



**THE EFFECTIVENESS OF AUDIO VISUAL AID
IN TEACHING SPEAKING OF INTERPERSONAL
AND TRANSACTIONAL CONVERSATIONS**
(an experimental research at the eighth graders of SMP I Randublatung
in the academic year of 2010/ 2011)

a final project

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in English

by

Pupuh Wulan Prasasti

2201407130

PERPUSTAKAAN
UNNES
ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

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APPROVAL

This final project has been approved by the board of examinations of the English Department of Faculty of Languages and Arts Semarang State University on August 23, 2011.

Board of Examinations

1. Chairperson

Drs. Januarius Mujianto, M. Hum
NIP 195312131983031002

2. Secretary

Dr. Dwi Anggani LB, M.Pd.
NIP 195901141989012001

3. First Examiner

Drs. Suprpto, M.Hum.
NIP 195311291982031002

4. Second Examiner as Second Advisor

Drs. Ahmad Sofwan, Ph.D.
NIP 196204271989012001

5. Third Examiner as First Advisor

Novia Trisanti, S.Pd., M.Pd.
NIP 197611062006012002

Approved by
The Dean of the Faculty of Languages and Arts

Prof. Dr. Agus Nuryatin, M. Hum.
NIP 196008031989011001

PERNYATAAN

Dengan ini saya:

Nama : Pupuh Wulan Prasasti

NIM : 2201407130

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Bahasa dan Seni

Menyatakan bahwa skripsi/ final project berjudul: **THE EFFECTIVENESS OF USING AUDIO VISUAL AID IN TEACHING SPEAKING OF INTERPERSONAL AND TRANSACTIONAL CONVERSATION (an experimental research at the eighth graders of SMP I Randublatung in the academic year of 2010/ 2011)** yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana benar benar merupakan kerja sendiri yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi dan pemaparan ujian. Semua kutipan baik langsung maupun tidak langsung, baik yang diperoleh dari sumber perpustakaan, wahana komputer, maupun sumber lainnya, telah disertakan keterangan mengenai identitas sumber dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, penulisan skripsi/ final project tetap menjadi tanggung jawab saya sendiri.

Semarang, Agustus 2011
Yang Membuat Pernyataan

Pupuh Wulan Prasasti

The future depends on what we do in the present

(Mahatma Gandhi)



To:

My beloved parents

My beloved sister

My trully soulmate

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ABSTRACT

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Key words: Audio Visual Aid, Teaching Speaking, Interpersonal and Transactional Conversation

The topic of this study was the effectiveness of using audio visual aid in teaching speaking of interpersonal and transactional conversations (an experimental research of the eighth graders of SMP 1 Randublatung in the academic year of 2010/ 2011). The objectives of the study were to know the significant difference in students' achievement in speaking between those who were taught using audio visual aid, especially conversation video, and those who were taught using conventional teaching method and to describe the improvement of students' achievement in speaking of interpersonal and transactional conversations after being taught using audio visual aid especially conversation video in junior high school.

In order to achieve those objectives, I conducted an experimental research. The population of this study was the eighth graders of SMP 1 Randublatung. The experimental group was 8 A and the control group was 8 D. The experimental group was taught using audio visual aid, especially conversation video, while the control group was taught using conventional teaching technique.

Based on the result of the study, the mean score of experimental group was higher than the control group. After being calculated using test of significance (t-test), the t-value was 2.18. Using interpolation, the t-table obtained was 1.67. It was clear that t-value is higher than critical t-value. Therefore there is significant difference in students' achievement who were taught using audio visual aid, especially conversation video, than the students who were taught using conventional teaching technique. It indicates that audio visual aid is effective in helping students improving their skill in speaking of interpersonal and transactional conversations.

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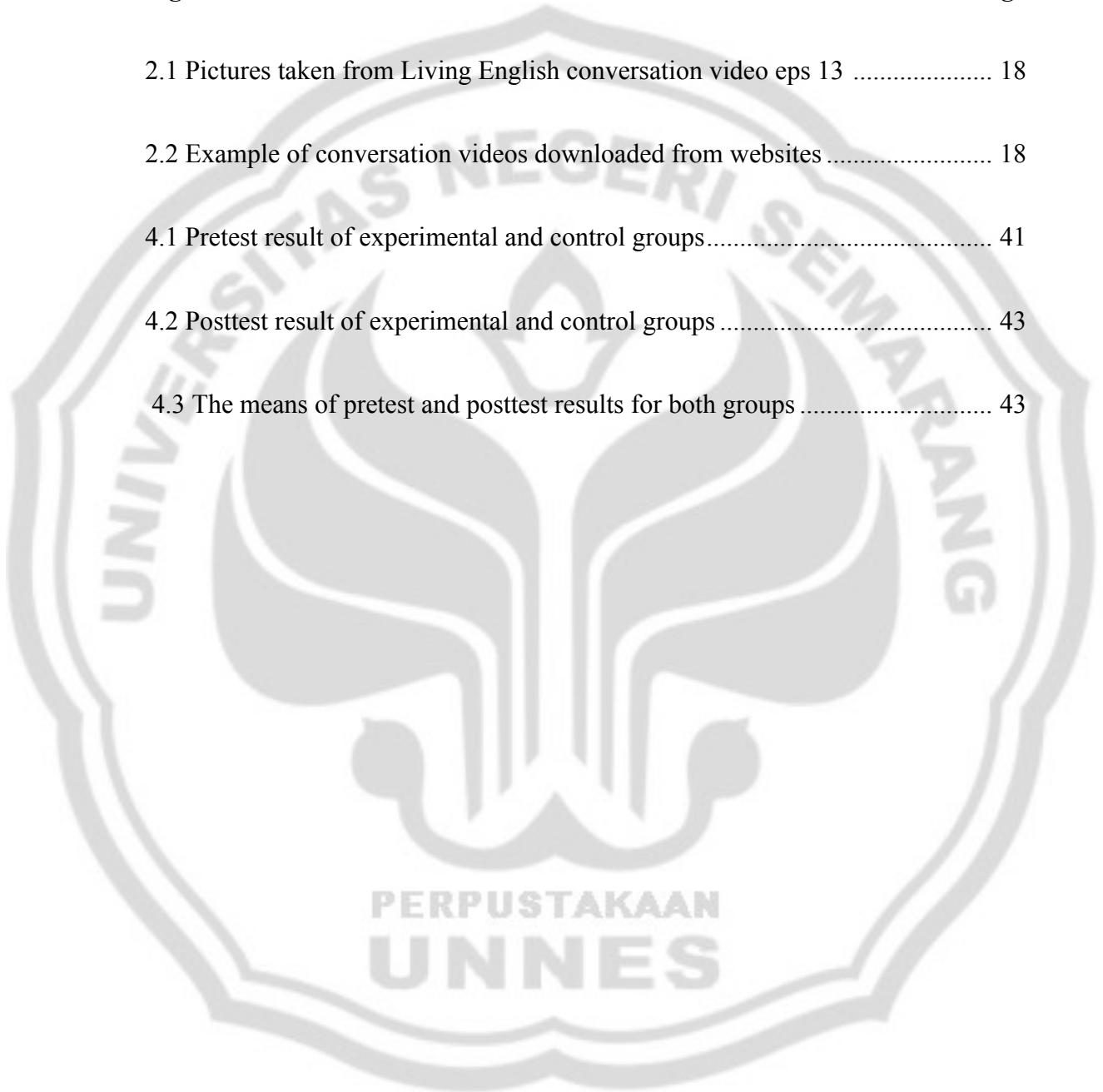
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CHAPTER I

INTRODUCTION

This chapter is divided into seven subsections. They are background of the study, reasons for choosing the topic, research questions, objective of the study, hypothesis, significance of the study, and outline of the report.

1.1 Background of the Study

Language teaching plays an important role in education's world. It prepares our generation to master the language well. By giving more explanation and chance to perform, it will improve students' skill to learn language. As the realization of it, most of schools in every part of the world teach language especially English in order to prepare the students' to compete in the world's global communication era. Many educational experts are making every effort to make language teaching better.

There are four basic skills that students must achieve in language learning, they are: listening, speaking, writing, and reading. Over the past twenty years, one of the major reasons that students have been enrolling in language classes is to acquire the ability in communicating with people of different linguistic background. Behind the development of new instructional program, there is only one aim: that is to teach students to speak the language.

The function of teaching English in junior high school is to reach the functional level that is the students are able to communicate in spoken and written form in order to solve the problems in their daily life. By studying English, the students are expected to have a mean to develop their knowledge of science, technology, and culture so that they can grow up with Indonesian personality (Depdiknas: 2000).

To use English correctly and appropriately, we need to learn many different things, since English is so much different from our native language. The differences can be seen in the grammar, the phonemes, the morphemes, and many others. Therefore, the major thing or purpose we learn English is that we can speak the language fluently and appropriately and also understandable.

Teaching speaking to students is a hard thing to do because to speak other than their native languages needs confidence and mastery of the foreign language. To speak English we need to know its grammar, vocabularies, culture, and many more. Here, it is teachers' job to make their students have enough confidence to learn and to practice speaking English correctly and appropriately. Not only to practice it in the classroom, but also in their daily activities and life.

To do teachers' job, there must be an alternative way in building students' understanding of speaking and using the target language in their daily conversation. Nowadays, there are plenty of methods in building students' skill in speaking. Almost all of them are good, but still there are some weakness points in each method. Here, I will discuss the use of audio visual aid as the mean to improve students' speaking skill of interpersonal and transactional conversations.

Audio visual aid can be in form of movies, commercial breaks, video clips, short videos, and also conversation videos. Here, I will explore the use of conversation video in helping students in teaching learning activity. As we know, to hear and to see are different from only to hear and only to see. If the students are shown the real model of conversation, the pictures and the sounds, it will be easier for them to maintain the feel of the conversation.

We can find many conversation videos in many book stores. The publisher of those videos hope that this conversation video can be useful for the students in learning English. All the conversations in those videos used English. To make the situations more realistic, these videos also show the attitude, behaviour, and some habits in their life. The purpose of the video is to make students familiar with the situations and motivated to practice the conversation as shown in the video.

The audio visual aid is an effective media to improve students' speaking skill since students can see and hear how the conversation should be done. Students can not only read and imagine how the native speakers or EFL students do the conversation. They can watch and imitate them so that their conversation can run smoothly and naturally.

1.2 Reasons for Choosing the Topic

For many years, teaching speaking in Indonesia still used the traditional way, using textbook and practicing the situations given from the book. Students rarely can see the real conversation using English, neither from native speakers nor EFL

students. In fact, the real model of conversation is definitely can help students to improve their ability in speaking, especially in daily conversation.

Since ITC model of learning has been applying in our country, to bring the real model of conversation is not a difficult thing anymore. Nowadays, there are plenty of CDs and other audio visual medias that can be used as a model for the students. The learning activity should include audio visual since this can be an effective way to improve students' speaking skill of interpersonal and transactional conversations.

In this research, the teacher will use audio visual aid in form of conversation video in teaching speaking to see whether it helps the students in improving their speaking skill of interpersonal and transactional conversations. This research also will trigger teachers to apply audio visual aids in teaching speaking since it has more benefits toward students' improvement of speaking skill.

1.3 Research Questions

Started from the general background of the study above, research questions can be stated as follows:

- (1) Is there any significant difference in eighth grade students' achievement between those who were taught using audio visual aid, especially conversation video, and those who were taught using conventional teaching technique of SMP I Randublatung in the academic year of 2010/ 2011?

- (2) How effective is the use of audio visual aid, especially conversation video, in teaching speaking of interpersonal and transactional conversation to the eighth grade students of SMP I Randublatung in the academic year of 2010/ 2011?

1.4 Objectives of the Study

- (1) To find the significant difference in students' achievement in speaking between those who were taught using audio visual aid, especially conversation video, and those who were taught using conventional teaching technique.
- (2) To describe the improvement of students' achievement in speaking of interpersonal and transactional conversation after being taught using audio visual aid, especially conversation video in junior high school.

1.5 Hypothesis

There are two hypotheses in this study. The first is the working hypothesis or the alternative hypothesis (H1). The alternative hypothesis in this study is: "There is a significant difference in students' achievement in speaking between those who were taught using audio visual aid, especially conversation video, and those who were taught using conventional teaching technique."

The second hypothesis is the null hypothesis (Ho). The null hypothesis in this study is: "There is no significant difference in students' achievement in

speaking between those who were taught using audio visual aid, especially conversation video, and those who were taught .

1.6 Significance of the Study

The result of this research can contribute some benefits to the readers:

(1) Teacher

I hope that teacher can use audio visual aids, especially conversation videos, in every possible situation so that students can learn how to speak by seeing the real model of conversation to be done. This can give ease to the teacher since this method applied less teacher talk and more explanation from the video which could be accepted easily to the students.

(2) Students

Students nowadays are audio visual learners, which means students will more understand the material if they listen and watch the real application of the material. By using audio visual aid, especially conversation video, in teaching speaking, students can get the real model of conversation so that they can learn how to speak naturally just like the native speakers do.

(3) English Department

Hopefully, the result of this research can give contribution, especially as the reference for the English Department of Semarang State

University. This final project can provide the additional reference about using audio visual aid in teaching speaking for junior high school.

1.7 Outline of the Report

This final project is developed into five chapters. It begins with introduction on chapter one. It consists of background of the study, reasons for choosing the topic, statement of the problems, objective of the study, research hypothesis, significance of the study, and the outline of the research report.

The second chapter presents the review of related literature, which discusses about definition of media, audio visual aid, general consideration of speaking, definition of conversation, teaching speaking at Junior High School, interpersonal and transactional conversation in speaking, and teaching speaking using conversation videos.

The third chapter contains method of investigation including research design, population and sample, research variable, instrument for collecting the data, procedure of collecting the data, try out, statistical design, and the criterion of assessment.

Chapter four is data analysis and interpretation which consists of the extent of using audio visual aid to help students improving their speaking skill of interpersonal and transactional conversation.

Chapter five consists of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will give the definition and the explanation of each parts of the title. Those parts are definition of media, audio visual aid, general consideration of speaking, the definition of conversation, teaching speaking at junior high school, interpersonal and transactional conversations in speaking, and teaching speaking using conversation videos.

2.1 Definition of Media

According to Hornby (1995: 727), media are the main means of communicating with large number of people, especially television, radio, and newspaper, as the mass media.

While Gagne (1983: 4) states that media are kinds of component in the surrounding around students which stimulate them to study. Briggs (2002: 147) argues that media are all physical tools which serve messages and make stimuli towards students to study, like book, film, cassette, and so on.

Based on the definition, it can be summed up that media are everything which are used to obtain information from the sender to the receiver so that it can stimulate learning process to get knowledge, skill, and also certain attitude.

2.2 Audio Visual Aid

Audio visual means something that can be seen and can be heard. The term audio visual aids refers to anything that a teacher uses to help facilitate communication of the learning material when he interacted with the students (Campbel, K.L.I., et al: 2006). The brand new innovation of audio visual aid is video. According to Harmer (2002: 282), there are many reasons why video can add a special extra dimension to the learning experience: (1) Seeing language in use: one of the main advantages of video is that students do not just hear language but they can see it too; (2) Cross cultural awareness: video uniquely allows students to look at situations beyond their classroom. This is especially useful if they want to see, for example, typical British “body language” when inviting someone out, or how Americans speak to waiters. Video is also great value in giving students a chance to see such things as what kind of food people eat in other countries and what they wear; (3) The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of video making can provoke genuinely creative and communication uses of language, with students finding them “doing new things in English”; (4) Motivation: for all reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

According to Rumampak (1988:65), there are some principles of media selection:

(1) Content

Do the media i.e. video have significant selection with lesson? The chosen of certain media must be confirmed to the lesson (message) to be given to the students.

(2) Purposes

The use of audio visual aids should contribute the teaching learning process significantly. It means that media can facilitate the teaching learning process.

(3) Price

Before buying certain visual aids a teacher should consider whether the cost or money is in accordance with the educational result derived from its use.

(4) Circumstances of use

In choosing an audio visual aid, a teacher should take account the environment (school) where he teaches. He should think whether the aid would function especially in that environment.

(5) Learner's verification

A teacher should think whether the aid has been tested to certain students, he or she could consider if the tested students are similar to the students whom she or he teaches.

(6) Validation

A teacher must think whether there are data that the students learn accurately through the use of the aid.

2.3 General consideration of speaking

Speaking is a social skill. As a sophisticated skill, speaking, which many people may also know as oral skill, is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse (Brown, 2004:140). Whereas one can read and write in private or listen to the radio or watch television alone, a person rarely speaks without an audience of some sort. Communication being the goal of second language program, emphasis is placed on the development of correct speech habits.

Fulcher (2003: 23) states that speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large and so it is not possible to discuss all in section. Speaking is more than pronunciation and intonation. At the functional level, speaking is making oneself understood. At a more refined level, speaking requires the correct and idiomatic use of the target language.

In the classroom, students are expected to learn correct pronunciation and speech patterns. The classroom setup usually offers less incentive for communication than the true life. Spoken language differs from written language in a number of respects (Fulcher, 2003:23-24). Its automatic and flexibility of communication patterns allow speakers to negotiate their meaning or correct their statements directly to their addressees, a situation we could not find in written communication. All in all, speaking is a primary and prominent skill of language with which all its unique characteristics have kept attracting many researchers to study.

2.3.1 Language Competence in Speaking

Phonology : pronunciation, stress, intonation

Accuracy : syntax, vocabulary, cohesion

Fluency : hesitation, repetition, reselecting inappropriate words, restructuring sentences, cohesion.

2.3.2 Elements of Speaking

The ability to speak fluently requires not only knowledge of language features, but also the ability to process information and language on the spot. According to Harmer (2001: 269) the elements necessary for spoken production are the following:

(1) Connected speech

Speaking English can run effectively if the speakers are able to both produce the individual phonemes of English and use fluent “connected speech”. In connected speech, sounds are modified, omitted, added, or weakened. For this reason, involving students in activities design especially to improve their connected speech should be done.

(2) Expressive devices

Native speakers of English change the pitch and stress of particular parts of utterances and speed, and show by the other physical and non-verbal means how they are feeling. The use of these devices contributes to convey meanings. They allow an extra expression of emotion and intensity.

(3) Lexis and grammar

Spontaneous speed is marked by the use of a number common lexical phrases, especially in the performance of certain language function. Teacher should therefore supply a variety of phrases for different functions such as agreeing, disagreeing, expressing surprises, shock, and approval. When the students are involved in specific speaking contexts, they can be primed, in the same way with certain useful phrases, which they can produce at various stages of an interaction.

(4) Negotiation language

Effective speaking benefits from the negotiator language that attempts to seek clarification and to show the structure of what they are saying.

From the elements of speaking mentioned above, I can conclude that there are at least five elements of speaking that are used to assess, among others are fluency, pronunciation, grammar, vocabulary and content.

2.4 Teaching Speaking at Junior High School

According to the School Based Curriculum, junior high school students are in the functional level of literacy in which they are able to solve their problems (KTSP 2007:277).

Since English is a foreign language in Indonesia, students are not using it in their daily life. They are mainly using it inside the classroom, when they have English subject. Meanwhile, learning a language needs a lot of practice. As the result, the students' speaking ability is hard to improve. Celce Murcia (2001:110) states that "in homogenous EFL classes, where all students speak the same

language and English is not used outside the classroom, present additional challenges for the teacher". Thus, the students need teachers' guidance in learning speaking. Class activity organization that is authentic, motivating, and varied need to be considered by the teacher. Many techniques then should be used in teaching speaking so that students can learn the language better.

2.5 The Definition of Conversation

A conversation is communication between multiple people. It is a social skill that is not difficult for most individuals (<http://en.wikipedia.org/wiki/conversation>).

Conversations are the ideal form of communication in some respects, since they allow people with different views on a topic to learn from each other.

For a successful conversation, the partners must achieve a workable balance of contributions. A successful conversation includes mutually interesting connections between the speakers or the things that the speakers know. For this to happen, those engaging in conversation must find a topic for which they both can relate to in some senses. Those engaging in conversation naturally tend to relate the other speaker's statement to themselves. They may insert aspects of their lives into their replies, to relate to other person's opinion or point of view of a conversation. Conversation is indispensable for the successful accomplishment of almost all activities between people, especially in the coordination of work, the formation of friendship, and for learning.

2.5.1 Classification of Conversation

Conversation can be classified based on some points (<http://en.wikipedia.org/wiki/conversation>), they are:

(1) Subject

The majority of conversations can be divided into four categories according to their major subject content: (a) conversation about subjective ideas, which often serve to extend understanding and awareness; (b) conversation about subjective facts, which may serve to consolidate a widely-held view; (c) conversation about subjective facts, which may serve to consolidate a widely-held view; (d) conversations about other people (usually absent), which may be critical, competitive, or supportive; (e) conversation about oneself, which indicate attention-seeking behavior. In the real world, few conversations fall exclusively into one category. Nevertheless, the proportional distribution of any given conversation between the categories can offer useful psychological insights into the mind set of the participants.

(2) Function

Each type of conversations has its own cluster of purposes and expectations attached. Among them are: (a) functional conversations, is designed to convey information in order to help achieving individual or group goal; (b) small talk, is a type of conversation where the topic is less important than the social purpose of achieving bonding between people and managing personal distance; (c) banter, is non-serious conversation,

usually between friends, which may rely on humor on in-jokes at the expense of those taking part. The purpose of banter may at first appear to be an offensive affront to the other person's face. However, people engaging in such conversation are often signaling that they are comfortable enough in each other's company to be able to say such things without causing offense. Banter is particularly difficult for those on the autism spectrum, or those with semantic pragmatic disorders.

(3) Spontaneity

In most conversation, the responses are a spontaneous reaction to what has previously been said. In infotainment talk show, however, the topic of conversation is often pre-scripted.

(4) Men and women

A study completed on July 2007 by Mattias Mehl of the University of Arizona shows that contrary to popular belief, there is a little difference in the number of words used by men and women in conversation. The study showed that on average each of the sexes uses about 16,000 words per day.

2.6 Conversation Video

Conversation video is a media which is designed systematically based on current curriculum and developing principles of learning so that it can be easier and more fun for the students to understand the learning materials (Azizah: 2008). While Cheppy (2007:5) stated that conversation video is a learning media that provide messages from the participants and also contains concept, principles, and the

application of conducting the conversation with the help of video and the model recorded on it.

Amien and Lamere (2009:6) state that there are many advantages of using conversation video in teaching speaking especially for EFL students; among them are:

- (1) as an audio visual media, conversation video can give students extra comfort where they can see and hear the conversation to be conducted
- (2) all the topics can be displayed in one single shot and in only few minutes; unlike book that the topics should be read in pages and also takes more time
- (3) video can add emotional impact to readers so that students can really feel how the expressions, intonations, and emotions of the speakers when they uttered the sentences
- (4) it demonstrates how the body movement of the speakers when they have a talk, and
- (5) students can directly imitated the conversation conducted on the video as they are already recognize the emotion and the body movement of the speakers in the video

There are a lot of conversation videos available at the stores right now. We can choose which one is needed in our teaching. The conversation videos used in this research were Living English episode 13, In Her Smile Vol. 2, and some videos taken from <http://englishtown.com> and <http://betaclip.com>. Living English episode 13 talked about how greet people on the phone and how to make an appointment on the phone. The video divided in two parts, one is without

translation and one is with translation. The video is easy to understand since the instructors speak clearly. Here is a picture taken from Living English conversation video:

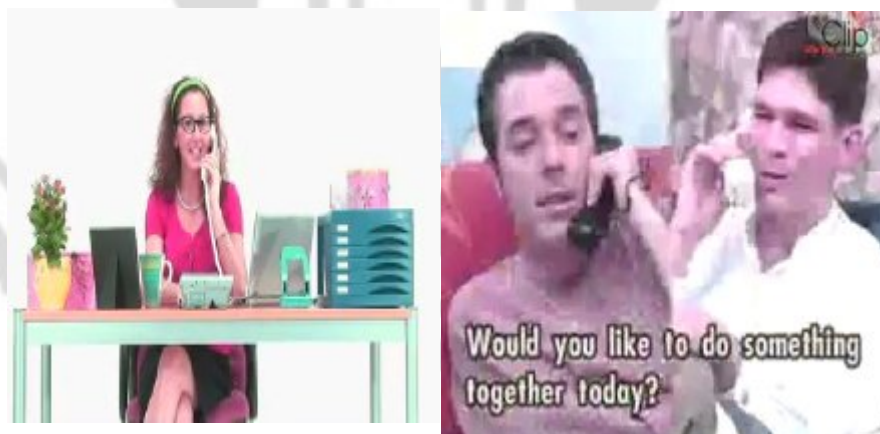
Figure 2.1 Pictures taken from Living English conversation video



(taken from Living English ep. 13)

Some videos were taken from some websites. The videos could be downloaded easily through the websites or youtube. We must check whether the videos we are going to download appropriate for our teaching or not. Here some pictures taken from the videos downloaded from the websites mentioned above:

Figure 2.2 Example of conversation videos downloaded from websites



(taken from <http://englishtown.com> and <http://betaclip.com>)

2.7 Interpersonal and Transactional Conversation in Speaking

There are wide events in which we use speaking skill in our daily life, it can be speech, reading poem, reporting news, and delivering ceremonial event. However, the speaking activity people must get involved in is conversation, a dialogic communication between two or more participants. As we use it in everyday of our life, we can call conversation as a basic speaking activity human have.

School Based Curriculum (2007:277) mentions that there are two kinds of conversations the students of junior high school should learn. They are interpersonal and transactional conversation. Interpersonal conversation lies its function for social purposes. Greetings, apologies, compliments, invitations, and other functions are the example of functions in this conversation. Meanwhile, transactional conversation holds transactional exchanges people usually involved in activities such as obtaining information and making purchase.

Since this study is majoring transactional conversation, we will focus our discussion in this area only. Transactional conversation is a basic speaking activity in our daily life. Take for example, everyone must need help from other people and, on the contrary, we sometimes are eager to help the others. Therefore, learning transactional conversation is important since we use it in our daily life. By learning transactional conversation the students are expected to be able to interact with their closest environment.

To use transactional conversation well, speakers must concern about many things, such as: the relationship between the speakers or degree of formality, turn

taking, negotiation, correction, and other technical term. Therefore, teaching transactional conversation to the students should include such things, besides vocabularies and purpose of the speaking.

2.8 Teaching Speaking Using Conversation Video

The use of media in teaching is very essential since the teaching and learning process can run more productively, make the teacher opens a new paradigm to the students, and also build a new atmosphere in the classroom (Danim: 1995).

One of the most popular media used among the teacher is video. For teacher of English, the kind of video most commonly used is conversation video. Nowadays there are plenty of CDs available for EFL students. The CDs contains various types of materials so that teacher can choose which one meets the needs of his students. Besides CDs, teachers and students can get the conversation video from the web. Nowadays many people around the world create and share this kind of video to help EFL students to master English conversation.

After buying or downloading the conversation videos, teacher can start choosing which one is suitable for teaching and learning process, or if it necessary, teacher can edit the video by themselves. Usually not all the content of the video is needed by the students, so teacher can pick and play parts that the students need to learned. One thing must be kept in mind is that, video cannot be used in overall teaching. Video is “the assistant” in teaching, it only the complementary object in overall teaching (Davis: 1998). Still, other media and teacher explanations are needed in overall teaching and learning process.

When the teacher uses video in teaching, he can divide the teaching and learning process into three steps; watch, learn, and play (Walker: 1997). On the first step, teacher plays the conversation video contains a certain topic according to today's agenda. Students watch and pay a close attention to the conversation on the video. After watching the video one or two times, students will understand the flow and the content of the conversation. Also, they will recognize the appropriate pronunciation and intonation. The next step is the learn process. Here, teacher explains what is the video about and the objective of showing the video to the students. Teacher also explains about the vocabularies, expressions used in the conversation, the intonations, the pronunciation, and the grammatical matters in the video. Since students have watched the video previously, it is not difficult for them to recognize and understand teacher's explanation. after explanation done, it is the time for real application of the conversation. Teacher asks students to make a similar dialogue with their friends, with the same or different situations as in the conversation video. Students can explore their dialogue by using the expressions given by the teacher, not only copying from the conversation video. Students will play their dialogue in front of the class, with appropriate pronunciation and intonation, and also the right gesture for some expressions (Walker:1997).

These three steps will ease both teacher and students in gaining the learning objectives. As the assistant medium, conversation video gives the students a real model of the conversation. Students can imitate how native speakers do conversation in everyday life so that their performance or practice at least almost

like native speakers do. And also, by watching the video, students can get enough background knowledge of today's material so that they can absorb teacher's explanation well. For the teacher, conversation video plays an important role as learning media, it gives ease to the teacher to deliver the material since the background knowledge had been known by the students through conversation video.



CHAPTER III

METHODS OF INVESTIGATION

This chapter discusses research design, population and sample, research variable, instrument for collecting the data, procedure of collecting the data, try out for the instrument, statistical design, and the criterion of assessment.

3.1 Research Design

This research used experimental design, that is by collecting data with treatment using pretest-posttest design. Best (1981:68) states that “experimental research is the blueprint of the procedures that enable the researcher to test hypothesis by reaching valid conclusion about relationship between dependent and independent variable”. The design of the experiment can be described as the following :

E	01	X	02
C	03	Y	04

(Arikunto, 2002:79)

Where:

E : Experimental group

C : Control group

01 : Pre-test for the experimental group

02 : Post-test for the experimental group

03 : Pre-test for the control group

04 : Post-test for the control group

X : Treatment using audio visual aid

Y : Treatment using conventional teaching technique

In the design above, the subject of the research was assigned to the experimental group (top line) and the control group (bottom line). First, the quality of the subject was checked by giving them pretest (01 and 03), then the experimental treatment was performed to the experimental group, while the control group was taught using conventional teaching technique. Then post test was conducted to both groups and then the results were computed statistically. This method is simply called pretest posttest equivalent groups.

3.2 Population and Sample

The description of the population, sample, as well as sampling technique are as follows:

3.2.1 Population

Margono (2003:18) defines population as a complete set of individuals or subjects having common observable characteristics. In addition, Saleh (2001: 17), argues that population is a group of people, object, items, or phenomenon, a group which the researcher would like the results of the study to be generalized, a group from which information is collected.

In quantitative research, the researcher attempts to discover something about a large number of groups of individuals by studying a much smaller group. The group that they wish to learn is called population.

The population used to conduct the observation in this study was the students of grade eight of SMP N 1 Randublatung in the academic year of 2010/2011.

3.2.2 Sample

Sample is a representative of population which acts for the population and reflect the condition of population. According to Gall M.D (2003: 167), sampling refers to this process of selecting a sample from a defined population with the intent that the sample accurately represents that population. This process refers to the quantitative research. Therefore, in order to know the effectiveness of the topic, taking two classes had been done.

In grouping the subjects, I used purposive sampling. It is the one which is the person who is selecting the sample is who tries to make the sample representative, depending on his opinion or purpose, thus being the representative subjective. That was by picking a group with the same background knowledge level of the topic given. Then I decided class VIIIA as the experimental group and VIIID as the control group. Comparing their result of speaking of interpersonal and transactional conversation where one class used audio visual aid and the other one did not use it was the next step. The first group was the experimental group and the second one was the control group.

3.3 Research Variable

Variable is the condition as characteristics that a researcher manipulates, controls, and observes. There are two kinds of variables namely independent variable (X),

and dependent variable (Y). The independent variable is a stimulus variable or input that affects behavior (of dependent variable); whereas the dependent variable is a response variable or output. Thus, the independent variable (X) affects the dependent variable (Y)

In the context of this research, the independent variable (X) was using audio visual aid in teaching speaking, and the dependent variable (Y) was the improvement of students' achievement in speaking of interpersonal and transactional conversation.

3.4 Instrument for Collecting the Data

Instrument is an important device to collect data in a research program. As stated in Saleh (2001: 17), instrument refers to some short hand devices for observing and recording events of for gathering data. In addition, Arikunto (2002: 210) argues that research instrument is a device used by the researcher while collecting data to make his work become easier and to get better result, complete and systematic in order to make the data easy to process.

(1) Tests

Brown (2004:3) said that the term test is a method of measuring a person's ability, knowledge, or performance in a given domain. I used oral test in my investigation. The purpose of giving test was to measure students' achievement in speaking. The test will be in the form of oral test and there were pre-test and post-test for each group. The pre-test was used to check students' speaking ability in speaking. The post test was used to know whether or not students' ability in speaking for

interpersonal and transactional conversation had been improved after the treatment. The complete pretest and posttest can be seen in appendix 4 and 5.

(2) Field notes

In this study, I took notes during the teaching learning activities in the classroom. This field notes were very useful in monitoring students' performance and students' improvement. The format of the field notes was originally proposed by Wallace (1998:60). But to make the field notes more effective in the research, I did some modifications. And here is the field note:

Table 3.1 Experiment Record Sheet

EXPERIMENT RECORD SHEET	
Name: _____	Date: _____
Objectives:	
Planned outcomes:	
Particular notes/ points of attention:	

The table above shows some beneficial information to the researcher. It describes the name of the class, the date of the lesson, objectives, planned outcomes, and particular notes/ points of attention. In the objectives, the teacher can write what activity or task the teacher should do in the class. In the planned outcomes, the teacher can write the activity or task that will be done by the students at the end of the lesson. While particular notes, the teacher can write some important information or the problem which occurs during teaching learning activities.

3.5 Procedure of Collecting the Data

In this study, in order to collect the data, some steps were applied, they were:

- (1) Choosing eighth graders of SMP N 1 Randublatung as the population
- (2) Taking two groups from the population and dividing them into two groups; experimental and control group
- (3) Administering pretest for both groups
- (4) Conducting the research

For the experimental group, I used audio visual aid especially conversation video in teaching speaking of interpersonal and transactional conversation.

For the control group, I used conventional technique in teaching speaking of interpersonal and transactional conversation.

- (5) Administering post-test for both groups
- (6) Analyzing the result

3.6 Try Out for the Instrument

Harris (1969:13) said that all good tests possessed three qualities, they are: validity, reliability, and practicality. That is to say, any test we had to use appropriate, in item of our objectives, dependable in the evidence provides and applicable to our particular situation. Since the tests given to the students were oral tests, it was not necessary to use computation in validity, reliability, and practicality. Here, I tested the validity, reliability, and practicality using informal way, that were by consulting the tests to the teachers of both classes and checking the existing curriculum (School Based Curriculum) as the guidelines.

3.6.1 Validity

Validity referred to the precisely measurement of the test. There are three kinds of validity, they are: content validity, empirical validity, and face validity. Content validity means the test reflects an analysis according to the views of recognizing in the skills area. Empirical validity depends on large part on the reliability of both test and criterion measure. Face validity is the best way test looks whether it is irrelevant, silly, or inappropriate.

The main concern in this study is to deal with content validity. The tests given to the students were oral test in the form of measurement of the students' achievement toward a certain skill, in this case was speaking.

The tests were valid since it was made based on the standard competence of the English curriculum for grade eight. We can see the validity from the compatibility between the test given and the curriculum below:

Table 3.2 Standard competence on speaking for grade eight

. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta <u>mengawali, memperpanjang, dan menutup percakapan telepon</u>

Table 3.3 Example of an item in pretest

1. Bintang and Raffi are classmates. Bintang tries to phone Raffi to ask him to join an English Storytelling Competition on Sunday, March, 23rd at 8 a.m. The location is at SMPN 1 Jalan Merapi No.5. When she phones, Raffi is out. Ana, Raffi's sister, answers the phone.	
Ana : Hello?	} Opening the conversation on the phone
Bintang : Hello., please?	
Ana : No, he's out now.	
Bintang : Can I, please?	

Ana	: Sure. What is it?	}	Extending the conversation on the phone
Bintang	:		
Ana	:		
Bintang	: Thanks. Good bye.	}	Closing the conversation on the phone
Ana	: Bye.		

The test given to the students were about telephone conversation, so the tests were in line with the existing curriculum.

3.6.2 Reliability

Reliability is a general quality of stability of scoring regardless of what the test measured.

Brown (2004:20-22) states that there are some factors in considering one test could be said reliable or not, they are fluctuations in the students, in scoring, in test administration, and in the test itself.

The students' condition takes the most part in deciding whether a test is reliable or not. Sometimes students are sick, has fatigue, has bad days, or other physical and psychological factors which may obstruct one's from achieving his true score. Next is the scoring system. This could be in the form of inter-rater reliability or intra-rater reliability. Inter-rater reliability occurs when two or more scorers yield inconsistent scores of the same test (Brown: 2004, 21). And intra-rater reliability is a common occurrence for classroom teachers because of unclear scoring criteria, bias toward good and bad students, or simple carelessness.

The condition in which the students take the test could be also affect the reliability of a test. The test must be administered in a very proper and comfortable place in which students can do the test well. Also the last factor is the test itself. The test made must be appropriate to the students' background knowledge, to the time allotment, and to the criteria of scoring.

Based on the observations of the tests, the tests given to the test takers were reliable since there were a certain criteria in achieving each points. The criteria can be seen in point 3.8 in this chapter, table 3.4. Nevertheless, there were some occurrences in discussing scoring criteria. This happened because I was still having a lack experience in scoring students' performance and also from the teacher themselves that having different point of view in deciding which students achieve what criteria. Sometimes the score given by each scorers were a bit different. Nevertheless, by discussing and analyzing the recording of the performance once more, the difference could be erased.

3.6.3 Practicality

A test must be applicable to our particular situation. It almost the same as the factors of the reliability for a test, which a test must be achievable to all test takers, not only the high-rank test takers, for example. And also a test must be easy to be administered to the test-giver.

The tests given to the students were applicable in the classroom, and could be administered without any obstacles. The students were also did not face much difficulty in doing the test. Proven by their scores which were above expectation.

3.7 Statistical Design

Brown (1998:116-117) points out that statistics is made calculation to describe a sample. If the same calculations are actually done for the entire population he adds, they would be called parameters. Brown concludes that there are always chances that the result based on the sample does not represent the population. In

other words, the results are in error, and that is why we need the probability called the alpha level level of significance. Brown suggests is set at 5 percent (0,05), which means that the probability of error in rejecting the null hypothesis is 5 in 100.

The calculations needed for statistical analysis were as follow:

First, I scored the result of the test of experimental group and control group based on the speaking component and added them to get the total number.

Second, I counted the mean of the test result of the group. The formula was:

$$\text{mean} = \frac{\sum x}{N}$$

$\sum x$ = the total number of the test

N = the number of the students

The third, I analyzed the data by using t-test. I used the t-test to know the effectiveness of audio visual aid in teaching speaking of transactional conversation. The formula of the t-test is as follow:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Mx = the mean score of experimental group

My = the mean score of control group

N_x = the number of students of experimental group

N_y = the number of students of control group

X^2 = the total square deviation of the experimental group

Y^2 = the total square deviation of control group

3.8 The Criterion of Assessment

I used David P. Harris and Walter Bartz (1983:150) rating scale:

Table 3.4 Harris' Rating Scale

PRONUNCIATION	
5	Speech consist of almost appropriate pronunciation
4	Speech consist of hardly incorrect pronunciation
3	Speech consist of some inappropriate pronunciation
2	Speech consist of mostly inappropriate pronunciation
1	Speech consist of very poor pronunciation
GRAMMAR	
5	Makes few (if any) noticeable errors of grammar or word order
4	Occasionally makes grammatical and/ or word order errors which do not, however, obscure
3	Makes frequent errors of grammar and word order which occasionally obscure meaning
2	Grammar and word order errors make comprehension difficult
1	Errors in frammar adn word so severe as to make conversation virtually unintelligable
VOCABULARY	
5	Use of wide range of vocabulary taught previously
4	Sometimes uses inappropriate terms and/ or must rephrase ideas beacause of lexical inadequacies
3	Frequently use the wrong words, conversation somewhat limited because of inadequate vocabulary
2	Mistake of words and very limited vocabulary make comprehension quite difficult
1	Vocabulary limitations so extreme as to make conversation virtually impossible
FLUENCY	
5	Speech is quite flowing style, mostly easy to understand

4	Speed of speech seems to be slightly affected by language problems
3	Speed and fluency are strongly affected by language problems
2	Usually hesitate: often forced into silence by language limitation
1	Speech is to halting and fragmentary as to make conversation virtually impossible
CONTENT	
5	Ideas highly organized, covers all of the elements of the story
4	Ideas well organized, covers almost all of the elements of the story
3	Ideas less organized, some missing parts of the elements of story
2	Ideas less organized, covers only the main elemnts of the story
1	Unorganized ideas, a lot of missing parts of the elements
Total score = 25	

Modified from Harris (1969:84) and Walter Bartz (1983:150)

Then the scoring system used this formula:

$$\text{Final score} = \text{total score} \times 4$$

For each components, the maximum score is 5. After summing all the score in each point, then it is multiply by four to get the final score. The maximum final score for each student is 100. And the minimum score is 25.

For example, students A get 3 for each components. Then his total score is 15.

Then to get the final score, we count: $15 \times 5 = 75$. So A's final score is 75.

CHAPTER IV

RESULT AND DISCUSSION

This chapter deals with the analysis of the data collected from the research and the application of the t-test as well as the discussion of the research finding.

4.1 Implementation of the Experiment

After administering the pretest to both groups, I conducted the experiment treatment to the experimental group. I taught each class three times a week, in which the experimental group was taught using audio visual aid while the control group was taught using conventional technique. The treatment consisted of three meetings in experimental group, and two meetings for control group. The procedure of the treatment between experimental and control group can be seen in the following table:

Table 4.1 The procedure of the treatments

Date	Experimental group	Control group
April 11, 2011	Pretest for experimental group	
April 13, 2011	1. I gave a pre-activity task to the students, that was listening to a phone conversation and the students must fill in the blanks on their worksheet 2. I gave the students a	Pretest for control group

	<p>handout containing script of the conversation video I played for them later.</p> <ol style="list-style-type: none"> 3. I played the conversation in a whole first, but then when I played the video for the second time, I paused the video whenever I feel like to explain the expressions or pronunciations to the students. 4. After playing the video twice times, I explained the expressions used in the video. The video showed how to leave a message to a person. 5. When the time was almost up, I gave the students an assignment, that is to make a similar dialog just like in the video, using different situation and person. 	
April 14, 2011	<ol style="list-style-type: none"> 1. I gave a pre-listening activity o the students while checking wether they were still remember last meeting's material or not. 2. I reviewed last meeting's material in questions and answers session. 3. I played the conversation in a whole first, but then when I played the video for the second time, I paused the video whenever I feel like to explain the expressions or pronunciations to the students. 4. After playing the video twice times, I explained the expressions used in the 	<ol style="list-style-type: none"> 1. I gave a handout to the students containing todays material, about phone conversation. 2. I explained the expressions for opening, extending and closing telephone conversation. 3. I gave the example to the students. 4. I made the students perform the example in front of the class. 5. After several performances, I gave an assignment to the students, that was making a similar dialog as in the example dialog only using different situations.

	<p>video. The video showed how to make an appointment.</p> <p>5. When the time was almost up, I gave the students an assignment, that is to make a similar dialog just like in the video, using different situation and person.</p>	
April 16, 2011		<ol style="list-style-type: none"> 1. I reviewed students' assignments while checking students' mastery in the material. 2. I explained the material that day, that was making appointment by phone, to the students. 3. I gave the example to the students. 4. I made the students perform the example in front of the class. 5. After several performances, I gave an assignment to the students, that was making a similar dialog as in the example dialog only using different situations.
April 18, 2011	<ol style="list-style-type: none"> 1. I reviewed last meeting's materials by discussing students' previous assignment. 2. I played the conversation video in a whole first, but then when I played the video for the second time, I paused the video whenever I feel like to explain the expressions or pronunciations to the students. 3. After playing the video twice times, I explained the expressions used in the video. The video showed 	

	<p>how to make an appointment.</p> <p>4. When the time was almost up, I gave the students an assignment, that is to make a similar dialog just like in the video, using different situation and person.</p>	
April 20, 2011	Posttest for the eperimental group	Posttest for the control group

The experimental group had three times treatment. In each treatment, the students were given different conversation videos. Each conversation video contained different material. The three steps learning (watch, learn, and play) was used in the treatment. Students paid a close attention to the video, listened and recognized the correct intonation and pronunciation from the video. after that I explained various kinds of expressions depend on the material, to the students. After that students did the roleplay in front of the class using their own dialog.

Meanwhile, control group only had two times treatment. The materials given to the students were similar to experimental group. Only control group was taught without using conversation video. They only had a handout and my explanations as the media in learning. Although the students were also understand the material well, their pronunciation, intonation, and overall performance were unlike the experimental group. Experimental group's performance was better because they had seen the real model of convrsation so that they can learn many things at the same time, there were pronunciation, intonation, and gesture. The control group had not gotten such real model of the conversation, so they interpreted the intonation and gesture by themselves.

4.2 Computation between Two Means

After getting all the test scores, the computation was made. The first way to know the significant difference of the experimental and control groups' score could be seen through the difference of the means. The following formula was used to get the means:

$$\text{mean} = \frac{\Sigma x}{N}$$

4.2.1 The Means Score of Pretest

The scores of pretest both experimental and control groups

Table 4.2 Pretest score for experiment and control group

No	Respondent	Experimental (x)	Control (y)
1	R-1	96	76
2	R-2	60	72
3	R-3	76	64
4	R-4	96	64
5	R-5	88	80
6	R-6	80	68
7	R-7	72	72
8	R-8	68	68
9	R-9	88	80
10	R-10	88	60
11	R-11	80	68
12	R-12	68	76
13	R-13	72	76
14	R-14	56	76
15	R-15	72	68
16	R-16	72	72
17	R-17	64	64
18	R-18	72	68
19	R-19	88	80

20	R-20	68	80
21	R-21	72	72
22	R-22	92	72
23	R-23	80	64
24	R-24	72	72
25	R-25	72	84
26	R-26	76	64
27	R-27	76	64
28	R-28	84	76
29	R-29	72	76
30	R-30	88	68
31	R-31	96	68
32	R-32	-	72
33	R-33	-	76
34	R-34	-	60
35	R-35	-	76
36	R-36	-	72
	Σ	2404	2568

After tabulating the pretest scores of experimental and control group, the means can be computed as follows:

Mean score of experimental group:

$$M = \frac{\Sigma x}{N} = \frac{2404}{31}$$

$$= 77.55$$

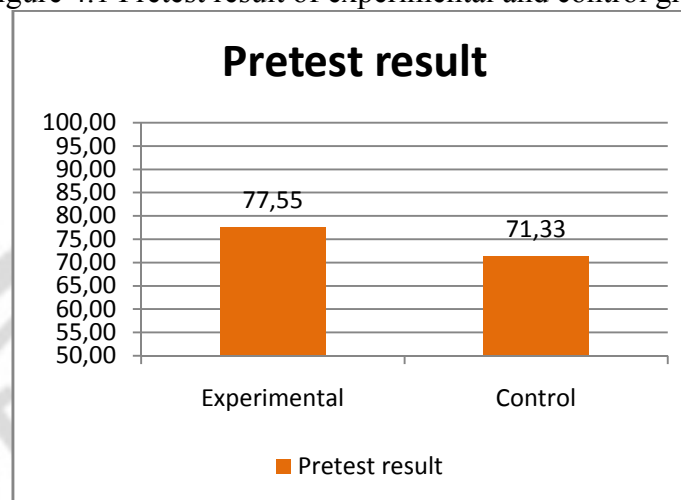
Mean score of control group:

$$M = \frac{\Sigma y}{N} = \frac{2568}{36}$$

$$= 71.33$$

Hereby is a diagram of the means of pretests' score:

Figure 4.1 Pretest result of experimental and control group



4.2.2 The Means Score of Posttest

The scores of posttest both experimental and control groups

Table 4.3 Posttest score for experimental and control group

No	Respondent	Experimental	Control
1	R-1	100	80
2	R-2	92	84
3	R-3	92	80
4	R-4	100	80
5	R-5	96	88
6	R-6	92	84
7	R-7	80	80
8	R-8	92	80
9	R-9	100	88
10	R-10	96	76
11	R-11	88	84
12	R-12	92	84
13	R-13	88	88
14	R-14	96	80
15	R-15	88	88
16	R-16	96	84
17	R-17	96	80
18	R-18	92	80

19	R-19	96	80
20	R-20	84	88
21	R-21	84	84
22	R-22	100	88
23	R-23	100	76
24	R-24	88	88
25	R-25	96	84
26	R-26	84	80
27	R-27	92	76
28	R-28	96	84
29	R-29	92	84
30	R-30	92	84
31	R-31	100	84
32	R-32	-	84
33	R-33	-	84
34	R-34	-	76
35	R-35	-	84
36	R-36	-	88
	Σ	2880	2984

Next, the means computation of posttest scores of experimental and control groups can be computed as follows:

Mean score of experimental group:

$$M = \frac{\Sigma x}{N_x} = \frac{2880}{31}$$

$$= 92.90$$

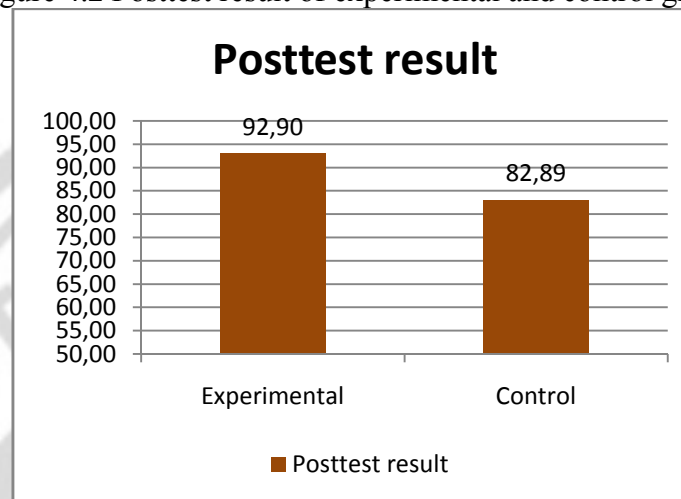
Mean score of control group:

$$M = \frac{\Sigma y}{N_y} = \frac{2984}{36}$$

$$= 82.89$$

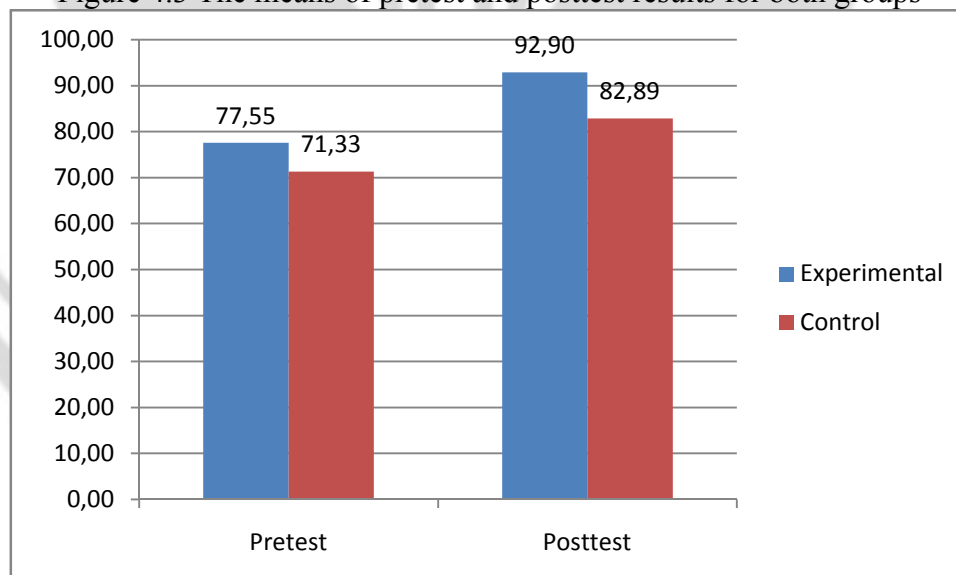
Hereby is a diagram of the means score of posttest:

Figure 4.2 Posttest result of experimental and control group



Hereby is the diagram of the means of pretest and posttest results for both groups:

Figure 4.3 The means of pretest and posttest results for both groups



Based on the table above, there are differences before and after I gave the students different treatments. If we compare the two means, it is clear that the mean of the experimental group's posttest was higher than the control group. The

difference between the two means is $(M_x - M_y)$. It indicated that the use of audio visual aid were effective in improving students' speaking skill especially in daily conversation. Hence, I still cannot claim that the method I used is effective in developing students' speaking skill until I count the significance using t-test.

4.3 The Differences of Two Means

The result of both experimental and control groups could be seen at the table as follow:

Table 4.4 Differences between pretest and posttest score of experimental group

No	Respondents	Pretest (x_1)	Posttest (x_2)	Differences (X)	X^2
1	E-1	96	100	4	16
2	E-2	60	92	32	1024
3	E-3	76	92	16	256
4	E-4	96	100	4	16
5	E-5	88	96	8	64
6	E-6	80	92	12	144
7	E-7	72	80	8	64
8	E-8	68	92	24	576
9	E-9	88	100	12	144
10	E-10	88	96	8	64
11	E-11	80	88	8	64
12	E-12	68	92	24	576
13	E-13	72	88	16	256
14	E-14	56	96	40	1600
15	E-15	72	88	16	256
16	E-16	72	96	24	576
17	E-17	64	96	32	1024
18	E-18	72	92	20	400
19	E-19	88	96	8	64
20	E-20	68	84	16	256
21	E-21	72	84	12	144
22	E-22	92	100	8	64
23	E-23	80	100	20	400

24	E-24	72	88	16	256
25	E-25	72	96	24	576
26	E-26	76	84	8	64
27	E-27	76	92	16	256
28	E-28	84	96	12	144
29	E-29	72	92	20	400
30	E-30	88	92	4	16
31	E-31	96	100	4	16
Σ		2404	2880	476	9776

After calculating the experimental group's score, I computed the mean score using the formula stated by Arikunto (2006: 312). The mean of experimental group is:

$$M = \frac{476.0}{31} = 15.35$$

Next, I calculated the sum of experimental group's score. The sum of experimental group's score is:

$$\Sigma X = \Sigma x - \frac{(\Sigma x)}{N_x}$$

$$\Sigma X = 9776 - \frac{476}{31}$$

$$\Sigma X = 9776 - 7308.90$$

$$\Sigma X = 2467.10$$

Table 4.5 Differences between pretest and posttest score of the control group:

No	Respondents	Pretest (y ₁)	Posttest (y ₂)	Differences (Y)	Y ²
1	C-1	76	80	4	16
2	C-2	72	84	12	144
3	C-3	64	80	16	256
4	C-4	64	80	16	256

5	C-5	80	88	8	64
6	C-6	68	84	16	256
7	C-7	72	80	8	64
8	C-8	68	80	12	144
9	C-9	80	88	8	64
10	C-10	60	76	16	256
11	C-11	68	84	16	256
12	C-12	76	84	8	64
13	C-13	76	88	12	144
14	C-14	76	80	4	16
15	C-15	68	88	20	400
16	C-16	72	84	12	144
17	C-17	64	80	16	256
18	C-18	68	80	12	144
19	C-19	80	80	0	0
20	C-20	80	88	8	64
21	C-21	72	84	12	144
22	C-22	72	88	16	256
23	C-23	64	76	12	144
24	C-24	72	88	16	256
25	C-25	84	84	0	0
26	C-26	64	80	16	256
27	C-27	64	76	12	144
28	C-28	76	84	8	64
29	C-29	76	84	8	64
30	C-30	68	84	16	256
31	C-31	68	84	16	256
32	C-32	72	84	12	144
33	C-33	76	84	8	64
34	C-34	60	76	16	256
35	C-35	76	84	8	64
36	C-36	72	88	16	256
Σ		2568	2984	416	5632

After calculating the control group's score, I computed the mean score using the formula stated by Arikunto (2006: 312). The mean of control group is:

$$M = \frac{416.0}{36} = 11.56$$

Next, I calculated the sum of control group's score. The sum of control group's score is:

$$\Sigma Y = \Sigma y - \frac{(\Sigma y)}{N_y}$$

$$\Sigma Y = 5632 - \frac{416.0}{36}$$

$$\Sigma Y = 5632 - 4807.11$$

$$\Sigma Y = 824.89$$

To make the analysis more reliable, I analyzed by using t-test formula as stated in chapter III.

4.4 Test of Significance

As mentioned above, the mean of control group was lower than the mean of the experimental group. Nevertheless, I could not infer that the difference between the two means was significant. Hence, I applied t-test formula. T-test was used to check whether the two means were statistically significant or not. Here is the formula:

$$t = \frac{M_x - M_y}{\frac{\Sigma X + \Sigma Y}{N_x + N_y - 2} \sqrt{\frac{1}{N_x} + \frac{1}{N_y}}}$$

Where :

M_x = the mean score of experimental group

M_y = the mean score of control group

N_x = the number of students of experimental group

N_y = the number of students of control group

X^2 = the total square deviation of the experimental group

Y^2 = the total square deviation of control group

$$t = \frac{M_x - M_y}{\frac{\frac{\Sigma X}{N_x} + \frac{\Sigma Y}{N_y}}{2} - \frac{1}{N_x} + \frac{1}{N_y}}$$

Where:

$$\Sigma X = \Sigma x - \frac{(\Sigma x)^2}{N_x}$$

$$\Sigma X = 9776 - \frac{476^2}{31}$$

$$\Sigma X = 9776 - 7308.90$$

$$\Sigma X = 2467.10$$

And

$$\Sigma Y = \Sigma y - \frac{(\Sigma y)^2}{N_y}$$

$$\Sigma Y = 5632 - \frac{416.0^2}{36}$$

$$\Sigma Y = 5632 - 4807.11$$

$$\Sigma Y = 824.89$$

So the t value could be computed as follow:

$$\begin{aligned}
 t &= \frac{15.35 - 11.56}{\frac{2467 + 825}{36 + 31 - 2} \left(\frac{1}{36} + \frac{1}{31} \right)} \\
 &= \frac{3.80}{\frac{3292}{65} \cdot \frac{67}{1116}} \\
 &= \frac{3.80}{1.74} \\
 t &= 2.18
 \end{aligned}$$

As suggested by Best (1981), “for subjects which require fixed computation such as mathematics and physics the 1 percent (0.1) alpha level of significance can be used. Whereas the psychology and educational cycles the 5 percent (0.5) alpha level of significance can be used.” So, I used the 5 percent (0.5) alpha level of the significance.

The number of the subjects from both control and experimental group was 67, so the degree of freedom was 65, which were obtained from: $\sum N_x + \sum N_y - 2$. For 5 percent (0.5) alpha level and 65 degree of freedom was no definite critical value in the t-table. It was needed to find the definite value using interpolation.

$$t\text{-table for } 40 = 1.684$$

$$60 = 1.671$$

$$65 = \dots?$$

$$\frac{40 - df}{df - 60} = \frac{1.684 - t}{t - 1.671}$$

$$\frac{40 - 65}{65 - 60} = \frac{1.684 - t}{t - 1.671}$$

$$t = 1.67$$

The critical t-value was 1.67. The obtained t-value from the t-test calculation above was 2.18. Therefore, it could be shown that the obtained t-value was higher than the critical t value. It could be inferred that there was significant difference between experimental and control group.

4.5 Discussion of Research Findings

The research finding should not only be in the form of quantification. The result of the study should be interpreted, as well as the teacher's notes from experimental record sheet.

4.5.1 The Statistical Interpretation

From the result of statistical analysis by using t-formula, it shows that the result is 2.18. When the result of t-value is compared to t-table on the level significance of 5% and the number of degree freedom is 65, which the result is 1.67, the comparison shows that the result of t-value is higher than t-table.

Since the result of t-value is higher than t-table, null hypothesis (Ho) is refused, while alternative hypothesis (H1) is accepted. From the result, it could be concluded that there is significant different between experimental class and control class.

By comparing the result of t-value and t-table, so the hypothesis (H1): “There is a significant difference in students’ achievement in speaking between those who were taught using audio visual aid, especially conversation video, and those who were taught using conventional teaching technique.”

4.5.2 The Analysis of the Experiment

Generally, teaching speaking using audio visual aids are common for students nowadays. Since teachers and students nowadays are familiar with technology, and also the form of learning aids are numerous and various. For schools in the vilage such as SMP 1 Randublatung, the use of technology gives new paradigm in teaching. Students are not only studying through books and papers given by their teahcer, but they are also can get more knowledge through technology.

As I did my experiment in SMP 1 Randublatung, I noted that when the students were taught using audio vidual aids, in this case conversation videos, they became more interested in the lesson than when I only discussed the material using conventional technique. The control group sometimes distracted by the noise of their friends outside the classroom since their attention were only focuses on listening to my explanation. While the experimental group, since the teaching and learning process were in the language laboratory, the students could be more concentrate in joining the classes. In addition, to understand the videos well, students must concentrate on both listening and watching the videos so that they focused on the videos more. To listen and to watch proved to improve students’ concentration span so that their achievement were higher than the control group which used conventional technique.

Eventhough using audio vidual aids, in this case conversation videos, was proven effective enough in teaching speaking for daily conversation, it did not mean that using conventional technique was not effeectvie. The characteristics of students that always curious about new things and new development for their learning I think influence students to achieve higher score most. This also did not mean that the application of using audio visual aids always runs smooth. There were some obstacles in applying this method as well. First, the electricity that often black out duiring the lesson. Unlike in big cities, black out are often happen in the village. So teachers who are using technology and electricity in teaching must always anticipate this condition. As I experienced, to anticipate the black out that happen suddenly, I prepared a handout for the students containing the pictures and dialogues from the videos, and also an electronic dictionary, so that when there was a black out, students can perform the dialogue with proper pronunciation consulting the dictionary by themselves. Second, the hysteria of students knowing that they will be taught using audio vidual aids was another obstacle in applying this method. Students sometimes got too excited in the classroom so that they could not hear the conversation well. However, those obstacle were not a big problem that the teaching and learning process could still be done well until the experiment finished.

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter presents conclusions and suggestions. The conclusions are based on the results and discussion in chapter IV.

5.1 Conclusion

The research was conducted using experimental design. There were two objectives of this final project. The first to know the significant difference in students' achievement in speaking between those who were taught using audio visual aid, especially conversation video, and those who were taught using conventional teaching technique. And the second is to describe the improvement of students' achievement in speaking of interpersonal and transactional conversation after being taught using audio visual aid especially conversation video in junior high school.

The result of the study showed that the differences between the two means (of experimental and control group) was significantly big enough. This can be proved with the test of significant (t-test). The t-test result was 2.18. When the result of t-value is compared to t-table on the level significance of 5% and the number of degree freedom is 65, which the result is 1.67, the comparison shows that the result of t-value is higher than t-table. Since the result of t-value is higher

than t-table, null hypothesis (Ho) is refused, while alternative hypothesis (H1) is accepted. From the result, it could be concluded that there is significant difference between experimental class and control class.

5.2 Suggestions

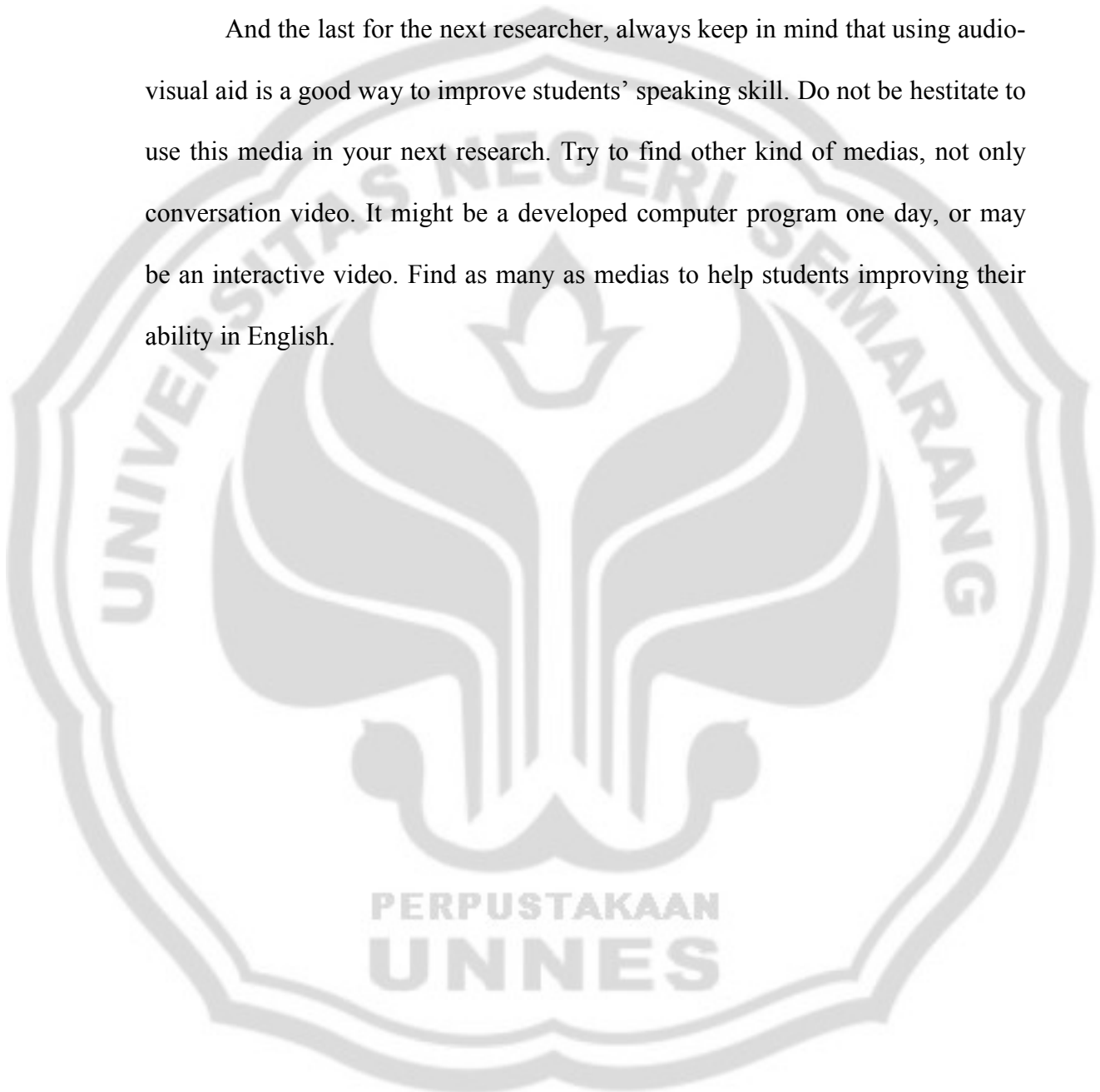
Based on the result of the study, I would like to offer some suggestions to be considered to improve the teaching speaking technique, especially for teaching interpersonal and transactional conversation. The suggestions I address for the teachers, for the students, and for the next researcher.

First for the teachers, it is necessary for the teachers to always be up-to-date to today's learning media. Nowadays there are plenty of medias available in stores. Those media can help students understanding the material better. For teaching speaking, especially teaching daily conversation, students need to know how the native speakers really talk in their daily life. Because of that, it will be better if the teachers show them the videos about interpersonal and transactional conversation to the students. In addition, students will be more interested in the lesson since watching videos can really help them to speak correctly as the native speakers do.

Students also must be up-to-date to today's improvement. Students can not only depend on their school handout or their teachers since knowledge can be gotten everywhere. Try to search as many as learning medias you can find to help

you understand the materials better. If it possible, share your invention to your teacher. I'm sure that your teacher will be welcoming you.

And the last for the next researcher, always keep in mind that using audio-visual aid is a good way to improve students' speaking skill. Do not be hesitate to use this media in your next research. Try to find other kind of medias, not only conversation video. It might be a developed computer program one day, or may be an interactive video. Find as many as medias to help students improving their ability in English.



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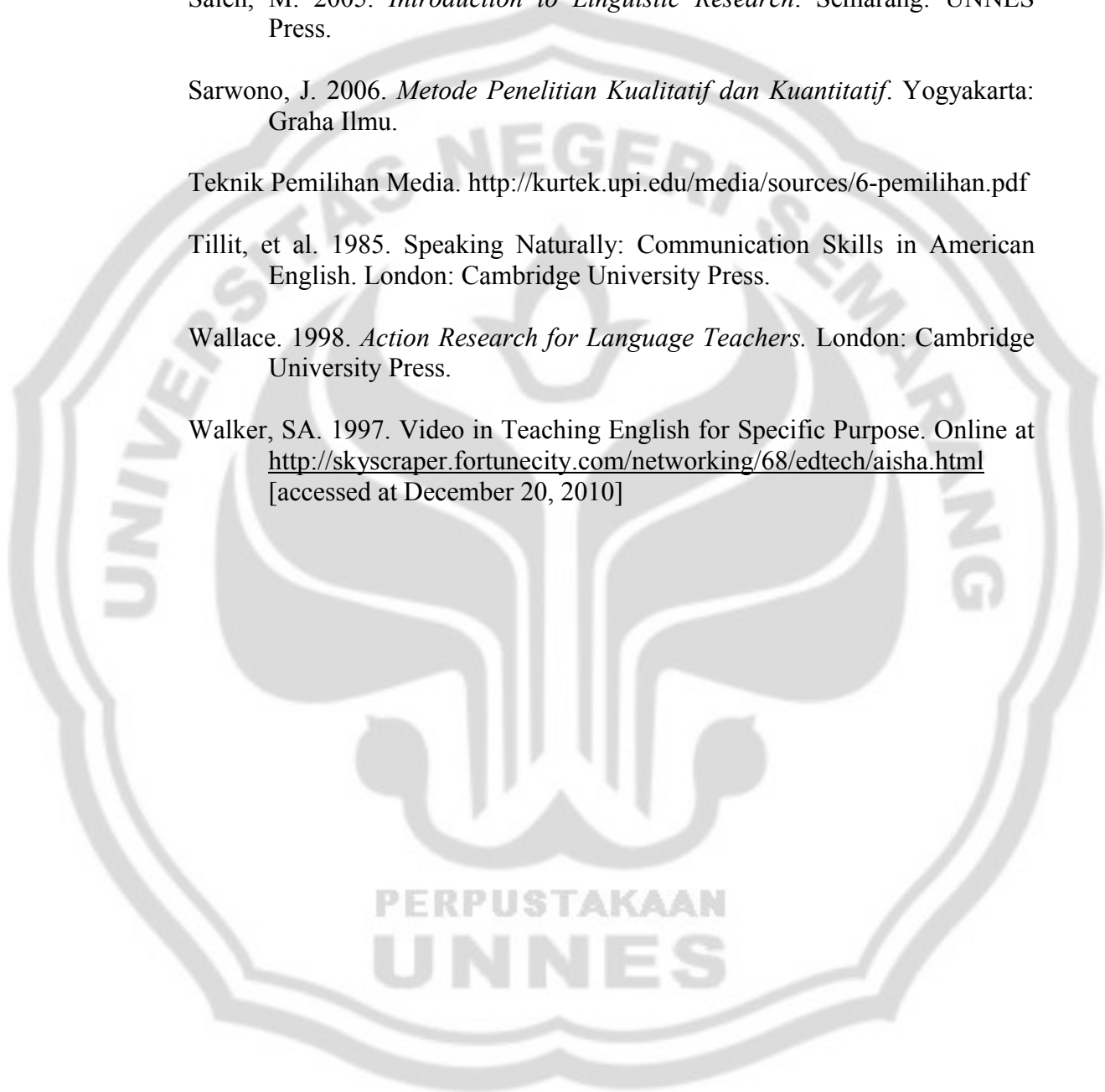
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Appendix 1

LESSON PLAN

SCHOOL : SMP 1 RANDUBLATUNG
 SUBJECT : ENGLISH
 GRADE/ SEMESTER : VIII/ 2
 TIME ALLOCATION : 10x40"

STANDARD COMPETENCE :

7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar
9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

BASIC COMPETENCE :

- 7.2. Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, dan mengawali, memperpanjang, dan menutup percakapan telepon
- 9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon

1. Learning objectives:

At the end of the lesson, students are able to:

- 1) Responding the expressions for opening, extending, closing, and leaving message on the phone conversation with correct grammar and pronunciation.
- 2) Expressing the expressions for opening, extending, closing, and leaving message on the phone conversation with correct grammar and pronunciation.

2. Learning materials:

- 📖 Expressions in opening phone conversation:
 - Hello?
 - Hello? May I speak to..., please?
 - Hi..... This is....
 - Hi, is..... there?
- 📖 Expressions in extending phone conversation:
 - By the way...
 - And then? How is it?
 - Tell me more about it.
- 📖 Expressions in closing phone conversation:
 - Nice talking to you.

- I really have to go now. We could talk about this some other time.
- Can I call you back? Something has come up.
- Can we continue this later? My other line is ringing.
- I won't keep you any longer.

📌 pronunciation practice

📌 stress

📌 intonation

3. Method:

- Listening to model conversation
- Questions and answers
- Discussions
- Exercises
- Speaking activity

4. Learning activities:

a. Exploration

For the first, second, and third meeting, teacher:

- Greetings the students
- Checking the attendance list
- Giving students background knowledge of today's topic
- Giving the objectives of the lesson

b. Elaboration

1) First meeting:

- Teacher gives the students pretest and students must do it in pairs
- Teacher asks the students to perform the dialog in front of the class

2) Second meeting:

- Teacher gives pre-activity task to the students
- Teacher gives the model conversation to the students, students watch and listen, and then fill in the pre-activity task
- Teacher explains about expressions on the model conversation to the students
- Teacher shows the conversation video which shows how to leave a message to the students
- Teacher explains the expressions on the conversation video to the students

3) Third meeting:

- Teacher gives pre-activity task to the students
- Teacher review last meeting's materials
- Teacher shows the conversation video which shows how to make an appointment to the students
- Teacher explains the expressions on the conversation video to the students

4) Fourth meeting:

- Teacher gives pre-activity task to the students
- Teacher review last meeting's materials
- Teacher shows the conversation video which shows how to use present progressive tense on the phone
- Teacher explains the expressions on the conversation video to the students

- 5) Fifth meeting:
 - Teacher gives the students posttest and students must do it in pairs
 - Teacher asks the students to perform the dialog in front of the class
- c. Confirmation
 - 1) First meeting:
 - Teacher gives evaluation to students' performance
 - Teacher gives a slight information about next material
 - Teacher dismisses the class
 - 2) Second meeting:
 - Teacher gives resume about today's lesson
 - Teacher gives assignment that is similar to today's material
 - Teacher dismisses the class
 - 3) Third meeting:
 - Teacher gives resume about today's lesson
 - Teacher gives assignment that is similar to today's material
 - Teacher dismisses the class
 - 4) Fourth meeting:
 - Teacher gives resume about today's lesson
 - Teacher gives assignment that is similar to today's material
 - Teacher dismisses the class
 - 5) Fifth meeting:
 - Teacher gives evaluation to students' performance
 - Teacher reviews all materials given along the treatment
5. Source:
 - a. Conversation video
 - b. Handout English in Focus
 - c. Listening script
6. Evaluation:
 - a. Technique : oral test
 - b. Procedure : on going (the test is students' answer sheet)
 - c. Form : performance
 - d. Instrument :

Work in pairs. Choose one of the following situations. Make a phone conversation based on the situation you choose. Then act out the conversation.

1. Rina and Meka are classmates. Rina tries to call Meka to ask her to join study group in her house tomorrow afternoon. Rina's address is Jalan Cendrawasih 37A. When Rina phones Meka, she was at the market. Meka's brother, Rian, answers the phone.
2. Yudi tries to call her mother, Mrs. Susana, at the hospital where she works as a doctor. When Yudi calls, her mother is in the operating room. One of the nurse, Mrs. Widya, answer the phone. Yudi asks Mrs. Widya to tell her mother that his brother has a terrible fever at home and that she has to come back home soon.

3. Dina and Eddy are friends. Eddy calls Dina to ask her out to see concert next Saturday. Dina agrees to see the concert and she asks Eddy to wait her at the city hall at 7 p.m. the next Saturday.

e. Rubric of evaluation:

PRONUNCIATION	
5	Speech consist of almost appropriate pronunciation
4	Speech consist of hardly incorrect pronunciation
3	Speech consist of some inappropriate pronunciation
2	Speech consist of mostly inappropriate pronunciation
1	Speech consist of very poor pronunciation
GRAMMAR	
5	Makes few (if any) noticeable errors of grammar or word order
4	Occasionally makes grammatical and/ or word order errors which do not, however, obscure
3	Makes frequent errors of grammar and word order which occasionally obscure meaning
2	Grammar and word order errors make comprehension difficult
1	Errors in frammar adn word so severe as to make conversation virtually unintelligable
VOCABULARY	
5	Use of wide range of vocabulary taught previously
4	Sometimes uses inappropriate terms and/ or must rephrase ideas because of lexical inadequacies
3	Frequently use the wrong words, conversation somewhat limited because of inadequate vocabulary
2	Mistake of words and very limited vocabulary make comprehension quite difficult
1	Vocabulary limitations so extreme as to make conversation virtually impossible
FLUENCY	
5	Speech is quite flowing style, mostly easy to understand
4	Speed of speech seems to be slightly affected by language problems
3	Speed and fluency are strongly affected by language problems
2	Usually hesitate: often forced into silence by language limitation
1	Speech is to halting and fragmentary as to make conversation virtually impossible
CONTENT	
5	Ideas highly organized, covers all of the elements of the story
4	Ideas well organized, covers almost all of the elements of the story
3	Ideas less organized, some missing parts of the elements of story
2	Ideas less organized, covers only the main elemnts of the story
1	Unorganized ideas, a lot of missing parts of the elements

Scoring system:

(Score component 1 + 2+ 3 + 4 + 5)x4= final score

Example:

A gets 2,3,5,3,2, so his final score is:

$(2+3+5+3+2) \times 4 = 60$

A's final score is 60.

English Teacher

Randublatung, April 2011
Researcher,

SRI HARTUTIK, S.Pd.
NIP. 19670310 200604 2 013

PUPUH WP



Appendix 2

LESSON PLAN

SCHOOL : SMP 1 RANDUBLATUNG
 SUBJECT : ENGLISH
 GRADE/ SEMESTER : VIII/ 2
 TIME ALLOCATION : 8x40”

STANDARD COMPETENCE :

8. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar
9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

BASIC COMPETENCE :

- 8.2. Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, dan mengawali, memperpanjang, dan menutup percakapan telepon
- 9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon

7. Learning objectives:

At the end of the lesson, students are able to:

- 3) Responding the expressions for opening, extending, closing, and leaving message on the phone conversation with correct grammar and pronunciation.
- 4) Expressing the expressions for opening, extending, closing, and leaving message on the phone conversation with correct grammar and pronunciation.

8. Learning materials:

- 📖 Expressions in opening phone conversation:
 - Hello?
 - Hello? May I speak to..., please?
 - Hi..... This is....
 - Hi, is..... there?
- 📖 Expressions in extending phone conversation:
 - By the way...
 - And then? How is it?
 - Tell me more about it.
- 📖 Expressions in closing phone conversation:
 - Nice talking to you.

- I really have to go now. We could talk about this some other time.
- Can I call you back? Something has come up.
- Can we continue this later? My other line is ringing.
- I won't keep you any longer.

📌 pronunciation practice

📌 stress

📌 intonation

9. Method:

- Listening to model conversation
- Questions and answers
- Discussions
- Exercises
- Speaking activity

10. Learning activities:

d. Exploration

For the first, second, and third meeting, teacher:

- Greetings the students
- Checking the attendance list
- Giving students background knowledge of today's topic
- Giving the objectives of the lesson

e. Elaboration

6) First meeting:

- Teacher gives the students pretest and students must do it in pairs
- Teacher asks the students to perform the dialog in front of the class

7) Second meeting:

- Teacher explains about expressions in opening, extending, and closing telephone conversation
- Teacher gives the example of telephone conversation

8) Third meeting:

- Teacher review last meeting's materials
- Teacher explains the expressions in making an appointment by phone
- Teacher gives the example of telephone conversation

9) Fourth meeting:

- Teacher gives the students posttest and students must do it in pairs
- Teacher asks the students to perform the dialog in front of the class

f. Confirmation

6) First meeting:

- Teacher gives evaluation to students' performance
- Teacher gives a slight information about next material
- Teacher dismisses the class

7) Second meeting:

- Teacher gives resume about today's lesson
- Teacher gives assignment that is similar to today's material
- Teacher dismisses the class

8) Third meeting:

- Teacher gives resume about today's lesson
- Teacher gives assignment that is similar to today's material
- Teacher dismisses the class

9) Fourth meeting:

- Teacher gives evaluation to students' performance
- Teacher reviews all materials given along the treatment

11. Source:

- d. Handout English in Focus
- e. Relevant handout

12. Evaluation:

- f. Technique : oral test
- g. Procedure : on going (the test is students' answer sheet)
- h. Form : performance
- i. Instrument :

Work in pairs. Choose one of the following situations. Make a phone conversation based on the situation you choose. Then act out the conversation.

4. Rina and Meka are classmates. Rina tries to call Meka to ask her to join study group in her house tomorrow afternoon. Rina's address is Jalan Cendrawasih 37A. When Rina phones Meka, she was at the market. Meka's brother, Rian, answers the phone.
5. Yudi tries to call her mother, Mrs. Susana, at the hospital where she works as a doctor. When Yudi calls, her mother is in the operating room. One of the nurse, Mrs. Widya, answer the phone. Yudi asks Mrs. Widya to tell her mother that his brother has a terrible fever at home and that she has to come back home soon.
6. Dina and Eddy are friends. Eddy calls Dina to ask her out to see concert next Saturday. Dina agrees to see the concert and she asks Eddy to wait her at the city hall at 7 p.m. the next Saturday.

j. Rubric of evaluation:

PRONUNCIATION	
5	Speech consist of almost appropriate pronunciation
4	Speech consist of hardly incorrect pronunciation
3	Speech consist of some inappropriate pronunciation
2	Speech consist of mostly inappropriate pronunciation
1	Speech consist of very poor pronunciation
GRAMMAR	
5	Makes few (if any) noticeable errors of grammar or word order
4	Occasionally makes grammatical and/ or word order errors which do not, however, obscure
3	Makes frequent errors of grammar and word order which occasionally obscure meaning
2	Grammar and word order errors make comprehension difficult
1	Errors in grammar and word so severe as to make conversation virtually unintelligible
VOCABULARY	

5	Use of wide range of vocabulary taught previously
4	Sometimes uses inappropriate terms and/ or must rephrase ideas because of lexical inadequacies
3	Frequently use the wrong words, conversation somewhat limited because of inadequate vocabulary
2	Mistake of words and very limited vocabulary make comprehension quite difficult
1	Vocabulary limitations so extreme as to make conversation virtually impossible
FLUENCY	
5	Speech is quite flowing style, mostly easy to understand
4	Speed of speech seems to be slightly affected by language problems
3	Speed and fluency are strongly affected by language problems
2	Usually hesitate: often forced into silence by language limitation
1	Speech is to halting and fragmentary as to make conversation virtually impossible
CONTENT	
5	Ideas highly organized, covers all of the elements of the story
4	Ideas well organized, covers almost all of the elements of the story
3	Ideas less organized, some missing parts of the elements of story
2	Ideas less organized, covers only the main elements of the story
1	Unorganized ideas, a lot of missing parts of the elements

Scoring system:

(Score component 1 + 2+ 3 + 4 + 5)x4= final score

Example:

A gets 2,3,5,3,2, so his final score is:

$(2+3+5+3+2) \times 4 = 60$

A's final score is 60.

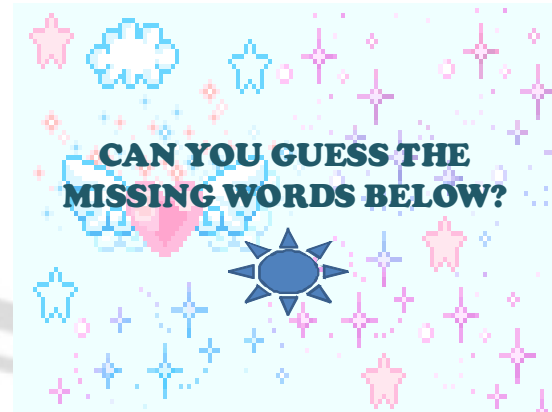
English Teacher

Randublatung, April 2011
Researcher,

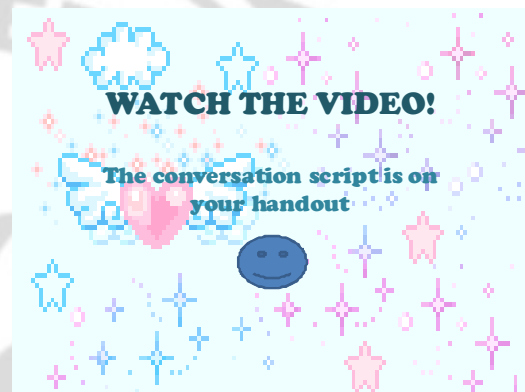
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PUPUH WP

Appendix 3



Hello. Hi, (1) _____ are you? Good, (2) _____. Oh, (3) _____? You have a (4) _____ boyfriend? Oh, that's wonderful. What is his (5) _____? Ah ha, Bruce. And where (6) _____ he live? Oh, that's very close, that's very close. Oh, that's nice. And, what (7) _____ of work does he do? Really, he's a lawyer? Oh ho. Is (8) _____ kind? That's nice. Is (9) _____ an honest lawyer? Well, the (10) _____ question is he generous? What? He is not generous? Oh. That is not good. (11) _____ not generous. Hmm, I (12) _____ know. Okay, well, alright. Nice to (13) _____ to you. Okay, bye.



To start a conversation...

- *Could I speak to..., please?*
- *May I speak to..., please?*
- *Can I speak to..., please?*
- *Hello. Is... there?*
- *Hello. This is...*
- *Hello. speaking.*

To extend a conversation...

- *One moment, please.*
- *Furthermore,*
- *Moreover,*
- *Anyway,*
- *Hold on, please.*
- *By the way,*

To end a conversation...

- *Thank you for calling. Bye.*
- *All right, then. Thank you very much.*
- *See you then, bye.*
- *Thanks, bye.*
- *I'll call you later, bye.*

Offer to leave a message...

- *Can I take a message?*
- *Would you like to leave a message?*
- *Any message for him?*
- *Anything I can do?*

Leave a message by yourself...

- *Can I leave a message?*
- *Can you tell him that*
- *Can I have a message for him, please?*

Read the examples! Practice it with your friend!

Your teacher may ask you to perform it in front of the class.

Make your own dialogues!

Happy working...

UNNES
PERPUSTAKAAN
UNNES

Appendix 4

RESEARCH INSTRUMENT

PRE TEST

MATERIAL : MAKING A PHONE CALL

TIME : 60 MINUTES

Work in pairs. Choose one of the following situations. Complete the dialogues using the following cues. Then act out the conversation.

1. Bintang and Raffi are classmates. Bintang tries to phone Raffi to ask him to join an English Storytelling Competition on Sunday, March, 23rd at 8 a.m. The location is at SMPN 1 Jalan Merapi No.5. When she phones, Raffi is out. Ana, Raffi's sister, answers the phone.

Ana : Hello?
 Bintang : Hello., please?
 Ana : No, he's out now.
 Bintang : Can I, please?
 Ana : Sure. What is it?
 Bintang :
 Ana :
 Bintang : Thanks. Good bye.
 Ana : Bye.

2. Lina tries to phone her father, Mr. Sasongko, in his office. When she phones him, his secretary answers the phone and tells her that he is out of the office. Lina asks his father's secretary to tell him that her mother is sick at home and needs to go to hospital as soon as possible.

Secretary : Good morning, Kalbe Farma Industry. May I help you?
 Lina : Good morning., please?
 Secretary : I'm sorry. He's out of the office just now.
 Lina : Can I, please?
 Secretary : Sure, I will take a note.
 Lina :
 Secretary : Ok. I will tell him.
 Lina : Thank you. Good morning.
 Secretary : Good morning.

Appendix 5**RESEARCH INSTRUMENT****POST TEST****MATERIAL: MAKING A PHONE CALL****TIME : 80 MINUTES**

Work in pairs. Choose one of the following situations. Make a phone conversation based on the situation you choose. Then act out the conversation.

1. Rina and Meka are classmates. Rina tries to call Meka to ask her to join study group in her house tomorrow afternoon. Rina's address is Jalan Cendrawasih 37A. When Rina phones Meka, she was at the market. Meka's brother, Rian, answers the phone.
2. Yudi tries to call her mother, Mrs. Susana, at the hospital where she works as a doctor. When Yudi calls, her mother is in the operating room. One of the nurse, Mrs. Widya, answer the phone. Yudi asks Mrs. Widya to tell her mother that his brother has a terrible fever at home and that she has to come back home soon.
3. Dina and Eddy are friends. Eddy calls Dina to ask her out to see concert next Saturday. Dina agrees to see the concert and she asks Eddy to wait her at the city hall at 7 p.m. the next Saturday.

PERPUSTAKAAN
UNNES

HANDOUT**LEARNING USEFUL PHRASES ON THE PHONE****WATCH, LEARN, AND PLAY****a. Conversation script**

Carl is trying to call Marty in his office but he is out now. His secretary answer the phone.

- Secretary : Good morning, Baltimore motel. How can I help you?
- Carl : Hi, can I speak to Marty Bickman, please?
- Secretary : Sure, one moment please. Oh, I'm sorry. But Mr. Bickman isn't in his office at the moment. Can I take a message?
- Carl : Well, I really need to speak with him. Do you know when he will be back?
- Secretary : He should be back in about two hours or so. Would you like his mobile number?
- Carl : I think I have it. It's 555679055, right?
- Secretary : Yes, that's right.
- Carl : Thank you very much.
- Secretary : My pleasure. Thank you for calling. Good bye.
- Carl : Bye.

Carl is calling Marty's mobile phone because he want to say that he cannot come to their lunch.

- Marty : Hello, this is Marty.
- Carl : Hi, Marty. It's Carl.
- Marty : Hey, Carl. How are you?
- Carl : Fine, listen. I just tried call your office but you weren't there. I'm afraid I cant make the lunch today.
- Marty : Really? What's the problem?
- Carl : One of my client has an emergency and I have to go to check it out.
- Marty : Okay, well... how about later today then? Say five o'clock?
- Carl : I really dont think think I can make it today.
- Marty : No problem. I understand. I'll see you next week.
- Carl : Thanks, bye.

b. Some useful phrases on the phone

-  To start a conversation, we usually use:

- Could I speak to....., please?
- May I speak to, please?
- Can I speak to, please?
- Hello. Is there?
- Hello. This is
- Hello. speaking.

Formal

Informal

To extend a conversation, we usually use:

- One moment, please.
- Furthermore,
- Moreover,
- Anyway,
- Hold on, please.
- By the way,

Formal

Informal

To end a conversation you can use:

- Thank you for calling. Bye.
- All right, then. Thank you very much.
- See you then, bye.
- Thanks, bye.
- I'll call you later, bye.

Formal

Informal

You can offer to take a message when the person is not there:

- Can I take a message?
- Would you like to leave a message?
- Any message for him?
- Anything I can do?

Formal

Informal

You can also ask the person to leave a message:

- Can I leave a message?
- Can you tell him that
- Can I have a message for him, please?

c. Example using particular situation

1. **Situation:** Dian is calling Andre, her classmate. She wants to tell him that she will not be able to come for taekwondo practice this afternoon because she is sick. When she calls, Andre is out. Mia, his little sister, answer the phone.

Mia : Hello.

Dian : Hello, Mia. Can I speak to Andre, please?

Mia : I'm sorry, but he is out now. Any message for him?

Dian : Yes. Please tell Andre that i won't be able to come for takwondo practice this afternoon. I caught a cold just now.

Mia : Ok, I will tell him.

Dian : Thank you, Mia.

Mia : Hold on, please. Have you take a medicine?

Dian : Yes, I have. See you the, Mia. Bye.

Mia : Alright, bye.

2. **Situation:** Dina and Eddy are friends. Eddy calls Dina to ask her out to see concert next Saturday. Dina agrees to see the concert and she asks Eddy to wait her at the city hall at 7 p.m. the next Saturday.

Dina : Hello.

Eddy : Hi, Dina. This is Eddy.

Dina : Hi, Eddy. What's the matter?

Eddy : Well, I was just wondering what you will do this Saturday.

Dina : Saturday? I don't think I have any plan. Why?

Eddy : Anyway, would you see a concert next Saturday? It's Bruno Mars concert in the city hall.

Dina : That sounds great. I'd love to. I'll see you there, at the city hall.

Eddy : Great. What time will you be there?

Dina : 7 p.m. is okay.

Eddy : I'll call you later, Dina. Thanks.

Dina : Fine. Bye, Eddy.

Eddy : Bye, Dina.

d. Compose your own dialogue!

Now, work in pairs. Then, with your partner, make dialogues using phrases you have studied in point (b). You may refer to the example and the model dialogue. But the dialogues should be in your own language.

1. Situation one:

Lina tries to phone her father, Mr. Sasongko, in his office. When she phones him, his secretary answers the phone and tells her that he is out of the office. Lina asks his father's secretary to tell him that her mother is sick at home and needs to go to hospital as soon as possible.

2. Situation two:

Yudi is calling Eko in his house. Yudi wants to tell Eko that he cannot attend their class meeting tonight. He must accompany his mother to the hospital. Eko answers the phone himself. Eko ask when Yudi will be able to come. Yudi says tomorrow will be okay.

HANDOUT**LEARNING USEFUL PHRASES ON THE PHONE****LEARN AND PLAY****e. Some useful phrases on the phone**

To start a conversation, we usually use:

- Could I speak to....., please?
- May I speak to, please?
- Can I speak to, please?
- Hello. Is there?
- Hello. This is
- Hello. speaking.

Formal

Informal

To extend a conversation, we usually use:

- One moment, please.
- Furthermore,
- Moreover,
- Anyway,
- Hold on, please.
- By the way,

Formal

Informal

To end a conversation you can use:

- Thank you for calling. Bye.
- All right, then. Thank you very much
- See you then, bye.
- Thanks, bye.
- I'll call you later, bye.

Formal

Informal

You can offer to take a message when the person is not there:

- Can I take a message?
- Would you like to leave a message?
- Any message for him?
- Anything I can do?

Formal

Informal

You can also ask the person to leave a message:

- Can I leave a message?
- Can you tell him that
- Can I have a message for him, please?

f. Example using particular situation

3. **Situation:** Dian is calling Andre, her classmate. She wants to tell him that she will not be able to come for taekwondo practice this afternoon because she is sick. When she calls, Andre is out. Mia, his little sister, answer the phone.

Mia : Hello.

- Dian : Hello, Mia. Can I speak to Andre, please?
 Mia : I'm sorry, but he is out now. Any message for him?
 Dian : Yes. Please tell Andre that i won't be able to come for takwondo practice this afternoon. I caught a cold just now.
 Mia : Ok, I will tell him.
 Dian : Thank you, Mia.
 Mia : Hold on, please. Have you take a medicine?
 Dian : Yes, I have. See you the, Mia. Bye.
 Mia : Alright, bye.

4. **Situation:** Dina and Eddy are friends. Eddy calls Dina to ask her out to see concert next Saturday. Dina agrees to see the concert and she asks Eddy to wait her at the city hall at 7 p.m. the next Saturday.

- Dina : Hello.
 Eddy : Hi, Dina. This is Eddy.
 Dina : Hi, Eddy. What's the matter?
 Eddy : Well, I was just wondering what you will do this Saturday.
 Dina : Saturday? I don't think I have any plan. Why?
 Eddy : Anyway, would you see a concert next Saturday? It's Bruno Mars concert in the city hall.
 Dina : That sounds great. I'd love to. I'll see you there, at the city hall.
 Eddy : Great. What time will you be there?
 Dina : 7 p.m. is okay.
 Eddy : I'll call you later, Dina. Thanks.
 Dina : Fine. Bye, Eddy.
 Eddy : Bye, Dina.

g. Compose your own dialogue!

Now, work in pairs. Then, with your partner, make dialogues using phrases you have studied in point (b). You may refer to the example and the model dialogue. But the dialogues should be in your own language.

3. Situation one:

Lina tries to phone her father, Mr. Sasongko, in his office. When she phones him, his secretary answers the phone and tells her that he is out of the office. Lina asks his father's secretary to tell him that her mother is sick at home and needs to go to hospital as soon as possible.

4. Situation two:

Yudi is calling Eko in his house. Yudi wants to tell Eko that he cannot attend their class meeting tonight. He must accompany his mother to the hospital. Eko answers the phone himself. Eko ask when Yudi will be able to come. Yudi says tomorrow will be okay.

Appendix 8

EXPERIMENT RECORD SHEET	
Name: <u>Experimental group (8A)</u>	Date: <u>11 April 2011</u>
BEFORE THE LESSON	
Objectives:	
<ul style="list-style-type: none"> - Giving students some instructions about the pretest - Scoring students' performance 	
Planned outcomes:	
<ul style="list-style-type: none"> - Students' performance 	
Particular notes/ points of attention:	
<ul style="list-style-type: none"> - Students were cheated during the class. - The conversations could not flow naturally 	

EXPERIMENT RECORD SHEET	
Name: <u>Control group (8D)</u>	Date: <u>13 April 2011</u>
BEFORE THE LESSON	
Objectives:	
<ul style="list-style-type: none"> - Giving students some instructions about the pretest - Scoring students' performance 	
Planned outcomes:	
<ul style="list-style-type: none"> - Students' performance 	
Particular notes/ points of attention:	
<ul style="list-style-type: none"> - Students get difficulty in grammar & word choice. - Students cheated, they could not make their own analog. 	

EXPERIMENT RECORD SHEET	
Name: <u>Experimental group</u>	Date: <u>8 April 2011</u>
BEFORE THE LESSON	
Objectives:	
<ul style="list-style-type: none"> - Give students background knowledge of today's material - Show the ^{conversation} video to the students 	
Planned outcomes:	
<ul style="list-style-type: none"> - Students' understanding - Students' assignment 	
Particular notes/ points of attention:	
<ul style="list-style-type: none"> - Students were interested in the video - They were active in class - They learned the pronunciation pretty fast. 	

EXPERIMENT RECORD SHEET	
Name: <u>Control group (SD)</u>	Date: <u>14 April 2011</u>
BEFORE THE LESSON	
Objectives: <ul style="list-style-type: none"> - Giving ^{the} students the material about opening, lengthening ^{extending} and closing the phone conversation. - Make the students do the roleplay 	
Planned outcomes: <ul style="list-style-type: none"> - Students understand the material - Students can do the assignment well. 	
Particular notes/ points of attention: <ul style="list-style-type: none"> - Students were active in class, they asked questions many times. - They all ^{give} paid attention to my explanation. 	

SINGLE LESSON TIME LINE RECORD SHEET	
Name: <u>Experimental group (SA)</u>	Date: <u>14 April 2011</u>
BEFORE THE LESSON	
Objectives: <ul style="list-style-type: none"> - Giving the students model conversation from the video. - Make the students create their own dialog and then practice it in front of the class 	
Planned outcomes: <ul style="list-style-type: none"> - Students can do the conversation well - The conversation can run smooth 	
Particular notes/ points of attention: <ul style="list-style-type: none"> - Students' pronunciation were better - The ^{content of the} dialog more improve than last meeting. 	

SINGLE LESSON TIME LINE RECORD SHEET	
Name: <u>SD (Control Group)</u>	Date: <u>16 April 2011</u>
BEFORE THE LESSON	
Objectives: <ul style="list-style-type: none"> - Giving the students material about making an appointment by phone - Make a dialog Giving the students exercise based on the material given 	
Planned outcomes: <ul style="list-style-type: none"> - Students can make a dialog based on the context the situation given. - Students can perform the dialog in front of the class 	
Particular notes/ points of attention: <ul style="list-style-type: none"> - Students got difficulty in pronouncing the words - The dialog didn't flow naturally 	

EXPERIMENT RECORD SHEET	
Name: <u>Experimental group (BA)</u>	Date: <u>16 April 2011</u>
BEFORE THE LESSON	
Objectives:	
<ul style="list-style-type: none"> - Giving the students model conversation from the video - Giving students exercise with, similar as the model conversation 	
Planned outcomes:	
<ul style="list-style-type: none"> - Students can perform the conversation naturally - Students' pronunciation can be improved. 	
Particular notes/ points of attention:	
<ul style="list-style-type: none"> - The conversation flew more naturally - Some students still got difficulty in in understanding the exercise. 	

EXPERIMENT RECORD SHEET	
Name: <u>Experimental group (BA)</u>	Date: <u>20 April 2011</u>
BEFORE THE LESSON	
Objectives:	
<ul style="list-style-type: none"> - Give the students post test - Record students' performance 	
Planned outcomes:	
<ul style="list-style-type: none"> - Students performance could run naturally - Students could memorize the conversation 	
Particular notes/ points of attention:	
<ul style="list-style-type: none"> - Students' conversations run well, but they still could not memorize the conversation 	

EXPERIMENT RECORD SHEET	
Name: <u>Control group (BD)</u>	Date: <u>20 April 2011</u>
BEFORE THE LESSON	
Objectives:	
<ul style="list-style-type: none"> - Give the students post test - Record students' performance 	
Planned outcomes:	
<ul style="list-style-type: none"> - More natural performance - Better pronunciation 	
Particular notes/ points of attention:	
<ul style="list-style-type: none"> - Students' pronunciation still less improved. 	

Appendix 9

**PRETEST RESULT
EXPERIMENTAL GROUP**

NO	CODE	ASPECTS					SCORE	TOTAL
		I	II	III	IV	V		
1	E-1	5	5	5	5	4	24	96
2	E-2	3	4	3	2	3	15	60
3	E-3	4	4	4	4	3	19	76
4	E-4	5	5	4	5	5	24	96
5	E-5	5	5	4	4	4	22	88
6	E-6	4	4	4	4	4	20	80
7	E-7	4	3	4	4	3	18	72
8	E-8	4	3	3	3	4	17	68
9	E-9	4	4	4	5	5	22	88
10	E-10	5	5	4	4	4	22	88
11	E-11	4	4	4	4	4	20	80
12	E-12	4	3	3	3	4	17	68
13	E-13	4	4	4	3	3	18	72
14	E-14	3	2	3	3	3	14	56
15	E-15	4	3	4	3	4	18	72
16	E-16	4	3	4	3	4	18	72
17	E-17	3	4	3	3	3	16	64
18	E-18	4	3	4	3	4	18	72
19	E-19	5	4	4	5	4	22	88
20	E-20	3	3	4	3	4	17	68
21	E-21	4	3	4	3	4	18	72
22	E-22	5	4	5	5	4	23	92
23	E-23	4	4	4	4	4	20	80
24	E-24	4	3	4	3	4	18	72
25	E-25	3	4	4	3	4	18	72
26	E-26	4	4	4	4	3	19	76
27	E-27	4	3	4	4	4	19	76
28	E-28	4	4	4	5	4	21	84
29	E-29	4	3	4	3	4	18	72
30	E-30	4	5	4	5	4	22	88
31	E-31	5	5	5	5	4	24	96
	SUM	126	117	122	117	119	601	2404
	AVERAGE	4,064516	3,774194	3,935484	3,774194	3,83871	19,3871	77,54839

Appendix 10

**POSTTEST RESULT
EXPERIMENTAL GROUP**

NO	CODE	ASPECTS					SCORE	TOTAL
		I	II	III	IV	V		
1	E-1	5	5	5	5	5	25	100
2	E-2	4	5	5	4	5	23	92
3	E-3	4	5	5	4	5	23	92
4	E-4	5	5	5	5	5	25	100
5	E-5	5	5	5	4	5	24	96
6	E-6	4	5	5	5	4	23	92
7	E-7	4	4	4	4	4	20	80
8	E-8	4	5	5	4	5	23	92
9	E-9	5	5	5	5	5	25	100
10	E-10	5	5	5	4	5	24	96
11	E-11	4	4	5	4	5	22	88
12	E-12	5	4	5	4	5	23	92
13	E-13	5	5	4	4	4	22	88
14	E-14	5	5	5	4	5	24	96
15	E-15	4	4	5	4	5	22	88
16	E-16	5	5	5	4	5	24	96
17	E-17	5	5	5	4	5	24	96
18	E-18	5	4	5	4	5	23	92
19	E-19	5	4	5	5	5	24	96
20	E-20	4	4	4	4	5	21	84
21	E-21	5	4	4	4	4	21	84
22	E-22	5	5	5	5	5	25	100
23	E-23	5	5	5	5	5	25	100
24	E-24	4	4	5	4	5	22	88
25	E-25	4	5	5	5	5	24	96
26	E-26	4	4	4	4	5	21	84
27	E-27	4	5	5	4	5	23	92
28	E-28	5	5	5	4	5	24	96
29	E-29	5	4	5	4	5	23	92
30	E-30	4	5	5	4	5	23	92
31	E-31	5	5	5	5	5	25	100
	SUM	142	144	150	133	151	720	2880
	AVERAGE	4,580645	4,645161	4,83871	4,290323	4,870968	23,22581	92,90323

Appendix 11

The differences between pretest and posttest score of experimental group

No	Respondent	Pretest	Posttest	Difference (X)	X ²
1	E-1	96	100	4	16
2	E-2	60	92	32	1024
3	E-3	76	92	16	256
4	E-4	96	100	4	16
5	E-5	88	96	8	64
6	E-6	80	92	12	144
7	E-7	72	80	8	64
8	E-8	68	92	24	576
9	E-9	88	100	12	144
10	E-10	88	96	8	64
11	E-11	80	88	8	64
12	E-12	68	92	24	576
13	E-13	72	88	16	256
14	E-14	56	96	40	1600
15	E-15	72	88	16	256
16	E-16	72	96	24	576
17	E-17	64	96	32	1024
18	E-18	72	92	20	400
19	E-19	88	96	8	64
20	E-20	68	84	16	256
21	E-21	72	84	12	144
22	E-22	92	100	8	64
23	E-23	80	100	20	400
24	E-24	72	88	16	256
25	E-25	72	96	24	576
26	E-26	76	84	8	64
27	E-27	76	92	16	256
28	E-28	84	96	12	144
29	E-29	72	92	20	400
30	E-30	88	92	4	16
31	E-31	96	100	4	16
		2404	2880	476	9776

Appendix 12

**PRETEST RESULT
CONTROL GROUP**

NO	CODE	ASPECT					SCORE	TOTAL
		I	II	III	IV	V		
1	C-1	4	4	4	3	4	19	76
2	C-2	4	3	4	3	4	18	72
3	C-3	3	3	3	3	4	16	64
4	C-4	3	3	3	3	4	16	64
5	C-5	4	4	4	4	4	20	80
6	C-6	3	3	4	3	4	17	68
7	C-7	4	3	4	3	4	18	72
8	C-8	4	3	3	3	4	17	68
9	C-9	4	4	4	4	4	20	80
10	C-10	3	3	3	3	3	15	60
11	C-11	3	4	3	3	4	17	68
12	C-12	4	4	4	3	4	19	76
13	C-13	4	4	4	3	4	19	76
14	C-14	4	4	4	3	4	19	76
15	C-15	3	4	3	3	4	17	68
16	C-16	3	4	4	3	4	18	72
17	C-17	3	3	3	3	4	16	64
18	C-18	4	3	3	3	4	17	68
19	C-19	4	4	4	4	4	20	80
20	C-20	4	4	4	4	4	20	80
21	C-21	4	3	4	3	4	18	72
22	C-22	3	4	4	3	4	18	72
23	C-23	3	3	3	3	4	16	64
24	C-24	4	3	4	3	4	18	72
25	C-25	4	4	5	4	4	21	84
26	C-26	3	3	3	3	4	16	64
27	C-27	3	3	3	3	4	16	64
28	C-28	4	4	4	3	4	19	76
29	C-29	4	4	4	3	4	19	76
30	C-30	3	4	3	3	4	17	68
31	C-31	4	3	3	3	4	17	68
32	C-32	3	4	4	3	4	18	72
33	C-33	4	4	4	3	4	19	76
34	C-34	3	3	3	3	3	15	60
35	C-35	4	4	4	3	4	19	76
36	C-36	4	3	3	4	4	18	72
	SUM	129	127	130	114	142	642	2568
	AVERAGE	3,583333	3,527778	3,611111	3,166667	3,944444	17,833333	71,333333

Appendix 13

**POSTTEST RESULT
CONTROL GROUP**

NO	CODE	ASPECT					SCORE	TOTAL
		I	II	III	IV	V		
1	C-1	4	4	4	4	4	20	80
2	C-2	4	4	4	5	4	21	84
3	C-3	4	4	4	4	4	20	80
4	C-4	4	4	4	4	4	20	80
5	C-5	5	5	4	4	4	22	88
6	C-6	4	4	4	4	5	21	84
7	C-7	4	4	4	4	4	20	80
8	C-8	4	4	4	4	4	20	80
9	C-9	5	4	4	5	4	22	88
10	C-10	4	4	3	4	4	19	76
11	C-11	4	4	5	4	4	21	84
12	C-12	4	5	4	4	4	21	84
13	C-13	5	4	4	5	4	22	88
14	C-14	4	4	4	4	4	20	80
15	C-15	5	4	4	4	5	22	88
16	C-16	4	4	4	4	5	21	84
17	C-17	4	4	4	4	4	20	80
18	C-18	4	4	4	4	4	20	80
19	C-19	4	4	4	4	4	20	80
20	C-20	4	4	5	4	5	22	88
21	C-21	4	4	4	4	5	21	84
22	C-22	5	4	4	4	5	22	88
23	C-23	4	4	4	3	4	19	76
24	C-24	4	4	5	4	5	22	88
25	C-25	5	4	4	4	4	21	84
26	C-26	4	4	4	4	4	20	80
27	C-27	4	4	4	3	4	19	76
28	C-28	5	4	4	4	4	21	84
29	C-29	4	4	4	4	5	21	84
30	C-30	4	4	4	4	5	21	84
31	C-31	4	4	4	4	5	21	84
32	C-32	4	4	5	4	4	21	84
33	C-33	4	5	4	4	4	21	84
34	C-34	4	4	4	3	4	19	76
35	C-35	4	4	4	4	5	21	84
36	C-36	4	4	5	4	5	22	88
	SUM	151	147	148	144	156	746	2984
	AVERAGE	4,194444	4,083333	4,111111	4	4,333333	20,72222	82,88889

Appendix 14

The differences between pretest and posttest score of control group

No	Respondent	Pretest	Posttest	Difference (X)	X ²
1	C-1	76	80	4	16
2	C-2	72	84	12	144
3	C-3	64	80	16	256
4	C-4	64	80	16	256
5	C-5	80	88	8	64
6	C-6	68	84	16	256
7	C-7	72	80	8	64
8	C-8	68	80	12	144
9	C-9	80	88	8	64
10	C-10	60	76	16	256
11	C-11	68	84	16	256
12	C-12	76	84	8	64
13	C-13	76	88	12	144
14	C-14	76	80	4	16
15	C-15	68	88	20	400
16	C-16	72	84	12	144
17	C-17	64	80	16	256
18	C-18	68	80	12	144
19	C-19	80	80	0	0
20	C-20	80	88	8	64
21	C-21	72	84	12	144
22	C-22	72	88	16	256
23	C-23	64	76	12	144
24	C-24	72	88	16	256
25	C-25	84	84	0	0
26	C-26	64	80	16	256
27	C-27	64	76	12	144
28	C-28	76	84	8	64
29	C-29	76	84	8	64
30	C-30	68	84	16	256
31	C-31	68	84	16	256
32	C-32	72	84	12	144
33	C-33	76	84	8	64
34	C-34	60	76	16	256
35	C-35	76	84	8	64
36	C-36	72	88	16	256
		2568	2984	416	5632

Appendix 15

INDEPENDENT SAMPLES TEST BETWEEN TWO MEAN EXPERIMENTAL GROUP AND CONTROL GROUP

Hypothesis

H₀

$$: \mu_1 \leq \mu_2$$

H_a

$$: \mu_1 > \mu_2$$

Formula

To measure hypothesis using the formula below :

$$t = \frac{M_{X_1} - M_Y}{\sqrt{\left[\frac{\Sigma X^2 + \Sigma y^2}{N_X + N_Y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

	Experimental	Control
Sum	476,0	416,0
n	36	31
\bar{x}	13,22	11,56
Standart deviation (s)	2467,10	824,89

Where :

$$M_x = \frac{\Sigma X}{N_x} = \frac{476,0}{31} = 15,3548 \quad M_y = \frac{\Sigma Y}{N_y} = \frac{416}{36} = 11,5556$$

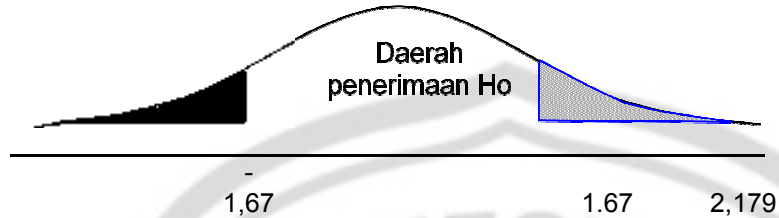
$$\begin{aligned} \Sigma X^2 &= \Sigma X^2 - \frac{(\Sigma X)^2}{N_x} & \Sigma y^2 &= \Sigma Y^2 - \frac{(\Sigma y)^2}{N_x} \\ &= 9776 - \frac{[476,0]^2}{31} & &= 5632 - \frac{[416]^2}{36} \\ &= 9776 - 7308,9 & &= 5632 - 4807,11 \\ &= \frac{2467,1}{0} & &= \frac{824,88}{9} \end{aligned}$$

$$\begin{aligned} t &= \frac{15,35 - 11,56}{\sqrt{\left[\frac{825}{31 + 36 - 2} \right] \left[\frac{1}{3} + \frac{1}{3} \right]}} \\ &= \frac{3,80}{\sqrt{\left[\frac{67}{1116} \right]}} \\ &= \frac{3,80}{\dots} \end{aligned}$$

$$= \frac{3,80}{1,74}$$

$$= 2,17883$$

On $\alpha = 5\%$ with $dk = 31 + 36 - 2 = 65$ the result $t_{(0,95)(65)} = 1.67$



Since t value $>$ t table mean there is a significant difference between experimental and control class on the test the experimental is higher than the control one



Appendix 16

Script 1. Conversation in Living English conversation video ep 13

Clark : Medina hotel. Marie's speaking. How may I help you?

Steve : Could I speak to Ms. Anne Lee, please? I'm not sure what room she is.

Clark : I'll put you through, Sir.

Anne : Hello?

Steve : Hello. Anne? This is Steve Parker.

Anne : Steve Parker?

Steve : Steve. Sarah's brother. We met once before.

Anne : Oh, Steve. Hello Steve.

Steve : Hi. What are you doing?

Anne : Oh. Working. I'm planning a trip to a wineries later in the week.

Steve : Oh, when are you going?

Anne : Wednesday.

Steve : Good. What are you doing tomorrow?

Anne : Ehm... Nothing. Why?

Steve : Well, I have a day off. And I was just wondering... would you like to go to wild life park with me? You said you would like like to go to the zoo.

Anne : That's right, I did. Yes, thank you, Steve. I would love to go.

Steve : Alright. I'll meet you in the voyer. Ten o'clock?

Anne : Okay, ten. I'll see you then?

Steve : Great. Good night, Anne.

Anne : Good night, Steve.

Script 2. Conversation in Learn English-Office Phone (taken from www.englishtown.com)

Carl is trying to call Marty in his office but he is out now. His secretary answer the phone.

Secretary : Good morning, Baltimore motel. How can I help you?

Carl : Hi, can I speak to Marty Bickman, please?

Secretary : Sure, one moment please. Oh, I'm sorry. But Mr. Bickman isn't in his office at the moment. Can I take a message?

Carl : Well, I really need to speak with him. Do you know when he will be back?

Secretary : He should be back in about two hours or so. Would you like his mobile number?

Carl : I think I have it. It's 555679055, right?

Secretary : Yes, that's right.

Carl : Thank you very much.

Secretary : My pleasure. Thank you for calling. Good bye.

Carl : Bye.

Carl is calling Marty's mobile phone because he want to say that he cannot come to their lunch.

Marty : Hello, this is Marty.

Carl : Hi, Marty. It's Carl.

Marty : Hey, Carl. How are you?

Carl : Fine, listen. I just tried call your office but you weren't there. I'm afraid I can't make the lunch today.

Marty : Really? What's the problem?

Carl : One of my client has an emergency and I have to go to check it out.

Marty : Okay, well... how about later today then? Say five o'clock?

Carl : I really don't think I can make it today.

Marty : No problem. I understand. I'll see you next week.

Carl : Thanks, bye.

Script 3. Conversation in Making a Phone Call (taken from www.betaclip.com)

Albert : Hello?

Bob : Good morning. Is Albert there?

Albert : This is Al.

Bob : Al this is Bob. What are you doing?

Albert : Bob? I'm sleeping. What time is it?

Bob : It's 8 a.m. Time to rise and shine.

Albert : 8 a.m.?? Haa?? Oh, no! I'll be late for work!

Bob : No no no. Today is Saturday. You do not have to work today.

Albert : Oh? Saturday. That's right. No work today. That's good.

Bob : Are you free today?

Albert : Today is Saturday. Yeah I'm free.

Bob : Would you like to do something together today?

Albert : That sounds good. What do you want to do?

Bob : I don't know. What do you want to do?

Albert : I don't know either. Why don't you come to my house and we'll think of something.

Bob : Okay. I'll be there in about an hour.

Albert : Okay. See you later.

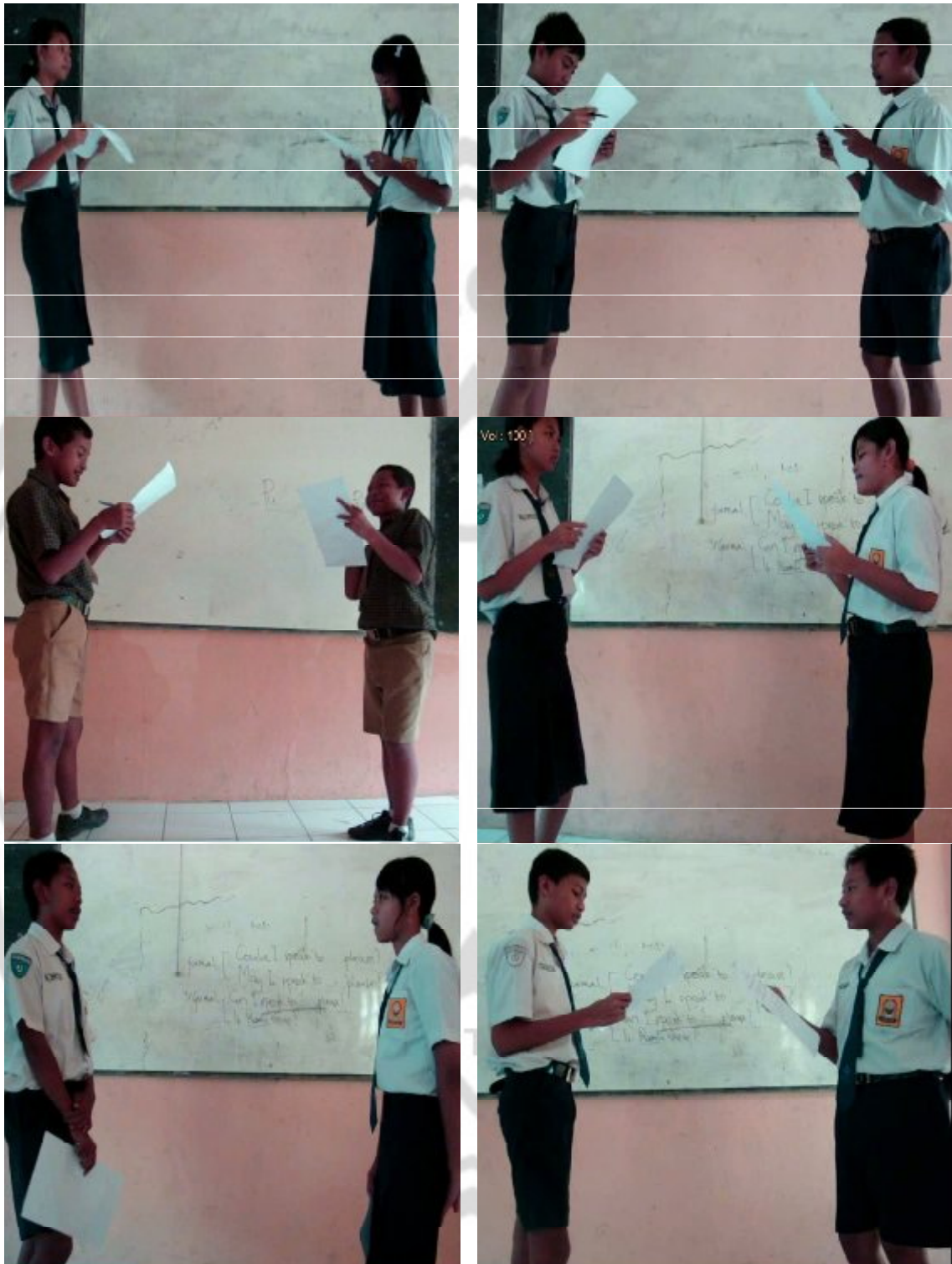
Bob : See you, Al.

Appendix 17



Appendix 18

DOCUMENTATION OF STUDENTS' PERFORMANCE



Appendix 19

Nama : Arga Prigga Maharani
 kelas : 8
 no : 4

8

RESEARCH INSTRUMENT

PRE TEST

MATERIAL : MAKING A PHONE CALL

TIME : 60 MINUTES

Work in pairs. Choose one of the following situations. Complete the dialogues using the following cues. Then act out the conversation.

- 1 Bintang and Raffi are classmates. Bintang tries to phone Raffi to ask him to join an English Storytelling Competition on Sunday, March, 23rd at 8 a.m. The location is at SMPN 1 Jalan Merapi No.5. When she phones, Raffi is out. Ana, Raffi's sister, answers the phone.

Ana : Hello?
 Bintang : Hello. Can I speak with Raffi, please?
 Ana : No, he's out now.
 Bintang : Can I leave a message, please?
 Ana : Sure. What is it?
 Bintang : I am asking him to join an English 5 storytelling competition on Sunday, March, 23rd at 8 a.m.
 Ana : Yes, sure.
 Bintang : Thanks. Good bye.
 Ana : Bye.

- 2 Lina tries to phone her father, Mr. Sasongko, in his office. When she phones him, his secretary answers the phone and tells her that he is out of the office. Lina asks his father's secretary to tell him that her mother is sick at home and needs to go to hospital as soon as possible.

Secretary : Good morning, Kalbe Farma Industry. May I help you?
 Lina : Good morning, please?
 Secretary : I'm sorry. He's out of the office just now.
 Lina : Can I please?
 Secretary : Sure, I will take a note.
 Lina :
 Secretary : Ok, I will tell him.
 Lina : Thank you. Good morning.
 Secretary : Good morning.

Mia Ruslani
26.

VM D.

8

RESEARCH INSTRUMENT

PRE TEST

MATERIAL : MAKING A PHONE CALL

TIME : 60 MINUTES

Work in pairs. Choose one of the following situations. Complete the dialogues using the following cues. Then act out the conversation.

1. Bintang and Raffi are classmates. Bintang tries to phone Raffi to ask him to join an English Storytelling Competition on Sunday, March, 23rd at 8 a.m. The location is at SMPN 1 Jalan Merapi No.5. When she phones, Raffi is out. Ana, Raffi's sister, answers the phone.

Ana : Hello?
 Bintang : Hello. Can I speak with Raffi?
 Ana : No, he's out now.
 Bintang : Can I leave a message, please?
 Ana : Sure. What is it?
 Bintang : To ask him to join an English storytelling competition on Sunday, March, 23rd at 8 a.m.
 Ana : Yes, sure.
 Bintang : Thanks. Good bye.
 Ana : Bye.

2. Lina tries to phone her father, Mr. Sasongko, in his office. When she phones him, his secretary answers the phone and tells her that he is out of the office. Lina asks his father's secretary to tell him that her mother is sick at home and needs to go to hospital as soon as possible.

Secretary : Good morning, Kalbe Farma Industry. May I help you?
 Lina : Good morning, please?
 Secretary : I'm sorry. He's out of the office just now.
 Lina : Can I, please?
 Secretary : Sure, I will take a note.
 Lina :
 Secretary : Ok. I will tell him.
 Lina : Thank you Good morning.
 Secretary : Good morning.

Name: Siti Nur'aini ROZANAH
Absen: 37



RESEARCH INSTRUMENT

PRE TEST

MATERIAL : MAKING A PHONE CALL

TIME : 60 MINUTES

Work in pairs. Choose one of the following situations. Complete the dialogues using the following cues. Then act out the conversation.

1. Bintang and Raffi are classmates. Bintang tries to phone Raffi to ask him to join an English Storytelling Competition on Sunday, March, 23rd at 8 a.m. The location is at SMPN 1 Jalan Merapi No.5. When she phones, Raffi is out. Ana, Raffi's sister, answers the phone.

Ana : Hello? ~~Can I speak with Raffi?~~
 Bintang : Hello. ~~Without Raffi?~~, please?
 Ana : No, he's out now.
 Bintang : Can I ~~Message to deposit~~, please? Sunday, March, 23rd at 8 a.m.
 Ana : Sure. What is it?
 Bintang : ~~I am ask Raffi to join~~ an English Storytelling competition on
 Ana : ~~Ok~~. Of course. I will ~~tell~~ to Raffi. :
 Bintang : Thanks. Good bye.
 Ana : Bye.

2. Lina tries to phone her father, Mr. Sasongko, in his office. When she phones him, his secretary answers the phone and tells her that he is out of the office. Lina asks his father's secretary to tell him that her mother is sick at home and needs to go to hospital as soon as possible.

Secretary : Good morning, Kalbe Farma Industry. May I help you?
 Lina : Good morning., please?
 Secretary : I'm sorry. He's out of the office just now.
 Lina : Can I, please?
 Secretary : Sure, I will take a note.
 Lina :
 Secretary : Ok. I will tell him.
 Lina : Thank you. Good morning.
 Secretary : Good morning.

Name: Bagus Adi P.
Absen: 8



RESEARCH INSTRUMENT

PRE TEST

MATERIAL : MAKING A PHONE CALL

TIME : 60 MINUTES

Work in pairs. Choose one of the following situations. Complete the dialogues using the following cues. Then act out the conversation.

- ① Bintang and Raffi are classmates. Bintang tries to phone Raffi to ask him to join an English Storytelling Competition on Sunday, March, 23rd at 8 a.m. The location is at SMPN 1 Jalan Merapi No.5. When she phones, Raffi is out. Ana, Raffi's sister, answers the phone.

Ana : Hello?
 Bintang : Hello. Can I speak with Raffi, please?
 Ana : No, he's out now.
 Bintang : Can I ~~message~~ deposit....., please?
 Ana : Sure. What is it?
 Bintang : ~~Can you help to join an English storytelling competition on Sunday March,~~
 Ana : ~~Of course. I will tell to Raffi~~
 Bintang : Thanks. Good bye. 23rd at 8 am.
 Ana : Bye.

2. Lina tries to phone her father, Mr. Sasongko, in his office. When she phones him, his secretary answers the phone and tells her that he is out of the office. Lina asks his father's secretary to tell him that her mother is sick at home and needs to go to hospital as soon as possible.

Secretary : Good morning, Kalbe Farma Industry. May I help you?
 Lina : Good morning..... please?
 Secretary : I'm sorry. He's out of the office just now.
 Lina : Can I....., please?
 Secretary : Sure, I will take a note.
 Lina :
 Secretary : Ok. I will tell him.
 Lina : Thank you. Good morning.
 Secretary : Good morning.

Name : Cindyta Desya Vendri Eka Yuanda
 No : 03
 class : VIII^a

2

RESEARCH INSTRUMENT
 POST TEST

MATERIAL: MAKING A PHONE CALL

TIME : 80 MINUTES

Work in pairs. Choose one of the following situations. Make a phone conversation based on the situation you choose. Then act out the conversation.

1. Yudi tries to call her mother, Mrs. Susana, at the hospital where she works as a doctor. When Yudi calls, her mother is in the operating room. One of the nurse, Mrs. Widya, answer the phone. Yudi asks Mrs. Widya to tell her mother that his brother has a terrible fever at home and that she has to come back home soon.

2. Maya and Anton are friends. Anton calls Maya to ask her out to see concert next Saturday. Maya agrees to see the concert and she asks Anton to wait her at the city hall at 7 p.m. the next Saturday.

2. Anton : Hello, this is ~~me~~ anton.

Maya : Hi, Anton, it's Maya.

Anton : Hey, Maya, How are you?

Maya : Fine, Thank. What's up?

Anton : Could you out to see concert, next Saturday?

Maya : Of course, what time will you be there?

Anton : ~~From~~ I'll ~~to~~ wait you there, at the city hall at 7 p.m.

Maya : Okay. Thank you for calling. Bye.

Anton : Bye.

Nama : Azouga Tamarinda
 No : 02
 Class : VIII^A

2

RESEARCH INSTRUMENT

POST TEST

MATERIAL: MAKING A PHONE CALL

TIME : 80 MINUTES

Work in pairs. Choose one of the following situations. Make a phone conversation based on the situation you choose. Then act out the conversation.

1. Yudi tries to call her mother, Mrs. Susma, at the hospital where she works as a doctor. When Yudi calls, her mother is in the operating room. One of the nurse, Mrs. Widya, answer the phone. Yudi asks Mrs. Widya to tell her mother that his brother has a terrible fever at home and that she has to come back home soon.

2. Maya and Anton are friends. Anton calls Maya to ask her out to see concert next Saturday. Maya agrees to see the concert and she asks Anton to wait her at the city hall at 7 p.m. the next Saturday.

2. Anton : Hello, this is Anton.

Maya : Hi Anton. It's Maya

Anton : Hey Maya. How are you?

Maya : Fine. Thank you. What's up? I am going to the concert with you.

Anton : Could you out to see concert next Saturday?

Maya : Of course. What time will you be there?

Anton : I'll wait you there at the city hall at 7 P.m.

Maya : Okay. Thank you for calling bye.

Anton : Bye.

Nama : Rahadwan Ramly
 Kelas : VIII A
 Absen = 23



RESEARCH INSTRUMENT

POST TEST

MATERIAL: MAKING A PHONE CALL

TIME : 80 MINUTES

Work in pairs. Choose one of the following situations. Make a phone conversation based on the situation you choose. Then act out the conversation.

1. Yudi tries to call her mother, Mrs. Susana, at the hospital where she works as a doctor. When Yudi calls, her mother is in the operating room. One of the nurse, Mrs. Widya, answer the phone. Yudi asks Mrs. Widya to tell her mother that his brother has a terrible fever at home and that she has to come back home soon.
2. Mays and Anton are friends. Anton calls Maya to ask her out to see concert next Saturday. Maya agrees to see the concert and she asks Anton to wait her at the city hall at 7 p.m. the next Saturday.

Anton = "Hallo"

Maya = ~~"Hallo"~~ "Hatti"

Anton = "Can i speak with Maya?"

Maya = "Yes it's Maya. What happen?"

Anton = "Maya, do you want to see the concert next Saturday?"

Maya = "Yes, I want."

Anton = "Ok I ^{wait} you in the city hall at 7 p.m next Saturday"

Maya = "Thank you."

Anton = "Ok. See you"

Maya = "See you too"

Name = Khoiril Syamsah
 No = 16
 class = 8A

(11)

RESEARCH INSTRUMENT

POST TEST

MATERIAL: MAKING A PHONE CALL

TIME : 80 MINUTES

Work in pairs. Choose one of the following situations. Make a phone conversation based on the situation you choose. Then act out the conversation.

1. Yudi tries to call her mother, Mrs. Susana, at the hospital where she works as a doctor. When Yudi calls, her mother is in the operating room. One of the nurse, Mrs. Widya, answer the phone. Yudi asks Mrs. Widya to tell her mother that his brother has a terrible fever at home and that she has to come back home soon.
2. Maya and Anton are friends. Anton calls Maya to ask her out to see concert next Saturday. Maya agrees to see the concert and she asks Anton to wait her at the city hall at 7 p.m. the next Saturday.

Anton = Hello, can I speak to Maya, please?

Maya = Yes it is me

Anton = would you like to see the concert next Saturday with me?

Maya = yes, ok, but you must wait me at the city hall at 7 p.m. the next Saturday

Anton = ~~ok~~, no problem
 Bye.

Maya = Bye



PEMERINTAH KABUPATEN BLORA
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 1 RANDUBLATUNG

Jl. Diponegoro No 19 Randublatung Telp. 810020 Kab. Blora 58382

SURAT KETERANGAN

Nomor : 422 / 144

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Randublatung Kab. Blora Propinsi Jawa Tengah, menerangkan dengan sesungguhnya bahwa :

Nama : PUPUH WULAN PRASASTI
NIM : 2201407130
Jurusan : BAHASA DAN SASTRA INGGRIS
Universitas : UNIVERSITAS NEGERI SEMARANG

Telah melaksanakan penelitian untuk skripsi yang berjudul "**The Effectiveness of Audio Visual Aids in Teaching Interpersonal and Transactional Conversations**" yang telah dilaksanakan mulai tanggal 11 April s.d. 20 April 2011.


Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Randublatung
Pada tanggal : 20 April 2011



Kepala Sekolah

Tata Dewana, M.Pd
NIP 19611229 198603 1 010

 UNIVERSITAS NEGERI SEMARANG	FORMULIR	No. Dokumen	FM-06-AKD-24
	LAPORAN SELESAI BIMBINGAN SKRIPSI/ TUGAS AKHIR	No. Revisi	00
		Tanggal Bertaku	01 Maret 2010
		Halaman	1 dari 1

Nomor :
Lamp. :
Hal : Laporan selesai bimbingan skripsi/Tugas Akhir

Yth. Ketua Jurusan Estetika dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Semarang

Yang bertanda tangan di bawah

1. Nama : NOVIA TRISANTI, S.Pd., M.Pd.
NIP : 19161106 200501 2002
Pangkat/Golongan : Pangkat I, IIIc
Jabatan Akademik : Lektor
Sebagai Pembimbing I

2. Nama : Drs. AHMAD SOEWAN, Ph.D.
NIP : 1962-04-27 198901 2001
Pangkat/Golongan : Pangkat Tk I, III d
Jabatan Akademik : Lektor Kepala
Sebagai Pembimbing II


Melaporkan bahwa penyusunan skripsi/Tugas Akhir oleh mahasiswa:


Nama : PUPUH WULAN PRASATI
NIM : 220140130
Prodi : PENDIDIKAN BHS. INGGIS
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Pembimbing I, Pembimbing II,


NOVIA TRISANTI, S.Pd., M.Pd.
NIP 19161106 200501 2002


Drs. AHMAD SOEWAN, Ph.D.
NIP 1962-04-27 198901 2001