

**UTILIZING AUDIO VISUAL AIDS TO IMPROVE ENGLISH SPEAKING
SKILL FOR THE EIGHT GRADE STUDENTS
OF SMP NEGERI 3 BANAWA**



A SKRIPSI

*Presented as a Partial Fulfillment of the Requirement for the Degree of Sarjana
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State Institute for Islamic Studies Palu*

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2019**

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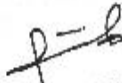

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APPROVAL PAGE

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


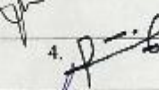

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PENGESAHAN SKRIPSI

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The Writer

IRMAWATI

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MOTTOS

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

“There is ease after every hardship.”

(QS. Al-Insyirah : 6)

“A person who never made a mistake never tried anything new.”

(Albert Einstein)

Start where you are. Use what you have. Do what you can.

(Arthur Ashe)

“Be brave, be confident, be positive.”

(Writer)

ABSTRACT

Irmawati (15.1.16.0027). Utilizing audio visual aids to improve english speaking skill for the eight grade students of smp negeri 3 banawa. Skripsi. English Tadris Department, Tarbiyah and Training Faculty, State Institute for Islamic Studies Palu, Under the Supervisor of Drs. Muhammad Ihsan.,M.Ag and Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.,

This study aims to improve the speaking skill of the eighth grade students of SMP Negeri 3 Banawa in the use of audio visual aids. This research was conducted through action research consisting of two cycles. Each cycle consists of two meetings. Researcher work collaboratively with Teacher of English and students. The research data is in the form of qualitative and quantitative data. Quantitative data obtained through test cycle I and test cycle II. Meanwhile, qualitative data were obtained from observation during the implementation of the action; interview with Teacher of English and the eighth grade students from class VIII A; and discussion with Teacher of English. Data in the form of field notes, interview transcripts, and photographs. The validity of the data is obtained by applying utilization Audio Visual Aids, results and processes. The results show that there was an increase in students' speaking skills through the use of audio visual aids. The audio-visual tool used in this study was video and slide. Videos were taken from youtube.com in the form of dialogue in certain expressions. These videos can attract students' attention and increase their learning motivation. Students can have a better understanding of the use of English in real situations when they learn appropriate English-language models through audio-visual aids (video and slide). Students make improvements in several aspects of speaking skills, such as fluency and comprehensibility. They are more confident in speaking English. They have more opportunities to talk. They actively participate during the teaching and learning process. In addition, they did not hesitate to ask the teacher when they found difficulties. The research findings are also supported by the results of students' speaking achievement which increased from 57.78 in cycle I to 72.67 in cycle II.

Keywords : Audio Visual Aids, Speaking skill

ABSTRAK

Irmawati (15.1.16.0027). Memanfaatkan alat peraga audio visual untuk meningkatkan kemampuan berbahasa Inggris siswa kelas VIII smp negeri 3 banawa. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu, Dibawah Bimbingan Drs. Muhammad Ihsan., M.Ag dan Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.,

Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara siswa kelas VIII SMP Negeri 3 Banawa dalam penggunaan audio visual. Penelitian ini dilaksanakan melalui penelitian tindakan kelas yang terdiri dari dua siklus. Setiap siklus terdiri dari dua pertemuan. Peneliti bekerja secara kolaboratif dengan Guru Bahasa Inggris dan siswa. Data penelitian berupa data kualitatif dan kuantitatif. Data kuantitatif diperoleh melalui tes siklus I dan tes siklus II. Sedangkan data kualitatif diperoleh dari observasi selama pelaksanaan tindakan; wawancara dengan Guru Bahasa Inggris dan siswa kelas delapan dari kelas VIII A; dan diskusi dengan Guru Bahasa Inggris. Data berupa catatan lapangan, transkrip wawancara, dan foto. Keabsahan data diperoleh dengan menerapkan pemanfaatan Audio Visual, hasil dan proses. Hasil penelitian menunjukkan bahwa terjadi peningkatan keterampilan berbicara siswa melalui penggunaan audio visual. Audio visual yang digunakan dalam penelitian ini adalah video dan slide. Video diambil dari youtube.com dalam bentuk dialog dengan ekspresi tertentu. Video ini dapat menarik perhatian siswa dan meningkatkan motivasi belajarnya. Siswa dapat memiliki pemahaman yang lebih baik tentang penggunaan bahasa Inggris dalam situasi nyata ketika mereka mempelajari model bahasa Inggris yang sesuai melalui alat bantu audio-visual (video dan slide). Siswa melakukan peningkatan dalam beberapa aspek keterampilan berbicara, seperti kefasihan dan kemampuan memahami. Mereka lebih percaya diri dalam berbicara bahasa Inggris. Mereka memiliki lebih banyak kesempatan untuk berbicara. Mereka berpartisipasi aktif selama proses belajar mengajar. Selain itu, mereka tidak segan-segan bertanya kepada guru bila menemui kesulitan. Temuan penelitian ini juga didukung oleh hasil prestasi berbicara siswa yang meningkat dari 57,78 pada siklus I menjadi 72,67 pada siklus II.

Kata kunci: Alat Bantu Audio Visual, Keterampilan Berbicara.

CHAPTER I

INTRODUCTION

A. *Background of Study*

English has four skills, namely: listening, speaking, writing, and reading. It plays very important role because as International language. Although all four skills are equally important, it is easy to understand that people say that those who knows English are referred to as "speakers" of English.¹ Therefore an English teacher must be able to motivate students to learn English, especially speaking skills. That the ability to communicate in second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.²

Speaking is a process of oral communication that is used for ideas or thoughts, so that they can interact with other people. Speaking is an interactive process in building meaning that involves production and acceptance and processing of information.³ Most students have difficulty in speaking English because of the factors that : First, they are shy to speak if their teacher asks them to speak. They do not know how to use appropriate grammar, so it makes them afraid of making mistakes. Second, they do not have enough opportunities to

¹ Picollo, L. 2010. *Teaching Speaking to English Second Language Students*. Retrieved from <http://suite101.com/> article on 1 January 2013.

² Kayi, H. 2006. Teaching Speaking: Activities to Promote Speaking in a Second Language. University of Nevada (Nevada,USA). *The Internet TESL Journal*, Vol. XII, No. 11, November 2006. Retrieved from [http://iteslj.org/Techniques/Kayi Teaching Speaking.html](http://iteslj.org/Techniques/Kayi_Teaching_Speaking.html) on 24 January 2013.

³ Brown, H. D. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New York: Longman

practice English because they have limited time only during English lesson themselves. Speaking is also considered as the most difficult and challenging skill to be mastered.⁴

Implemented in the 2013 curriculum, that the ultimate goal of teaching English in Junior High School is to develop students' communicative English language in the form of oral and written language, namely: listening, speaking, reading and writing.

Based on observation in SMP Negeri 3 Banawa, the researcher found that this school has problems in learning English, especially in learning to speak. Some problems arise from students and teachers. These problems are from the teacher's side: (1) the teacher provides material based on the book. (2) teachers use traditional methods, for example asking students to read text in books or student exercise books and practice in front of the class. These problems not only come from the teacher but also from the student side: (1) passive students in the class, during the teaching and learning process. (2) students become noisy and talk to each other when the teacher explains the material (3) students find it difficult to capture the teacher's explanation, because they do not understand. (4) students do not have the motivation to learn about English, especially in speaking, they think that speaking is difficult to practice and they are not confident enough to speak.

Regarding the problem above, researcher use audio visual aids that can be used to improve students' speaking skill. Audio Visual aids is a suitable medium that can be used to overcome existing problems, because utilize audio visual can

⁴ Ibid.

make learning interesting and students will feel interested in talking and can express their ideas what they see and listen.⁵ It is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language.⁶ In other words, the use of audio visual has a positive contribution to language learning as long as they are used at the proper time, in the right place. Because multimedia consists of tools that appeal to the human senses such as visual and audio tools used in foreign language teaching increasing the number of emotional inputs, the level and quality of one's language skills also increases. The quality and the quantity of the output such as writing and speaking skills, which are of utmost importance for language learning, becomes higher.⁷ From this point of view, video and pictures, which are audio tools, are important resources for students while developing lingual skills.

The audio-visual aids have an important role in improving the speaking skills of the students, because there are so many advantages we can take by using audio-visual aids. Practically the use of audio–visual aids is one of the appropriate techniques to improve students' speaking skills. Through audio–visual aids, the students are more enthusiastic. Students enjoyed the process of teaching and learning more.⁸ Teaching speaking using audio–visual aids gives a big chance to

⁵ Madhuri, J. N. 2013. Use of Audio Visual Aids in Teaching and Speaking. *Research Journal of english Language and Literature (RJELAL)*. Retrieved on December 20th 2013.

⁶ Çakir, D. I. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *The Turkish Online Journal of Educational Technology*, 5(4), 67-72. Retrieved from <http://www.tojet.net/articles/v5i4/549.pdf>

⁷ Tarcan, A.(2004). *Yabancı dil öğretim teknikleri*. Ankara:Nobel, 2004.

⁸ Supiyati, D. 2011. *Improving Students' Speaking Skills by Using Audio-Visual Aids in Class I A RSBI SD N Cemara Dua No.13 Surakarta in 2009/2010 Academic Year*. Surakarta:

the students to speak. It also provides an opportunity to develop accuracy, fluency and keeps the learners highly motivated. The facilities already provided by the school, it is regrettable if the teacher did not use them.

Based on the problems and the propose solution above, the researcher interested in conducting a classroom action research entitled “Utilizing Audio Visual Aids to Improve Speaking English Skill for the Eight Grade Students of SMP Negeri 3 Banawa”

B. Problem Statement

Based on the background of the study above, the researcher investigated whether audio visual aids could improve speaking skill in English for the second grade students’ of SMP Negeri 3 Banawa, the problem statement of this research is formulated as follows :

How can the students’ speaking skill be improved through the utilization of Audio Visual Aids?

C. Objectives of the Research

The objective of the research is to know whether students’ speaking skill can be improved through Audio Visual Aids.

D. Significances of the Research

The significances of this research study are :

1. The research finding can be used by the English teacher at Eight grade students of SMP Negeri 3 Banawa to improve students' speaking skills.
2. The research finding can be used as the model for other teachers as the alternative technique to improve students' speaking skills.
3. The research finding can be used as an input for other researchers who interested in the similar field and will enrich and enlarge the knowledge of teaching English, especially in improving the speaking skills.

E. Scope of Research

This research focus on the speaking components namely comprehensibility and fluency .

F. Definition of Key Terms

To avoid misunderstanding, the researcher presents the following definition of the key terms:

1. Audio Visual

Audio- Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting. The material like film strip, video recordings, various sizes of films, sound slide, television etc. called instructional aids.⁹

Audio Visual is a teaching media and educational media that activates the eyes and ears of students during the learning process. Audio Visual media is a type of media that in addition contains elements of sound also contains

⁹ Rather, A. R. 2004. *Essentials Instructional Technology*. New Delhi: Darya Gaj

elements of images that can be seen, such as video recordings, various sizes of films, sound slides, etc.

Audio visual is one of the media that involves vision and hearing in the teaching process. such as videos, pictures, slides, and etc.

2. Speaking Skill

Speaking is an interactive real-time activity to express our ideas to interact with others that is unplanned and just continues based on the situation.¹⁰

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people.

G. Chapter Organization

To facilitate the understanding of contents of Skripsi, the writer will state a general description of Skripsi in the chapter organization, are follow :

1. First chapter, this chapter contains of this introduction are background of study, problem of statements, Objectives of the Research, Significances of the Research , Scope of Research and Definition of Key Terms.
2. Second chapter, this chapter discusses issues related to this research. First, it provides an overview of audio-visual improvisation in teaching and speaking

¹⁰ Thornburry, S. 2005. *How to Teach Speaking*. New York: Pearson Education Ltd.

languages. That means how the theory of teaching and language learning is different from the use of audio-visual in language teaching. Then, there is a discussion about using different audio-visual materials in class such as Power Point slides, video files and pictures. Finally, this chapter discusses audio-visual aids material in the language of teaching

3. Third chapter, this chapter explains about the description of the steps to conduct this study. They are: research design, research subject, techniques of data collection, procedures of CAR (Classroom Action Research), and criteria of success.
4. Fourth chapter, this chapter discusses the continuation of the previous chapter, namely explaining the process and finding result from research.

Fifth chapter, this chapter consist of the result discussions from the research and advice to the Teacher of English, students, and other researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE.

A. Review Of Related Study

There are several studies related to this research. The researcher who conduct the research focuses on improving the speaking skills of the students. The first researcher is Supiyati (2011) under the title “Improving Students’ Speaking Skill by Using Audio-Visual Aids in Class I A RSBI SD N Cemara Dua N0.13 Surakarta in 2009/2010 academic Year”. On her research finding, she find that to improve students’ speaking skills, practically, the use of audio-visual aids one of the appropriate techniques. The students more enthusiastic and they enjoy the process of teaching and learning through audio-visual aids. It gives a big chance to the students to speak. There are also many kinds of aids that can be used and explored by the teacher. She emphasized that those aids can attract the students’ courage to speak up. Using audio-visual also provides an opportunity to develop accuracy, fluency, and keep the learners highly motivated.

From the finding above, teaching speaking by using audio-visual aids is good enough because the students are more attracted and have a highly motivation to learn. It gives the real model that can be learned easily by the students.

Another research is conducted by Prasasti (2011) with her title “The Effectiveness of Using 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). She conducted an

experimental research. The population of the 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 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 is 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 teach using audio visual aids, especially conversation video, than the students who were taught using conventional teaching technique. It indicates that audio visual aids are effective in helping students improving their skill in speaking of interpersonal and transactional conversations.

Regarding the findings above, it can be underlined that the use of audio-visual aids can improve the speaking skills of the students. It is very effective in helping the students to practice more in speaking.

Based on those previous researcher conducted, it can be concluded that audio visual aids played a good role in teaching learning process, especially for improving the students' speaking skills. The difference between previous research and research conduct by researcher, here researcher use audio visual aids including video and slide. Since in SMP Negeri 3 Banawa rarely used audio-visual aids in teaching learning process, it will be a good chance to teach the students using this media.

B. Speaking

a. Definition of Speaking

Speaking is one of the important skills that have to be mastered by students in learning English. Many experts define speaking in different ways. Speaking is perhaps the most demanding skill for the teacher to teach. state that speaking is perhaps the most demanding skill for the teacher to teach.¹¹ That speaking is expressing ideas or feelings using language.¹² Therefore, speaking is not only uttering ideas in or mind, but also delivering and presenting new information to other people. It is a way to present new language English orally. Speaking is an act to express ones ideas, feeling, purpose, and thought orally. That to most people, mastering speaking is the single most important aspect of learning a second language, and success is measured in terms of the ability to carry out a conversation in the language.¹³

Speaking is one of the four language skills. If students want to speak English fluently as Harmer asserts :

“They have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Transactional function has its main purpose conveying information and facilitating the exchange of goods and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language.”¹⁴

¹¹ Scott, W.A, & Ytreberg, L.H. 2000. *Teaching English to Children*. New York: Longman .

¹² Horby. 1994. *Advance Learners' Dictionary*. New York: Oxford Dictionary Press

¹³ Nunan, D. 1991. *Language Teaching Methodology: A textbook for teachers*. New York: Prentice Hall Internasional, Ltd.

¹⁴ Harmer, J. (2001). *The Practice of English Language Teaching*. Great Britain: Pearson Education.

From the above theory it can be conclude that speaking is an attempt to communicate using language widely, so that they can interact and understand each other. Speaking is the process of expressing ideas, feelings, and goals. Therefore, people must be able to speak well and correctly like mastering intonation so that the intent and purpose can be understood by others.

b. Concept of Speaking

The ability to speak is very important and the purpose of learning English is to allow students to interact freely with each other. The ability to speak is a means of communication to express human thought and forms of social behavior, it is active productive skills that involve the mental and physical actions of the speaker that are complex when he produces language.¹⁵

Language is used to communicate ideas or messages to someone. Language is a communication tool both in oral and written form. Oral communication is a good way for students who want to improve their ability to speak and understand foreign languages. Speech ability can be define as the ability to use words in important normal communication situations and pronunciation, stress, intonation, grammar, and foreign language vocabulary at normal levels of delivery for native speakers of that language.

In conclusion, speaking skills are a natural means of communication to express human thought and forms of social behavior, emotions or feelings by

¹⁵ Brown, G. and Yule, G. 1999. Teaching Spoken Language: An Approach Based on the Analysis of Conversational English. Cambridge: Cambridge University Press.

humans and the ability to speak is the ability to organize a sentence and how to produce sentences so that they can react to people.

c. Components of Speaking

There are some elements in speaking which must be considered by teachers and learners in pedagogy. There are four elements in the speech process¹⁶, they are :

a) Pronunciation

Pronunciation is a difficult component in learning speaking ability.

Pronunciation itself is defined as the way in which a word is pronounced.¹⁷

b) Vocabulary

In learning English, when one wants to say something, the important thing must be mastered and known is the word. If one has a lot of vocabulary, it can help him/her to express his/her ideas, and combine words by word into a sentence. At the beginning level, one should concentrate on the function words and more frequently used vocabulary items, which are needed to give practice structures and sound of the language¹⁸. At the beginning level, it should be given to the vocabulary that is intimately related to the environment and experiences of the students. She also says that vocabulary is practiced and aimed at providing with opportunities to interact with one another and teacher as “ natural “ situation as possible.

¹⁶ Harmer, J. (1998). *How to Teach English*. Britain: Pearson Longman.

¹⁷ Oxford Dictionary. 2000. *Oxford Learner's Pocket Dictionary*. Oxford New York: Oxford University Press

¹⁸ Finocchiaro, M. (1981). *English as a Second Language: From Theory to Practice*. NY: Regent Publishing.

To get more extensive vocabulary, the English students are expected to read English books as frequent as possible. By reading they will find new words. In addition, the new words can be looked up in the dictionary. As a result, they can use the words in practicing speaking English.

c) Grammar

It concerns with how to arrange a correct sentences in conversation. It is line with explanation given that the students ability to manipulate structure and to distinguish appropriate grammatical forms from inappropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language, both in oral and written form.¹⁹

d) Fluency

Fluency can also be defined as the ability to speak fluently and accurately suited with professional necessity. Basically, being fluent means being able to keep the language coming.

In connection with the explanation above, what is important in speaking is that students speak and the teacher provides corrections. The teacher tries to provide a strategy by utilizing audio visual aids.

d. Types of Speaking

In general, there are two forms of language – formal and informal language. In English speaking, people use formal speech with people of higher status, and

¹⁹ Heaton, J. 1988. *Writing English Language Test: a Practical Guide for Teachers of English as a Second or Foreign Language*. Singapore: Ban Wah Press Limited.

informal speech with family and friends. Moreover, categorizes speaking into three types :²⁰

a) Active dialogue

Active dialogue is a type of dialogue that is not one side and both participant utter only direct comment. An active dialogue allows all interlocutors great freedom in the selection of topic. It enables everybody to give the discussion a new turn without interrupting the train of thought.

b) Reactive dialogue

Reactive dialogue is a type of dialogue that is one side and the commentator utters only direct comment. At each moment in the dialogue he regards as relevant whatever his informant makes appear relevant.

c) The Direct Dialogue

Direct dialogue is a type of dialogue that is not one side and all participants use only direct comment in taking point of view. In direct dialogue each interlocutor refers to the main information contributed by his predecessor. Therefore, there is no collision of communicative interest in direct dialogue, and everyone is in the framework of point of view and develops a common topic further.

e. Assessments of Speaking

Speaking skills must pay attention to several important things such as pronunciation, grammar, vocabulary, fluency and understanding. Here the scores

²⁰ Posner, L. 1982. Rational Discourse and Poetry Communication: Method of Linguistic, Literary, and Philosophical Analysis. Berlin: Mouton Publisher

of oral proficiency scoring categories in speaking skill. It can be seen on the tables below:²¹

Table 1
Oral Proficiency Scoring Categories Grammar

Score	Proficiency Description
1	Most structures incorrect. Constant use of infinitive; no conjugation. Listener understands only because past experience
2	Many errors (agreement, verb forms). Errors impede communication.
3	Frequent errors. Self corrects on some.
4	Two or fewer syntax errors. Minor errors that do not impede communication.
5	No grammatical errors. Speaker self corrects Without hesitation.

Table 2
Oral Proficiency Scoring Categories Vocabulary

Score	Proficiency Description
1	Does not complete responses. Responses one or two words in length Vocabulary repeated.
2	Inadequate vocabulary or incorrect use of lexical items. Communication difficult.
3	Vocabulary is just adequate to respond. No attempt to vary expressions basic.

²¹ Brown, H.D. (2004). *Language Assessment, Principles and Classroom Practice*. New York: Pearson Education.

4	Good, appropriate vocabulary. Generally good response.
5	Very good; wide range. Uses appropriate and new words and expressions. Interesting response.

Table 3
Oral Proficiency Scoring Categories Comprehension

Score	Proficiency Description
1	Confusing in understanding the concept.
2	Not enough understanding the concept.
3	Understanding the concept good enough.
4	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker.

Table 4
Oral Proficiency Scoring Categories Fluency

Score	Proficiency Description
1	Constant searching for vocabulary, verb tense. Does not complete utterances.
2	Frequent hesitations, searches for words. Overly translates questions before response. Repeat Question word before response. Eventually responds..
3	Halting, hesitating. Visibly translating

	Before responding. Can rephrase and respond.
4	Occasional hesitation, searching for words. Speaker can self-correct and respond to cues
5	Smooth flow. Quick, continuous flow. Natural pauses.

Table 5
Oral Proficiency Scoring Categories Pronunciation

Score	Proficiency Description
1	Most utterances contain errors. Many utterances are incomprehensible. Little communication.
2	Many errors that interfere with comprehensibility
3	Frequent errors that confuse listeners and require guessing at meaning.
4	Comprehensible , generally correct. Occasional error.
5	Phonetically correct. Almost error free. Awareness of accent. Genuine effort to sound like native speaker.

Source: Brown. 2004. Language Assessment Principles and classroom practice. New York: Pearson Education, Inc.

C. Audio Visual Aids

a. Multimedia

Multimedia could also be called as multiple media, or simply said utilizing the combination of one or more media at the same time as Mishra and Sharma asserts :

*"multimedia can be defined as an integration of multiple media elements (audio, video, graphics, text, animation, etc.) into one synergetic and symbiotic whole that results in more benefits for the end user than any one of the media elements can provide individually."*²²

The utilization of multimedia gives us an image of using the multiple media in one system or medium to get several benefits from it. Simply said that one media is effective in one aspect or element, the more media used could cover more aspect that could not be achieved by using one media. A mere text can give an image of an airplane, but a combination of text about airplane, the image of the airplane and perhaps even the sound of an airplane will surely give further explanation of what airplane is.

In this case however, the more media used means the more skill and mastery of the software or multimedia has to be had by the educator. To put it simple, the educator has to be wise in selecting the appropriate and fitting with their skill and need or their learning target.

That the advancement of technology demands computer that is being used for multimedia purposes to develop as well.²³ The computer gets more and more

²² Mishra, S. and R. C. Sharma. 2005. *Interactive Multimedia in Education and Training*. Hershey: Idea Group Publishing.

²³ Cutting, A. 2011. *Using Multimedia in the Classroom: A Guide for Teachers*. Samoa: the Curriculum Materials and Assessment Division, Ministry of Education, Sports and Culture.

sophisticated and has many functions. Now, almost all kind of media could be presented or realized through computer. The term of multimedia adopted in this research is software which is used in the learning process. The software consists of combination of texts, sounds, animation, and videos, or simply called Audio-visual aids.

a. Definition of Audio Visual aids

Audio-visual aid is one of the media for teaching. According to Advance Learners' Dictionary, media is the means of communicating with large number of people. Audio-visual aid is an important tool because different people respond to different learning modalities. It also adds interest to a discussion. In order to effectively use audio-visual aid, one must learn from experience what will and won't work for an audience or group of students. The audio-visual aid can take many forms and be presented in many formats. It may be used in different settings, from classrooms to board rooms, and anywhere that information is relayed to audiences on a regular basis.

Based on definition above the relationship between multimedia and audio visual aids is a supporting media in terms of learning, because audio visual aids is part of multimedia, this has a relationship that is very closely related.

b. Types of Audio Visual Aids

In general, teaching media can be classified into three kinds, they are:

- a) Audio aids, which consist of radio, magnetic, tape recorder, and language laboratory.
- b) Visual aids, which consist of picture, chart spice men, blackboard /whiteboard, flash card, flannel board, slide, projector, silent film strip projector and overhead projector.
- c) Audio visual aids which consist of television, video, tape recorder, sound film strip projector, sound motion projector and VCD player.

c. Advantages of Audio Visual Aids

There are six advantages of using audio visual aids, such as:

1. Best motivators: They are the best motivators. Students work with more interest and zeal. They are more attentive.
2. Fundamental to verbal instructions: They help to reduce verbalism which is a major weakness of the schools. They convey the same meaning as words mean. They give clear concepts and thus help to bring accuracy in learning.
3. Clear images: Clear images are formed when we see, hear, touch, taste and smell as our experiences are direct, concrete and more or less permanent. Learning through the senses becomes the most natural and consequently the easiest.
4. Vicarious Experience: Everyone agrees to the fact that the first hand experience is the best type of educative experience but such an experience cannot always be provided to the pupils so in some situations certain substitutes have to be provided.

5. Variety: Audio-Visual aids provide variety and provide different tools in the hands of the teacher.
6. Freedom: The use of audio-visual aids provide various occasions for the pupil to move about, talk, laugh and comment upon. Under such an atmosphere the students work because they want to work and not because the teacher wants them to work.²⁴

Based on the description above the researcher concludes that audio visual aids is powerful tool that help students teaching speaking. Students will get the freedom in learning and they have different opportunities and experiences that motivated them. The teacher also can be creative in teaching learning process.

d. Audio Visual Aids in Teaching Speaking

The use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Steps in teaching using audio Visual aids are as follows :

- a) Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation.
- b) Freeze framing means stopping the picture on the screen by pressing the still or pause button. Video gives us an additional dimension of information about the characters' body language, facial expressions, emotions, reactions, and responses.

²⁴ Nupur. 2012. *What are the main advantages of audio visual aids?* <http://www.preservearticles.com>. Retrieved on May 8th 2014.

- c) Silent viewing. As video is an audio visual medium, the sound and the vision are separate components.
- d) Sound on and vision off activity. It can sometimes be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but are unable to see the action.
- e) Repetition and role-play. When there are some difficult language points in the video unit, a repetition can be a necessary step for communicative production exercises.
- f) Reproducing/repeating or mimicking activities. After students have seen a section, students are asked to repeat what has just been said, to describe verbally what has happened, or to write down what has happened.
- g) Dubbing activity. This activity can be done when students have the necessary language competence. In this activity, students are asked to fill in the missing dialogue after watching a sound-off video episode.
- h) Follow-up activities. It is important that a video presentation should lead to a follow-up activity as the basis for further extended oral practice.²⁵

e. Teaching Speaking in Junior High School

According to the Regulation of the Ministry of Education and Culture of Republic of Indonesia number 81A year of 2013, curriculum 2013 is the curriculum used in the school. The implementation of primary and secondary

²⁵ Cakir, I. (2006). The use of video as an audio-visual material in foreign language teaching classrooms. *The Turkish Online Journal of Educational Technology*, 5(4), 67-72.

education as stated in the regulation of the government number 17 year of 2010 aims to build a foundation for the development of potential for students to become human:

- a) faith and fear of God Almighty, noble, and sublime personality;
- b) knowledgeable, skilled, critical, creative, and innovative;
- c) healthy, independent, and confident; and
- d) tolerant, sensitive social, democratic, and accountable.

There are some schools that already have implements this curriculum. SMP Negeri 3 Banawa is one of them. Here are the core competences and the basic competences in curriculum 2013.

Core Competences	Basic Competences
1. Respect and appreciate the teachings of their religion.	1.1 Be grateful for the opportunity to learn English as an international language communication which is embodied in the spirit of learning.
2. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, confident, in interacting effectively with the natural social environment within the reach of the association and its existence.	2.1 Demonstrate the well mannered behavior, care, and confidence for implementing an interpersonal communication with teachers and friends. 2.2 Demonstrate the honest behavior, discipline, confidence, and responsibility

	for implementing a transactional communication with teachers and friends.
3. Understand and apply knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture and related to phenomena and incidence of eye looks.	<p>3.2 Applying text structure and linguistic elements to carry out social functions of stating and asking about the ability and willingness to perform an action, according to the context of its use.</p> <p>3.3 Applying text structure and linguistic elements to carry out social functions of giving instruction, inviting, prohibiting, and asking for permission, according to the context of its use.</p>
4. Trying, cultivating, and presenting, in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and arranging) according to what they have learned in school and other sources in the same viewpoints / theories.	<p>4.2 Develop oral and written texts to express and ask about the ability and willingness to perform an action, taking into account the social function, the structure of the text and linguistic elements in context.</p> <p>4.3 Develop oral and written texts to express ask and give response about the expressions of giving instruction, inviting, prohibiting, and asking for permission taking into account the social function, the structure of the text and the correct linguistic elements in context.</p>

From the table presented previously, it can be seen that eighth graders have to express, ask, and respond to some expressions, such as expressions of asking for attention, checking understanding, and appreciation of good performance,

giving instructions, inviting, forbidding, and asking for permission. Moreover, they have to state and inquire about the ability and willingness to do an action.

Therefore, the teacher should give more exposures and chances for the students to practice their oral speech in conversations. Teachers should be careful in selecting the materials and media to make the students master those expressions and how to use those expressions in the daily life

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used classroom action research method. Classroom action research is a research that is done by a teacher, collaborate with the researcher (or a teacher, itself as a researcher) in a class or in a school that the teacher teaches to improve process and practice learning. Moreover, classroom action research is developed through self-reflective spiral, a spiral of cycles of planning, acting, observing, reflecting, the re-planning

This method consist of four steps; planning, action, observation, and reflection. The implementation of classroom action research included four steps as follows:

1. Planning

In this phase, the researcher developed action research after identifying problems. It include the planning for lesson plan, teaching method or technique, and teaching materials.

2. Action

Action is the realization which is plan before. The researcher started to act what has been plan such as using technique and material.

3. Observation

In this phase, the researcher was assisted by the collaborator about the technique of teaching in the class in the material delivery and teaching

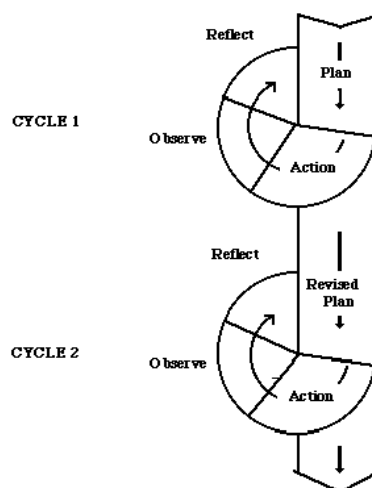
learning process, about the student's interaction, opinions, performance, and other activities written down in a field note.

4. Reflection

In this phase, the researcher reflected on, evaluate and describe the effects of the action. All the notes and field note from the researcher and the collaborator were collected and reflected. It will be used for better understanding or knowing improvement on the next planning or action.

This following figure can describe the research method there are four steps in this model of action research namely: planning, implementing the action, observation and reflecting.²⁶

The action research was conducted in some cycles, depend on the aim of the research study. The process was conducted as the cycle(s) below:



The Model of Action Research of Kemmis and Mc Taggart

²⁶ Kusumah, Wijaya, & Dedi. 2010. *Mengenal Penelitian Tindakan Kelas*. Jakarta: PT.Indeks

B. Research Setting

1. Place of Research

This research was conducted at SMP N 3 Banawa on the second semester of the 2019/2020 academic year. This school is located in Jl. Trans Palu-Donggala, Desa Loli Tasiburi.

2. Research Subject

The subject of this research was conducted in the eighth grade students of SMP Negeri 3 Banawa in 2019/2020 academic year. Exactly, it was at the second semester of the year. There are 28 students in class VIII A as respondents of the research. There are some reasons why the subject was chosen. Such as; the students of this class have lower ability in English lessons, especially in speaking English, the class has a sufficient quantity of students to do research.

C. Technique of Collecting Data

The data collected were qualitative and were supported by quantitative data. By giving the description of the situation in the teaching and learning process, the qualitative data were gained. Meanwhile, from the score of the students' performances in the end of the cycles, the quantitative data was also taken. It was conducted to find out the improvement of the speaking ability of the students. In gaining the data, the researcher collected the data by using some data collection techniques as follows :

1. Observation

Through the observation as the first technique of collecting data. In this technique, the data was take from the notes about everything happen during teaching learning process which were about the teacher's treatment to the students, which method the teacher used and how the process work. The observation also were about students' responses and participation in teaching learning process. This method also as a barometer to do previous data collecting. By direct observing, there are possibilities to take some notes, behavior, development, and so on, which happens any time.²⁷

2. Interview

The way of collecting data of pre-action was used also interview guidelines. It will be the second technique to get more information in collecting data. There two kinds of interview which were used. They are: unstructured interview and structured interview.²⁸ The interview conducted to both English teacher and some students who the participants of teaching learning process. The interview was be about the English teaching learning process at SMP Negeri 3 Banawa which was conducted before and after implementing Audio Visual Aids in teaching speaking. Then, the result of interview was take as guidelines to complete the data needed.

²⁷ Moh Nazir, *Metode Penelitian*, (Bogor: Galia Indonesia, 2005), p. 175.

²⁸ Suharismi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2010), p. 172

3. Questionnaire

In this collecting data technique, gaining the data was conducted twice, pre-action and after implementing CAR. It will use structure questionnaire which contained the questions and alternative answers to them. In this technique, the students is suppose to choose one of the alternative answers according to their personal estimation of each question. After conducting this phase, it result a percentage of students' response. It is aim to support other data to get a valid research result.

4. Documentation

In action research, the use of photograph is underexplored.²⁹ Photographic data give a way of richly illuminating numerous aspects of the classroom quickly and relatively in expensively and providing new angles on the context being researched. Photographs are a way of enhancing classroom analysis and providing visual stimuli which can be integrated into reporting and presenting the research to others, used with other qualitative techniques.

Recording through the video tape and/or audio tape to monitor and to evaluate the actions. Meanwhile, the quantitative data were gained through pretest and post-test to measure the improvement of students' speaking skills.

²⁹ Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.

5. Test

The test was the last technique to know about the students' improvement of understanding speaking by utilizing audio visual aids. This technique will used to know the students' achievement in learning speaking skill utilize audio visual aids. It may be as the main technique in collecting data. So, this technique was told more how this technique work to prove that audio visual aids could improve the students' understanding of speaking skill.

The result of tests were provide by some tables to make it more efficient and communicative enough.³⁰ To see the students' of their speaking skills, the researcher used tests as the instrument. The test was conducted twice, in the last meeting of each cycle. The researcher asked them to do a conversation in a pair, in the form of role play for testing the students.

D. Technique of Analyzing the Data

The data were in the form of field notes, interview transcripts and students' speaking scores. The researcher used the qualitative and quantitative descriptive analysis to analyze the data. There are some useful steps to get an overall framework for the analysis according :

1. Assembling the data

Collect all the data you have as well as any ongoing reflections you have made about them. Review your initial and/or your revised questions. Start

³⁰ Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2005), p. 22.

going through your data and look for broad patterns, ideas or trends that seem to answer your questions.

2. Coding the data

Based on the broad picture you have developed, start refining it by coding your data into more specific patterns or categories (coding is discussed in more detail in the next section). Identify which of your data sources you can code quantitatively (e.g. questionnaires).

3. Comparing the data

Once your coding is complete, compare the categories or patterns across your different sets of data (e.g. interviews compared with surveys) to see whether they say the same thing or whether there are contradictions that you can highlight. Develop tabs, bar/pie charts or sets of quotes to set the data out and display them in a concise form.

4. Building interpretations

Think deeply about what the data are saying by reflecting beyond the immediate surface details. Look for more abstract 'big picture' concepts and not just step-by-step descriptions of what you have found. Pose questions, identify connections, and develop explanations about what the research means at the broadest level of your understanding of it. Refine your own 'personal theories' about the meanings of this research.

5. Reporting the outcomes

The last step involved presenting an account of the research for others. The quantitative data analyses were used to analyze data from the result of the

teaching learning process. It was done to compare between the result of cycle 1 and the result of cycle 2. The formula of the mean could be calculated as follows:

$$\textit{Average} = \frac{\textit{Total Student's Score}}{\textit{Student's Number}}$$

E. The Procedure of Classroom Action Research

This procedure of this research are planning, action and observation, and reflecting . Where a sequential program for teachers intending to engage in action research is outlined in some detail.³¹ The procedures of Classroom Action Research in each cycle are:

a. Planning

To improve the students' speaking skills, the researcher worked together with another researcher, and the English teacher. The aim of the action is to improve the students' speaking skills using audio-visual aids to support the communicative teaching. The action plans as follows:

1. using audio-visual aids in teaching speaking
2. reviewing the materials and media
3. testing the students' speaking skills.

b. Action and Observation

Some action plans are implemented in the classroom in two cycles, depend on the research study itself. Each cycle was about two meetings.

³¹ Hopkins, David. 1993. *A Teachers' Guide to Classroom Action Research*. Britain: Edmondsbury Press Ltd.

Besides implementing some action plans, the researcher and the collaborator observe and record the teaching and learning process, and was interview with some students of grade VIII A after the action done. All the members involve in the research discussion based on the actions analysis. The result of the discussion was important to serve as an evaluation for the implementation of the action plans to improve the next actions.

c. Reflecting

Reflecting is the activity of evaluating critically the progress of the students. Analyzing the action in order to remember what happen that has been written in observation. In this step, the researcher can observe whether the action activity result any improvement.

F. Criteria of Success

The criteria of success in this action research are follow :

1. For seventh and eighth class the average of the obtained scores is 70.00 (this is the minimum of mastery standard at SMP Negeri 3 Banawa).

The students' interest in learning by utilizing audio visual aids. It means the students are interest to improve their speaking skill of English by utilizing audio visual aids. These data are obtained from the observation sheet, field-note and even the questionnaire.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this process, the researcher helped by a collaborator/ observer to observe the English teaching learning process.

The researcher findings were taken from the beginning until the last teaching learning process done in this research. The research was consisted of two cycle explained as follows:

1. Identifying the Problem

In this step, the researcher conducts observations to determine the pre-conditions before the action research is carried out. At the beginning of the study, researchers pre-observed the teaching and learning process and interviews with teachers and some students. The researcher found that there were some students who were still afraid to speak. They become nervous every time they try to speak in front of the class. This is caused by a lack of opportunities given to students to speak. Students become noisy and talk to each other when the teacher explains the material, students find it difficult to capture the teacher's explanation, because they do not understand English, especially in speaking, they think that speaking is difficult to train and they are not confident enough to speak. The teacher acknowledges that even though he has arranged time for students to speak. He also said that some students were too big for English classes. From interviews with several students, researcher also found that most of them sometimes still lacked the

confidence to speak. This is caused by class conditions that do not support them to be active.

Based on preliminary observations and interviews with teachers and students, researchers identified that students' speaking skills must be improved by applying techniques of teaching and learning processes that can overcome problems. Therefore, researcher designed the technique of teaching and learning through utilization Audio Visual Aids. Audio Visual is a teaching media and educational media that activates students' eyes and ears during the learning process. Audio Visual media is a type of media that in addition contains elements of sound also contains elements of images that can be seen, such as video recordings, various sizes of films, sound slides, etc.

2. Process

a. Cycle 1

1) Planning

Based on the result of the test and interviews, the researcher arranged the planning. The actions were focused on improving the speaking skills by utilization audio-visual aids in this case, video and slide. The researcher would be the teacher during the implementation of the actions.

2) Implementing the Action Research

The implementation of the action was based on the teaching and learning activity stated in the lesson plan. There were two meetings in the first cycle. The implementation of each meeting was as follows:

a. First Meeting of Cycle 1

The first meeting of the first cycle is carried out on May 17th 2019. Researcher begin by checking the attendance of students. The researcher began to open the lesson " Assalamu'alaikum wr wb. Good Morning Students, how are you today? Students answered " Wa'alaikumsalam wr

wb Morning, fine, Kak " and the researcher asked one of the students" What are you doing Indah? " She was just silent because she did not know how to answer questions. The researcher told students that they would learn about asking what they were doing everyday the topic " What Are You Doing?" . The researcher told students that they would play a video a. The researcher played the video, Students noticed the video is played once again, and the researcher tells students to write down what activities are in the video and complete the blank sentences. After students complete their assignments, the researcher asks several questions related to the video. Students answer them together based on their work. The researcher asks students if they find difficult words but they do not find difficult words.

The researcher said that the next activity was conversation a dialogue. Researcher divided students into pairs. After all students find their pairs, the researcher asks to make conversation about topic today " What Are you doing ?" with their pairs and then come to in front of the class to practice. The Students begin to make their conversation. Some students feel embarrassed and scared when advancing in front of the class. They asked the researchers if they could bring the text, but she asked them not to take it. Students need extra time to remember dialogue. Many of them still make mistakes on their pronunciation. When their friends appear, other students make their own dialogue scenes and do not pay attention to their friends who appear in front of the class. After all students do it, feedback is given based on the students' mistakes and the researcher gives the correct pronunciation, asking students to repeat it. The researcher summarizes what they have learned that day and then closes the lesson.

b. Second Meeting of Cycle 1

The second meeting of Cycle I was conducted on May 22th 2019. The lesson begins with greeting, praying and checking attendance. The researcher reminds students to be ready to appear in front of the class

because just a some of pairs has done their conversation last meeting. Students who have not appeared at the last meeting must raise their hands. Lots of students raise their hands. They look very panicked and not ready to appear. The researcher gives 10 minutes for students to practice. After 10 minutes passed, the students held a dialogue in front of the class. When all students have finished, the researcher asks if the student has done the assignment. The students answered that they had completed the assignment. Two students are shown to read the dialogue. Then the researcher showed an example in the John M. Echols dictionary and showed it on the projector. This is a new way of learning for them. They practice saying it correctly. After correcting a number of errors, the researcher asked students whether there were difficult words or not. Students give meaning and pronunciation. Next, the students repeated the words enthusiastically. Researcher and students discuss expressions found by students. All students have the right answers. The students are asked to practice dialogue with their pairs. Researcher continue to listen to student pronunciation, correct it if they are wrong. The student dialogue then does it in front of the class. They look enthusiastic. Then, they provide feedback about the performance and material they have learned that day. The researcher asked one of the students to lead a prayer. The researcher welcomes students to close the lesson.

3) Reflection

After taking action in Cycle I, the English teacher and researcher discussed the learning process to make some reflections. That is to fulfill democratic validity and dialogic validity as stated earlier in chapter III. In the discussion, they analyzed data from observations and interview transcripts to evaluate the actions taken. Everyone is free to express their opinions, feelings, and suggestions regarding the actions taken.

R : Kalau begitu belajar pake video cukup membantu kalian?

- S1 : Membantu Kak. Pas pake video itu materinya jadi lebih mudah diingat. Mudah dipelajari juga. Kan ada gambarnya terus cara pengucapan, Jadi lebih gampang
- S2 : “ya. Membantu. Kita bahkan bisa lihat tulisannya sekaligus cara ngomongnya. Kalau tidak tahu artinya juga bisa dikira-kira dari liat video itu Miss.”
- P : Alhamdulillah. Terus belajar bahasa Inggris pake video itu apakah membantu?
- S3 : “Iya Kak. Kan lebih mudah diingat, lebih jelas, dan mudah dimengerti juga
- S4 : Membantu Kak. Bisa lihat sekaligus denger cara pengucapan yang benar.

(Interview Transcript)

The use of audio-visual aids (video) was successful during the implementation of the actions. The students were very enthusiastic when they were watching the video as stated by the teacher on the extract below.

- P : Menurut Ibu penggunaan video sudah membantu siswa Bu?”
- G : “Sudah cukup menarik. Sudah efektif juga. Siswa jadi lebih tertarik, lebih antusias. Hanya masih butuh bimbingan supaya mereka lebih mudah memahami isi dari video tersebut.”

(Interview Transcript)

4) Findings of Cycle 1

Beside the observations and interviews conducted during the implementation and reflection, there was also a speaking assessment to measure the improvements of the students' speaking skills to support the data validity. The following table presents the students' mean scores on each aspect of speaking during the teaching and learning process.

Score Aspect	Total
--------------	-------

Comprehension	58.33
Fluency	57.22
Mean	57.78

The Students Score in Cycle 1

No	Name	Score Aspect	
		Comprehension	Fluency
2	ABDUL JALIL	55	65
3	ADIAKSA	65	55
4	ADINDA	65	55
5	AIDIL ALFAIZAL	65	65
6	ALFIN	55	65
7	ALMUBIN	55	55
8	FERNANDO	55	55
9	FIRMANSYAH	65	55
10	GANANG RIZAL MAULANA	55	65
11	GISKA	55	55
12	ICA SALIM	65	55
13	IHWAN	55	55
14	INDAH TRIYANI	65	55
15	INDI RAHAYU	55	55
16	LARAS	65	55
17	MOH. MAGOLI ALIF PRATAMA	55	55
18	MOH. SYAHRIL RAMADAN	65	55
19	NUR ALYA	55	55
20	NUR FADILA PRATIWI	55	55
21	NURMILA	55	65
22	REVA ELIZA	55	55
23	REYN TAUFIK NUGROHO	55	55
24	RIFAL	55	55
25	SARAH DILA	65	55
26	SELA	55	55
27	SIGIT	55	65
28	ZAHWA	55	55
		58.33333333	57.222222
	Mean	57.78	

b. Cycle 2

1) Planning

Cycle II still focused on the same problems found in Cycle I. The researcher decided to apply new actions with the hope that the teaching and learning process would be more enjoyable and the students' speaking skills could be significantly improved.

a) Using Audio-Visual Aids (Video and Slide) as the Teaching Media

The researcher would continue using the audio-visual aids as the teaching media for the cycle II. The materials for cycle II would be about descriptive text. The researcher would give the clearer instruction on the while watching video activity so that the students could do the task easily and they could focus on the task rather than just watching the video. Most of the videos would be taken from www.youtube.com. In the cycle I, the students needed more repetitions on watching the video because they over-enjoyed watching it and did not do the task. In this cycle, the researcher would clearly tell the students that the video would only be played for two or three times so that the students could focus on doing the task.

2) Actions and Observations in Cycle II

a. The First Meeting of Cycle II

The first meeting of the second cycle is conducted on May 29th 2019. The researcher starts the lesson by greeting students and checking the attendance of students. The researcher then reviews the last meeting material. Then the researcher moved to the next material. The researcher told the students that the next lesson was to descriptive text. Researcher play the video to give examples about descriptive text. The researcher told the students playing game "What is That Thing?" and divided the students into four groups. Students very enthusiastic playing game and

they really enjoy. After the game is complete, researcher opens the slide containing the picture. Students looked confused, then the researcher explained that they would choose one of the pictures on the slide and describe in front of the class. The researcher giving examples to students. When their friends are busy doing assignments, other students seem panicked to complete the task. The students are very active . The researcher recorded the pronunciation of errors made by students. Researcher explain to students what the correct pronunciation is by using a dictionary, and ask students to repeat the correct pronunciation together. Students are asked to describe the picture they got in front of the class. For the last activity, the researcher asks students to advance in front of the class. There are only 10 students who appear because the bell rings. The researcher summarizes the lesson briefly, greets students and then closes the lesson.

b. The Second Meeting of Cycle II

The second meeting was held on June 19th 2019. The lesson began with greeting students. The researcher then reviews the last meeting material. Next, the students continued to describe their respective picture.

After 15 minutes have passed, several students are shown to read the results of the description. after he pronounces the correct pronunciation of difficult words. The researcher is a class to check student pronunciation. After walking and checking each student, the researcher then gave the last activity. researcher ask students to do different activities. They have to describe and then do it in front of the class. The students are direct assignments because they are used to it. 20 minutes passed, the students began to do it. Finally, the researcher provides feedback for student performances. The researcher then reviewed the material that had been studied and also said goodbye to the students because it was the last meeting. Researcher closed the lesson by greeting all students.

3) Reflection

The English teacher and the researcher did the last discussion in reflecting all the actions in Cycle II. The problems which happened in the second cycle were discussed with the English teacher to achieve the democratic validity and dialogic validity. The data of the reflection were captured from the observations during the teaching and learning process and the interviews after each meeting.

P : Kelebihan yang ada di cycle 2 ini Bu? Apakah penggunaan media juga sudah efektif?"

G : Medianya sudah bagus. Anak juga sangat antusias untuk memahami sesuai dengan makna yang disampaikan. Mereka lebih berani untuk maju ke depan. Kalau di cycle 1

mereka masih malu-malu, di cyle 2 mereka terlihat lebih percaya diri bahkan rebutan untuk maju pertama. Mereka juga tidak takut untuk bertanya ketika tidak mengerti. Terlihat sekali usaha mereka untuk selalu berbicara bahasa Inggris di kelas"

(Interview Transcript)

4) Findings of Cycle II

The researcher and the teacher implemented some improved actions in cycle II to make the teaching and learning process of speaking could be more interesting and enjoyable. The videos and slide were already appropriate. The researcher reminded the students about what they should do while watching the videos and also reminded them that the videos would only be played three times. The researcher gave clearer instruction to do. The researcher gave the simpler instructions to make the students easily understood the task. The researcher gave more time for the students to practice their dialogue, the situation cards were simpler than before. They were written in English and using the familiar words to make the students easily to understand. The students could develop their own dialogue because there was no exact. The use of Indonesian translation was replaced by

gestures. The researcher said the sentences slowly and made some demonstrations so that the students could understand the sentences without Indonesian translation plot.

Beside the observations and interviews conducted during the implementation and reflection, there was also a speaking assessment to measure the improvements of the students' speaking skills to support the data validity. The following table presents the students' mean scores on each aspect of speaking during the teaching and learning process.

Score Aspect	Total
Comprehension	73.33
Fluency	70
Mean	72.67

The Students Score in Cycle 2

No	Name	Score Aspect	
		Comprehension	Fluency
2	ABDUL JALIL	65	80
3	ADIAKSA	80	65
4	ADINDA	80	80
5	AIDIL ALFAIZAL	65	65
6	ALFIN	80	65
7	ALMUBIN	65	65
8	FERNANDO	65	65
9	FIRMANSYAH	80	80
10	GANANG RIZAL MAULANA	80	80
11	GISKA	65	65
12	ICA SALIM	65	65
13	IHWAN	65	65
14	INDAH TRIYANI	80	80
15	INDI RAHAYU	65	65
16	LARAS	80	65
17	MOH. MAGOLI ALIF PRATAMA	80	65
18	MOH. SYAHRIL RAMADAN	65	80

19	NUR ALYA	80	65
20	NUR FADILA PRATIWI	80	65
21	NURMILA	80	80
22	REVA ELIZA	80	65
23	REYN TAUFIK NUGROHO	65	65
24	RIFAL	80	65
25	SARAH DILA	80	80
26	SELA	65	65
27	SIGIT	65	65
28	ZAHWA	80	80
		73.33333333	70
Mean		72.67	

B. Discussions

This study aims to describe how the utilization audio visual aids can improve the speaking skills of class VIII A SMP Negeri 3 Banawa. Referring to the purpose of the study, the findings show that the use of audio visual aids improve students' speaking skills in aspects of comprehension and fluency. The effects of using audio-visual are almost twice that of using audio or visual media only.³²

Utilization of audio-visual aids (video and slide) and supporting actions include applying daily conversation and descriptive text, using English in class during the teaching and learning process, providing feedback to students, giving handouts and giving prizes successfully increasing students' speaking abilities of VIII A grade students Negeri 3 Banawa. The findings can be concluded from observations and interviews with English teachers and students during the study.

The result in cycle the average 57.78, were able to increase their score to 72.67 in cycle II. . In conclusion, the use of audio visual aids has proven effective for improving students' speaking skill.

³² Sugeng, B. 2010. *Instructional Technology: Planning Strategies for Language Education*. Yogyakarta: Unpublished teaching and learning modul.

Ahmad stated that in audio-visual aids, both hearing (ears) and vision (eyes) are involved.³³ Such assistance includes television programs, video films, motion pictures, synchronized audio-slide projectors, computers and computer-aided instructions and so on. Cartoon films are also useful media for developing and sculpting students' skills. Based on interviews, the students said that they had some improvement in their speaking skills by watching videos. They know the correct pronunciation and can use it in their dialogue. Even their fluency is also improved because they gain confidence after they know the correct pronunciation of the video.

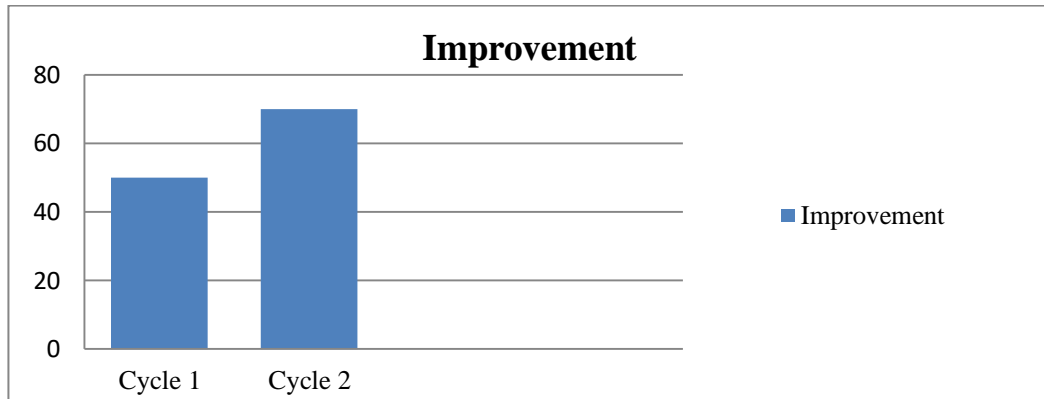
Table 9. The Comparison between Cycle 1 and cycle 2

Students Score	Aspect Score		Mean
	Comprehension	Fluency	
Cycle 1	58.33333333	57.222222	57.78
Cycle 2	73.33333333	70	72.67

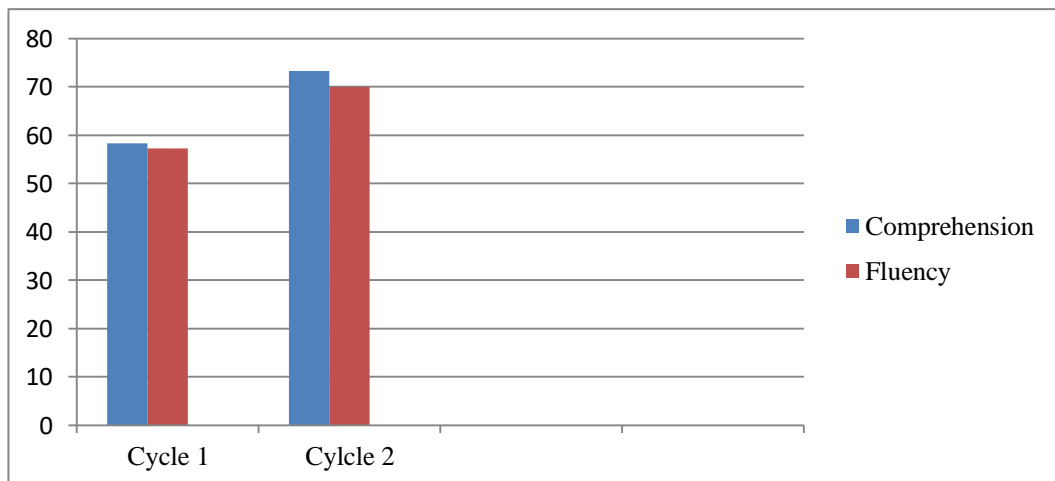
The changes on the students' scores increased significantly based on the table above. The students, who just gained 57.78 in the cycle 1, were able to increase their score up to 72.67 in the cycle 2. It indicated that they were successful in making considerable improvement. In conclusion, the use of audio visual aids was proven to be effective to improve the students' speaking ability. The change between the results of cycle 1 and cycle 2 can be seen in this following figure:

³³ Ahmad, T. 2013. *Audio-Visual Aids in Teaching*. <http://dailykashmirimages.com> . Retrieved on December 21st 2013.

The Comparison between Cycle 1 and cycle 2



Moreover, the results of the students' speaking performance during the implementation were also presented to support the finding that the use of audio visual aids could improve the students' speaking skills. The improvement of the student's speaking performance during the implementation of the actions can be seen in this following figure.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After implementing the two cycles, the researcher found some effective ways to improve the speaking skills of the eight grade students at SMP Negeri 3 Banawa academic year of 2018/2019 by utilizing audio-visual aids.

1. The use of audio-visual aids can attract students' attention and motivation in learning English, especially speaking make students build their confidence.
2. Students can get a better understanding of the material given, because audio visual gives them clear examples of the real context in life. Students can interpret meaning only by watching videos.
3. Activities such as playing games and playing dialogue, more opportunities to practice their speaking skills. They can interact with all their friends because the task requires them to do it. Some students mix in English and Indonesian in answering teacher questions or instructions. It's good since a long time ago, they even use Language in English classes. This shows that students' willingness to try to use English when they speak increases. Therefore, the teaching and learning process becomes more interactive and communicative. They also like to do this activity in front of the class. Students who only got 57.78 in cycle I were able to increase their score to 72.67 in cycle II. This shows that they make aspects of speaking skills such as comprehensibility and fluency.

B. Suggestions

1. To Students

The process of teaching and learning English can be effective if each participant involved makes a positive contribution. Thus, students as the subject of the teaching and learning process must actively participate in activities during class. They need to continue to practice if they want to speak fluently.

2. To English Teachers

English teachers must consider students' needs and interests before designing speaking material. The speaking process and teaching and learning process is very important. This is a monotonous learning process. Audio-visual aids in the teaching and learning process because audio visual aids help teachers deliver material easily in interesting ways.

3. To Other Researchers

This is a limited time study in implementing actions. This makes researchers can only use one type of audio-visual aid, namely video and slide Other researchers who are interested in implementing actions over a longer period are more likely to be seen. This is also an authentic audio visual aids.

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INTERVIEW GUIDELINE

INTERVIEW GUIDELINE

1. In the Reconnaissance Process

a. Interview : English teacher

- 1) Dapatkah Ibu menjelaskan bagaimana proses belajar mengajar di kelas ?
- 2) Bagaimana kemampuan bahasa Inggris siswa kelas VIII terutama dalam hal speaking?
- 3) Menurut Ibu, kendala apa yg sangat signifikan dalam mengajar speaking?
- 4) Apa yang Ibu lakukan untuk mengatasi masalah atau kendala tersebut?
- 5) Media apa yang biasa Ibu gunakan untuk mengajar speaking?
- 6) Bagaimana pendapat Ibu tentang penggunaan audio-visual untuk mengajar speaking?

b. Interview : students

- 1) Apakah kamu suka pelajaran Bahasa Inggris?
- 2) Menurut kamu, diantara listening, speaking, reading dan writing, manakah yang paling sulit?
- 3) Bagian apakah yang sulit menurut Anda?
- 4) Media apa yang biasa digunakan bapak guru ketika mengajar speaking?
- 5) Apakah Anda suka menonton video atau film?

2. During the Implementation of the Action

Cycle 1

a. Interviewee : English teacher

- 1) Bagaimana penilaian Ibu terhadap kemampuan berbicara siswa di cycle I?
- 2) Apakah media yang dipakai efektif?

- 3) Apa saja kekurangan di cycle I yang menurut pengamatan Ibu perlu dikembangkan?
- 4) Menurut Ibu, kemajuan apa yang dicapai siswa dalam cycle ini?
- 5) Apa saran Ibu untuk cycle berikutnya?

b. Interview : students

- 1) Bagaimana pendapat kamu mengenai kegiatan di kelas bahasa Inggris selama ini?
- 2) Apakah Anda menyukai belajar bahasa Inggris terutama speaking dengan menonton video? Mengapa?
- 3) Apakah dengan menonton video membantu Anda dalam belajar speaking? Mengapa?
- 4) Apa kesulitan selama belajar speaking?
- 5) Bagaimana dengan materi yang diajarkan?

Cycle 2

a. Interviewee : English teacher

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

b. Interviewee : students

- 1) Bagaimana pendapat Anda mengenai kegiatan di kelas bahasa Inggris selama ini?
- 2) Apakah Anda menyukai belajar bahasa Inggris terutama speaking dengan menonton video? Mengapa?
- 3) Apakah dengan menonton video membantu Anda dalam belajar speaking? Mengapa?

- 4) Kemajuan apa yang Anda rasakan selama pelaksanaan kegiatan belajar bahasa Inggris terutama speaking dengan menonton video?
- 5) Kesan apa yang Anda dapat dari kegiatan ini?

INTERVIEW TRANSCRIPT

INTERVIEW TRANSCRIPT

Interview transcript Cycle 1 :

R : Kalau begitu belajar pake video cukup membantu kalian?"

S1 : Membantu Kak. Pas pake video itu materinya jadi lebih mudah diingat. Mudah dipelajari juga. Kan ada gambarnya terus cara pengucapan, Jadi lebih gampang

S2 : "Iya. Membantu. Kita bahkan bisa lihat tulisannya sekaligus cara ngomongnya. Kalau tidak tahu artinya juga bisa dikira-kira dari liat video itu Miss."

P : "Alhamdulillah. Terus belajar bahasa Inggris pake video itu apakah membantu?"

S3 : "Iya Kak. Kan lebih mudah diingat, lebih jelas, dan mudah dimengerti juga "

S4 : "Membantu Ka. Bisa lihat sekaligus denger cara pengucapan yang benar Ka."

P : Menurut Ibu penggunaan video sudah membantu siswa Bu?"

G : "Sudah cukup menarik. Sudah efektif juga. Siswa jadi lebih tertarik, lebih antusias. Hanya masih butuh bimbingan supaya mereka lebih mudah memahami isi dari video tersebut."

Interview transcript Cycle 2 :

P : Kelebihan yang ada di cycle 2 ini pak? Apakah penggunaan media juga sudah efektif?"

G : Medianya sudah bagus. Anak juga sangat antusias untuk memahami sesuai dengan makna yang disampaikan. Mereka lebih berani untuk maju ke depan. Kalau di cycle 1 mereka masih malu-malu, di cycle 2 mereka terlihat lebih percaya diri bahkan rebutan untuk maju pertama. Mereka juga tidak takut untuk bertanya ketika tidak mengerti. Terlihat sekali usaha mereka untuk selalu berbicara bahasa Inggris di kelas"

Keterangan :

P : *Peneliti*

G : *Guru Mata Pelajaran Bahasa Inggris*

S1 : *Siswa 1*

S2 : *Siswa 2*

S3 : *Siswa 3*

S4 : *Siswa 4*

Transcript Conversation

Transcript Conversation

Rose : Where are you going ?
Jimmy : I'm going to the library.
Rose : I'm Bored, let's play outside.
Jimmy : Sorry, but I want to read books
Rose : What are you doing, Mom ?
Mom : I'm writing an e-email.
Rose : I'm bored, let's play outside.
Mom : Sorry, but I'm busy. Let's do it later.
Rose : What are you doing, Dad ?
Dad : I'm making cookies.
Rose : Wow, I want to make cookies, too.
Dad : Good.
Rose : Show me how to make these cookies, please.
Dad : Great idea.

QUESTIONNAIRE

QUESTIONNAIRE

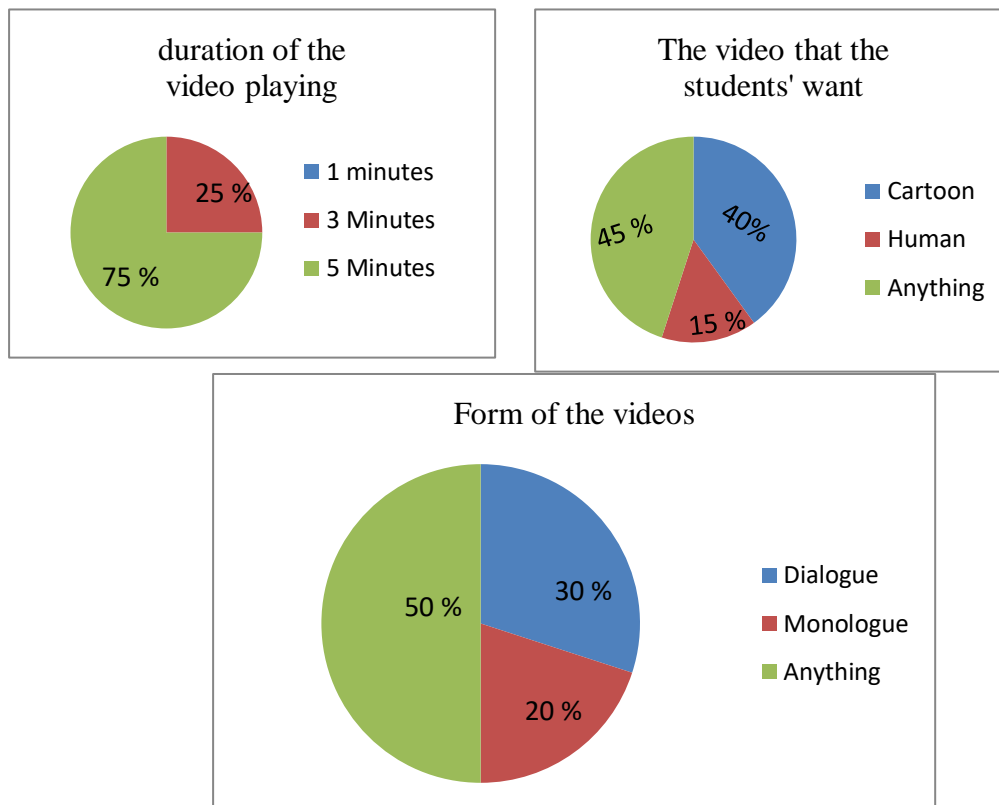
Kelas : VIII A

Jawablah pertanyaan-pertanyaan di bawah ini dengan cara memberi tanda (√) pada jawaban Anda!

1. Berapa sebaiknya durasi untuk pemutaran *audio-visual aids*, dalam hal ini video, (diputar saat pelajaran berlangsung)?
 - () 1 menit
 - () 3 menit
 - () 5 menit
2. *Audio-visual aids* (dalam hal ini video) seperti apa yang Anda inginkan?
 - () kartun
 - () manusia
 - () apa saja
3. Dalam bentuk apakah sebaiknya isi dari *audio-visual aids* (dalam hal ini video) tersebut?
 - () dialog
 - () monolog
 - () apa saja

RESULT

Class : VIII A (28 Students)



LESSON PLAN

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah	:	SMP Negeri 3 Banawa
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII / II (Genap)
Materi Pokok	:	Teks interaksi transaksional terkait tindakan/kejadian yang sedang dilakukan/ terjadi saat diucapkan.
Alokasi Waktu	:	2 x 80 menit (2 Pertemuan)

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.8.Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *present continuous tense*).

C. Indikator

4.8. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Tujuan Pembelajaran

1. Disajikan teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian sesuai dengan konteks penggunaannya peserta didik dapat mengidentifikasi fungsi social dan unsure kebahasaan dengan benar
2. Disajikan teks lisan sederhana meminta perhatian peserta didik dapat menyebutkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung.

E. Materi Pembelajaran

1. Fungsi Sosial :
 - Menjelaskan, mendeskripsikan.
2. Struktur Teks
 - Memulai.
 - Menanggapi (diharapkan/diluar dugaan).
3. Unsur Kebahasaan
 - Kalimat deklaratif dan interogatif dalam present continuous tense.
 - Adverbia: now
 - Nomina tunggal dan jamak dengan atau tanpa a, the, this, those, my, their, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
4. Topik

Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di dalam KI.

F. METODE PEMBELAJARAN

Metode Scientific

G. Media Pembelajaran

Media : Gambar

Alat : Laptop,projector

Sumber belajar : Buku Bahasa Inggris, When English Rings a bell Kelas 8

H. LANGKAH-LANGKAH PEMBELAJARAN

a) Kegiatan Awal

1. Guru menyapa siswa.
2. Guru mengecek kehadiran siswa
3. Guru mengecek absensi siswa.
4. Guru menunjuk salah satu siswa yang memimpin doa sebelum memulai pelajaran;
5. Guru menyampaikan manfaat materi pembelajaran
6. Guru mendemonstrasikan sesuatu yang terkait dengan materi pembelajaran.
7. Menyampaikan kemampuan yang akan dicapai peserta didik.

b) Kegiatan Inti

1. Mengamati

- Siswa terbiasa atau sering mendengar dan menyaksikan guru menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.
- Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.

2. Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan

dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan.

3. Mengumpulkan Informasi

- Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dari video dan buku teks.
- Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.
- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.
- Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur.

4. Mengasosiasi

- Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah

dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.

- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

5. Mengkomunikasikan

- Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.
- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsungsaatini dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

c) Penutup

1. Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
3. Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
4. Menyampaikan rencana pembelajaran pada pertemuan
5. berikutnya

H. PENILAIAN HASIL BELAJAR

1. Scoring rubric

Oral Proficiency Scoring Categories Comprehension

Score	Proficiency Description
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)
3	Comprehension is quite complete at a normal rate of speech.
4	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker.

Oral Proficiency Scoring Categories Fluency

Score	Proficiency Description
1	Constant searching for vocabulary, verb tense. Does not complete utterances.
2	Frequent hesitations, searches for words. Overly translates questions before response. Repeat Question word before response. Eventually responds..
3	Halting, hesitating. Visibly translating Before responding. Can rephrase and respond.
4	Occasional hesitation, searching for words. Speaker can self-correct and respond to cues

5	Smooth flow. Quick, continuous flow. Natural pauses.
---	--

Note :

5 = 50-55 (Very Poor)

10 = 56-65 (Poor)

15 = 67-80 (Good)

20 = 81-100 (Excellent)

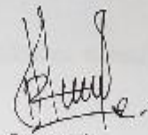
Donggwa, 17 Mei 2019

**Guru Mata Pelajaran Bahasa
Inggris**

Peneliti



Surfina, S.Pd
NIP. 75517626 6230 0 002



Imawati
NIM. 15 1160 027

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMP Negeri 3 Banawa
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII / II (Genap)
 Materi Pokok : Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda
 Alokasi Waktu : 2x80 Menit (2 Pertemuan)

A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	1.1.1. Menunjukkan rasa syukur kepada Tuhan selama pembelajaran.

2.1. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.1.1. Menunjukkan perilaku peduli dalam pembelajaran.
3.1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.1.1. Memberi nama benda 3.1.2. Mengidentifikasi sifat benda 3.1.3. Mendeskripsikan benda
4.2. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.2.1. Melengkapi teks deskriptif sederhana tentang benda 4.2.2. Menyusun teks deskriptif sederhana tentang benda

C. Tujuan Pembelajaran

1. Mengidentifikasi struktur penyusunan frasa kata benda dalam mendeskripsikan suatu benda.
2. Mengidentifikasi nama benda dan karakteristiknya.
3. Membuat teks pendek yang menggunakan ungkapan untuk mendeskripsikan benda.
4. Menggunakan struktur teks dan unsure kebahasaan untuk mendeskripsikan benda.

D. Materi Pembelajaran

1. Materi Reguler

Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda.

My Friend

His name is kevin anggara, kevin anggara is my classmate, he has tall body, he is 170 cm, he has straight black hair, he has oval face, he has small eyes, he has sharp nose, he has thick lips, he dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is dilligent.

2. Materi Remedial

Generic Structure Descriptive Text

- a. Identification (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
- b. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan

Ciri-ciri Deskriptive Text :

- a. Menggunakan simple present tense
- b. Menggunakan attribute verb, seperti be (am, is, are)
- c. Mudah dipahami
- d. Menggambarkan
- e. Komunikatif
- f. Dapat membuat pembaca tertarik
- g. Menggambarkan objek secara spesifik

3. Materi Pengayaan

Buat sebuah contoh deskriptive teks tentang orang, hewan atau benda sesuai dengan penggunaan struktur bahasa.

E. Metode Pembelajaran

Pendekatan : Scientific Approach

Model : Project Based learning

Strategi : Diskusi

F. Media, Alat dan Sumber Pembelajaran

1. Media : Gambar
2. Alat/Bahan : Laptop
3. Sumber Belajar : Buku yang relevan

F. Langkah-langkah Kegiatan Pembelajaran

Pre-activity (Kegiatan Awal)

1. Guru menyapa siswa.
2. Guru mengecek kehadiran siswa
3. Guru mengecek absensi siswa.
4. Guru menunjuk salah satu siswa yang memimpin doa sebelum memulai pelajaran;
5. Guru menyampaikan manfaat materi pembelajaran
6. Guru mendemonstrasikan sesuatu yang terkait dengan materi pembelajaran.
7. Menyampaikan kemampuan yang akan dicapai peserta didik.

Kegiatan Inti

PESERTA DIDIK	GURU
<ol style="list-style-type: none">1. Mengamati (<i>observing</i>)<ol style="list-style-type: none">a. Peserta didik mendegarkan beberapa teks deskriptif singkat dan sederhana tentang benda.b. Siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang benda	<p>Meminta peserta didik menonton dan memperhatikan contoh teks deskriptif singkat dan sederhana tentang benda</p> <p>Meminta peserta didik memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang benda</p>
<ol style="list-style-type: none">2. Menanyakan (<i>Questioning</i>)<ol style="list-style-type: none">a. Menanyakan antara lain perbedaan antara berbagai teks atau kalimat teks deskriptif singkat dan sederhana tentang benda dalam berbagai konteks	<p>Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai teks deskriptif singkat dan sederhana tentang benda dalam berbagai konteks</p>

<p>3. Mengumpulkan Informasi (<i>Experimenting</i>)</p> <p>a. Siswa membaca contoh-contoh teks descriptive singkat dan sederhana tentang orang, benda dan binatang dari berbagai sumber lain.</p> <p>b. Membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat</p>	<ul style="list-style-type: none"> - Meminta peserta didik membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber. - Meminta peserta didik membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat
<p>4. Mengasosiasi (<i>Associating</i>)</p> <p>a. Secara berpasangan peserta didik saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</p>	<p>Meminta peserta didik berpasangan saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</p>

Penutup

1. Guru meminta siswa menyimpulkan materi yang telah dipelajari dengan meminta menyebutkan kembali kata-kata atau ungkapan yang digunakan dalam memperkenalkan diri.
2. Guru menutup pembelajaran.

H. Penilaian

2. Scoring rubric

Oral Proficiency Scoring Categories Comprehension

Score	Proficiency Description
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech,

	repetition, or paraphrase.
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Oral Proficiency Scoring Categories Fluency

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1	Constant searching for vocabulary, verb tense. Does not complete utterances.
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Note :

5 = 50-55 (Very Poor)

10 = 56-65 (Poor)

15 = 67-80 (Good)

20 = 81-100 (Excellent)

Donggala, 17 Mei 2019

Guru Mata Pelajaran Bahasa InggrisSurina, S.Pd
NIP. 73517626 6230 0 002**Peneliti**Irmawati
NIM. 15 1160 027

THE STUDENTS SCORE

The Students Score in Cycle 1

No	Name	Aspect Score	
		Comprehension	Fluency
2	ABDUL JALIL	55	65
3	ADIAKSA	65	55
4	ADINDA	65	55
5	AIDIL ALFAIZAL	65	65
6	ALFIN	55	65
7	ALMUBIN	55	55
8	FERNANDO	55	55
9	FIRMANSYAH	65	55
10	GANANG RIZAL MAULANA	55	65
11	GISKA	55	55
12	ICA SALIM	65	55
13	IHWAN	55	55
14	INDAH TRIYANI	65	55
15	INDI RAHAYU	55	55
16	LARAS	65	55
17	MOH. MAGOLI ALIF PRATAMA	55	55
18	MOH. SYAHRIL RAMADAN	65	55
19	NUR ALYA	55	55
20	NUR FADILA PRATIWI	55	55
21	NURMILA	55	65
22	REVA ELIZA	55	55
23	REYN TAUFIK NUGROHO	55	55
24	RIFAL	55	55
25	SARAH DILA	65	55
26	SELA	55	55
27	SIGIT	55	65
28	ZAHWA	55	55
		58.33333333	57.222222
	Mean	57.78	

The Students Score in Cycle 2

No	Name		
		Comprehension	Fluency
2	ABDUL JALIL	65	80
3	ADIAKSA	80	65
4	ADINDA	80	80
5	AIDIL ALFAIZAL	65	65
6	ALFIN	80	65
7	ALMUBIN	65	65
8	FERNANDO	65	65
9	FIRMANSYAH	80	80
10	GANANG RIZAL MAULANA	80	80
11	GISKA	65	65
12	ICA SALIM	65	65
13	IHWAN	65	65
14	INDAH TRIYANI	80	80
15	INDI RAHAYU	65	65
16	LARAS	80	65
17	MOH. MAGOLI ALIF PRATAMA	80	65
18	MOH. SYAHRIL RAMADAN	65	80
19	NUR ALYA	80	65
20	NUR FADILA PRATIWI	80	65
21	NURMILA	80	80
22	REVA ELIZA	80	65
23	REYN TAUFIK NUGROHO	65	65
24	RIFAL	80	65
25	SARAH DILA	80	80
26	SELA	65	65
27	SIGIT	65	65
28	ZAHWA	80	80
		73.33333333	70
	Mean	72.67	

PHOTOGRAPHS

APPENDICES 9



Observation the Students



Interview the Students





The students pay attention to the researcher's explanation.



The students are enthusiastic on the watching video.



The students practice their dialogue dialogue



The students practice their



The students pay attention on the video Watching activity



The students are very active on playing game to practice the expressions.





PERMIT LETTERS



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فلولو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Tsp. 0451-460798 Fax. 0451-460165
Website: www.iainpalu.ac.id email: humas@iainpalu.ac.id

PENGAJUAN JUDUL SKRIPSI

Nama	: IRMAWATI	NIM	: 15116 0077
TTL	: Palu DGG, 11-01-1997	Jenis Kelamin	: PEREMPUAN
Jurusan	: Tadris Bahasa Inggris	Semester	: VII
Alamat	: Jl. Teang Palu-Ponggala Palu DGG	HP	: 0857 9881 7282
Judul			

o Judul I
USING AUDIO VISUAL AIDS TO IMPROVE SPEAKING ABILITY THROUGH DESCRIBING PICTURES FOR THE SECOND GRADE STUDENTS OF SMP NEGERI 2 BANAWUA

o Judul II
IMPROVING READING COMPREHENSION BY USING STORY MAPPING ON NARRATIVE TEXT OF THE SECOND GRADE STUDENTS OF SMP NEGERI 3 BANAWUA

o Judul III
IMPROVING SPEAKING SKILLS THROUGH SELF-DIRECTED DIALOGUE TO THE SECOND GRADE STUDENTS OF SMP N 3 BANAWUA

Palu, 21 Desember 2018

Mahasiswa

IRMAWATI

Daftar isi dan judul penyusunan skripsi dengan catatan:

Pembimbing I: Drs. Muhamad Ihsan, M.Ag.
Pembimbing II: Dr. Abdul Gafur Marzuki, M.Pd.

Wakil Dekan
Wakil Dekan Bidang Akademik
Dan Pengembangan Kelembagaan.

Dr. HAMLAN, M.Ag.
NIP. 19500601948031002

Ketua Jurusan,

Dr. Hj. Nur Arsanawati, S.Ag., M.Hum
NIP. 19740726200032002

KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALU
NOMOR : 43 TAHUN 2019
TENTANG
PENETAPAN DEWAN MUNAQASYAH (TIM PENGUJI SKRIPSI)
FAKULTAS TARBİYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN

- Menimbang :
- a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan dewan munaqasyah (tim penguji skripsi) untuk menguji skripsi mahasiswa;
 - b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
 - c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat :
1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
 5. Peraturan Menteri Agama Nomor 47 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
 6. Keputusan Menteri Pendidikan Nasional Nomor 173/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
 7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

M E M U T U S K A N

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN DEWAN MUNAQASYAH (TIM PENGUJI SKRIPSI) FAKULTAS TARBİYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

KESATU : Menetapkan Dewan Munaqasyah (Tim Penguji Skripsi) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu sebagai berikut :

- | | |
|--------------------------|------------------------------------|
| 1. Ketua Tim Penguji | : Elya, S.Ag, M.Ag |
| 2. Penguji Utama I | : Dr. Hj. Nur Asmawati, M.Hum |
| 3. Penguji Utama II | : Khaeruddin Yusuf, S.Pd.I, M.Phil |
| 4. Pembimbing/Penguji I | : Drs. Muhammad Ihsan, M.Ag |
| 5. Pembimbing/Penguji II | : Dr. Abdul Gafur Marzuki, M.Pd |

untuk menguji Skripsi Mahasiswa

Nama : Imawati

NIM : 15.1.16.0027

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : UTILIZING AUDIO VISUAL AIDS TO IMPROVE ENGLISH SPEAKING SKILL FOR THE EIGHT GRADE STUDENTS OF SMP NEGERI 3 BANAWA

KEDUA : Dewan Munaqasyah (Tim Penguji Skripsi) bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam skripsi yang diajukan.

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2019

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



Tembusan :

1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu.



**FAKULTAS TARBIAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**

NIM: 15111620024
JURUSAN: TBA (Tadris Bahasa Inggris)

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Kamis 16-07-2018	Moh. Sahal Ihsan	Efektifitas metode belajar dalam meningkatkan kemampuan utuh peserta didik di kelas Terapi bahasa	1. Dr. H. Nida Jabir, M.Pd 2. Tuhin Fatmahan, S.Pd., M.Pd.I	
2	Kamis 19-07-2018	Moh. Nizarang	Peran guru pendidikan Agama Islam dalam meningkatkan penguasaan rachalangan Islam pada parantes didik di Sains Islam	1. Prof. Dr. H. Saiful S. Pektalangi, M.Pd 2. Ruslan, S.Ag, M.Pd.	
3	Jumat 20-07-2018	Suherianto	Maka-makalah pendidikan humanistik terhadap peningkatan motivasi belajar peserta didik C. Studi pada metode pembelajaran PAI di SMA s. Palu	1. Drs. Syarif M.A 2. Dr. Gusriamb M.Pd	
4	Jumat 20-07-2018	Arifin	Maka-makalah penelitian Islam yang terkandung dalam Hadis mengenai buku Genetika di dunia perwujudan Kussamahan Apresiasi teks kitab Tafsir Umm-ul-Qura	1. Dr. Gusriamb, B. Belunissa, M.Pd. 2. Solahudin, S. Ag, M. Ag	
5	Jumat 20-07-2018	Pulin Dayana	Penerapan metode Himpun Persepsi untuk meningkatkan hasil belajar peserta didik pada pembelajaran text di SMP Negeri 1 Palu	1. Dr. Ruzhina S. Ag, M. Ag 2. Saldaudin, S. Ag, M. Ag	
6	Jumat 20-07-2018	Siti Rahmawati	Studi tentang kemampuan baca qur'an pada peserta didik di MA al-khulafat Damagulu kec. Palu	1. Drs. H. An-Hazim M. Pd 2. Kasimari, S. Ag, M. Pd.	
7	Jumat 20-07-2018	Moh. Rizal	Pendekatan pembelajaran anak yang kurang berprestasi pada metode pelajaran PAI di kelas I kelas Ekaloka, Narakas kec. Sembawa kep. Makasar	1. Drs. Badhat, M.HI 2. Ruslan, S. Ag, M. Pd	
8	Senin 23-07-2018	Fahri L. Lasep	Penerapan ET dalam pembelajaran tematik di SMP 3 Palu	1. Dr. Kusdjo, M. Pd 2. Annawati, S. Pd, M. Pd	
9	Senin 23-07-2018	Rambi	Pengelolaan tenaga Pendidikan dalam sink Negeri 3 Palu	1. Dra. Juhani S. Ag, M. Ag 2. Hamka, S. Ag, M. Ag	
10	Selasa 24-07-2018	Nizarang Pujipta	Peran berpikir kritis sebagai salah satu keterampilan dalam meningkatkan kinerja guru di sink Negeri 1 terapan	1. Dr. H. Hestul Mubdini, M.Pd.I 2. Wulung M. Anani, S. Pd, M. Pd	

catatan: Kartu ini merupakan persyaratan untuk mendaftar seminar membina ujian skripsi



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INSTITUT AGAMA ISLAM NEGERI PALU
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Nomor : 715 /In.13/F.I/PP.00.9/05/2019
Lampiran : -
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Palu, 12 Mei 2019

Yth, Kepala Sekolah SMP Negeri 3 Banawa

Palu

Assalamualaikum w.w

Dengan hormat, dalam rangka menyusun Skripsi Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Irmawati
NIM : 15.1.16.0027
Tempat Tanggal Lahir : Loli Oge, 11 Januari 1997
Semester : VIII (Delapan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Trans Palu Donggala
Judul Skripsi : "UTILIZING AUDIO VISUAL AIDS TO IMPROVE ENGLISH SPEAKING SKILL FOR THE EIGHT GRADE STUDENTS OF SMP NEGERI 3 BANAWA".

Dosen Pembimbing :

1. Drs. Muhammad Ihsan, M.Ag
2. Dr. Abdul Gafur Marzuki, S.Pd, M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di SMP Negeri 3 Banawa Palu

Demikian, atas perkenannya diucapkan terima kasih

Wassalam,



Dr. Mohamed Idhan, S.Ag., M.Ag. /-
NIP. 19720126 200003 1 001

Tembusan :

1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu;
3. Dosen Pembimbing;
4. Mahasiswa yang bersangkutan.



**PEMERINTAH KABUPATEN DONGGALA
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 BANAWA**

ALAMAT JALAN PALU-DONGGALA KM. 20 LOLI TASIBURI

SURAT KETERANGAN PENELITIAN

Nomor : 73 / L.24.1.1 / SMP.3 / KP / 2019

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Banawa Kecamatan BANAWA Kabupaten Donggala Sulawesi Tengah mencrangkan bahwa :

Nama : IRMAWATI
NIM : 15.1.16.0027
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris

Yang bersangkutan telah melaksanakan penelitian di SMP Negeri 3 Banawa dalam rangka melengkapi penyusunan skripsi yang berjudul : " UTILIZING AUDIO VISUAL AIDS TO IMPROVE ENGLISH SPEAKING SKILL FOR THE EIGHT GRADE STUDENTS OF SMP NEGERI 3 BANAWA "

Demikian surat keterangan ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya.

Loli Tasiburi 29 Mei 2019

Kepala Sekolah

Hi. Kusum, S.S

Nip. 19800691986032006



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Nomor : 2113 /In.13/F.I/PP.00.9/08/2019
Sifat : Penting
Lampiran : -
Perihal : **Undangan Menghadiri Ujian Skripsi.**

Palu, 2 Agustus 2019

Yth. Bapak/Ibu Dewan Munaqasyah (Tim Penguji Skripsi)
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu
1. Elya, S.Ag, M.Ag
2. Dr. Hj. Nur Asmawati., M.Hum.
3. Khaeruddin Yusuf, S.Pd.I, M.Phil
4. Drs. Muhammad Ihsan, M.Ag
5. Dr. Abdul Gafur Marzuki, M.Pd

Palu

Assalamualaikum w.w.

Dalam rangka pelaksanaan Ujian Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Irmawati
NIM : 15.1.16.0027
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : UTILIZING AUDIO VISUAL AIDS TO IMPROVE ENGLISH SPEAKING SKILL FOR THE EIGHT GRADE STUDENTS OF SMP NEGERI 3 BANAWA


dengan hormat kami mohon kesediaannya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal : Kamis, 22 Agustus 2019
Jam : 14.30 WITA
Meja Sidang : -
Tempat : Lantai II Ged. Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu (Ruang Ibnu Sina)

Demikian, atas kehadirannya diucapkan terima kasih,

Wassalam,

a.n. Dekan
Ketua Prodi Tadris Bahasa Inggris


Dr. Hj. Nur Asmawati, S.Ag, M.Hum
NIP. 19740726 200003 2 002

Tembusan :

1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu;
2. Kepala Bagian Tata Usaha FTIK IAIN Palu;
3. Mahasiswa yang bersangkutan.

Catatan Bagi Peserta Ujian Skripsi :

1. Berpakalan Jas Lengkap + Kopyah (Pria).
2. Berpakalan Kebaya Muslimah (Wanita).

CURRICULUM VITAE



A. Researcher Identity:

Name : Irmawati
Date of Birth : January 11th , 1997
Gender : Female
Religion : Islam
Address : Jl. Trans Palu-Donggala, Desa Loli Oge, km 15
Religion : Islam
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B. Parents Identity:

1. Father's Name : Jusrin. L. Ragaua
Date Of Birth : February 22th 1968
Religion : Islam
2. Mother's Name : Warni
Date Of Birth : April 3th 1976
Religion : Islam

C. Educational Background

1. SDN 01 Loli Oge, gradiation 2010.
2. SMP Negeri 3 Banawa, graduation 2012.
3. SMK Negeri 1 Banawa (Donggala) graduation 2015
4. Continued study in Institute of Islamic Studies (IAIN) Palu S1 English Department (TBI), Teacher Training and Tarbiyah Faculty 2015 until now.