

**IMPROVING ENGLISH SPEAKING SKILL
THROUGH INTRODUCTORY
ENGLISH VIDEOS**

THESIS

Submitted by

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on Teacher Education**

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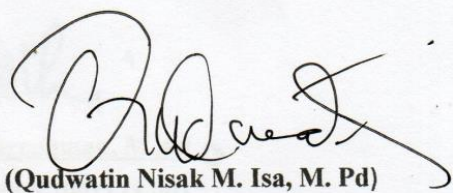
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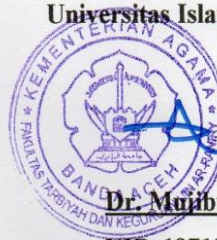
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul: ***“Improving English Speaking Skill Through Introductory English Videos”*** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya seluruhnya menjadi tanggung jawab saya.

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Yang membuat pernyataan,




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ABSTRACT

Most of the schools with English as one of the subjects improved various methods to create a good teaching English atmosphere and make the teaching learning process more interesting and fun. The thesis titled **“IMPROVING ENGLISH SPEAKING SKILL THROUGH INTRODUCTORY ENGLISHVIDEOS”**(An experimental teaching in Al-Manar Islamic Boarding School Aceh Besar) was inspired by the English teaching learning process in Al-Manar that sometimes tends to be boring and not interesting. Moreover, the students' condition especially students of senior high school sometimes have less motivation in speaking English. They rarely practice their English since the learning Speaking skill might be boring to them. This thesis aimed to find out whether the use of Introductory English Videos can make students improve their speaking skill. The thesis mainly focused on speaking skill since they are lack of practicing their speaking skill. Most students have problem in introducing themselves in speaking skill, so the the writer focuses on the research on the first grade of senior high school while the introducing in English will be the first topic in English lesson. After doing teaching research in experimental class, the writer verified that Learning speaking English Through Introductory English videos is able to create more interesting English teaching learning process and it helps students to improve their motivation and mastery in learning English especially on speaking skill. It is proven by the result of the pre-test and post-test. In the pre test indicates that the writer found that the mean score between the two test was different. The mean score of pre-test was 73.32 while the mean score of post-test 85.025 which means that post-test score was higher than pre-test. Due to the result finding, the writer summarizes that that the use of English Introductory videos improved students speaking skills.

Keywords: English, speaking skill, introductory English videos, motivation, learning English.

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The writer's special thank is to James North as my first English native teacher who helps me a lot in these days in learning English, Tuanku Muhammad S.Pd as my friend who helps me in doing this research, to all the staffs, all the teachers and students of Al-Manar especially to the students of class X-C. The last, her greatest thankfulness is addressed to her family who motivated her in finishing her study. Thanks for everyone who helped and supported the writer, may Allah SWT bless them.

Finally, the greatest hope of the writer is that this thesis would be useful for the education development in the future.

Aceh Besar, 1 October 2017

The writer

Luthfia Hanum

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CHAPTER 1

INTRODUCTION

A. Background Of Study

Speaking is one of the important skills in English. People who can speak English will get many advantages of their ability. For example, people who can speak English will get better education and work than people who cannot speak English. Many Indonesian students, even though they study English at university, yet they cannot speak English well because some English teachers focus on teaching the grammar.

To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should implement the best approaches, methods, and strategies. Then, the teachers also have to use media appropriately in teaching English. The media like video used to help the students to speak. According to Flynn, (1998) video helps the students to understand the instruction more than use a textbook because: "Video brings language in the context of life in realistic settings to the classroom" when any person watches a movie or TV program, superficial and even deep feelings and emotions are elicited or form of information, fact and reaction from that video, such as excitement, anger, laughter, relaxation, love, or even boredom.

Based on my preliminary research done to 12 Students of Al Manar senior high school (MAS) it was found that they got problem in speaking English, yet they love watching English Videos.

The using of English Videos as the media in teaching English has ever been done by few researchers, for example, the research done by Ade Suhendri in Al Manar Senior high school by using English videos as the media in teaching English, yet there is none of them who use Introductory English video as their methods to improve the student's speaking skill. Based on the previous study the researcher wants to do a research about Introductory English videos to improve students's speaking skill.

B. Research Questions

The problem of this research can be formulated as follows:

1. Do the Introductory English Videos help Students improve their speaking skill?
2. What are the students responses toward the implementation of the English introductory videos?

C. Aims of the Research

Based on the problem formulated above, the aims of this research are:

1. To know whether the use of Introductory English videos help students in improving the students' speaking skill or not.
2. To know the students' responses toward the implementation of the Introductory English videos.

D. Significant of study

This research is expected to give some contribution to the students and the English teachers. For students, this research can hopefully give motivation to the students to be more active in speaking English, be confident to speak English to everyone, whereas English is an international Language and for English teachers, the result of this research hopefully can provide the information to the teachers, that using videos in teaching speaking can improve the student's activeness, particularly in speaking skills.

E. Terminology

There are three terms that need further explanation to understand this thesis. According to the available reference, the terms used are :

1. Improving

Improving is an act of enhancing or making better in terms of quality, value or usefulness. Improving speaking English in this study means the way the students of Al Manar senior high school to enhance their ability in speaking English from the basic level to be a better level in speaking English.

2. Speaking skill

Speaking is an articulation of sound to express thought. Tarigan (1990, p.15), says that speaking is the capability in pronouncing sound or word to express or convey thought, idea or feeling opinion and wish. Another expert says that speaking is talk or speak Haryanto (2004, p. 13). If both speaking and ability are

combined, so it means a capability to utter the articulation of sound to express or to deliver thought, opinion and wish to the other person.

a. The Importance of Speaking.

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar-Translation method is one example, Richards and Rodgers (2001) mention that reading and writing are the essential skills to be focused on however, little or no attention is paid to the skill of speaking and listening. In the communicative approach, speaking was given more importance since oral.

Communication involves speech where learners are expected to interact verbally with other people. Moreover, the teachers talk will be reduced; that is to say learners are supported to talk more in the classroom.

Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. Furthermore, the main question often given to foreign language learners is "do you speak English?" Or "do you speak French?" but not "do you write English?" We understand that most of people take speaking and knowing a language as synonyms. Celce-Murcia (2001,p.103) argues that for most people "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication." The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill.

With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well.

Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies. Baker and Westrup (2003) support that " a student who can speak English well may have greater chance for further education, of finding employment and gaining.

The speaking skill that the writer means is how the students can introduce themselves in English by using vocabularies and having good pronunciation.

3. Introductory English videos

Introductory English videos are the videos show how we introduce ourselves in general in English, it is including about describing people, hobbies, activities, and etc, by using videos. The Introductory English videos will show the reality how native English speakers introduce themselves in daily life. As we know that most Indonesian students in Indonesia when they introduce themselves as they learn from the English text book and that makes spoken English sound unnaturally. Speaking English is very important skill in English and it is better if Speaking skill looks real and that will be helped by English videos.

In this study the research will use the Introductory English videos by Using the videos from Internet. The research has downloaded 2 short English videos from YouTube videos in different channel which is including the materials

how to Introduce in English. The first video is taken from channel which is called Go Natural English and the second one is called English Sing Sing. The video duration from English Sing Sing is 30 minutes while the video from Go Natural English is 5 minutes long .

CHAPTER II

LITERATURE REVIEW

A. The nature of speaking

Speaking is very important skill in our lives. People speak in order to communicate with the others. It is also one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with the others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints.

In Indonesia, English is as a foreign language that is taught at the school as the school subject in addition with other subjects in the formal education. As a result, in non-English environment, the students have limited opportunities to practice their English outside their schools. Therefore, Many students cannot speak English well even though they learn English at schools.

Cameron (2001, p. 11) says that speaking is the active use of language to express meanings so that other people can make sense of them. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that a listener will understand.

B. The Meaning of Speaking Ability.

Speaking ability consists of two words are speaking and ability. To avoid misunderstanding about the meaning of speaking ability, it will clarify one by one. According to Poerwadarminta (1985, p. 109). It is also stated by Hornby (1990, p. 51) that ability's potential capacity of power to do something physically or mentally. Those description may concluded that ability is capability of human which identical with ability. According to Djiwandono (in Munir, 2005, p. 16) speaking is the activity to express thought and feeling orally.

C. The Function of Speaking Skill

Brown and Yule in Fauzi (2012, p. 4) also describe a useful distinction between two basic language function. These are the transactional function, which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of social relationship.

Another basic distinction when considering the development of speaking skill is between monologue and dialogue. They ability to give an uninterrupted oral presentation is very clear from interacting one people and another speakers for transactional and intersectional purpose, while, all native speakers can and do use language interaction, not all native speaker have the ability to be extempore on a given subject to group of listeners. Furthermore, Brown and Yule in Fauzi (2012, p. 4) suggest that most language teaching is concerned with developing skills in

short intersectional exchanges in which the learner is only required to make one or two utterance at a time.

Based on the above statement, Bygate in Fauzi (2012, p. 5) distinguishes that “between motor-perceptive skill, which are concerned with correctly using the sound and structures of language, and interactional skill, which involves motor perceptive skill for the purpose of communication” motor perceptive skill are developed in the language classroom through activities such as model dialogues, patterns practice, oral drills and so on, until relatively recently, it was assumed that the mastery of motor perceptive skill was that needed all one, in order to communicated successfully.

D. The Aspect of Speaking Ability

Darmodihardjo in Fauzi (2012, p. 7) states about the aspects of speaking that is “the requirements of effective speaking such as: intonation, phonetic transcription and environment expression”.

The opinion above describes that, to able communicate effectively, it must be considered that situation of sound utterance, pronunciation and physical. On the other hand, Valetto in Fauzi (2012, p. 7) says that “The elements which are in speaking cover phonetic transcription, grammar, vocabulary, the effective and speaking”

Meanwhile, Haris in Fauzi (2012, p. 7) clarifies as follows:

“Like writing speaking is complex skill requiring the simultaneous use of number of the different abilities which often developed of different rates either four of five components are generally recognized in analyze of the speak process: (a) pronunciation concluding the segmental features vowel, and consonants, vocabulary, stress and intonation pattern the flow speech, (b) grammar, (c) vocabulary, (d) fluency (the case and speed of the flow speech).The solve

probably be added, (e) comprehension for oral communication certainly requires a subject the response to speak as well as imitation”.

Based on the statement above, it can be concluded that the aspects of the speaking ability in this research are: (a) pronunciation competence, (b) grammatical ability, (c) vocabulary mastery, (d) the fluently of speaking, and (e) the understanding of the topic of speaking.

E. Teaching Speaking

There are many definitions of speaking that have been proposed by experts in language learning. Brown (2001, p. 267) states that “when someone can speak a language it means that he/she can carry on a conversation. In addition, he states that the standard of successful language acquisition is almost always the demonstration of ability to accomplish pragmatic goals through an interactive discourse with other languages speakers”.

Moreover, Richards and Renandya (2002, p. 204) state that “effective oral communication needs the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, nonlinguistic elements such as gestures, expressions, and body language are required in conveying messages directly without any accompanying speech”.

Based on the definition all above we can conclude that Speaking a language can carry on a conversation and make a good interactions that involved verbal communication.

F. Characteristics of Spoken Language

There are two main aspects of speaking according to Nunan (1999). Those are accuracy and fluency. The first is accuracy. It means that the speakers are required to use the correct grammar, vocabulary, and pronunciation. And the fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers need to always speak so fast since sometimes pausing is important to make meaning clear. In addition, Harmer (2001, p. 48) states that “there are four necessary language features for spoken production”. Those features can be seen below

a. Connected speech

In connected speech sounds are modified, omitted, or added. To be able to speak effectively, speakers need to be able to not only produce individual phonemes but also to use fluent connected speech.

b. Expressive devices

Native speakers of English sometimes change the pitch, stress, vary volume, and speed of particular utterances. The use of those devices contributes to the ability to convey meanings.

c. Negotiation Language

We often need to ask for clarification when we are listening to someone else talk.

G. Types of spoken language

It is important to incorporate types of spoken language into a language course, especially in teaching listening and speaking. There are two types of spoken language according to Brown (2007, p. 272)

a. Monologue

A speaker uses spoken language for any length of time as in speeches, lectures, news broadcast, etc. In monologue, the hearer must process long stretches of speech without interruption and the speaker goes on to speak whether the hearer comprehends or not. The monologue is also divided into two, planned and unplanned monologue. The first, planned monologue, such as speeches and other prewritten materials, shows little redundancy and quite difficult to comprehend. On the other hand, unplanned monologue, such as impromptu lectures reveals more redundancy.

b. Dialogues

Dialogues involve two or more speakers and it can be subdivided into interpersonal (maintain social relationship) and transactional (convey factual information).

H. Macro Skills of Speaking

According to Sharma (2010, p. 5). Here are the skills that should be implemented in speaking activities:

1. Appropriately accomplish communicative functions according to situations, participants, and goals.

2. Use appropriate styles, registers, implicative, redundancies, pragmatic conventions, conversational rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalisation and exemplification.
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

I. Micro Skill of speaking

As proposed by Brown (2001, p. 271), there are some micro skills in speaking. Those are producing chunks of language of different lengths, orally producing differences among the English phonemes and allophonic variants, Producing reduced forms of words and phrases, producing fluent speech at different rates of delivery, expressing a particular meaning in different grammatical forms and using cohesive devices in spoken discourse.

J. Criteria of Speaking skill

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have good speaking skill. As proposed by Brown (2001, p. 168), those aspects are pronunciation, fluency, vocabulary, and accuracy.

1. Pronunciation

Based on Longman Dictionary (2000, p. 429), pronunciation is the way a certain sound or sounds is produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

2. Fluency

As proposed by Harris and Hodges (1995, p. 14), fluency is an ability to speak quickly and automatically.

3. Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary (2002, p. 204). The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

4. Vocabulary

Based on Longman Dictionary (2002, p. 580), vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically

used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

K. Introductory English Videos

1. Introductory

Introductory is providing information about someone who is about to speak, perform, etc., or something that is about to begin. Introductory English Video is a good way to show the reality of English language itself. When we learn language, for example English, the first part the English learners need to learn how to introduce ourselves in English. When the English Learners know better how to introduce themselves and describe about themselves in details information that will make them easier to learn to next step in learning English itself.

The writer has choosen this Introductory English videos because she thinks it will help the English students easier to improve their speaking skill in general.

a. Videos

Richards and Renandya (2002, p. 364) say that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus to students' attention to the content, play and replay the video as needed, design or select the tasks, and follow up with suitable post viewing activities.

According to Harmer (2001), a video is not only a great aid to see language-in-use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other visual clues, but also uniquely bridge the cross cultural understanding. They will see how typical British 'body language' is when inviting someone out or how Americans speak to waiters. He also adds that a video has the power of creation. Students are able to create something memorable and enjoyable when the teacher lets the students use video cameras themselves. Finally, students mostly show an increased level of interest when they have a chance to see language in use as well as hear it.

b. Types of Videos

Harmer (2001, p. 284) states there are two basic types of video which can readily be used in class.

1. Off-air program

Off-air program is a program recorded from a television. It should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility too. Apart from overall language level, some off-air videos are also extremely difficult for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or a regional vernacular.

2. Real-world video

The teachers should not use separately published video tape material such as feature of films, exercise manuals, wild life documentaries or comedy provided

that there are no copyright restrictions for doing this. Once again, teachers need to make their choice based on how engaging and comprehensible the extract is likely to be.

3. Language learning videos

It means that the videos are prepared to accompany course books. The advantage is that they have been designed with students at a particular level in mind. Those videos are likely to be comprehensible, designed to appeal to students' topic interests and multi-use since they can not only be used for language study but also for a number of other activities as well.

4. The Advantages of using Videos in the teaching and Learning Process.

The use of videos in the teaching and learning process has the advantages of presenting abstract ideas in realistic concepts. Besides, students are able to view a performance over and over again for emulation without any risk (e.g. view directly phenomena of eclipse of the sun, volcanic eruption, etc) or they can observe videos of their own performance or feedback and improvement.

According to Alessi (2001, p. 538), a video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, without showing a video. It is hard to show a student the effects of body language on communication using only graphics or still photographs. The movements of athletes or animals are best captured by video. Video here has also been included for motivational reason.

Moreover, Harmer (2001, p. 284) also states that there are some advantages in using videos in the teaching and learning process:

- a. Seeing language-in-use, the students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.
- b. Cross-cultural awareness, which is allowing students a look at situations beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.
- c. The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable.
- a. Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

It is clear from the explanation above that videos have many advantages.

Videos can support the teaching learning process. The students can learn language not only by listening how native speakers pronounce some words but also by observing their facial expressions. They can also learn about culture from other countries what other people in other countries wear, eat, and much more.

5. Criteria in Selecting videos.

There are some criteria in selecting videos as proposed by Stempleski (1992).

- a. Inspiration, motivation, and interest

A video should give inspiration, motivation, and build students' interest in learning.

b. Content

The teacher should make sure that the videos are suitable with the instructional goal and culturally appropriate for the students

c. Clarity of Message

The teacher should make sure that the instructional message is clear to the students. For the teacher, it will be a great attempt to prepare the students to understand what they are going to watch.

d. The pace

The teacher needs to make sure that the pace of the videos should be suitable with the students' proficiency level.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

There are many types of research design can be used in conducting a research. In this research, the researcher used an experimental research. Experimental research design is used when a researcher wants to establish possible cause and effect between independent and dependent variable Creswell (2008).

There are at least three major experimental research designs: pre-experimental, true experimental and quasi experimental. The key distinction between these experimental research designs is the extent to which a design deals with the threats to the internal validity of the study (Salman: 2008). For this study, the writer used Pre-experimental research with one group pretest-posttest design. There is only one group of participant who will be the target of treatment. Participants are tested before and after the treatment. Pretest and posttest score will be compare to evaluate whether there is a significant gain.

B. Population and Sample

The population of this study is all students of the first grade of senior high school of Al-Manar who had English subject at their class. The class consisted of three classes; XA (20 students), X B (19 students), and XC (31 students).

To choose the sample, the writer used purposive sampling. The sample is class XA which consisted of 20 students. The writer chose class XA because the

writer considered that they have met the requirements to be the sample of this research. The requirements are; first, all students have quite similar basic competence. Second, they have high motivation in learning English but less mastery of the subject because of the lack of interest and enthusiasm. The preliminary research has been done to choose the sample.

C. Technique of Data Collection

In collecting the data for this research, the writer did experimental teaching. The data was gained through giving test (pre-test and post-test), and questionnaire.

1. Test

The pre-test and post-test was conducted in this study which the pre-test was given before the experimental and the post-test was given after the experimental teaching.

2. Written Interview

Written Interview was applied in this study at the end of experimental teaching by offering the students five questions related to the research. The purpose of the written interview is to find out the students' opinion about the Introductory English Videos that was applied in teaching learning process.

D. Brief description of research location

1. Historical Background

Al-Manar Modern Islamic boarding school is an integrated formal education institution where the students live in dormitories which are managed directly by teachers who graduated from Dayah Labuhan Haji Darusalam, Gontor, and Al-Manar.

The institution was established in 2001 on the initiative of chairperson of the foundation *Bungong Jeumpa* H. Azhar Manyak (Abu Manyak) on the ground about 3,8 hectare. Moreover, inaugurated by the Regent of Aceh Besar Drs. Sayuti S., MM, located in the village of Lam Permei Cot Irie Krueng Barona Jayadi district of Aceh Besar, by notarial deed number 30 dated 11-10-2000 with educational facilities and lodging facilities are very simple.

At the first year it had 77 students, consisting of 26 orphan students financed by H. Azhar Manyak and general students with independent cost. In addition, in the 14th year, the number of students reached 426 consisting of 78 orphan students, while others are general students. By the time passing, the number of general students now is raising significantly because of their interest in education in Al-Manar Boarding school. But instead of that, the orphan students are still accepted studying in Al-Manar and they still live and learn together with the other general students in harmony.

2. The School

Al-Manar Islamic Boarding School is a private Islamic education institute under the Islamic Education Foundation and the Orphan Care Bungong

Jeumpa Aceh Besar. It aims to contribute in the development of human resources and create perfect human (InsanKamil) who possesses intellectual and spiritual intelligence for the development of religion and nation.

3. The teachers

There are English teachers in Pesantren Modern Al-Manar. Most of them are still studying in English Department of Education and Pedagogy Faculty who are not being a civil servant. However, there are also some honorer teachers who help in carrying the educational process out in Al-Manar.

4. The Students

The students of Pesantren Modern Al-Manar in this 14th year totaled 426 students, with details; 78 orphan students, they were at the expense of the Bungong Jeumpa Foundation and other local and international foundation. Besides that the other 348 students are general students financed by their parents. All students residing on campus of Al-Manaris governed by discipline and *Ukhuwah Islamiyah*. The majority of students come from the city of Banda Aceh and Aceh Besar, while the others come from Pidie, North Aceh, East Aceh, West Aceh, Aceh Jaya, Middle Aceh and also the regions out of Aceh such as Sumatra and Jawa.

To raise the potential of the students, Al- Manar formed an organization namely OSPA (Organisasi Santri Pesantren Modern Al-Manar) as a medium for the students in learning the way how to lead, to be creative, and to explore their potential skills, and talents.

5. The Facilities

Although the school where the writer conducted the research took place at a suburb area, the schools' building is physically good and wearable. Al-Manar does not have English language laboratory but has a library and computer laboratory that provide a lot of English books and dictionary for the students. However, the collection of the school library is not so complete. In addition, for supporting media in teaching learning process, the school also provides multimedia facilities.

6. Curriculum and Education System

Pesantren Modern Al-Manar embraced an integrated educational system between the national curriculum of Religious Affairs of Indonesia/Ministry of Education, the traditional Islamic boarding school curriculum and curriculum of Gontor, with the principle of continuity and professionalism in line with the 2013 national curriculum. Levels of education consist of Junior High School and Senior High School, where the Junior High School students are able to follow National Examination in the third year and the Senior High School students in the sixth year as well. Gontor curriculum is specifically applied in activity and language disciplinary.

There are two compulsory languages using in students' daily conversation; Arabic and English. These languages are being practiced alternately week by week. All of students are obligated to speak English and Arabic in their week as a practical training which trains them mastering both languages. Therefore, the

integrated curriculum was implemented in Al-Manar through the unification of those all mentioned curriculum.

In addition to the curricular education, Pesantren Modern Al-Manar also applies extracurricular education with the aim to provide skills provision for students, among others; daily conversation English and Arabic week, speech three languages (Arabic, English and Indonesian), tahfidh al-Qur'ân (memorized holy Quran) and practice the rhythm of reciting al-Qur'an, study of *kitab Melayu*, scout, computer operation skills, sports (football, volleyball, basketball, table tennis, takraw), self-defense and Rapai Aceh, organization practicing, various competitions (quiz, speech contest, reading kitab Melayu, and sports), architecture and carpentry skill, cooperative skills, agribusiness and agriculture.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Procedure of Data analysis

In analyzing the collected data, the researcher uses some formulas. The formulas that used in analyzing data of this research are adopted from statistic book by Spiegel and Stephens (2004).

a. Test

The researcher uses statistical formula in analyzing the test data. The purpose of the test is to find out the range of the data, interval, class number and mean. To avoid misunderstanding of the term of definition, the researcher explains them one by one.

a) Range

The purpose of the range is to find out the gap between the highest score and the lowest score, the formula is:

$$R = H - L$$

Remarks:

R= the range score

H= the highest score

L= the lowest score

b) Interval

Interval is a set of real numbers with the property that every number is between two numbers in his repertoire also included in the set.

$$I = \frac{R}{CN}$$

Where:

I= interval R= range CN= class number

However, before the researcher calculates the interval, the writer should calculate the class number, the formula is:

$$CN = 1 + 3.33 \log n \text{ (total sample)}$$

c) Mean

Mean is the average score of the student. Mean is analyzed by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

Where:

X= mean

$\sum fixi$ = the total result of multiplying between midpoint and the each frequency

$\sum fi$ = frequency

By using the mean score of the pre-test and the post-test, the researcher could compare the score of the students before and after the Introductory English Videos applied.

b. Written Interview

In analyzing the written Interview, the writer uses the formula as follow:

$$P = \frac{f}{n} \times 100\%$$

Where:

P= percentage f = frequency n =number of sample

B. The data analysis

The researcher uses the statistical calculation to analyze the tests given for this research. There were two types of test, Pre-test and post-test. The following table is the result of the pre-test.

a. The result of pre-test

Table 4.1 the score of pre-test

No	Name	Gender	Pre-test Score
1	AU	Female	75
2	AZ	Female	75
3	CN	Female	75
4	DF	Female	70
5	FM	Female	80
6	FM	Female	70
7	HM	Female	70
8	JA	Female	80
9	KS	Female	75
10	KS	Female	75

11	KK	Female	75
12	MR	Female	80
13	MA	Female	70
14	MJ	Female	70
15	NK	Female	75
16	NA	Female	70
17	RM	Female	70
18	SZ	Female	75
19	SR	Female	70
20	VN	Female	70

To analyze the data of pre-test, the writer calculates the data by using the following steps:

a. Range

The range (R) determined by using the formula below:

$$R = H - L$$

The data in the table above can be listed from the highest to the lowest score as follow;

80 80 80 75 75 75 75 75 75 75 75 70 70 70 70 70 70 70 70 70

It can be seen that the highest score is 80 and the lowest score is 70. Thus, the range is

$$R = H - L$$

$$= 80 - 70$$

$$= 10$$

b. Class number

The class number is identified by using the following formula:

$$CN = 1 + 3.33 \log n \text{ (total sample)}$$

$$CN = 1 + (3.33) \log 20$$

$$= 1 + (3.33) (1.30)$$

$$= 4.99 \approx 5$$

c. Space of interval class

Then, the range of the class interval was found out by using the formula:

$$I = \frac{R}{CN}$$

$$I = 10 \div 5 = 2$$

$$I = 2.$$

d. Table of frequency distribution

The frequency distribution can be calculated as the following table:

Table 4.2 the frequency distribution table of the students' pre-test score

Interval Class	<i>Fi</i>	<i>Xi</i>	<i>Fixi</i>
70- 75	17	72,5	1232.5
76-80	3	78	234
Total	20		1466.5

Afterward, the writer calculate the mean (X) to find out the average of students' pre-test score. Based on the table above, the mean is identified by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1466.5}{20}$$

$$= 73.32$$

b. The result of post-test

Table 4.3 the score of post-test

No	Name	Gender	Post-test Score
1	AU	Female	85
2	AZ	Female	85
3	CN	Female	85
4	DF	Female	80
5	FM	Female	90
6	FM	Female	80
7	HM	Female	80
8	JA	Female	90
9	KS	Female	85
10	KS	Female	85
11	KK	Female	85

12	MR	Female	90
13	MA	Female	80
14	MJ	Female	80
15	NK	Female	85
16	NA	Female	80
17	RM	Female	80
18	SZ	Female	85
19	SR	Female	80
20	VN	Female	80

To analyze the data of post-test, the writer calculates the data by using the following steps:

a. Range

The range (R) determined by using the formula below:

$$R = H - L$$

The data in the table above can be listed from the highest to the lowest score as the following:

90,90,90,85,85,85,85,85,85,85,85,80,80,80,80,80,80,80,80

It can be seen that the highest score is 90 and the lowest score is 80. Thus, the range is

$$\begin{aligned}
 R &= H - L \\
 &= 90 - 80 \\
 &= 10
 \end{aligned}$$

b. Class number

The class number is identified by using the following formula:

$$CN = 1 + 3.33 \log n \text{ (total sample)}$$

$$CN = 1 + (3.3) \log 20$$

$$= 1 + (3.3) (1.30)$$

$$= 4.99 \approx 5$$

c. Space of interval class

Then, the range of the class interval was found out by using the formula:

$$I = \frac{R}{CN}$$

$$I = \frac{10}{5}$$

$$I = 2$$

d. Table of frequency distribution

The frequency distribution can be calculated as the following table:

Table 4.4 the frequency distribution table of the students' post-test score

Interval Class	F_i	x_i	Fix_i
85-90	11	87,5	962.5
80-84	9	82	738
Total	20		1700.5

Next, the writer calculate the mean (X) to find out the average pre-test score of the students. Based on the above table, the mean can be identified by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$= \frac{1700.5}{20}$$

$$= 85.025$$

The aim of determining the mean score is to find the average score of students in the pre-test and post-test. The writer found that the mean score between the two test was different. The mean score of pre-test was 73.32 while the mean score of post-test 85.025 which means that post-test score was higher than pre-test. Due to the result finding, the writer summarizes that that the use of English Introductory videos improved students speaking skills.

C. Discussion of test result

This study is aimed to investigate the use of English Introductory videos in improving students' speaking skill. The mean of pre-test score and post-test score were compared to find out students' ability improvement. The maximum score for these tests is 100 while the minimum passing score was 70.

Pre-test result indicated that only three students get the good score 80 in the test. Their score were higher that minimum passing score standard determined by the teacher. Whereas, the post-test result shown that all of the students pass the

test. All of them pass both pre-test and post –test, their post-test score improved compared to pre-test score. Additionally, the mean score of pre-test was 73.32 while the mean score of post-test 82.02 which means that post-test score was higher than pre-test. Due to the result finding, the writer summarizes that that the use of English Introductory videos improved students speaking skills.

C. The Analysis of The Written Interview

In analyzing the written Interview, the writer used the percentage system as follows:

$$P = \frac{f}{n} \times 100\%$$

Which:

P = percentages

f = frequency of respondent

n = number of sample

100 = constant value

The written Interview consisted of five questions and was given at the last meeting after the writer gave the treatment at second and third meeting. The questionnaire was designed to obtain students' opinion about their perception toward the use of the Introductory English videos in teaching English. In analyzing the questionnaire, the writer translated them into English.

Table 4.5 Students' opinion about Teaching Learning Process through English Introductory English Videos.

No.	Options	Frequency	Percentage %
1.	a. really interesting	20	100%
	b. interesting	0	0
	c. slightly interesting	0	0
	d. not interesting	0	0
	Total	20	100

Based on the table above, there were all students (100%) who thought that the English Introductory Videos in teaching English is really interesting.

Table 4.6 Students' opinion whether the English Introductory Videos Helps Increasing Students' Learning Concentration and Interest in Learning Speaking.

No.	Options	Frequency	Percentage %
2	a. really helps	19	95%
	b. helps	1	5%
	c. slightly helps	0	0
	d. does not help	0	0
	Total	20	100

According to the table above, it can be seen that there were 19 students (95%) thought that the use of English Introductory Videos Teaching in teaching

really helped them in increasing their learning concentration and interest in learning speaking and one student (5%) thought it helped. It means that many students thought that the Introductory English videos really helped them in increasing their learning concentration and interest in learning speaking.

Table 4.7 What Students Get during Teaching Learning Process through English Introductory English videos.

No.	Options	Frequency	Percentage %
3.	a. Learning process became more interesting and increased proclivity	9	45%
	b. being able to comprehend English text easier	8	40%
	c. helping upgrading the text comprehension ability	3	15%
	d. nothing	0	0
	Total	20	100

The information that can be seen from the table above is that nine students (45%) who thought that learning process became more interesting and increased proclivity was the thing they got most while teaching by using English Introductory videos. Meanwhile, there were eight students (40%) who thought that being able to comprehend English text was the thing they got most and three students (15%) thought that they are being able to comprehend English text easier. It means that learning process became more interesting and increased proclivity

was the most things that students got during teaching by using Introductory English videos.

Table 4.8 Students' opinion about Using English Introductory videos Makes Learning Process Become Alive and Not Clumsy rather than The Usual Study

No.	Options	Frequency	Percentage %
4.	a. strongly agree	13	65%
	b. agree	7	35%
	c. slightly agree	0	0
	d. disagree	0	0
	Total	20	100

The information than can be inferred from the table above is that thirteen students (65%) were strongly agree that using English Introductory Videos makes learning process become alive and not clumsy rather than the usual study and seven students (35%) were agree. It indicated that teacher should avoid clumsy and boring method in teaching and be able to create a live and fun learning process. It can be applied through by using English Introductory videos.

Table 4.9 Students' opinion whether Using English Introductory Videos Can Be Applied in Teaching English.

No.	Options	Frequency	Percentage (%)
5.	a. strongly agree	14	70%
	b. agree	6	30%
	c. slightly agree	0	0

d. disagree	0	0
Total	20	100

Based on the students' answer most of the students chose strongly agree (70%) and agree (30%) which is indicated that the Introductory English Videos can be applied in teaching English. The students were happy to study and did all learning activities without being bored.

D. Discussion of test result

After doing teaching research in experimental class, the writer verified that Learning speaking English Through Introductory English videos is able to create more interesting English teaching learning process and it helps students to improve their motivation and mastery in learning English especially on speaking skill. They can improve their speaking English by repeating words or sentences what they have heard from the videos and they also tried to make a short conversation and practiced with their friends in the class. It is proven by the result of the pre-test and post-test. In the pre test indicates that the writer found that the mean score between the two test was different. The mean score of pre-test was 73.32 while the mean score of post-test 85.025 which means that post-test score was higher than pre-test. And the writer also find that the students who thought Speaking skill is difficult and they have changed their minds about Speaking English. They want to apply in daily life because they think English is fun.

Practicing English by using English videos also makes them more interested in Speaking English because they have seen the Native Speakers talk on the videos and wanted to speak like them and it shows that their Speaking skill has been improved by the score test. Finally, English videos by using Introductory English made them more interested in learning and Speaking Skill. Due to the result finding, the writer summarizes that the use of English Introductory videos improved students speaking skills.

E. The Analysis of The Written Interview

Based on the score of Written Interview by giving questions to the students the writer found that, there are so many students enjoy the English Learning process teaching speaking through the Introductory English videos is more effective rather than usual because the teaching speaking by using Introductory English videos is interesting, fascinating, exciting, and innovating. Nevertheless compared to conventional methods, watching video is more favored. It was proved by the students' answers on the questionnaires of the study. Most of them strongly agree that the use of Introductory English videos can be applied in teaching English. The use of Introductory English can create an interesting learning process especially in teaching speaking. Finally, it can be summarized that the use of Introductory English video can improve students' interest and mastery in learning English particularly in speaking English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and the explanations in previous chapter, the writer would like to draw some conclusions, they are:

1. After doing teaching research in experimental class, the writer verified that Learning speaking English Through Introductory English videos is able to create more interesting English teaching learning process and it helps students to improve their motivation and mastery in learning English especially on speaking skill. It is proven by the result of the pre-test and post-test. In the pre test indicates that The writer found that the mean score between the two test was different. The mean score of pre-test was 73.32 while the mean score of post-test 85.025 which means that post-test score was higher than pre-test. Due to the result finding, the writer summarizes that that the use of English Introductory videos improved students speaking skills.
2. Based on the score of questionnaires, teaching speaking through the Introductory English videos is more effective rather than usual because the teaching speaking by using Introductory English videos is interesting, fascinating, exciting, and innovating. Nevertheless compared to conventional methods, watching video is more favored. It was proved by the students' answers on the questionnaires of the study. Most of them strongly agree at the use of Introductory English videos can be applied in teaching English.

The use of Introductory English can create an interesting learning process especially in teaching speaking. Finally, it can be summarized that the use of Introductory English video can improve students' interest and mastery in learning English particularly in speaking English

B. Suggestions

1. Teaching speaking for students should use creative methods and techniques.

Learning Speaking skill is not only about memorizing the vocabularies but also applying them communicatively. Interesting method and techniques will influence students' motivation to study more.

2. Using the video in learning speaking English is recommended while teaching it explicitly still important. Another important point is choosing appropriate videos for the topic.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/6928/2016

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY



DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Agama Islam Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 3 Juni 2016.

MEMUTUSKAN

- Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Dr. T. Zulfikar, M.Ed
Sebagai Pembimbing Pertama
2. Qudwatin Nisak M.Isa, S.Ag., M.Ed., M.Pd
Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : **Luthfia Hanum**
- NIM : **231222657**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **Improving English Speaking Skill Through Introductory English Videos**
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2016/2017
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada tanggal: 18 Juli 2016


An. Rektor
Pes. Dekan

Dr. Mujiburrahman, M. Ag
NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
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Nomor : B- 4002 /Un.08/TU-FTK/ TL.00/ 04 / 2017

20 April 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpulkan Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Luthfia Hanum
N I M	:	213 222 657
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	X
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Indrapuri, Aceh Besar

Untuk mengumpulkan data pada:

MAS Al-Manar

Dalam rangka menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Improving English Speaking Skill Through Introductory English Videos

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,


M. Saif Farzah Ali

Kode: 8266

BAG.UMUM BAG.UMUM



**KEMENTERIAN AGAMA
MADRASAH ALIYAH SWASTA AL-MANAR**

KECAMATAN KRUENG BARONA JAYA

NSM : 131211060009 | NPSN : 10114252

Jln. Blang Bintang Lama | Gampong Lampermai | KodePos : 23371

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ACEH BESAR

Nomor : Ma.01.048/044/VIII/2017
Lamp. : -
Hal : Telah Melakukan Penelitian

Aceh Besar, 16 Agustus 2017

Kepada Yth,
Dekan Fakultas Tarbiyah dan Keguruan (FTK)
UIN Ar-Raniry, Banda Aceh
Di -

Tempat

Assalamu'alaikum Wr. Wb


Sehubungan dengan surat dari Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh, Nomor : B-4002/Un.08/TU-FTK/TL.00/04/2017 tanggal 20 April 2017, perihal Izin Melakukan Penelitian Untuk Pengumpulan Data dalam rangka menyusun Skripsi sebagai berikut :

Nama : Luthfia Hanum
NIM : 213 222 657
Fakultas/Jurusan : Tarbiyah/Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas telah Melakukan Penelitian/Mengumpulkan Data yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan Skripsi dengan judul :

" Improving English Speaking Skill Through Introductory English Videos "

Demikianlah surat ini kami buat, atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

Kepala Madrasah,

Putrayadi S. Pd
NIP. 197208121999051001



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MAS Almanar

Mata Pelajaran : Bahasa Inggris

Kelas/semester : X/1 (satu)

Materi Pokok : Talking about Self

Alokasi Waktu : 1 pertemuan (2 JP X 45 Menit)

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian

yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

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

Indikator:

1.1 Melaksanakan kegiatan dengan bersungguh-sungguh selama proses pembelajaran sebagai wujud rasa bersyukur dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.

C. Materi Pembelajaran

Pertemuan Pertama

Fungsi Sosial : Mengenalkan, menyebutkan identitas, untuk saling mengenal dan menjalin hubungan antar pribadi dengan teman dan guru.

Struktur Teks :

Adi : My name is Adi. I live in Ulee Kareeng

Riko : hey Adi ! my name is Riko. I live in Lueng Bata. Nice to meet you Adi

Adi : *Nice to meet you too Adi. I am 16 years old. How old are you?*

Riko : *me too, what's your hobby?*

Adi : *my hobby is hiking, and yours?*

Gema : *wow, that's great ! my hobby is reading*

.....

Unsur Kebahasaan:

Kosakata: nama status hubungan keluarga, kekerabatan, teman, tetangga
nama profesi pekerjaan, hobi.

- Kata tanya *Who? Which? How?* Dst.
- Kata kerja dalam simple present tense.
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata, intonasi
- Ejaan dan tanda baca
- Tulisan tangan.

D. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pembelajaran	Deskripsi
Pendahuluan	<ol style="list-style-type: none">1. Guru memberi salam (greeting); dan mengajak peserta didik untuk berdoa bersama2. Guru memeriksa kehadiran peserta didik;3. Guru menyiapkan peserta didik secara psikis dan fisik untuk untun mengikuti proses p <p>Apersepsi:Guru mengenalkantopicbarutentang<i>Introducing Yourself</i> dengancara:</p> <p>OWarming-up:</p>

	<p>a. Guru membagikan kertas kosong kepada semua peserta didik</p> <p>b. Guru meminta peserta didik untuk menuliskan nama mereka masing-masing.</p> <p>c. Peserta didik menuliskan nama mereka masing-masing di kertas dan diputar ke seluruh kelas</p> <p>d. Setelah selesai, guru meminta peserta didik untuk berdiri dan melakukan perkenalan berdasarkan kertas yang dipegang peserta didik masing-masing.</p> <p>o Lead in:</p> <p>a.</p> <p>memancing sejauh mana pengetahuan peserta didik saat peserta didik melakukan aktifitas mereka sendiri.</p> <p>b. Apasaja conversation yang digunakan.</p> <p>c. Guru memperkenalkan materinya melalui conversation yang di list di papantulis.</p>
Inti	<p>Mengamati (5 menit)</p> <p>1. Peserta didik mengamati video yang diberikan guru dan menuliskan informasi yang terdapat di video</p> <p>2. Peserta didik mengamati gambar yang diberikan guru, dan membandingkan dengan gambar yang ditunjukkan pada pertemuan sebelumnya</p> <p>Menanya (5 menit)</p> <p>3. Peserta didik diminta untuk mengingat pertanyaan untuk mendapatkan informasi tentang jawaban pertanyaan untuk mendapatkan informasi tentang teman (atau keluarga, tentangga, dsb) orang lain</p> <p>Mengumpulkan data/informasi (20 menit)</p> <p>4. Peserta didik membaca contoh percakapan tentang memperkenalkan diri dan memperkenalkan diri berdasarkan informasi dari video dan guru mengambil nilainya sebagai Pre test</p> <p>Mengasosiasi (20 menit)</p>

	<p>5. Peserta didik diminta untuk mempraktekkan dalam kelompok/berpasangan</p> <p>Mengomunikasikan (10 menit)</p> <p>6. Guru mengajak peserta didik untuk mendiskusikan jawaban yang benar dari video</p>
Penutupan	<p>Penutup (10 menit)</p> <p>1. Peserta didik dan guru melakukan refleksi dan mengambil kesimpulan terhadap kegiatan</p> <p>2. Peserta didik dan guru mengucapkan salam penutup.</p>

F. Media, Alat, dan Sumber Pembelajaran

1. Media : gambar, video, ppt, *loadspeaker*. Youtube Video
2. Alat : laptop, *whiteboard*, LCD.
3. Sumber pembelajaran:
 - Bahasa Inggris SMA Kelas X (Buku Teks Wajib K-13)
 - *Pathway to English: for Senior High School Grade X* hal. 8
 - *Resource Pack* (http://www.lapis-eltis.org/eltis_resource_packs.html)
 - *Youtube videos from Channel, English singsing, Go Natural English and etc*
 - Lingkungan sekitar: Nama dan lokasi lingkungan sekitar sekolah

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MAS Almanar

Mata Pelajaran : Bahasa Inggris

Kelas/semester : X/1 (satu)

Materi Pokok : Describing people

Alokasi Waktu : 1 pertemuan (2 JP X 45 Menit)

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian

yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

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

Indikator:

2.2.1 Melaksanakan perilaku percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

2.2.2 Menyelesaikan tugas berdasarkan pekerjaan sendiri.

2.2.3 Melaksanakan tugas secara bertanggung jawab.

3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pemaparan jati diri, sesuai dengan konteks penggunaannya

Pertemuan Kedua

Fungsi Sosial : Mengenalkan, menyebutkan identitas, untuk saling mengenal dan menjalin hubungan antar pribadi dengan teman dan guru.

Struktur Teks :

Example 1

Dinda is good-looking. She is not too tall. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other

girls, She is also talkative, she likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company.

C. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pembelajaran	Deskripsi
Pendahuluan	<p>4. Guru memberi salam (greeting); dan mengajak peserta didik untuk berdoa bersama</p> <p>5. Guru memeriksa kehadiran peserta didik;</p> <p>6. Guru menyiapkan peserta didik secara psikis dan fisik untuk untun mengikuti proses p</p> <p>Apersepsi:Guru mengenalkantopicbaru tentang <i>Describing People</i> dengancara:</p> <p>o Warming-up:</p> <p>a. Guru membagikankertaskosongkepadasemuapesertadidik</p> <p>b. Guru memintapesertadidikuntukmenuliskannamamerekamasingmasing.</p> <p>c. Pesertadidikmenuliskannamamerekamasing-masingdikertasdandiputarkeseluruhkelas</p> <p>d. Setelahselesai, guru memintapesertadidikuntukberdiridanmendesrips</p> <p>temanberdasarkandaftarnama di kertas yang dipegangpesertadidikmasingmasing.</p> <p>o Lead in:</p> <p>a.</p> <p>memancingsejauhmanapengetahuanpesertadidiksaatpesertadidikmelakukanaktifitasme</p> <p>diri.</p> <p>b. Apasaja conversation yang digunakan.</p> <p>c. Guru memperkenalkanmaterinyamelalui conversation yang di list di papantulis.</p>

Inti	<p>Mengamati (5 menit)</p> <ol style="list-style-type: none"> 1. Peserta didik mengamati video yang diberikan guru dan menuliskan informasi yang terdapat dalam video. 2. Peserta didik mengamati gambar yang diberikan guru, dan membandingkan dengan gambar yang ditunjukkan pada pertemuan sebelumnya. <p>Menanya (5 menit)</p> <ol style="list-style-type: none"> 3. Peserta didik diminta untuk mengingat kata-kata yang baru dan menuliskannya di papan tulis. Mereka diminta untuk mendapatkan informasi tentang diri masing-masing dan teman-teman mereka. <p>Mengumpulkan data/informasi (20 menit)</p> <ol style="list-style-type: none"> 4. Peserta didik membaca contoh percakapan tentang memperkenalkan diri dan memperkenalkan diri berdasarkan informasi dari video dan guru mengambil nilainya sebagai Pre test. <p>Mengasosiasi (20 menit)</p> <ol style="list-style-type: none"> 7. Peserta didik diminta untuk mempraktekkan dalam kelompok/berpasangan. <p>Mengomunikasikan (10 menit)</p> <ol style="list-style-type: none"> 8. Guru mengajak peserta didik untuk mendiskusikan jawaban yang benar dari video.
Penutupan	<p>Penutup (10 menit)</p> <ol style="list-style-type: none"> 1. Peserta didik dan guru melakukan refleksi dan mengambil kesimpulan terhadap kegiatan pembelajaran. 2. Peserta didik dan guru mengucapkan salam penutup.

D. Media, Alat, dan Sumber Pembelajaran

1. Media : gambar, video, ppt, *loadspeaker*. Youtube Video
2. Alat : laptop, *whiteboard*, LCD.

3. Sumber pembelajaran:

- Bahasa Inggris SMA Kelas X (Buku Teks Wajib K-13)
- *Pathway to English: for Senior High School Grade X* hal. 8
- *Resource Pack* (http://www.lapis-eltis.org/eltis_resource_packs.html)
- *Youtube videos from Channel, English singsing, Go Natural English and etc*
- Lingkungan sekitar: Nama dan lokasi lingkungan sekitar sekolah

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MAS Almanar

Mata Pelajaran : Bahasa Inggris

Kelas/semester : X/1 (satu)

Materi Pokok : Congratulating Others

Alokasi Waktu : 1 pertemuan (2 JP X 45 Menit)

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian

yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

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

Indikator:

3.1.1 Mengetahui fungsi sosial ungkapan ucapan selamat.

3.1.2 Mengidentifikasi struktur ungkapan ucapan selamat.

3.1.3 Mengidentifikasi unsur kebahasaan ungkapan ucapan selamat.

4.1 Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Pertemuan Ketiga

Fungsi Sosial : Mengenalkan, menyebutkan identitas, untuk saling mengenal dan menjalin hubungan antar pribadi dengan teman dan guru.

Struktur Teks :

Example 1

Rahel : go home with the trophy?

Daniel : Thank Hey, Daniel! How was the economics competition? Did you and your team God, we did. Fortunately we succeeded to get the first place.

Rahel : Wow that's a good job, Dan. Congratulation on your team success!

Daniel : Thank you very much for saying so, Rahel. So, how about you and your team in astronomy competition?

Rahel : Unfortunately, I and my team didn't get the first place. We got the third place but I was really happy since we had won over many other teams and gone that far.

Daniel : That's the spirit, Rahel! I am sure you and your friend did it very well. I congratulate you on your great success.

Rahel : Thank you very much, Daniel. We still have to learn more to be the first like your teams did.

Daniel : Cool! Let's fight for the next competition!

C. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	7. Guru memberi salam (greeting); dan mengajak peserta didik untuk berdoa bersama 8. Guru memeriksa kehadiran peserta didik;	15 menit

	<p>9. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</p> <p>Apersepsi: Guru mengenalkan topik baru tentang <i>Congratulating Others</i> dengan cara:</p> <p>o Warming-up:</p> <p>a. Guru mengulang materi sebelumnya semua peserta didik</p> <p>b. Guru meminta peserta didik untuk mempraktikkan materi yang sudah dipelajari.</p> <p>o Lead in:</p> <p>a. Guru memperkenalkan materinya melalui conversation yang di list di papan tulis.</p> <p>b. Guru membahas tentang materi congratulating secara umum.</p>	
Inti	<p>Mengamati (5 menit)</p> <p>1. Peserta didik mengamati video yang diberikan guru dan menuliskan informasi yang terdapat di video</p> <p>2. Peserta didik mengamati gambar yang diberikan guru, dan membandingkan dengan gambar yang ditunjukkan pada pertemuan sebelumnya</p> <p>Menanya (5 menit)</p> <p>3. Peserta didik diminta untuk mengingat kosakata dan menuliskannya di catatan mereka untuk mendapatkan informasi tentang describing people masing masing dan teman-teman mereka.</p>	60 menit

	<p>Mengumpulkan data/informasi (20 menit)</p> <p>4. Peserta didik membaca contoh percakapan tentang congratulating others</p> <p>Mengasosiasi (20 menit)</p> <p>9. Peserta didik diminta untuk mempraktekkan dalam kelompok/berpasangan</p> <p>Mengomunikasikan (10 menit)</p> <p>10. Guru mengajak peserta didik untuk mendiskusikan jawaban yang benar dari video</p>	
Penutupan	<p>Penutup (10 menit)</p> <p>1. Peserta didik dan guru melakukan refleksi dan mengambil kesimpulan terhadap kegiatan pembelajaran.</p> <p>2. Peserta didik dan guru mengucapkan salam penutup.</p>	10 menit

D. Media, Alat, dan Sumber Pembelajaran

1. Media : gambar, video, ppt, *loadspeaker*. Youtube Video
2. Alat : laptop, *whiteboard*, LCD.
3. Sumber pembelajaran:
 - Bahasa Inggris SMA Kelas X (Buku Teks Wajib K-13)
 - *Pathway to English: for Senior High School Grade X hal. 8*
 - *Resource Pack* (http://www.lapis-eltis.org/eltis_resource_packs.html)
 - *Youtube videos from Channel, English singing, Go Natural English and etc*

- Lingkungan sekitar: Nama dan lokasi lingkungan sekitar sekolah
- www.samudrabahasaInggris.blogspot.co.id
- www.BelajarbahasaInggris.net

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MAS Almanar

Mata Pelajaran : Bahasa Inggris

Kelas/semester : X/1 (satu)

Materi Pokok : Greeting and Leave Taking

Alokasi Waktu : 1 pertemuan (2 JP X 45 Menit)

A. Kompetensi Inti

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian

yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

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

Indikator:

4.1.1 Memperkenalkan diri di depan kelas untuk memaparkan, menanyakan, dan merespon dalam bentuk percakapan sesama teman di depan Kelas tentang greeting and leave talking.

4.1.2 Membuat percakapan sederhana untuk memaparkan, menanyakan, dan merespon pemaparan jati diri dan memperkenalkan orang lain dalam bentuk short dialog dan setelah melihat Videos bersama-sama.

Pertemuan Keempat

Fungsi Sosial : Mengenalkan, menyebutkan identitas, untuk saling mengenal dan menjalin hubungan antar pribadi dengan teman dan guru.

Struktur Teks :

Example 1

Heru : Good morning Satya!

Satya : Hello! Morning Heru!

Heru :How is everything with you?

Satya :Fine, thanks. What about you?

Heru :Very well.

Satya :What are you doing?

Heru : I need some references to wite my report

Satya :Well, good luck then. I have to leave now. Good bye!

Heru : Bye!

The expressions in bold type are used to express greeting and leave taking.

C. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Pembelajaran	Deskripsi	Waktu
Pendahuluan	<p>10. Guru memberi salam (greeting); dan mengajak peserta didik untuk berdoa bersama</p> <p>11. Guru memeriksa kehadiran peserta didik;</p> <p>12. Guru menyiapkan peserta didik secara psikis dan fisik untuk untun mengikuti proses pembelajaran;</p> <p>Apersepsi:Guru mengenalkantopicbarutentang<i>Leave and Talking</i>dengancara:</p>	15 menit

	<p>o Warming-up:</p> <p>a. Guru mengulang materi sebelumnya semua peserta didik</p> <p>b. Guru meminta peserta didik untuk mempraktikkan materi yang sudah dipelajari.</p> <p>o Lead in:</p> <p>a. Guru memperkenalkan materinya melalui conversation yang di list di papan tulis.</p> <p>b. Guru membahas tentang materi congratulating secara umum.</p>	
Inti	<p>Mengamati (5 menit)</p> <p>1. Peserta didik mengamati video yang diberikan guru dan menuliskan informasi yang terdapat di video</p> <p>2. Peserta didik mengamati gambar yang diberikan guru, dan membandingkan dengan gambar yang ditunjukkan pada pertemuan sebelumnya</p> <p>Menanya (5 menit)</p> <p>3. Peserta didik diminta untuk mengingat kosakata dan menuliskannya di catatan mereka untuk mendapatkan informasi tentang describing people masing masing dan teman-teman mereka.</p> <p>Mengumpulkan data/informasi (20 menit)</p> <p>4. Peserta didik membaca contoh percakapan tentang greeting and leave talking dan sekaligus melakukan Post test.</p> <p>Mengasosiasi (20 menit)</p>	60 menit

	11. Peserta didik diminta untuk mempraktekkan dalam kelompok/berpasangan Mengomunikasikan (10 menit) 12. Guru mengajak peserta didik untuk mendiskusikan jawaban yang benar dari video	
Penutupan	Penutup (10 menit) 1. Peserta didik dan guru melakukan refleksi dan mengambil kesimpulan terhadap kegiatan pembelajaran. 2. Peserta didik dan guru mengucapkan salam penutup.	10 menit

D. Media, Alat, dan Sumber Pembelajaran

1. Media : gambar, video, ppt, *loadspeaker*. Youtube Video
2. Alat : laptop, *whiteboard*, LCD.
3. Sumber pembelajaran:
 - Bahasa Inggris SMA Kelas X (Buku Teks Wajib K-13)
 - *Pathway to English: for Senior High School Grade X hal. 8*
 - *Resource Pack* (http://www.lapis-eltis.org/eltis_resource_packs.html)
 - *Youtube videos from Channel, English singsing, Go Natural English and etc*
 - Lingkungan sekitar: Nama dan lokasi lingkungan sekitar sekolah
 - www.samudrabahasaInggris.blogspot.co.id
 - www.BelajarbahasaInggris.net

H. Penilaian

1. Pengetahuan

a. Teknik Penilaian : Tes Speaking

b. Bentuk Instrumen : Public Speaking

□ Jenis/instrumen/rubrik

1. Kinerja (praktik)

a. Melakukan monolog tentang deskripsi jati diri di depan kelas / berpasangan dengan kriteria ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam video

Rubrik Penilaian Speaking

KELAS :

MATERI :

NO	ASPEK YANG DINILAI	1	2	3	4	5	CATATAN
1	Pronunciation						
2	Vocabulary						

Rubrik Penilaian

Pronunciation

1 : Sulit dipahami

2 : Banyak kesalahan dan mengganggu makna

3 : Ada beberapa kesalahan dan mengganggu makna

4 : Ada kesalahan tapi tidak mengganggu makna

5 : Hampir sempurna

Vocabulary

1 : Banyak kesalahan sehingga sulit dipahami

2 : Banyak kesalahan dan mengganggu makna

3 : Ada beberapa kesalahan dan mengganggu makna

4 : Ada kesalahan tapi tidak mengganggu makna

		ASPEK	SKOR				TOTAL
			60	70	80	90	
		1. pronunciation					
		2. vocabulary					

60 : cukup

70 : baik

80 : sangat baik

90 : Istimewa

WRITTEN INTERVIEW FOR THE STUDENTS

Petunjuk:

a. Jawablah semua pertanyaan di bawah ini dengan jujur dan sesuai dengan pendapat kamu!

b. Pilihlah salah satu jawaban yang kamu anggap benar dengan memberikan tanda silang!

1. Bagaimana pendapatmu tentang pengajaran dengan menggunakan metode belajar berbicara bahasa Inggris dengan menggunakan video?

- a. Sangat menarik
- b. Menarik
- c. Kurang menarik
- d. Tidak menarik sama sekali

2. Apakah pengajaran menggunakan Introductory English videos membantumu dalam meningkatkan konsentrasi belajar berbicara bahasa Inggris menjadi lebih menyenangkan?

- a. Sangat membantu
- b. Membantu
- c. Kurang membantu
- d. Tidak membantusama sekali

3. Hal apa yang kamu dapatkan selama pembelajaran menggunakan metode memakai video tentang perkenalandiridalam bahasa Inggris ?

- a. Pembelajaran menjadi lebih menarik dan meningkatkan minat belajar
- b. Dapat memahami dan berbicara dengan lebih mudah
- c. Membantu meningkatkan kemampuan berbicara bahasa Inggris
- d. Tidak ada masukan

4. Menurut kamu, apakah penggunaan video tentang perkenalandalam bahasa Inggris menjadikan kondisi belajar lebih hidup dan tidak kaku jika dibandingkan dengan metode biasa?

- a. Ya, sangat setuju
- b. Ya, setuju
- c. Kurang setuju
- d. Tidak setuju

5. Menurut kamu, apakah cara belajar seperti ini dapat diterapkan dalam pengajaran bahasa Inggris?

- a. Ya, sangat setuju
- b. Ya, setuju
- c. Kurang setuju
- d. Tidak setuju

FOTO PENELITIAN



AUTOBIOGRAPHY

1. Name : Luthfia Hanum
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7. Marital Status : Single
8. Occupation : Student
9. Education Background
 - a. MIN Lampupok Raya : Graduated in 2004
 - b. MTsN 1 Aceh Besar : Graduated in 2007
 - c. MAS Ruhul Islam Anak Bangsa : Graduated in 2010
 - d. English Department of UIN Ar-Raniry : Graduated in 2018
10. Parent's name
 - a. Father : Drs. Syahrul Is
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