Outline Script of School Play

1. The title of school play you want to perform is:

_____

_____

2. The characters are:

_____ as _____

_____ as _____

_____ as _____

_____ as _____

_____ as _____

_____ as _____

3. Draw pictures to help you elaborate the story you want to play. Then discuss with your friends the outline of a story you can make based on the flow of the pictures.

orientation

Complication
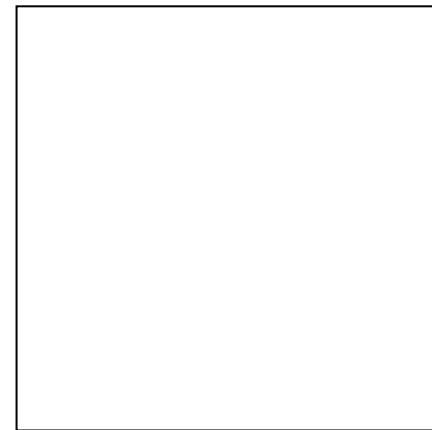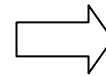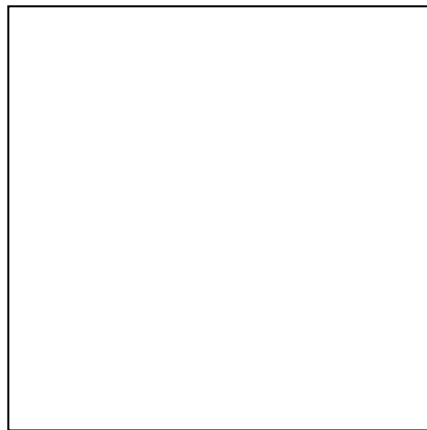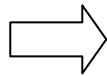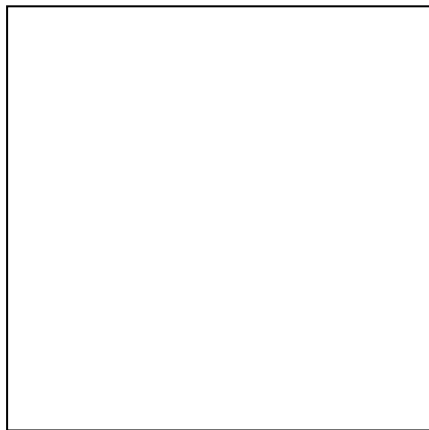
Resolution
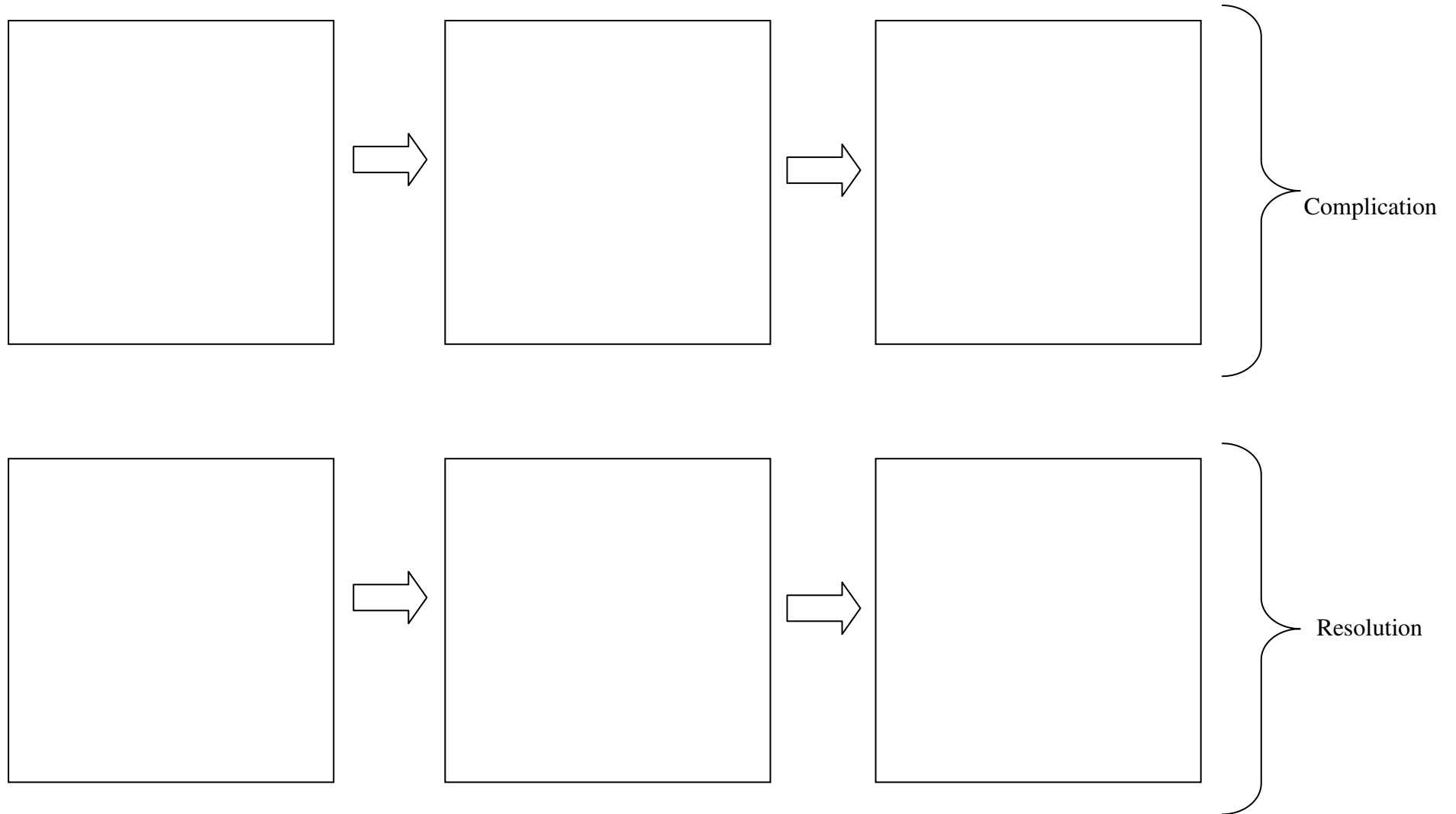
Narrative Verb Tense Exercise: Past Tenses

Fill in exercise 1, 2, and 3 gaps with the best words provided below!

didn't realize	discovered	had been playing	had broken	heard	hurt	jumped
killed	looked	phoned	ran	saw	tried	was happening	was playing
watching	went	were driving	were escaping			

Exercise 1

While I _____ (play) football I _____ (hurt) my leg. However, until I _____ (see) a doctor I _____ (not realize) that I _____ (break) it.

Exercise 2

The police _____ (go) to the bank after a neighbor _____ (phone) to tell them what _____ (happen). They soon _____ (discover) that the robbers _____ (escape) in a stolen car. The men _____ (kill) one of the guards who _____ (try) to stop them as they _____ (drive) away. The guard _____ (jump) out in front of them but they just _____ (run) over him.

Exercise 3

Suddenly they _____ (hear) a strange noise and _____ (look) at each other in terror. All evening they _____ (play) cards and _____ (watch) television without thinking of the ghost.

Exercise 4

Fill in all the gaps. Complete the story using the past simple, past perfect, or past continuous of the verbs in brackets.

It _____ (be) Tuesday evening and I _____ (get) ready to go to bed when the phone _____(ring). To my surprise it _____ (be) my friend Peter. He _____ (call) from his mobile and he was very annoyed because he _____ (lose) his keys and he _____ (cannot) get into his flat. He _____(think) he _____(leave) them at work but now it was midnight and the office was closed so he _____(cannot) get in to check. Luckily I had the keys to his flat because a month before he _____ (give) me a spare set so that I could look after his cat while he was on holiday. When he finally _____ (arrive) to pick them up, it was three o'clock in the morning, and I _____ (lie) on the sofa fast asleep.

```
Name   :

No     :

Class  :
```

Group number: _____
The characters:
_____ as _____
_____ as _____
_____ as _____
_____ as _____
_____ as _____
_____ as _____
The message of the story:
_____
_____
_____

What is your comment related to your friend's performance:
_____
_____
_____

Scores:
_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____

Group number: _____
The characters:
_____ as _____
_____ as _____
_____ as _____
_____ as _____
_____ as _____
_____ as _____
The message of the story:
_____
_____
_____

What is your comment related to your friend's performance:
_____
_____
_____

Scores:
_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____
_____ = _____

Group number: _____

The characters:

_____ as _____

_____ as _____

_____ as _____

_____ as _____

_____ as _____

_____ as _____

The message of the story:

_____

_____

_____

What is your comment related to your friend's performance:

_____

_____

_____

Scores:

_____ = _____

_____ = _____

_____ = _____

_____ = _____

_____ = _____

_____ = _____

Group number: _____

The characters:

_____ as _____

_____ as _____

_____ as _____

_____ as _____

_____ as _____

_____ as _____

The message of the story:

_____

_____

_____

What is your comment related to your friend's performance:

_____

_____

_____

Scores:

_____ = _____

_____ = _____

_____ = _____

_____ = _____

APPENDIX F
THE STUDENTS' WORK

XI IPS 3
- Eva Hanin Tamara (08)
- Fernando M. (09)
- Khumairoh F. R (16)
- M. Rofiq (20)
- Rahayu K. P (25)
- Virliana Annida L (30)

Group: 2/ 2 ll

1. The source of the story:

   indonesianfolklore. blogspot. co. id / 2007 / 10 / legend - of - surabaya - Folklore - f rom - east. html ? m = 1

2. The title:

   The Legend of Surabaya

3. The characters:

   Sura & Baya

4. The story about:

   Sura was a shark and Baya was a crocodile. They were friends. But, they were hungry, they were very greedy. They always fight for food. One day, they fight each other. Sura bite Baya's tail. Baya the same thing to Sura. The place where they were fighting was a mess. Blood was everywhere. Then people called the

5. The moral value of the story: place Surabaya.

   Don't fight each other.
   Don't be greedy.

6. How does the writer set the orientation of the story?

   He introduce the characters of the story and tell the place.

   * A long time ago in East Java there were two strong animals
   * Sura was a shark and Baya was a crocodile

7. How does the writer set the complication?

   He use conversation and descriptive sentences.

   They share their territory. But Sura went to Baya's territory. Knowing that, Baya very angry. They fight each other.

8. How is the complication resolved?

   The place where they fight was full of blood. Finally they died. Then people called the place, Surabaya.

229

1. The source of the story:

www.belajarbahasainggris.us.

2. The title:

Three Fish

3. The characters:
- The Eldest fish.
- The Second fish.
- The Youngest fish.
- The Fisher Man.

4. The story about:
One day, three fish live in a pond. Then some fisherman pass the pond and saw some fishes. The eldest fish told another fishes that the fisherman that they will come back tomorrow morning to catch them. The eldest advise to leave the pond. The second fish agree but the youngest first disagree. The eldest and the second fish left the pond but the third not. Finnaly the youngest caught by the fisherman.

5. The moral value of the story:

Don't be stubborn
Don't just waiting for luck but we should do something.

6. How does the writer set the orientation of the story?   fisherman

Three fish live in a pond. One evening, some passed by the pond and saw the fishes. They never fished here before.
They will come back tomorrow morning with their nets and catch the fish.

7. How does the writer set the complication?

The eldest fish heard this, he was trouble. He called the other fishes together and said about the fishermen will return tomorrow and kill. The second fish agree that they must leave the pond.
The youngest fish still disagree and he will still live in this pond.

8. How is the complication resolved?

The eldest fish left the pond very evening. The second fish left the pond in the next morning. The third fish refused to leave even then.
The fishermen arrived and caught all the fish left in the pond.

230

Group: 1

The Outline Script of School Play

1. The title of school play you want to perform is:

   CINDERELLA.

2. The characters are:

ANGGETA P.K.W.	as	Cinderella
DESITA MAHARANI	as	Sybil
NOVI ANTIKA	as	Alice
IIN MUNFAIDZAH	as	Narator + Guard
HILAL NOOR U.	as	Prince
SYAHRUL AJI T.P.	as	Fairy

3. Draw pictures to help you elaborate the story you want to play. Then discuss with your friends the outline of a story you can make based on the flow of the pictures.

orientation

231
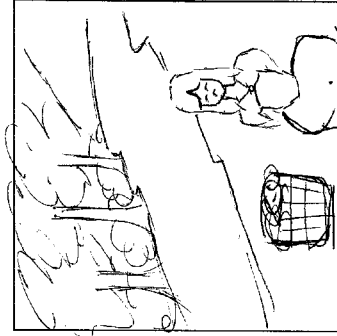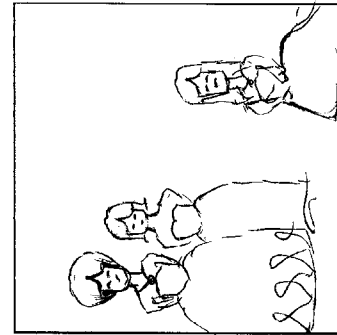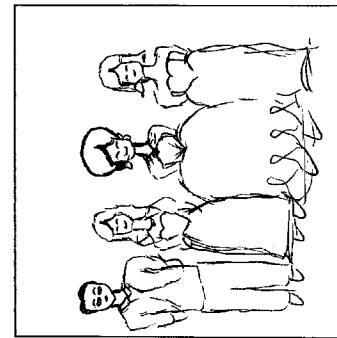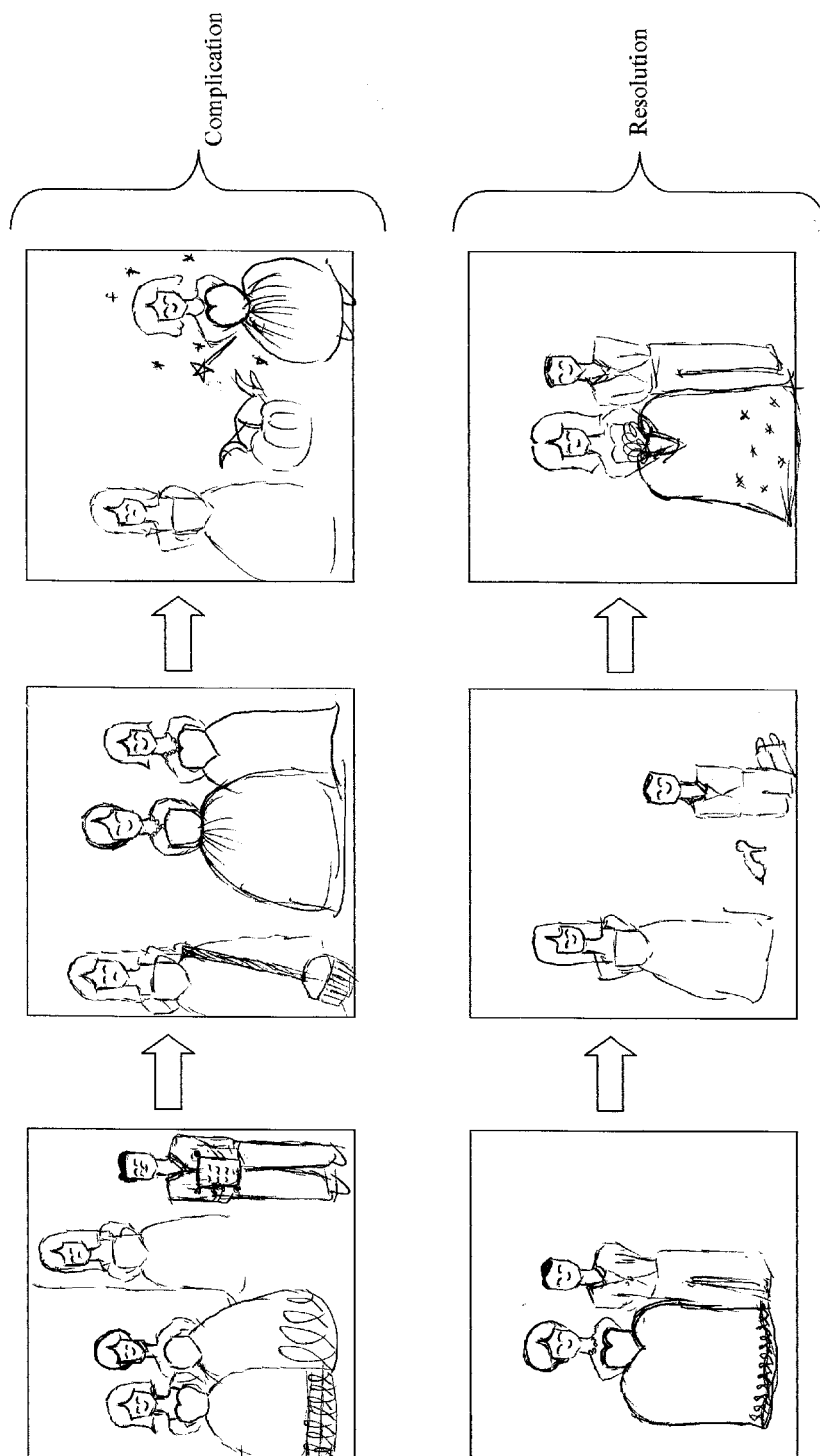
Group number: 3

The characters:

Pam	as	Pig
Izazi	as	Pig
Pipit	as	Pig
Dea	as	Pig + Narator
Adhit	as	Wolf
Danar	as	Wolf

The message of the story:

Don't

Be careful

never give up.

What is your comment related to your friend's performance:

The voice of ~~pet is~~ too slow ~~and~~ and they use text.

Scores:

Pam	=	90
Izazi	=	90
Pipit	=	85
Dea	=	85
Adhit	=	80
Danar	=	80

Group number: ___

The characters:

Habib	as	old man
Bona	as	king
Garin	as	Gold smith + Narator
Pika	as	people in the kingdom
Fide	as	Queen
Yaya	as	Princess + Narator

The message of the story:

We must respect ~~the~~ gift from another.

What is your comment related to your friend's performance:

There some mamber use the text - too often break

Scores:

Habib	=	80
Bona	=	85
Garin	=	95
Pika	=	80
Fide	=	80
Yaya	=	80

233

Group number: 5

The characters:

Sinta	as	Queen + Narator
Arin	as	Prencess + Narator
Halim	as	Fairy Oky + Narator
Natalia	as	King
Rama	as	Prince
Haikal	as	Puck

The message of the story:
We shouldn't revenge to someone who do something bad to us.

What is your comment related to your friend's performance:
They use text - forgot the script

Scores:

Sinta	=	80
Arin	=	85
Halim	=	85
Natalia	=	80
Rama	=	80
Haikal	=	~~85~~ 90

Group number: 1

The characters:

Ita	as	Cinderella
~~Sinta~~ Novi	as	—
Desita	as	Step mother
Hilal	as	Prince
Syahrul	as	Fairy
lin	as	Narator

The message of the story:
We must forgive someone who do something bad to us.

What is your comment related to your friend's performance:
Sometimes someone forget the script

Scores:

Ita	=	90
~~Sinta~~ Novi	=	—
Desita	=	80
Hilal	=	80
Syahrul	=	85
lin	=	80

4 Pigs and Wolf Brother

Once upon a time, in the deep of forest there lived 4 adorable Pigs who already ~~to~~ grew up and ~~made~~ built their own house. It was 2 Little Pigs named Zazig and Pipig also the Twins Rapig and Depig.

~~Today~~ One day they wanted to ~~built~~ build their own house for the first time. Zazig would ~~make~~ made it with the straws and Pipig would ~~make~~ made it with sticks but Rapig and Depig made it with bricks.

Zazig : "Look Pipig, I almost done and my house will be the best house in the world!"

Pipig : "No no no, look at my house it's almost done too and it's so beautiful more than yours!"

Zazig & Pipig :" How about you twin pigs?"

Rapig :" We still build it!"

Depig :" Yap, we make it with the bricks"

Rapig :" So it needs ~~a lot of~~ more time to make it perfect."

Zazig :" Okay, good luck then, keep the spirit!!! ~~Me and~~ Pipig and I will take a rest first ~~cause~~ since ~~now~~ our house is already done. Yey!!!"

Pipig :"And of course we will have a party for celebrating our new house, you can joined us if you have a time!"

Rapig :" Sure"

Depig : If we have finished it!"

In the other side there ~~was~~ were wolf brothers watched them and looked so hungry.

Dalf :"Look Dilf there are 4 pigs"

Dilf :" I can see them, and I'm so hungry!"

Dalf :" So do I. ~~Hmmm how about if we eat them?~~ I have an idea to make them as our meal. It's great, isn't it?"

Dilf :" Of course we'll eat them, so what do you think why we are here?"

Dalf :"Okay , let's start!"

Dilf :" Wait, we should do it tomorrow!"

Dalf   :" Why?"

Dilf   : " Look 2 pigs right there, they still enjoy their party"

Dalf   :" So? You want to join ~~with~~ them ???"

Dilf   : " Really?"

Dalf   :" Why? If ~~I can~~ it possible I want to join the party, it looks so fun! Can you imagine that?"

Dilf   :" Whatever, now just prepare your~~e~~ energy and we'll do it tomorrow!"

The next day Wolf Brothers came to the Pigs house.

Wolf Brothers :" Raw Raw Raw… Hi *Chuii* Pigs !"

Zazig   :" No… Wolf Wolf !!!"

Pipig   :" And they call us *chui* ! They ~~gonaa~~ are going to eat us!"

~~Cause too scared~~ Two little pigs ran quickly to the first house ~~who~~ which made by straws because they were too scared of wolf brothers.

Dilf   :" Look they ~~go~~ run to their house!"

Dalf   :" It's fine, it just a weak house made by straws let me handle it!"

Puftttt…. Puftttt… Puftt ….Dalf ~~was blowing~~ blew the house speedily until it broken.

Dilf   :" Good job!"

Zazig   :"Oh no. My best house! Noooo!:

Pipig   :" Run Zig Run !

Then they ran to the second house ~~who~~ which made by sticks.

Dalf   :" Look the cute Pigs run again!"

Dilf   :" Just give me the chance to ~~Let me~~ handle it!"

Pufttt…Puft…Pufffttt… Again the house was broken.

Pipig & Zazig :" Arghhhh…………..!

They ran to the last house.

236

Rapig :" What happen?"

Zazig :" Wolf Wolf Ugly Wolf!"

Depig :" Really? Come in !"

Now they were hiding in the house which made with the bricks

Pipig :" Are we safe here?"

Depi :" Sure"

Zazig :" But wait, is it a chimney?"

Pipig :" How if they try to go inside by that chimney? We're going to die!!!!!"

Rapig :" Hmmm yes you right, wait …!"

Rapig took a bowl of water and put it in the bottom of chimney then made a fire to cooked it .

Depig :" Good idea!"

Rapig :" Yes thanks. Absolutely, it's a brilliant idea!"

In the Outside ~>

Dalf :" Again, they are inside the house, why they like to run? I just want to eat them, seriously!"

Dilf :"It's fine, let me handle it !

Pufffttt……………

Dalf :" No you can't? Seriously, at this time let me handle it!"

Dilf :" How dare you! Look it's too tough! You can't do it by yourself."

Dalf :" Okay now we have to do it together!"

For the last time they tried to break it but they was failed again and again.

Dilf :" I'm tired! "

Dalf :" Ya me too, but wait can you see it? A chimney over there!"

Dilf :" Yes I got that know, so what will we do with the chimney???"

Dalf :" God, we can enter inside the house!"

Dilf   :' Good idea, actually that is what I want to say before!"

Dalf   :" Yayaya, okay. Then now who will climb the roof ?"

Then they looked at each other.

Dilf   :" aa,… I can't!"

Dalf   :" I see , I'll do that Okay !"

Dilf   :" Okay!"

1 An hour later Dalf tried to climb the roof than he threw himself to the chimney, he didn't know that in the bottom of the chimney there was a bowl of boiled water . And when he jumped Byur…! He sink sank into the boiled water.

Dalf   :' Help ….Help…Help!"

Pigs   :" Hore …Hore…Hore…!"

Dilf   :" What happen there?" OMG !"

Because Dilf scared hear Dalf's scream, he ran and just left his brother.

Pipig   :" We safe !!!!"

Rapig   :" Finally!"

Depig   :" Good Job guys!"

Zazig   :' Thank you twins Pig and I think we have to build a new house !"

Pipig   :" With the Bricks!"

Rapig   :" We will help you !"

Zazig   :" really ?"

Depig   :" Sure , with our pleasure !"

After that Pipig and Zazig made they their new house with the Bricks and the Pigs' life happily ever after ."

238

GROUP 4 : XI IPS 3

1. Bonafide Nikdanhan   (03)   as King
2. Fitriana Dewi   (10)   as Queen
3. Mahira Clarita Garinihasna   (17)   as Goldsmith
4. Muhammad Habib Al-Rasyid   (19)   as Old Man
5. Nindiya Nuri Hidayah   (22)   as People in The Kingdom
6. Rika Riantisya   (28)   as Princess and Narrator

Script Drama

TELAGA WARNA
or
THE LAKE OF COLOR

Long time ago there was a kingdom in West Java. The kingdom was ruled by a king. People called their king His Majesty Prabu. Prabu was kind and wise king. No wonder if that country was prosperous. There ~~is~~ was no hunger in this kingdom.

It was very ~~happy~~ peaceful condition. But it was pity that Prabu and his Queen hadn't got any children. It made the royal couple ~~was~~ very sad. Some old man who ~~was~~ respect~~ed by~~ to Prabu suggested that ~~the king~~ he may adopt a child. But Prabu and the Queen ~~didn't~~ disagreed with that advice.

Old man : "Prabu, I suggest you adopt a child. Because you ~~haven't~~ didn't have a child yet to ~~change~~ continue your ~~rule the king~~ throne when you ~~have~~ are getting old."

King : "I'm afraid I ~~don't~~ disagree with your suggest~~ion~~!"

Old man : "Why ~~you~~ don't you ~~agree~~ accept my suggestion Prabu? All people in this kingdom just want your child who will ~~change~~ continue the throne when you are not able to ~~rule~~ lead this kingdom."

King   : "Because for us, our own daughter or son is better than adopted children. Do you think ~~like that~~ so, my wife?"

Queen   : "Yes, I think so. Our own daughter or son is better than adopted children."

The Queen was very sad. She often cried. That was why Prabu decided to go. He went to the jungle. There he prayed to God. Everyday he begged for a child.

King   : "Ohh my God. Please, give me and my wife a child. I will promise ~~to~~ you, if you give me a child I will love them."

His dream comes true. A few months later, the queen got pregnant. All people in the kingdom felt happy. They sent many presents to the palace to express their happiness.

239

People in the Kingdom : "I bring this presents to you Your Majesty. This is one of my expression. I'm ~~feel~~ happy ~~if~~ for Queen's ~~get pregnant~~ pregnancy."

King : "Thanks a lot."

Nine months later a princess was born. People sent their presents again as a gift to a little princess. This baby grew as a beautiful teenager then.

People in the Kingdom: "Ohh.. How beautiful you are."

Queen : "Thank you. She is the beautiful daughter ~~who~~ I ~~wait during time~~ always craved."

People in the Kingdom : "This is special present, I bring it for the beautiful baby."

King : "Thank you very much. I accept your presents."

Prabu and Queen love their daughter so much. They gave everything she wants~~ed~~. It made Princess become a very spoiled girl when her wish ~~couldn't do that~~ did not fulfill by her parent. Even though the princess behaved badly, her parents loved her, so did the people in that kingdom.

Day by day, the princess grew more beautiful. No girls ~~couldn't~~ compare ~~with~~ to her. In a few days, Princess would be 17 years old. So, people of that palace. They bought many presents for her. Their presents ~~gift~~ were very beautiful. Prabu collected the presents. There were ~~really~~ many presents. Then Prabu stored them in a building. Sometimes he ~~could take~~ took them ~~to~~ then he gave it to his people.

People in the Kingdom: "Your majesty Prabu, ~~this is~~ I bring a present ~~to~~ for your beautiful daughter. I'm sorry I ~~just~~ only can afford to give your daughter like this. Please accept my present."

King : "I will accept your present. Thank you for this present."

Prabu only took some gold and jewels. Then he brought them to the gold smith.

King : "Please make a beautiful necklace for my daughter."

Goldsmith : "My pleasure, Your Majesty."

The goldsmith worked with all his heart and his ability. He wanted to create the most beautiful necklace in the word because he loved the princess.

Goldsmith : "This is the beautiful necklace. I make it with all my heart and my ability. I hope you are happy with this necklace."

240

King   : "Ohh… how beautiful ~~this~~ necklace."

The birthday came. People gathered in the palace field. When Prabu and Queen ~~appeared~~ came up to the throne, people welcomed them happily. Prabu and his wife waved to their beloved people.
Cheers were louder and louder when the princess ~~appeared~~ came up with her fabulous pretty face. Everybody admired her beauty. Prabu got up from his chair. A man gave him a small and glamorous pillow. A wonderfull necklace was on it. Prabu took that necklace.

King   : "My beloved daughter, today I give this necklace to you. This necklace is a gift from people in this country. They love you so much. They present~~ed~~ it for you to express their happiness, because you have growing to an adult women. Please wear this necklace."
Princess accepted the necklace. She looked at the necklace in a glance.

Princess : "I don't want to accept it! It's ugly!"

Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor.Everybody couldn't say anything. They never thought that their beloved princess would did that cruel thing. Nobody spoke. In their silence people heard the queen crying. Than everybody was crying.

Then there was a miracle. Earth was crying. Suddenly, from the underground, a spring emerged. It made a pool of water. The place was getting full. Soon place became a big lake. The lake sank all of the kingdom.

Nowadays, the water on that lake is not as full as before. There is only a small lake now. People called the lake "Telaga Warna". It is mean "Lake of Color". It's located in the peak, West Java. On a bright day, the lake is full of color. So beautiful and amazing. These colors come from shadows of forest, plants, flowers, and sky around the lake. But some people said that the color are from the princess's necklace, which spreads at the bottom of the lake.

Source:

http://www.tutorialbahasainggris.com/contoh-naskah-drama-bahasa-inggris-tentang-legenda.html

Meika Nurshinta Rahmawati as Queen
Arin Khusnul Khabibah as Princess
Haikal Achmad Khoirudin as Puck
Halimah Tri Ely Khasanah as Fairy Oky
Ramadhan Amir Fachrudin as Prince
Natalia Siyamti s King

Narrator : One day at the kingdom,was held a birthday party of Princess Aurora. All of the fairy in the world was invited, except one of them. Knowing that, she was so angry, and she came to the party and disturbed the party.

King   : "Welcome ~~at this~~ to the party"
Queen   :" Thanks for coming, fairy"
King   :" Yes, with your pleasure, please send your blessing to our daughter, Aurora!"
Fairy Oky   :" Aurora, accept the blessing, it 's from me"
Puck   :" Hahaha why didn't you invite me to this party?"
Queen   :" I am so sorry.I thought you were died, im sorry"
Puck   :" (Puck angry)" I will curse your Aurora! Your child will stuck in a needle and she will ~~be dead~~ die"

Everyone ~~were~~ was so scared and Queen was crying.
Queen   :" Oh no! What will happen with my child?"
Fairy Oky :" Keep calm Queen! I can't ~~cancel~~ broke that curse. But I can give my blessing to your princess. Your child will fall asleep if she get stabbed a needle until 100 years. All ~~that~~ the curse will be ~~lose~~ broken if there is a prince who will save the princess.
King   :" Thank you fairy Oky, you really help us so much"

Scene 2
One day, when the princess was 18 years old, she walked in the palace. She saw an old man who was loomed.
Princess   : "What is this Mr. ?"
Puck   :" This is a loom, princess"
Princess   :" It's my first time to see a tool like this sir. may I try it?"
Puck   :" With my pleasure, Princess!"

(Puck accidentally jabbed the needle into her finger)

The princess fell down. She didn't realize. And puck laughed.

Puck   :" Ha ha ha! finally!!"

~~After~~ When the King and Queen came back to the palace. They didn't find the Princess. They and all the servant were looking for the Princess.

Queen　　　　　:" I'm afraid with my daughter. I am afraid there is something threaten her"

King　　　　　:" You must think positive my wife!"

Queen　　　　:"Oh my God! What happen with you my princess? Come here my husband look!

(Queen was crying)

King　　　　　:" Oh no! Puck's curse come true!"

Queen　　　　:" What should we do?"

King　　　　　:" We have to call Fairy Oky"

　　　　　Then, King sent a letter about the ~~incident~~ tragedy to fairy Oky.

Queen　　　　:" Fairy Oky, please help my daughter!"

Fairy Oky　:" Im sorry I can't help you. That curse comes true"

King　　　　　:" Then what we can do to broke Puck's curse?"

Fairy Oky　:" I will make all ~~of the kingdom~~ people in the kingdom ~~feel~~ fall asleep."

Queen　　　　:"　if that is for my daughter's goodness sake, just do it"

　　　　　After that Aurora and all of kingdom occupants fell asleep.

Scene 3

　　　　　After 100 years, there was a Prince from another country and he met Fairy Oky.

Fairy Oky　:" Prince..prince.."

Prince　　　　:" Who are you?"

Fairy Oky　:" Im fairy Oky. Prince please help me!"

Prince　　　　:" What?"

Fairy Oky　:" Please help me! In my country, there is a pretty Princess that ~~felt~~ fall asleep for a thousand years　because of ~~a curse of a Puck~~ Puck's curse. You were chosen to be the one who can help us. please, help us"

Prince　　　　:" Me? But I don't know anything about it"

Fairy Oky　:" Yes you. Please help me. Only you can ~~lose~~ broke the curse"

Prince　　　　:"Ok fairy. I should come to the kingdom I will ~~struck~~ get rid of the princess from that ~~a~~ curse"

Fairy Oky　:" Thank you so much. But you ~~must~~ should be careful. Puck certainly will try to frustrate your effort."

Scene 4

　　　Next morning prince left his kingdom to ~~wake up~~ help Aurora. Puck was waiting for him in the palace.

Puck　　　　　:"　Hey you, ~~are~~ stupid prince don't ever ~~hope~~ imagine that you can rescue Princess Aurora because before you ~~are success~~ did it. I will kill you!"

Prince　　　　:" I am not afraid with a stupid fairy like you! I promise to rescue her"

Puck　　　　　:" Proud kid! How dare you to say ~~like~~ that ~~to me~~? Oh you don't know who I

am. ”

Prince   :" ~~Yes~~ Nope, because I dare to kill you!"

After that, they were fighting each other with the sword.

Prince   : "I'll kill you!!"
Puck   : 'Ahhh ⋯ No !"

After killed the Puck, he looked for the princess, and then he said to her that he loved her. The curse ~~was~~ dis~~appear~~ed. All of the ~~kingdom's~~ people in the kingdom woke up.

Scene 6

Narrator   : *Soon, prince comes to the palace and aim where aurora presents*. (you may make the meaning of the sentence clearly)

Prince   :" My princess aurora, here is the moment that I will rescue you. Please accept this rose"

Princess   :" Oh my prince thank you, ~~That you free me that a curse with your courage~~ You were succeed to broke the curse, I really appreciate your courage"
King   :"Prince, thank you, you have rescued this kingdom from long-term destruction"
Prince   :" Don 't worship me like that. I think it is too much. Honestly I just want to say that I love your princess. Will you marry me?"
Queen   :" My princess ~~maries~~ marry him and I am sure ~~latter~~ later you will be happy."
Princess   :" Thanks father mother. Prince, actually you are the one that I'm waiting for. I love you too. So I accept your ~~request~~ wedding proposal"

Finally, they lived together ~~in a~~ full of joy and happiness.

THE END

CINDERELLA

This is story of Cinderella.

Once upon a time there lived beautiful young girl called Cinderella. Her mother ~~is dead~~ passed away, but her father Lord Basil, has second wife now. Her name is Sybil. She ~~is~~was a horrible woman. She has a daughter her name Alice. She ~~is~~washorrible ~~too~~just like her mother and she was very ugly. They lived in the same house. Someday Cinderella's father went to work ~~to~~in another country and ~~leave~~left her alone with her step ~~family~~mother and step sisters. ~~Her step family~~They~~pretended~~treated Cinderella like a servant.

Scene 1   In the Cinderella's house.

Alice: Cinderella... Cinderella...!

Cinderella: Wait, I'm coming. ~~Why do you call me~~What happen, is there anything that I can do for you?

Alice: Look at that, the floor is dirty, clean it quickly!

Cinderella: Okay, I will take a broom in terrace

Alice: No.. no you must ironing my dress first

Cinderella: I will ironing your dress after I finish clean~~ing~~ the floor

Alice: ~~Did~~don'tyou hear me? You must ironing my dress first. I have rule and you must obey~~it~~.   If you ~~didn't duty~~dare to dispute with my rule, ~~you know~~let see what will happen~~ed~~ to you!

Sybil: What's happen ~~in~~ here?

Alice: No mom, nothing.

Sybil: Cinderella, clean the floor and cook some foods quickly.

Cinderella: Okay mom

It ~~usually~~ happened almost everyday ~~and~~mostly Cinderella got big punishes.

Scene 2   One day in the castle, there was a charming prince, named Prince. His parents wanted him to marry quickly, but he always disagreed to marry soon. Afer that, the Kingdom ~~will make~~arranged a party to choose a wife for prince. Then the guard spreadthe informationof theparty to all houses in the country. Every~~one~~had could came to that party. Then the Guard ~~had~~comearroved ~~to~~at ~~the~~ Cinderella's house.

The guard: Attentionplease, for all ladies in this country. Prince invited you to come to his dance party. Every lady ~~can~~could come. That party will beheld~~at~~on Saturday night this week. Thanks for your attention.

Cinderella wanted to come to the party. ~~Unluckily~~unfortunately, her step mother didn't give permission to go ~~there~~ to the party and she always gave her ~~heavy tasks~~a lot of housework and

punishes. ~~At the time for party~~, Cinderella felt very sad since she thought it was impossible to go to the party. She was really want~~ed~~to attend Prince's party, but Cinderella knew exactly ~~couldn't do it~~ her step mother will be very angry if she saw Cinderella there. ~~Er~~ ~~step mother~~Sybildidn't let her attend~~there~~the ball.

Cinderella: Mom, ~~I have finished to wish the dashes and clean the floor~~I finished clean all the dashes and also the floor is alreadydone.

Sybil: Alright, now clean the window

Cinderella: But I~~have done~~didit ~~last~~ 3 hours ago, Mom

Sybil: Oh... DO IT AGAIN!!!

Cinderella felt ~~very~~ so sad ~~by~~ doing the task. Suddenly, a kind fairy came to her. The fairy wanted to help Cinderella.

Cinderella: Oh God. ~~I wait~~I really want to come to that party. But I can't. I have to finish it first. Heyy...what is that?? Who are you?

Fairy: Don't be afraid. I'm just a fairy. I ~~come~~am here to help you.

Cinderella: Thank you

Fairy: Then, this... now you can go there. But, remember, my magic ~~just can until~~will only work until 12 o'clock ~~this midnight~~. So, you have to go home before the bells ring.

Cinderella: Okay thank you, I understand.

Fairy: You're welcome. Let's wear it! I'm ~~in~~ waiting here, and you can go thereright now.

Scene 3   In the palace there was a big party. Many beautiful young ladies attended the party.   In that party, the Prince felt bored. All ladies invited Prince to dance with them. But   the Prince didn't want to do it.

Alice: ~~Will~~doyou mind to dance with me?

Prince: I'm sorry, but I can't. Thanks for your invitation.

Alice: Don't worry. I can ~~have danced~~do it with my friends.

Alice: That's impossible. ~~I'm more~~I am the most beautiful girl among the other girls in ~~the~~thisroom, but he didn't want to dance with me.

Sybil: Calm down honey, maybe the prince feels nervous because you're very beautiful

Cinderella went to the party and she ~~is~~ came late~~ly~~, the Prince surprised with her and ~~he~~ ~~felt~~was falling in love ~~to~~with her. But, no one knew if she was Cinderella except Cinderella herself, God, and the Fairy. Cinderella looked very beautiful. She looked like ~~was~~ a beautiful Princess from the Castle in other country.

The music began again and everyone ~~is~~was dancing. The time ~~is~~passed so fast and then they heard the clock strike 12 midnight.

As Cinderella running, she lost one of her slippers. The Prince picked it up and he decided to keep it, so that he can find this beautiful lady again. Prince commanded to all the guards to take around the slipper and ~~go to~~visited every house to find the mysterious lady.

Scene 4   In the next day, Prince and his guard looked for the owner of that slipper. But, no one can ~~use~~wear it. Then they came to the Cinderella's house.

And something felt in the kitchen

Prince:	What is that? Let me check it. Hey who are you?
Sybil:	A.....just servant
Prince:	Try this!
Sybil:	But, Prince, she is just a servant
Prince:	I don't care
The Guard:	Wonderful!! Prince, she is your lady
Prince:	Oh Cinderella, will you marry me?
Cinderella:	Sure my Prince
Prince:	Okay, let's go to the castle
Cinderella:	Yeah... but
Sybil:	Uhmm... Cinderella, you may follow what the Prince said. And sorry for our badtreatmentto you
Cinderella:	Don't worry. I have forgiven you in the first time. And I want to you to live in the castell with us.
Alice:	Oh, Cinderella. You're a perfect lady. Thank you very much
Cinderella:	You're welcome
Prince:	C'mon Cinderella
Cinderella:	Yes, Prince

And then, Cinderella and Prince went to the castell. Finally, Cinderella and prince married. Cinderella's steps family lived with them in the castle. They didn't treatCinderella like a servant anymore. And they arelived happily ever after in the castle.

APPENDIX G

INTERVIEW GUIDELINE

INTERVIEW GUIDELINE

Before the implementation of the actions

Interview with the English Teacher

1. Bagaimana pendapat Ibu mengenai kemampuan bahasa Inggris siswa?

2. Dari keempat *skills*, menurut Ibu *skill* mana yang paling sulit bagi siswa?

3. Apakah hambatan terbesar yang dialami para siswa dalam belajar bahasa Inggris? (*skill*)

4. Apa solusi yang Ibu dilakukan?

5. Metode atau cara apa yang dilakukan agar siswa lebih tertarik pada pelajaran bahasa Inggris?

6. Buku apa yang digunakan sebagai bahan ajar di kelas?

7. Selain buku, apakah ada bahan ajar yang lain? Jika ada, apa saja?

Interview with the students

1. Apakah kamu menyukai pelajaran bahasa Inggris? Mengapa?

2. Bagaimana pelajaran Bahasa Inggris yang selama ini diikuti?

3. Apakah membosankan? Jika iya, pelajaran bahasa Inggris yang seperti apa yang kamu inginkan agar tidak membosankan?

4. Apakah kamu suka pelajaran bahasa Inggris yang menekankan keterampilan berbicara (*speaking*)?

5. Apakah kesulitan yang kamu alami selama s*peaking*?

INTERVIEW GUIDELINE

After the action implementation (Cycle 1)

Interview with the English teacher

1. Bagaimana pendapat Ibu mengenai *video recording project* yang saya gunakan?

2. Bagaimana pendapat Ibu mengenai aktifitas-aktifitas yang saya terapkan?

3. Bagaimana pendapat Ibu mengenai interaksi saya dengan murid-murid?

4. Apakah menurut Ibu murid-murid lebih termotivasi dan percaya diri saat berbicara setelah saya menerapkan *video recording project*?

5. Apa saran Ibu untuk penerapan *action* selanjutnya?

Interview with the students

1. Bagaimana pendapat kalian tentang pengajaran yang saya lakukan selama dua pertemuan ini?

2. Apakah kalian senang dengan kegiatan yang kita lakukan?

3. Apakah kalian senang dengan *video recording project* yang kita lakukan?

4. Apakah kalian lebih termotivasi dan percaya diri dalam berbahasa Inggirs ketika kalian melakukan aktifitas tersebut?

5. Apakah kalian lebih yakin dan percaya diri dalam berbicara bahasa Inggris?

After the action implementation (Cycle 2) Interview with the English teacher

1. Bagaimana pendapat Ibu mengenai *video recording project* yang saya gunakan?

2. Bagaimana pendapat Ibu mengenai aktifitas-aktifitas yang saya terapkan?

3. Bagaimana pendapat Ibu mengenai interaksi saya dengan murid-murid?

4. Apakah menurut Ibu murid-murid lebih termotivasi dan percaya diri saat berbicara setelah saya menerapkan *video recording project*?

Interview with the students

1. Bagaimana pendapat kalian tentang pengajaran yang saya lakukan selama empat pertemuan terakhir ini?

2. Apakah kalian senang dengan kegiatan yang kita lakukan?

3. Apakah kalian senang dengan *video recording project* yang kita lakukan?

4. Apakah kalian lebih termotivasi dan percaya diri dalam berbahasa Inggirs ketika kalian melakukan aktifitas tersebut?

5. Apakah kalian lebih yakin dan percaya diri dalam berbicara bahasa Inggris?

APPENDIX H
OBSERVATION CHECKLIST

OBSERVATION CHECKLIST OF THE TEACHING AND LEARNING PROCESS

Filled by the collaborator

Day/ date   :

Meeting   :

Check each item in the column that most clearly represents your observation.

Teaching and Learning Process	Yes	No
A. Opening		
1. The teacher greets the students.		
2. The students respond to the greeting.		
3. The teacher leads a prayer.		
4. The teacher checks the students' attendance.		
5. The teacher tells the students the teaching and learning goal.		
B. Pre- Teaching		
1. The teacher shows a video/ pictures to the students related to the topic.		
2. The teacher asks the students some questions related to the video/ pictures.		
3. The students answer the teacher's questions.		
C. Whilst- Teaching		
1. The students are given a model text: a dialog.		
2. The students identify the language functions, texts and vocabulary.		
3. The teacher gives explanation to the students.		
4. The teacher gives a chance to students to ask questions or give opinions.		
5. The teacher checks the students' understanding.		
D. Post- Teaching		
1. The students do tasks given.		
2. The students perform speaking activities.		

	E. **Closing**		
1.	The students summarize the materials assisted by the teacher.		
2.	The teacher gives reflection towards the teaching and learning process.		
3.	The teacher tells the students the next meeting's topic.		
4.	The teacher leads a prayer.		
5.	The teacher greets the students.		

Adapted from Format Observasi Pembelajaran di Kelas. NPma.L
Universitas Negeri Yogyakarta.

English Teacher,

Brigitta Gun Rinanti, S. Pd
NIP. 19850727 201001 2 036

APPENDIX I
OBSERVATION SHEET

OBSERVATION CHECKLIST OF THE
TEACHING AND LEARNING PROCESS

Teaching and Learning Process	Meetings											
	1		2		3		4		5		6	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
A. Opening												
1. The teacher greets the students.	√		√		√		√		√		√	
2. The students respond to the greeting.	√		√		√		√		√		√	
3. The teacher leads a prayer.	√		√		√		√		√		√	
4. The teacher checks the students' attendance.	√		√				√		√		√	
5. The teacher tells the students the teaching and learning goal.	√			√	√			√	√		√	
B. Pre-Teaching												
1. The teacher shows a video/ pictures to the students related to the topic.	√		√			√	√		√		√	
2. The teacher asks the students some questions related to the video/ pictures.	√		√			√	√		√		√	
3. The students answer the teacher's questions.	√		√			√	√		√		√	

No.	Activity												
	C. Whilst-Teaching												
1.	The students are given a model text: a dialog.	√		√			√	√		√			√
2.	The students identify the language functions, texts and vocabulary.	√		√			√	√		√			√
3.	The teacher gives explanation to the students.	√		√		√		√		√		√	
4.	The teacher gives a chance to students to ask questions or give opinions.	√		√		√		√		√		√	
5.	The teacher checks the students' understanding.	√		√		√		√		√		√	
	D. Post-Teaching												
1.	The students do tasks given.	√		√		√		√		√		√	
2.	The students perform speaking activities.	√		√		√		√		√		√	
	E. Closing												
1.	The students summarize the materials assisted by the teacher.	√		√		√		√		√		√	
2.	The teacher gives reflection towards the teaching and	√		√			√	√		√			√

	learning process.												
3.	The teacher tells the students the next meeting's topic.	√		√		√		√		√			√
4.	The teacher leads a prayer.	√		√		√		√		√		√	
5.	The teacher greets the students.	√		√		√		√		√		√	

Adapted from Format Observasi Pembelajaran di Kelas. NPma.L
Universitas Negeri Yogyakarta.

English Teacher,

Brigitta Gun Rinanti, S. Pd
NIP. 19850727 201001 2 036

256

APPENDIX J
SPEAKING RUBRIC

SPEAKING RUBRIC

Score	Aspects			
	Grammar	**Fluency**	**Pronunciation**	**Vocabulary**
4	Grammatical and lexical accuracy are extremely high	Speak fluently without hesitation or searching for words	Very clear, stress and intonation help to make meaning clear	Effective words choice
3	Quite accurate; some errors, but meaning is always clear	Some hesitations and sometimes has to search for words	Generally clear; reasonable control of stress and intonation	Mostly effective words choice
2	Frequent errors; meaning is not always clear	Quite hesitant, limited range of vocabulary and structure	Frequent errors; not always clear enough to understand	Frequently errors in words choice
1	Very frequent errors; difficulty in making meaning clear	Extremely hesitant; very limited range of language available	Very frequent errors; often very difficult to understand	Ineffective words choice

Adapted from Brown (2001: 406-407)

Maximum score = 16

Student's score = $\dfrac{\text{total skor perolehan}}{\text{total skor maksimal}}$ x 100

APPENDIX K

SPEAKING TEST

PRE- TEST

In pairs, make a simple riddle using relevant expression. Then, perform it in front of the class.

POST- TEST

In group consist of six students, write a school theatre script. Then use the script to make a video of school theatre.

APPENDIX L
PRE AND POST-TEST SCORES

PRE- TEST SCORES

NO	NAME	SCORE				TOTAL
		Vocabulary	Grammar	Fluency	Pronunciation	
1	Anggieta Puspa Kusuma Wijaya	3	2	2	3	10
2	Arin Khusnul Khabibah	3	2	3	2	10
3	Bonafide Nikdanhan	2	2	2	2	8
4	Danar Setyo Wibowo	2	2	3	2	9
5	Dea Putri Krisanti	4	2	3	3	12
6	Desita Maharani	3	2	2	2	9
7	Dhanarjati Adhitya Wardhana	3	2	3	3	11
8	Eva Hanin Tamara	3	2	3	3	11
9	Fernando Mukharom	3	2	2	2	9
10	Fitriana Dewi	2	2	2	3	9
11	Haikal Achmad Khoirudin	3	2	3	4	12
12	Halimah Tri Ely Kasanah	2	2	2	3	9
13	Hilal Noor Ubaidillah	3	2	3	3	11
14	Iin Munfaidzah Kuswardani	2	2	3	3	10
15	Izazi Nabilah Karamina	2	2	2	3	9
16	Khumairoh Fa'izatur R	2	2	3	2	9
17	Mahira Clarita Garinihasna	3	2	3	3	11
18	Meika Nurshinta Rahmawati	2	2	2	3	9
19	Muhammad Habib Al Rasyid	2	2	2	2	8
20	Muhammad Rofiq Noor Raharja	3	2	2	2	9
21	Natalia Siyamti	2	2	3	2	9
22	Nindiya Nuri Hidayah	3	2	2	3	10
23	Novi Antika	2	2	2	3	9

24	Pipit Alisa	3	2	2	3	10
25	Rahayu Kartika Putri	2	2	2	3	9
26	Ramadhan Amir Fachrudin	2	2	2	2	8
27	Rani Timur Mumpuni	3	2	3	4	12
28	Rika Riantisya	2	2	3	2	9
29	Syahrul Aji Tri Prasetyo	2	2	2	2	8
30	Virliana Annida Luthfiani	2	2	2	3	9
Means		**2.50**	**2.00**	**2.43**	**2.67**	**9.60**

Assessor I

PRE- TEST SCORES

NO	NAME	SCORE				TOTAL
		Vocabulary	Grammar	Fluency	Pronunciation	
1	Anggieta Puspa Kusuma Wijaya	2	2	2	3	9
2	Arin Khusnul Khabibah	3	2	3	2	10
3	Bonafide Nikdanhan	2	2	2	3	9
4	Danar Setyo Wibowo	2	2	3	3	10
5	Dea Putri Krisanti	3	2	3	4	12
6	Desita Maharani	2	2	2	3	9
7	Dhanarjati Adhitya Wardhana	2	2	3	3	10
8	Eva Hanin Tamara	3	2	3	4	12
9	Fernando Mukharom	3	2	2	2	9
10	Fitriana Dewi	2	2	2	3	9
11	Haikal Achmad Khoirudin	3	2	2	4	11
12	Halimah Tri Ely Kasanah	2	2	2	3	9
13	Hilal Noor Ubaidillah	2	2	3	4	11
14	Iin Munfaidzah Kuswardani	2	2	3	3	10
15	Izazi Nabilah Karamina	2	2	2	3	9
16	Khumairoh Fa'izatur R	3	2	2	2	9
17	Mahira Clarita Garinihasna	3	2	2	3	10
18	Meika Nurshinta Rahmawati	2	2	2	3	9
19	Muhammad Habib Al Rasyid	2	2	2	3	9
20	Muhammad Rofiq Noor Raharja	3	2	2	2	9
21	Natalia Siyamti	2	2	2	3	9
22	Nindiya Nuri Hidayah	3	2	3	2	10
23	Novi Antika	2	2	2	3	9

24	Pipit Alisa	3	2	2	3	10
25	Rahayu Kartika Putri	3	2	2	2	9
26	Ramadhan Amir Fachrudin	2	2	2	3	9
27	Rani Timur Mumpuni	3	2	3	4	12
28	Rika Riantisya	2	2	3	2	9
29	Syahrul Aji Tri Prasetyo	2	2	2	3	9
30	Virliana Annida Luthfiani	3	2	3	2	10
Means		**2.43**	**2.00**	**2.37**	**2.90**	**9.70**

Assessor II

POST- TEST SCORES

NO	NAME	SCORE				TOTAL
		Vocabulary	Grammar	Fluency	Pronunciation	
1	Anggieta Puspa Kusuma Wijaya	3	3	3	4	13
2	Arin Khusnul Khabibah	4	3	3	4	14
3	Bonafide Nikdanhan	4	3	3	4	14
4	Danar Setyo Wibowo	3	3	3	4	13
5	Dea Putri Krisanti	4	3	4	4	15
6	Desita Maharani	3	3	3	4	13
7	Dhanarjati Adhitya Wardhana	4	3	4	4	15
8	Eva Hanin Tamara	4	4	4	4	16
9	Fernando Mukharom	4	3	3	4	14
10	Fitriana Dewi	3	3	3	4	13
11	Haikal Achmad Khoirudin	4	4	4	3	15
12	Halimah Tri Ely Kasanah	3	3	3	4	13
13	Hilal Noor Ubaidillah	4	3	3	3	13
14	Iin Munfaidzah Kuswardani	3	3	3	4	13
15	Izazi Nabilah Karamina	3	3	3	3	12
16	Khumairoh Fa'izatur R	4	3	4	4	15
17	Mahira Clarita Garinihasna	4	3	4	3	14
18	Meika Nurshinta Rahmawati	4	3	3	4	14
19	Muhammad Habib Al Rasyid	3	3	3	3	12
20	Muhammad Rofiq Noor Raharja	4	4	4	3	15
21	Natalia Siyamti	3	3	3	4	13
22	Nindiya Nuri Hidayah	4	3	3	4	14
23	Novi Antika	-	-	-	-	-

24	Pipit Alisa	4	4	4	4	16
25	Rahayu Kartika Putri	3	3	3	3	12
26	Ramadhan Amir Fachrudin	3	2	3	4	12
27	Rani Timur Mumpuni	4	3	4	4	15
28	Rika Riantisya	3	2	3	4	12
29	Syahrul Aji Tri Prasetyo	3	2	3	4	12
30	Virliana Annida Luthfiani	4	2	3	4	13
Means		**3.55**	**3.00**	**3.31**	**3.76**	**13.62**

Assessor I

POST- TEST SCORES

NO	NAME	SCORE				TOTAL
		Vocabulary	Grammar	Fluency	Pronunciation	
1	Anggieta Puspa Kusuma Wijaya	4	3	4	3	14
2	Arin Khusnul Khabibah	4	3	4	4	15
3	Bonafide Nikdanhan	3	3	3	4	13
4	Danar Setyo Wibowo	3	3	3	4	13
5	Dea Putri Krisanti	4	4	4	4	16
6	Desita Maharani	4	3	3	4	14
7	Dhanarjati Adhitya Wardhana	4	3	4	3	14
8	Eva Hanin Tamara	4	3	4	4	15
9	Fernando Mukharom	4	3	3	3	13
10	Fitriana Dewi	3	3	3	4	13
11	Haikal Achmad Khoirudin	4	4	4	3	15
12	Halimah Tri Ely Kasanah	3	3	3	4	13
13	Hilal Noor Ubaidillah	4	3	4	3	14
14	Iin Munfaidzah Kuswardani	4	4	4	3	15
15	Izazi Nabilah Karamina	3	3	3	4	13
16	Khumairoh Fa'izatur R	4	3	4	3	14
17	Mahira Clarita Garinihasna	4	3	3	3	13
18	Meika Nurshinta Rahmawati	3	3	3	4	13
19	Muhammad Habib Al Rasyid	3	3	3	4	13
20	Muhammad Rofiq Noor Raharja	4	3	4	4	15
21	Natalia Siyamti	3	3	3	4	13
22	Nindiya Nuri Hidayah	4	3	4	3	14
23	Novi Antika	-	-	-	-	-

24	Pipit Alisa	4	3	4	4	15
25	Rahayu Kartika Putri	3	3	3	4	13
26	Ramadhan Amir Fachrudin	3	2	3	4	12
27	Rani Timur Mumpuni	4	3	4	4	15
28	Rika Riantisya	3	3	3	3	12
29	Syahrul Aji Tri Prasetyo	3	3	3	4	13
30	Virliana Annida Luthfiani	4	2	3	4	13
Means		**3.59**	**3.03**	**3.45**	**3.65**	**13.72**

Assessor II

The Result of Scores in each Aspect

The Result of Pre- test Scores in Each Aspect

Aspect	V	G	F	P	Maximal Score
Mean Score Assessor I	2.50	2.00	2.43	2.67	4.00
Mean Score Assessor II	2.43	2.00	2.37	2.90	4.00
The Final Pre-test Mean Score	2.46	2.00	2.40	2.78	4.00

The Result of Post- test Scores in Each Aspect

Aspect	V	G	F	P	Maximal Score
Mean Score Assessor I	3.55	3.00	3.31	3.76	4.00
Mean Score Assessor II	3.59	3.03	3.45	3.65	4.00
The Final Post-test Mean Score	3.57	3.01	3.38	3.70	4.00

T- Test Analysis

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	post_test	13,6724	29	1,05455	,19582
	pre_test	9,6724	29	1,06298	,19739

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	post_test & pre_test	29	,721	,000

Paired Samples Test

		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean			Lower	Upper			
Pair 1	post_test - pre_test	4,00000	,79057	,14681	3,69928	4,30072	27,247	28	,000

APPENDIX M
ATTENDANCE LIST

ATTENDANCE LIST OF XI IPS 3

NO	NAME	DATE (APRIL- MAY)					
		16th	20th	27th	30th	4th	7th
1	Anggieta Puspa Kusuma Wijaya	•	•	•	•	•	•
2	Arin Khusnul Khabibah	•	•	•	•	•	•
3	Bonafide Nikdanhan	•	•	•	•	•	•
4	Danar Setyo Wibowo	•	•	•	•	•	•
5	Dea Putri Krisanti	•	•	•	•	•	•
6	Desita Maharani	•	•	•	D	•	•
7	Dhanarjati Adhitya Wardhana	•	•	•	•	•	•
8	Eva Hanin Tamara	•	•	•	•	•	•
9	Fernando Mukharom	•	•	•	•	•	•
10	Fitriana Dewi	•	•	•	•	•	•
11	Haikal Achmad Khoirudin	•	•	•	•	•	•
12	Halimah Tri Ely Kasanah	•	•	•	•	•	•
13	Hilal Noor Ubaidillah	•	•	•	•	•	•
14	Iin Munfaidzah Kuswardani	•	•	•	•	•	•
15	Izazi Nabilah Karamina	•	•	•	•	•	•
16	Khumairoh Fa'izatur R	•	•	•	•	•	•
17	Mahira Clarita Garinihasna	•	•	•	•	•	•
18	Meika Nurshinta Rahmawati	•	•	•	•	•	•
19	Muhammad Habib Al Rasyid	•	•	•	•	•	•
20	Muhammad Rofiq Noor Raharja	•	•	•	•	•	•
21	Natalia Siyamti	•	•	D	•	S	•
22	Nindiya Nuri Hidayah	•	•	D	•	•	•
23	Novi Antika	•	•	•	•	•	S
24	Pipit Alisa	•	•	•	•	•	•
25	Rahayu Kartika Putri	•	•	•	•	•	•
26	Ramadhan Amir Fachrudin	•	•	•	•	•	•
27	Rani Timur Mumpuni	•	•	•	•	•	•
28	Rika Riantisya	•	•	•	•	•	•
29	Syahrul Aji Tri Prasetyo	•	•	•	•	•	•
30	Virliana Annida Luthfiani	•	•	•	•	•	•

Notes

I   : Ijin

S   : Sakit

A   : Alpa

D   : Dispensasi

APPENDIX N

PHOTOGRAPH

Figure 1. The class condition when the researcher doing the observation

Figure 2. The implementation of the actions during the research

Figure 3. The researcher encourages the students to finish the outside classroom tasks.

Figure 4. The students activity in the school library

Figure 5. The implementation of video recording project in Cycle I

Figure 6. The implementation of video recording project in Cycle II

APPENDIX O
LETTERS

FRM/FBS/33-01
10 Jan 2011

Nomor   : 334/UN.34.12/DT/III/2016   Yogyakarta, 30 Maret 2016
Lampiran : 1 Berkas Proposal
Hal   : **Permohonan Izin Penelitian**

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

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:
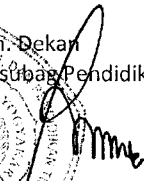
THE USE OF VIDEO RECORDING PROJECT TO IMPROVE XI IIS 2 STUDENTS' SPEAKING SKILL AT SMA N 1 WONOSARI IN THE ACADEMIC YEAR OF 2015/2016

Mahasiswa dimaksud adalah

Nama	: RIMA RIZKA UTAMI
NIM	: 12202244017
Jurusan/Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: April – Mei 2016
Lokasi Penelitian	: SMA N 1 Wonosari

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

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

a.n. Dekan
Kasubag Pendidikan FBS,

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

Tembusan:
- Kepala SMA N 1 Wonosari

PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN
070/REG/V/752/3/2016

Membaca Surat	: DEKAN KASUBAG PENDIDIKAN FBS	Nomor	: 334/UN.34.12/DT/III/2016
Tanggal	: 30 MARET 2016	Perihal	: IJIN PENELITIAN/RISET

Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegitan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementrian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisas Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta

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

Nama	: RIMA RIZKA UTAMI	NIP/NIM :	12202244017
Alamat	: FAKULTAS BAHASA DAN SENI , PENDIDIKAN BAHASA INGGRIS , UNIVERSITAS NEGERI YOGYAKARTA		
Judul	: THE USE OF VIDEO RECORDING PROJECT TO IMPROVE XI IIS 2 STUDENTS' SPEAKING SKILL AT SMA N 1 WONOSARI IN THE ACADEMIC YEAR OF 2015/2016		
Lokasi	: DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY		
Waktu	: 31 MARET 2016 s/d 30 JUNI 2016		

Dengan Ketentuan

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

Dikeluarkan di Yogyakarta
Pada tanggal 31 MARET 2016
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembanguna
Ub.
Kepala Biro Administrasi Pembangunan

Drs. Tri Mulyono, MM
NIP. 19620830 198903 1 006

Tembusan :
1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI GUNUNGKIDUL C.Q KPPTSP GUNUNGKIDUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
4. DEKAN KASUBAG PENDIDIKAN FBS , UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN

KANTOR PENANAMAN MODAL DAN PELAYANAN TERPADU

Alamat : Jl. Brigjen. Katamso No.1 Wonosari Telp. 391942 Kode Pos : 55812

SURAT KETERANGAN / IJIN
Nomor : 324/KPTS/IV/2016

Membaca	:	Surat dari SEKRETARIAT DAERAH, Nomor : 070/REG/V/752/3/2016 , hal : Izin Penelitian
Mengingat	:	1. Keputusan Menteri dalam Negeri Nomor 9 Tahun 1983 tentang Pedoman Pendataan Sumber dan Potensi Daerah;
		2. Keputusan Menteri dalam Negeri Nomor 61 Tahun 1983 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di lingkungan Departemen Dalam Negeri;
		3. Surat Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor 38/12/2004 tentang Pemberian Izin Penelitian di Provinsi Daerah Istimewa Yogyakarta;
Diijinkan kepada	:	
Nama	:	**RIMA RIZKA UTAMI NIM : 12202244017**
Fakultas/Instansi	:	Bahasa dan Seni / Universitas Negeri Yogyakarta
Alamat Instansi	:	Kampus Karangmalang, Yogyakarta
Alamat Rumah	:	Karangmojo 2 RT 004, RW 008, Karangmojo, Karangmojo, Gunungkidul
Keperluan	:	Ijin penelitian dengan judul "THE USE OF VIDEO RECORDING PROJECT TO IMPROVE XI IIS 2 STUDENTS' SPEAKING SKILL AT SMA N 1 WONOSARI IN THE ACADEMIC YEAR OF 2015/2016"
Lokasi Penelitian	:	SMA N 1 Wonosari
Dosen Pembimbing	:	Dr. Agus Widyantoro, M.Pd dan B. Yuniar Diyanti, S.Pd., M.Hum
Waktunya	:	Mulai tanggal : 01/04/2016 sd. 01/07/2016
Dengan ketentuan	:	

Terlebih dahulu memenuhi/melaporkan diri kepada Pejabat setempat (Camat, Lurah/Kepala Desa, Kepala Instansi) untuk mendapat petunjuk seperlunya.
1. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
2. Wajib memberi laporan hasil penelitiannya kepada Bupati Gunungkidul (cq. BAPPEDA Kab. Gunungkidul) dalam bentuk softcopy format pdf yang ditersimpan dalam keeping compact disk (CD) dan dalam bentuk data yang dikirim via email ke alamat : litbangbappeda.gk@gmail.com dengan tembusan ke kantor Perpustakaan dan Arsip Daerah dengan alamat email : kpadgunungkidul@ymail.com
3. Ijin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintah dan hanya diperlukan untuk keperluan ilmiah.
4. Surat ijin ini dapat diajukan lagi untuk mendapat perpanjangan bila diperlukan.
5. Surat ijin ini dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas. Kemudian kepada para Pejabat Pemerintah setempat diharapkan dapat memberikan bantuan seperlunya.

Dikeluarkan di : Wonosari
Pada Tanggal 01 April 2016
An. BUPATI GUNUNGKIDUL
KEPALA

Drs. AZIS SALEH
NIP. 19660603 198602 1 002

Tembusan disampaikan kepada Yth.
1. Bupati Kab. Gunungkidul (Sebagai Laporan) ;

SURAT KETERANGAN
Nomor : 070 / 556

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas Negeri 1 Wonosari Kabupaten Gunungkidul Daerah Istimewa Yogyakarta menerangkan bahwa :

Nama : Rima Rizka Utami

NIM : 12202244017

Fak/Instansi : Bahasa dan Seni/UNY

telah melakukan penelitian dengan judul " THE USE OF VIDEO RECORDING PROJECT TO IMPROVE XI IIS 2 STUDENT'S SPEAKING SKILL AT SMA N 1 WONOSARI IN THE ACADEMIC YEAR OF 2015/2016 " pada tanggal 16 April s.d 7 Mei 2016 di SMA Negeri 1 Wonosari.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Wonosari, 30 Mei 2016
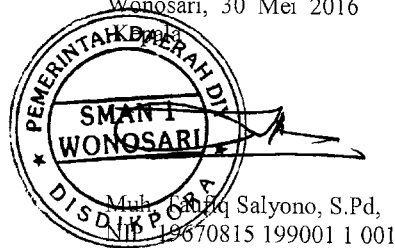
Muh. Taufiq Salyono, S.Pd,
NIP 19670815 199001 1 001