

**STUDENTS' PERCEPTION ON THE USE OF VIDEO TO
TEACH SPEAKING FOR THE EIGHTH GRADERS**

OF SMPN 10 MALANG

UNDERGRADUATE THESIS

**BY
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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2016

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OF SMPN 10 MALANG**

UNDERGRADUATE THESIS

Presented to
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In partial fulfillment of the requirements
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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
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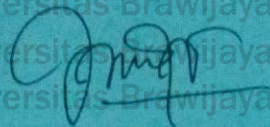
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To her sister Ni Luh, thanks for being the sister of the writer. To her big family thanks for the support. To Zelvio, Gadis, Hilda, Balqis, Ngesthi, Amel,

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Malang, 29th July 2016

The researcher

ABSTRACT

Arini, Dwi Merista. 2016. **Students' Perception on the Use of Video to Teach Speaking for the Eighth Graders of SMP Negeri 10 Malang**. Thesis. English Language Education Program, Faculty of Cultural Studies, Universitas Bawijaya. Supervisor: Dra.Ismarita Ida Rahmianti, M.Pd.

Keyword: students' perception, video, teaching speaking.

This research tells about the students' perception on the use of video to teach speaking. It was conducted on the eighth graders of junior high school students. This research question tried to answer on how is the students' perception on the use of video to teach speaking for 8G students of SMPN 10 Malang. This research used descriptive qualitative as the research design. The data were collected through observation, questionnaire for the students, and interview with the teacher. The researcher used Likert scale to analyze the students' questionnaires. In the observation, the researcher observed the teaching and learning process and teacher's techniques in using the video. The subjects of this study were twenty eight students of 8G SMPN 10 Malang. The observations were conducted twice.

The findings of this research showed that the use of video for teaching speaking got a positive perception from the students. The students stated that the use of video made them become more understand about the material, the students could know the right pronounciation, and they were happy and enjoy the lesson during the teaching and learning process. Beside, the researcher also found two techniques that were used by the teacher on teaching using video. The teaching techniques were fast forward and freeze frame.

The researcher suggests that the teacher needs to know the students' perception to minimize misunderstanding between the goal from the teacher and the students in English learning. The researcher expect that the students can study hard to understand more about English language and practice it and this research also can be used as a reference for those who interest in conducting similar research on students' perception.

ABSTRAK

Arini, Dwi Merista. 2016. Skripsi. **Persepsi Siswa Terhadap Penggunaan Video Untuk Mengajar Kemampuan Berbicara di Kelas Delapan SMPN 10 Malang**. Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Dra. Ismarita Ida Rahmiati, M.Pd.

Kata Kunci : persepsi siswa , video, mengajar kemampuan berbicara.

Penelitian ini membicarakan tentang persepsi siswa terhadap penggunaan video untuk mengajar kemampuan berbicara. Penelitian ini dilaksanakan di kelas delapan sekolah menengah pertama. Rumusan masalah pada penelitian ini untuk menjawab pertanyaan tentang bagaimana persepsi siswa terhadap penggunaan video untuk mengajar kemampuan berbicara Bahasa Inggris di kelas 8G SMPN 10 Malang. Penelitian ini menggunakan metode deskriptif kualitatif. Pengambilan data diambil melalui observasi, angket, untuk siswa dan wawancara untuk guru. Peneliti menggunakan *Likert Scale* untuk menganalisa angket yang diperoleh dari siswa. Pada observasi peneliti mengobservasi proses belajar mengajar untuk mengetahui teknik yang digunakan oleh guru dalam ketika mengajar menggunakan video. Subjek yang digunakan dalam penelitian ini adalah 28 siswa dari kelas 8G. Penelitiannya dilakukan sebanyak 2 kali pertemuan.

Hasil penemuan dari penelitian ini menunjukkan bahwa mengajar menggunakan video mendapat respon yang positif dari siswa. Siswa mengatakan, penggunaan video membuat siswa lebih mengerti materi, siswa bisa mengetahui cara pengucapan dalam bahasa Inggris, dan video membuat siswa merasa senang dan nyaman dalam proses belajar mengajar. Disamping itu, peneliti juga menemukan 2 teknik yang digunakan oleh guru dalam pengajaran menggunakan video. Teknik tersebut adalah teknik *fast forward* dan *freeze frame*.

Peneliti menyarankan, seharusnya guru mengerti tentang persepsi siswa, hal ini bertujuan untuk meminimalisir kesalahpahaman antara tujuan guru dan siswa dalam proses pembelajaran Bahasa Inggris. Peneliti berharap siswa mau untuk belajar lebih giat lagi untuk mengerti tentang Bahasa Inggris dan mempraktekannya dan juga peneliti berharap semoga penelitian ini bisa memberikan inspirasi kepada peneliti lainnya yang tertarik untuk membuat penelitian tentang persepsi.

TABLE OF CONTENTS

TITLE PAGE	i
DECLARATION OF AUTHORSHIP	ii
SUPERVISOR' APPROVAL	iii
BOARD OF EXAMINERS' APPROVAL	iv
ACKNOWLEDGMENTS	v
ABSTRACT	vii
ABSTRAK	viii
TABLE OF CONTENTS	ix
LIST OF TABLE	xi
LIST OF APPENDICES	xii
 CHAPTER I INTRODUCTION	
1.1 Background of the Study	1
1.2 Problems of the Study	5
1.3 Objectives of the Study	5
1.4 Definition of the Key Terms.....	5
 CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Teaching Speaking	7
2.2 Video	8
2.3 Teaching with Video	8
2.4 Perception	10
2.5 Students' Perception	12
2.6 Previous Studies	13
 CHAPTER III RESEARCH METHODOLOGY	
3.1 Research Design	17
3.2 Data Sources	17
3.3 Data Collection	18
3.4 Data Analysis.....	19
 CHAPTER IV FINDING AND DISCUSSION	
4.1 Finding	
4.1.1 Techniques on the use of video by the teacher.....	23
4.1.2 Result of the student's Questionnaire	25
4.1.3 Result of the teacher's interview	31

4.2 Discussions

4.2.1 Students' Perception on the Use of video.....

33

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusions

35

5.2 Suggestions

36

REFERENCES

38

APPENDICES

40



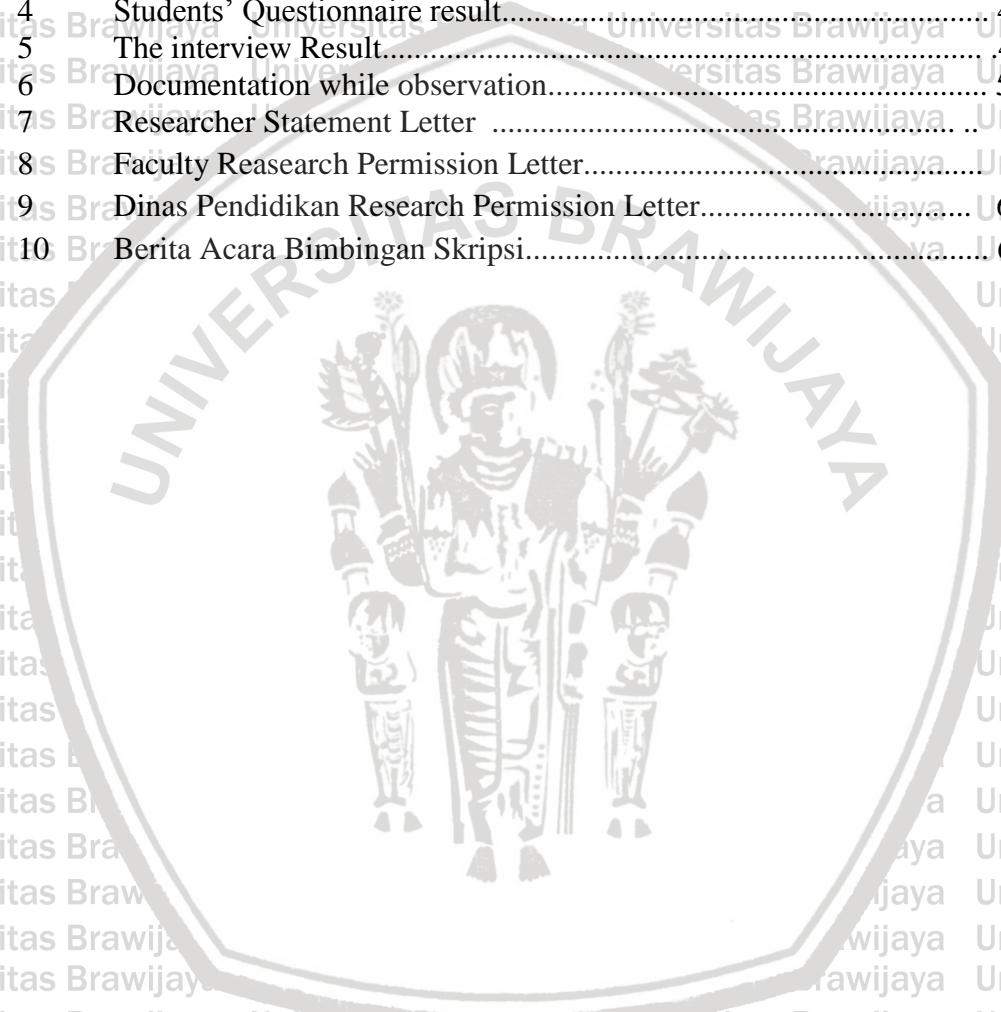
LIST OF TABLES

Table	Page
3.1 Questionnaire for students.....	20
3.2 Observation checklist.....	21
4.1 Result of Observation checklist.....	23
4.2 The answer of questionnaire part 1.....	26
4.3 The answer of questionnaire part 2.....	27



LIST OF APPENDICES

Appendix	Page
1 Observation checklist by Harmer (2001).....	40
2 Interview Guide for the Teacher.....	41
3 Students' Questionnaire.....	42
4 Students' Questionnaire result.....	45
5 The interview Result.....	48
6 Documentation while observation.....	50
7 Researcher Statement Letter	59
8 Faculty Reasearch Permission Letter.....	60
9 Dinas Pendidikan Research Permission Letter.....	61
10 Berita Acara Bimbingan Skripsi.....	62



CHAPTER I

INTRODUCTION

In this chapter, the researcher presents about the introduction of the research. It consists of background of the study, the problem of the study, objective of the study and the definition of the key terms.

1.1 Background of the Study

Speaking is one of the important skills in second language teaching and learning. According to Nunan's (2003), learning speaking is very challenging for students in learning a second language. It is because learner should master English speaking skill in order to communicate with other people properly. In other words, speaking needs to be mastered by the English learners in order to measure the success of learning second language. Thus, teacher has to know how to teach speaking to their students.

According to Kayi (2012), teaching speaking is a process in improving students' communication skill and to learn about how to follow the social and cultural rules, which are appropriate in each circumstance in order to teach the learner of second language how to speak in the best way. Further, the goal of teaching speaking is to make students speak in the right English pronunciation.

Therefore, the teacher should think creatively in using appropriate teaching media in teaching speaking.

In implementing teaching speaking by using teaching media, the media used by teachers should have a power to catch the students' attention. According to Kurniasih (2015), kinds of teaching media that can be used for teaching speaking are role-play, mind mapping, jigsaw, word square, video, mix and match video and the other existing media. Harmer (2001) says that one of media that can be used for teaching speaking is video. Furthermore, Seels and Glasgow (2007 cited in Ranabumi 2015) say that video is a medium that is used to deliver material by using a computer to control the audience. Thus, the use of video in teaching speaking can catch students' attention because the students do not only listen to the sound, but also can watch the moving picture. According to Nunan (2003), video is a new option for the language teachers to be used in teaching activity compared with textbooks, blackboards, and audio tapes. In addition Harmer (2001) also says that the content of the video can increase the students' creativity in using the language, with students finding knowledge in English from the video. Therefore, video can be used in educational institutions in order to make students more creative in learning English, especially in speaking.

One of the educational institutions which used video in teaching speaking is SMP Negeri 10 Malang. The English teacher of the eighth graders at SMPN 10 uses video in teaching speaking. The English teacher uses video as the media more than the other English teachers at this school. First, the teacher plays the video and asks the students to watch and listen to the video carefully. Second, the teacher replays the video for the second time, then asks the students to do some projects related to the video, such as making sentences. Finally, the product will be

collected to the teacher and occasionally the students are asked to perform in front of the class. Those kind of activities can stimulate the students to be more active in speaking activities.

In this research, the researcher wants to find out the 8G students' perception on the use of media especially video, because video is one of some media that can make the students easier in learning speaking. By knowing the students' perception, the teacher can create an interesting medium that meets the students' needs. According to Garrison (1989 cited in Peters 1998) students' perception is the essence of each learning and teaching process in the communication between teachers and students. It is also important for the teacher to know the students' perception because Daryanto (2013) says that the teacher has to know their students' perception since it can minimize misunderstanding related with the learning goal of students and teachers. Students' perception is important to make the teacher know what the students' opinion on the teaching and learning process.

The researcher interested in finding out the students' perception on the use of video to teach speaking in SMP Negeri 10 Malang. There were two reasons in choosing this school. First is due to its A accreditation. Second is because this school was the place where the researcher did an internship program, therefore, the researcher knew the situation and condition of the students along with the English teacher. In this research, the researcher focused on the use of video in English class which focused in speaking activity. The researcher chose 8G class as the subject of this research because based on the preliminary study, the English

teacher in this class used video to teach speaking. This class was the researcher place where she did an internship program, and also based on the teacher's suggestion because the researcher has already know the situation and condition of the students, therefore, it made the researcher easier to conduct a research. For those reasons, the researcher conducted a research at SMP Negeri 10 Malang in 8G class.

The researcher used descriptive qualitative as the research design because the researcher wanted to describe the existing phenomenon happened at SMP Negeri 10 in 8G class about the use of video for teaching speaking. According to Jacob et al (2002), qualitative research focuses on understanding phenomena from the perspective of the human participants in the study. The phenomenon is the students' perception on the use of video at SMP Negeri 10 in 8G class, which can make the students more active and interested to the material. That is why the researcher conducted a research entitled "Students' perception on the use of video to teach speaking for the eighth graders of SMP Negeri 10 Malang".

The researcher used video teaching technique theory from Harmer (2001) to investigate the steps that the teacher used in teaching using video. The researcher used a questionnaire and interview guide which were adapted from Sihem (2012) to investigate students' perception and the data were measured using a Likert scale from Rensis (1932). The questionnaire was about the students' opinion towards the use of video to teach speaking and the interview for teacher was about the reason why the teacher used video to teach English.

The researcher expects that this research can be used as a reference for the teacher regarding to the teaching media for English teaching and learning process. It is expected that the English teachers can use video to teach speaking.

Besides, this research's result could be used for the further researchers as a reference that focused on describing students' perception on the use of other media to teach other skills of than speaking.

1.2 Problem of the Study

According to the background of the study, the researcher made a research question as follows:

How is the students' perception on the use of video to teach speaking for the 8G students of SMPN 10 Malang?

1.3 Objective of the Study

The objective of the study is to describe the students' perception on the use of video to teach speaking for 8G class of SMP Negeri 10 Malang.

1.4 Definition of the Key Terms

The researcher also defines the terms used in this study in order to avoid misunderstanding of this research which are elaborated as follow:

1. Students' perception

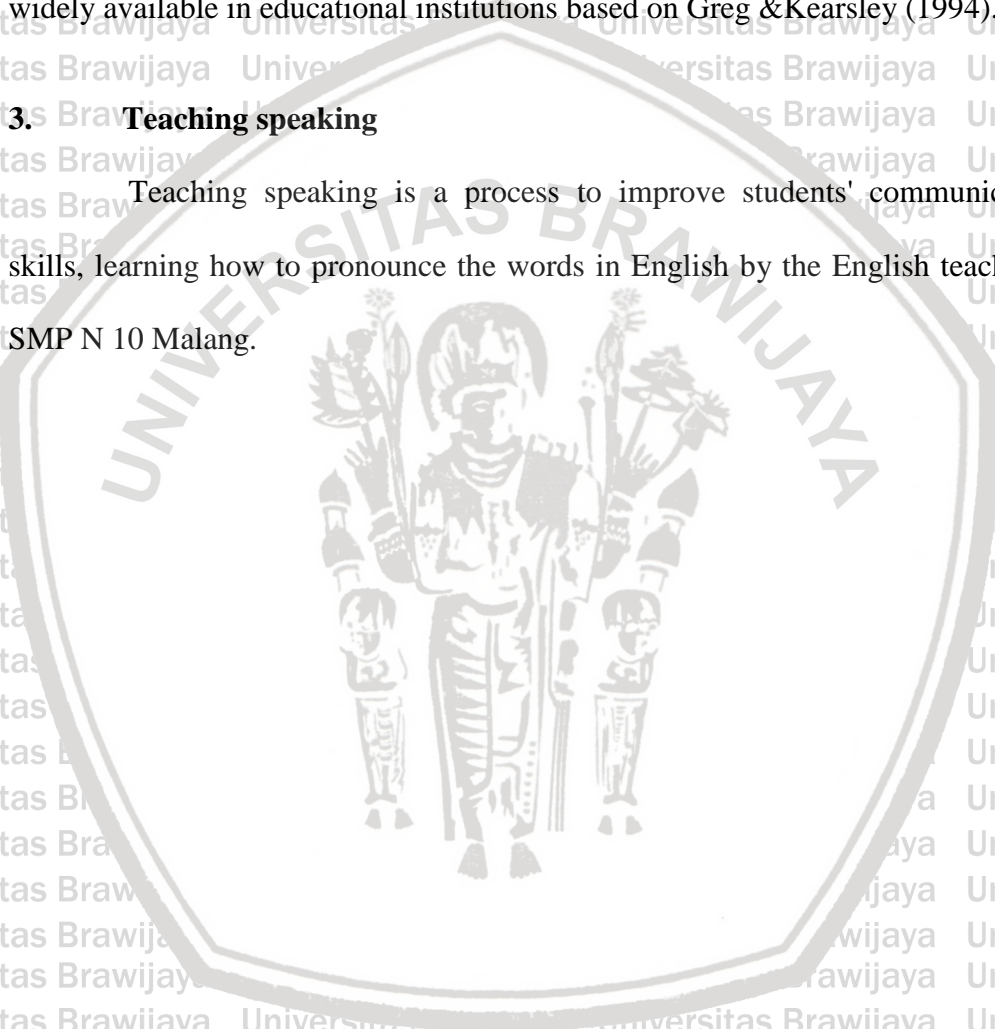
Daryanto (2013) said that students' perception is the students' opinion toward the information that they get from the teacher and it is important to know the students' perception in order to minimize the misunderstanding

2. Video

Video is an educational technology that has become available since the late 1970s. It is a relatively new option for the language teachers compared with textbooks, the blackboard and audio tapes. Video is a valuable learning tool widely available in educational institutions based on Greg & Kearsley (1994).

3. Teaching speaking

Teaching speaking is a process to improve students' communicative skills, learning how to pronounce the words in English by the English teacher at SMP N 10 Malang.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents some theoretical frameworks and some previous studies which related to this study. They are video, teaching with video, teaching speaking, perception and students' perception.

2.1 Teaching speaking

According to Kayi (2012), teaching speaking is a process to improve students' communicative skills and learn how to follow the social and cultural rules that appropriate in each communicative circumstance. Teaching speaking is a very important part of second language learning. The ability in speaking second language will influence the learners' success, whether it is in the school and the whole life. According to Nunan (1991, cited in Rifqoh 2011) mastering the art of speaking is the single most important aspect of learning a second or foreign language.

Therefore, it is essential that language teachers pay greater attention to teach speaking rather than lead the students to pure memorization. The teacher should make students to be more active in the learning process and at the same time make their learning to be more meaningful and fun for them. Consequently, the teacher should have a creative thinking to teach speaking and to use interesting media such as video which can be a solution in teaching speaking to

enhance the students' interest in speaking. The following paragraph tells about the use of video as the media in teaching and learning process.

2.2 Video

Video is an educational technology that has been available since the late of 1970s. It is a relatively new option for the language teachers when compared with textbooks, the blackboard and audio tapes. Video is a valuable learning tool widely available in educational institutions based on Greg & Kearsley (1994).

According to Flynn (1998, cited in Sihem 2012), video helps the students to understand the instruction more than using a textbook, because video brings language in the context of life in realistic settings to the classroom. In addition, the video is so close to language reality containing visual. Therefore, video is one of teaching media that can enhance the students' motivation in learning because it can lead the students with their real life experience. Therefore the teacher has to know on how to teach using video, types of video that can be used, the reason why video can be used as the media in teaching speaking, and the techniques to operate the video.

2.3 Teaching Speaking with Video

According to Harmer (2001), there are three basic types of video, which can be used in class such as:

1. **Off-air programme:** video that recorded from a television channel and it should be pleasing for students.
2. **Real-world video :** video taken from a real life.

3. **Language learning video** : video that is designed for the students at a specific proficiency level. This type of video not only can be used in language study but also can be used for other activities.

In addition, into choose the type of video which is appropriate to the students, the teacher should have considered about the students' ability and how to engage the material with the video.

Based on Harmer (2001), there are some reasons of why video can add a special extra dimension to the learning experience such as:

1. **Seeing language in use** : students do not only hear the language, but they will also see the language too.
2. **Cross-cultural awareness**: video gives students a chance to look at the situation outside their classroom and gives students the vision about the use of language in another culture.
3. **The power of creation**: When students use their own videos, they will be easier in remembering what they have learned.
4. **Motivation** : the use of video can increase students' interest and motivation because students can hear and see the use of language in real situation.

There are some teaching techniques which can be used in video-based lessons. Based on Harmer (2001), the common video teaching techniques are:

1. **Fast forward** : teacher presses the play button, and then fast-forwards the video so that the sequence shoots pass silently and at great speed, taking only a few second.

2. **Silent viewing (for language)** : teacher plays the tape at normal speed, but without the sound. Students have to guess what the characters are saying.
3. **Silent viewing (for music)** : the same technique can be used with music. Teacher shows a sequence without sound and ask students to say what kind of music they would put behind it and why.
4. **Freeze frame:** At any stage during a video sequence, the teacher can freeze the picture, stop the participants dead in their tracks.
5. **Partial viewing:** one way of provoking the students' curiosity is to allow them only a partial view of the pictures on the screen.

2.4 Perceptions

Human as a social being and individual being is different each other and this thing is considered as their perception. Therefore, almost all of their attitude and their adjustment are determined by perception (Boree, 2008 cited in Putri, 2011). According to Daryanto (2013), perception is a process of receiving information to the sense of human. Therefore, perception here means the process of receiving information related to their environment by means of the senses.

Based on Sarwono (1983, cited in Ramadhan, 2009) perception is the human ability to organize, to differentiate, and to classify of something new that individual gets from their environment. Furthermore, each individual has a different perception about something because they have a different system in term of appreciate and personality.

Besides, Siagian (1989, cited in Ramadhan 2009) says that perception is an individual process to organize and interpret the sensory impression in their effort to give a sense in their environment.

Furthermore, Ahen (2009) describe perception as one's ultimate experience of the world and typically involve further processing of sensory input.

However, perception is a process where one will form an impression about someone or something. The input gained through one's observation will produce certain judgment or belief, which influences the attitudes of an individual toward certain things or even occur around them (Campbell, 1967 cited in Ahen, 2009).

According to Robins (1998, cited in Ramadhan 2009), there are some factors that can influence someone's perception as follows:

1. Individuals

Individuals will be influenced by individual characters such as attitude, motivation, knowledge and experience to give an interpretation about something that they get from their environment.

2. The Objective

Individuals would see the objective about something (things, people, phenomena) . They would see from the person who mixed up with the perception.

Therefore, in this case each , of individuals have a willingness to agglomerate and separate things, people and phenomena that are not the same with each other.

3. Situation

The situation is one of the factors that can influence an individual perception.

Gibson and Ivancevich (1996, cited in Putri 2011) say that perception has a role in sensory input, arrange and translate or interpret the input to influence the behavior and build the attitude. In other words, perception has an influence on the behavior and the attitude of the individual.

2.5 Students' Perception

Perception is a process where one will form an impression about someone or something (Ahen, 2009). Therefore students' perception is a process where students will form an impression about a new material that the students get from the teacher at the school.

Daryanto (2013) says that for the teacher to know about perception is important, because perception can avoid misunderstandings about students' comprehension in teaching and learning process. Teachers have to know the students' perception to minimize misunderstanding between the aim of the teachers and students considering the perception of each individual is different.

In short, students' perception is one of the important things to make a good first impression between the teachers and students. Besides, the students will produce a good judgment or beliefs, that can influence their behavior in the class.

Based on the explanation above, the researcher concludes that knowing the perception of each individual is important, because each individual have different character, different objective and it was influenced by the situations,

emotions, and experiences. The teacher has to know the students' perception because each of the students has different character, different objective and situation condition about their self in the school.

In order to measure the students' perception, the researcher needs a measuring scale. Based on Rensis Likert (1932) there is a measuring scale, namely Likert scale. Likert scale was used to measure attitude, opinion, and perception of someone or group about a social phenomena. In this case, the social phenomenon was the use of video to teach speaking. To measure students' perception by using Likert scale, there were some questions with some optional answers, from the high scale is agree, until the low scale is disagree. So, the result of students' answers are measured by using Likert scale to see the students' perception about the use of video to teach speaking.

2.6 Previous Studies

The first previous study was conducted by Ahen (2009) entitled "Students' perception towards English for self-expression". The objective was to find out the students' perception towards English language and to find out the changes in the perception toward English language and students' self-expression in English language at University Sarawak Malaysia. The writer used descriptive statistics such as percentage and frequency to describe the students' perception. The result of the observation showed that most of the students have positive perception towards English language and English for self-expressions. The students were more confident to present English in front of the public at the end of

the course. This study used theory from Gardner's attitude /motivation test battery (2004) for collecting the data.

The second previous study was conducted by Bimantara and Pusparini (2012). The study entitled "The implementation of Who Am I game to teach speaking descriptive text to the seventh graders of SMP 3 Krian", which described the implementation of the use of "Who Am I" game to teach speaking descriptive text, to describe the students' speaking ability towards the use of "Who Am I" games, and to describe the students' responses towards the implementation of the game. This study took place in the seven graders of SMPN 3 Krian. This study was a descriptive qualitative study. This study used theory from Neuman (1991) as the foundation in the research instrument. The researcher also used Weed (1972) as the principle of game selection and theory from Ely (1980) for the advantages of the game. The result of this research was the students' speaking ability became better. It was shown from the significant development that the students made in their speaking performance. The game was interesting and it helped the students in both participating and organizing ideas in speaking descriptive text.

The third previous study was conducted by Sihem (2012) entitled "Using video techniques to develop students' speaking skill". This research explored the effects of video techniques on improving, developing learners' speaking skill, and communicating abilities. This study took place in the second year students in the English Department of Mohamed KHIDER University of Biskra. This study used descriptive method, and used a questionnaire for students to gather data from this

thesis and information from any material relevant to their field of interest. This study used theory from Nawaz (2005), for steps to analyze the data and theory from Allan (1985) and Harmer (2001) for the use of video to analyze the data. The result of this study showed that video techniques were very important in teaching English because video helps to improve the students speaking skill. In addition, it has led us to know that oral practice is a very important activity in the language classroom because it is a unique opportunity for the learner to express himself freely.

The similarity between this research with the first previous study are the researcher conducted a research about students' perception and the researcher also used descriptive qualitative as the research design. For the second previous study, the similarity with this research is the second writer conducted a research about speaking in junior high school students and for the third previous study, the similarity is the researcher conducted a research about the use of video in teaching speaking.

However, there are differences between this research with the first, second and the third previous studies. First, the difference is in the participants of the study; the first and the third previous study used college students, but the participant of the second previous study was junior high school students in seven grades. Second, the objective of the study from the second previous study was to describe the students' responses towards the implementation of the game and the objective of the third previous study was to explore the effects of video techniques on improving, and developing learners' speaking skill, and

communicating abilities, while this study is to describe the students' perception on the use of video to teach speaking. Third, this study used Likert scale to measure the students' perception, while the first previous study used Gardner's attitude/motivation test battery (2004). The second previous study used students' participation in class to know the students' perception on the use of the game.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research method including research design, data sources, data collection, and data analysis.

3.1 Research Design

This study used a descriptive qualitative as the research design. The researcher wanted to describe the students' perception about the use of video to teach speaking. According to Jacob et al (2002; 22) qualitative research focuses on understanding social phenomena from the perspective of the human participants in the study. Therefore, the researcher did qualitative approach because the researcher wanted to explain a unique phenomenon in which the video was used to teach speaking in 8G class at SMP Negeri 10 Malang.

3.2 Data Sources

The research took place in SMP Negeri 10 Malang located at Jalan Mayjen Sungkono number 57 Buring Selatan Malang. The researcher chose 8G class, that consist of 17 girls and 13 boys as participants. This class was chosen by the researcher because this was one of the classes in which the teacher used video in teaching English and this was the class that use video as the medium in learning speaking in SMP 10 Malang. Besides, the researcher had already known the situation and the condition in 8G class because this class was the place where the researcher did an internship program. So the researcher was easier to get the

data related with this research. The data about the use of video would also came from the English teacher of 8G class, because the researcher needed the information about the use of video from the teacher.

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The questionnaire was divided into three parts. The first part consisted of seven questions about students' perception on the use of video to teach speaking; the answers to the questionnaire were strongly agreed, agree, undecided disagree, and strongly disagree. Second part consisted of five questions about percentage on the use of video to teach speaking by the teacher; the answers to the questionnaire were always, often, seldom, rarely, and never. The last part consisted of five questions in the form of essays about the students' reason related to the students' perception on the use of video.

3.4 Data Analysis

The researcher analyzed the data based on Miles and Huberman (1992) theory. According to Miles and Huberman (1992), these are 3 steps in analyzing the qualitative data, namely data reduction, data display, and verification, drawing or conclusion.

The steps for analyzing the data:

1. In the data reduction the researcher analyzed the data from interview guide, questionnaires and field note by reducing the data that were not relevant to the topic of the study and took the important data that supported the study.
2. For the questionnaire, the researcher sorted the questionnaire answers based on the optional answer, how many students chose to strongly agree, agree, undecided, disagree, strongly disagree, and always, often, seldom, rarely, never, then put them in a table adapted from Likert Scale.

(See appendix 4)

Table 3.1 Questionnaire for students

No	Pernyataan	Sangat setuju	Setuju	Ragu- ragu	Tidak setuju	Sangat tidak setuju	Total
1							

3. The researcher calculated the score from the questionnaire and then converted the mean score from the answers into a percentage.

$\frac{\text{Total students answer}}{\text{Total of students}} \times 100 \% = \text{the mean of the students'}$

A. Total of students' perception based questionnaire

4. For the interview, the researcher transcribed the interview result from the teacher.

5. The researcher puts the steps on the use of video to teach speaking by the teacher into a table based on Harmer theory (2001) and counted how many teaching techniques were used by the teacher.

Table 3.2 Observation Checklist

No	Teaching techniques	O 1	O 2	Notes
1				
2				
3				
4				
5				

Adapted from Harmer (2001)

Notes : O 1: Observation day 1

O 2: Observation day 2

Teaching Techniques: teaching techniques by Harmer (2001)

6. The researcher took a conclusion about the data which will be in the form of description.

7. The researcher validated the students' questionnaire answers and teachers' interview answers by having data triangulation. It means that

the researcher cross checked the students' questionnaire answer and the teacher' interview answers.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents about finding of the research that refers to the research problem, and followed by discussion of the findings of the relation to theoretical framework.

4.1 Findings

The findings in this research obtained through observation, questionnaire and interview. This research described about the students' perception on the use of video to teach speaking for the eighth graders of SMP N 10 Malang. By following the school's and the teacher's schedule, this research was conducted in two meetings. The First meeting was on 23th April and the second meeting was on 28th April. The data of this research were collected through observation during teaching and learning process in order to know how the teacher used video. The researcher used questionnaire to know the students' perception on the use of video used by the teacher. The researcher also used interview to gain information from the teacher about the reason of why she used video to teach speaking.

The researcher presented the analysis of the data in the form of table and description. In analyzing the data about the use of video which had been done by the teacher, the researcher used theory from Harmer (2001) about the techniques that can be used by the teacher while she used the video to teach. The techniques were fast forward, silent viewing (for music), silent viewing (for language), freeze frame and partial viewing.

In order to support the data analysis, the researcher provided an analysis table of observation checklist about the techniques on the use of video that was used by the teacher, table of students' response from the questionnaire given by the researcher and the result of the teacher's interview.

4.1.1 Techniques on the use of video by the teacher

The techniques used by the teacher can be seen from the observation which was conducted by the researcher during the teaching and learning process.

During the observation, the researcher found some techniques on the use of video by the teacher. The researcher made an observation checklist about some techniques in using video to teach based on Harmer (2001). (See appendix 1). The researcher observed whether the teacher did some techniques based on Harmer (2001) or not. Supporting the data analysis, the researcher provided an analysis table of observation checklist about the techniques on the use of video which was used by the teacher based on Harmer (2001).

Table 4.1 The result of Observation

No	Teaching techniques	Day 1	Day 2	Notes
1	Fast forward	√	√	The teacher played the video twice and asked the students to watch and listen carefully
2	Silent viewing	-	-	
3	Silent viewing (music)	-	-	
4	Freeze frame	√	√	The teacher played the video and suddenly stopped the video then asked the students to mention what they have heard and listened
5	Partial viewing	-	-	

The table above showed the techniques used by the teacher. According to the researcher's observation, the teacher only applied two techniques suiting with Harmer theory (2001). In the first day, the topic of the lesson was "notice". The teacher played the video about notice twice, and then asked the students to watch and hear the video carefully. After that, the teacher asked the students randomly to make a sentence about notice and read it in front of the class based on the video that they had seen. Then the teacher replayed the video, but the teacher suddenly stopped the video, asked the students about the video, and asked the students to write what they have seen in the teacher's Laptop. After that, to check whether the students understood or not, the teacher asked each of the students to make a sentence about notice and present it in front of the class. It was used in order to check the students' speaking ability. On the second day, the topic remains the same "notice", but on the second day the topic more specific that is "the rule of the classroom". The teacher also did the same techniques by using video. The teacher played the video twice, and then asked the students to watch and hear the video carefully. After that, the teacher asked the students randomly to make a sentence and read it in front of the class based on the video that they had seen before. Then the teacher played the video again, but the teacher suddenly stopped the video, asked the students about the video, and asked the students to write what they have seen in the teacher's Laptop. After that, to check whether the students understood or not, the teacher asked each of the students to make a sentence and present it in front of the class, it was used in order to check the students' speaking

ability, but the difference was the teacher gave homework for the students.

Therefore, the teacher did fast forward and freeze frame techniques in using the video to teach the students. The teacher applied those techniques because the teacher have considered about the students' ability in learning English. If the teacher used other techniques the students found some difficulties in understanding the material, because some students in this class have low motivation in learning English.

During the observation, the researcher also found kinds of video that are used by the teacher. The teacher used a video that consisted of a picture, because the students not only could hear the video they can also imitate, sing and dance together and it could make the students feel happy during the teaching and learning process. The teacher also used animation video but sometimes the teacher used the real video related to the material. The video was selected by the teacher, because the teacher knows the students' characteristics well.

4.1.2 The result of the Students' Questionnaire

The researchers collected the data of the students' perception on the use of video through students' questionnaire and interview the English teacher. The researcher conducted an interview and distributed the questionnaire at the second meeting of the observation. Actually the participants consisted of 30 students, but in the observation day the participants only 28 students, because the two students did not come to the school. For the students' questionnaire, it was divided into three parts (See appendix 3). The first, it was about the students' perception on the use of video by the teacher in teaching speaking. Second, it was about percentage

of using video by the teacher. Third, it was about the students' reason and opinion on the use of video in the form of an essay.

The researcher would like to present the data in the form of a table. The table showed about how many of the students that answered strongly agree, agree, neutral, disagree, and strongly disagree in the first part (See appendix4). The researcher determined the answers into three intervals. The intervals became agree derived from strongly agree, and agree, then neutral, and the intervals became disagree derived from disagree and strongly disagree. Therefore, in the table there were three optional answers, agree, neutral and disagree. For the second part of the questionnaire, the researcher also showed the result in the form of a table (See appendix 4). The researcher determined the answers into two intervals for the optional answers from always, often, seldom became ever/ often and from almost never and never became seldom/never. In the third part of the questionnaire, the researcher made a conclusion about the students' reason. The researcher classified the same answers from the students (See appendix4).

The result of the students' questionnaire can be displayed as follows:

Table 4.2 The Answer of questionnaire (part 1)

No	Statement	Agree	Neutral	Disagree
1	<i>Belajar Bahasa Inggris itu sulit</i> (Learning English is difficult)	18 students (64%)	3students (11%)	7 students (25%)
2	<i>Belajar berbicara menggunakan Bahasa Inggris itu sulit</i> (Learning speaking using English is difficult)	17 students (60,7%)	4students (14,3%)	7 students (25 %)

3	<i>Penggunaan video sebagai media sangat membantu siswa dalam pembelajaran Bahasa Inggris</i> (The use of video as the media can help the students in learning English)	21 students (75%)	5students (17,8%)	2 students (7.1%)
4	<i>Penggunaan video sebagai media sangat membantu siswa dalam mempelajari "speaking"</i> (The use of video as the media help students for learning speaking)	24 students (85,7%)	3 students (10,7%)	1 student (3.6%)
5	<i>Pembelajaran menggunakan video menarik bagi siswa</i> (Learning using video is interesting for students)	27 students (96 %)	-	1 student (3.6 %)
6	<i>Siswa dapat lebih paham materi karenadisampai kan melalui gambar dan suara</i> (Students more understand about the material because the material shows through picture and sound)	21 students (96%)	6students (21%)	1 student (3.6%)
7	<i>Penggunaan video membantu meningkatkan motivasi belajar bahasa Inggris</i> (The use of video help to increase their motivation)	24 students (93%)	2students (7,1%)	2 students (7.1%)

The table above presented the result of the questionnaire part 1. From the table the researcher found:

From the first question, it was found that about 75% of the students stated that learning speaking in English was difficult. Second question, it was found that about 60% students stated that learning speaking in English form was difficult. Third question, 93% of students stated that the use of video as the media could help the students in learning English. Fourth question, 96% of students stated that video as the media helped them in learning speaking. Fifth question, 96% of students stated that learning using video was interesting for them. Sixth question, 96% of students stated that from the video, students understood more about the materials because the materials were showing through pictures and

sounds. The last question, 93% of students stated that the use of video helped them to increase their motivation in learning English. On the other hand, there were some students who chose neutral and students who chose disagree, they had their own reason, they stated in doubt and disagree because they thought that the use of video was bored, it was more difficult rather than used a textbook because they had to see the picture and heard the sound at the same time . Even so, the result showed the positive perception from the students . (See appendix 4).

Table 4.3 The Answer of Questionnaire (part 2)

No	Statement	Ever /often	Seldom/Never
1	<i>Guru menggunakan media untuk pembelajaran</i> (Teacher uses media in teaching and learning process)	28 students (100%)	None
2	<i>Guru menggunakan video sebagai media belajar bahasa Inggris</i> (Teacher uses video as the media in learning English)	26 students (93%)	2 students (7%)
3	<i>Guru menggunakan video dalam pembelajaran speaking</i> (Teacher uses video to learn speaking)	24 students (86%)	4 students (14%)
4	<i>Guru meminta siswa untuk berbicara bahasa Inggris</i> (Teacher asks the student to speak English)	27 students (96%)	1 students (4%)

The table presented above is about the percentage of the teacher using video to teach speaking. The researcher made a questionnaire about the teacher percentage using video because it has an influence for the students' perception on the use of video. For many times the teacher used video to teach, it was helpful for the students to understand what the function of the video and what the benefit of video for their speaking ability. So, from the first statement, it what shown that 100% from twenty eight of the students (all of the students) chose ever. It means that the teacher ever and often used media to teach English .For the second, 93 %

(26 students) chose ever, it means that the teacher ever used video to teach English for the students and 24 students choose ever on the use of video to teach speaking. It means that the teacher also used video to teach speaking, although there were 4 students who chose never, based on the researcher observation. It happened because when the teacher used video to teach, they did not join the class. From the result, the researcher concluded that the teacher used video to teach speaking to the students, even though there were students that did not pay attention to the teacher and the video.

4.1.3 The Result of the Third Questionnaire

There were five questions (See appendix 4). The first question asked about students' opinion on the use of video as learning media in learning English. Second question was about the students' reason for question number 5 (part 1) in learning by using video is interested for students. Third question asked the students' opinion whether the video could improve their speaking or not. Fourth question asked about the students' answer reason for questionnaire number 7 (part 1). The use of video will help the students in increasing students' motivation in learning English and the last question asked the students about advantages and disadvantages using video.

There were various answers from the students, but the researcher reduced the answer that did not match with the question and the researcher classified the same answer from the students.

The result of the first question showed that some students stated that using video for learning English was good because they could understand more

the material, the video was also interesting for them because they could see the real picture, they could increase their motivation in learning English. On the other hand, some students also stated that the video was difficult for them because they did not understand the language.

The result of the second question was each of the students had their personal reason, but the researcher made a conclusion because sometimes the students' reason was same but it was different in writing. For the students who chose agree (See table 4.1) , their reason where they could understand the material easily with the video, the video made them focus with the material, video made them feel happy and enjoy the material because they had not only seen the teacher's explanation but they also saw the sound and the real picture from the video. For the students who chose disagree (See table 4.1), their reason why the video was difficult because sometimes the picture did not catch their attention, the picture was bad.

The result of the third question was the students stated that video could increase their skill in speaking because they could memorize the difficult words, they could hear the right pronunciation of the word from the video, it also made them easy to remember about the material.

The result of the fourth question was the students stated that video helped them increase their motivation in learning English because the video was interesting, the video could increase their imagination, the video helped them understand the material, and it made them focus with the material.

The result of the fifth question was the students mentioned that there were some disadvantages using video in learning English. Such as, the volume of the video was too slow, the video was too fast, the teacher's explanation was less than the usual, it had short duration, and sometimes the video was not appropriate with students of junior high school, the picture and sound was not clear.

Advantages of the video were the video made the students feel happy and enjoy with the material. It lets the students see the real sound and picture, it helped the students know the right pronunciation of the words, the video made the learning process become joyful because the students could sing, and imitate the video together.

4.1.4 Result of the Interview with the Teacher

There were twelve questions for the teacher and the questions were divided into four indicators. First indicator was about the strategy used by the teacher, second indicator was about the media used by the teacher, third indicator was about advantages and disadvantages using that media, and the last was about students' achievement after using the media. For the interview result (See appendix 5). The researcher made a conclusion from the teacher's interview result based on each indicator.

First indicator, about the strategy used by the teacher was an interesting medium, so the teacher made an interesting medium to teach English in the class.

Second indicator, about an interesting medium which was usually used by the teacher was video, why the teacher used the video because from the video the students could see the real sound and picture. Therefore it would be easier for the

students to understand the material, the students interesting with the video so that the students more understand.

Third indicator, about the advantages of using the video were the students became more active, they do not feel bored, the students were happy, the students could speak more although there were mistakes, they can make sentences out of the video because they saw the video before, and the teacher did not explain too much. But there were some disadvantages using video to teach English, especially in speaking, sometimes the students were bored with the material and the students did not understand about the video. Therefore, the teacher should re-explain, the minimum of the properties in the class, sometimes the LCD was off, there was no speaker and the important thing was the teacher should have the up to date video media to teach the students.

Fourth indicator, about student achievement after using the media the students have changed, although there was a mistake in pronunciation, they still showed that they are more confident to speak by using English. For students who did not change, the teacher stated it is because they did not want to learn English or there was no spirit of the students to learn English.

4.2 Discussion

In this section, the researcher discusses the findings of the research based on the questionnaire for students, interview with the English teacher and observation and correlated them with the theories of the study to discuss the answer of the problem of the study.

4.2.1 Students' Perception on the Use of Video to Teach Speaking

This research focused on students' perception on the use of video to teach speaking for the eighth graders at SMPN 10 Malang. Daryanto (2013) states that the teacher has to know the students' perception since it can minimize the misunderstanding about learning goal of students and teachers, which is the learning goal of the teacher is to deliver the material well and the students can understand the material well.

Based on the research findings, in order to make the students easier in learning speaking, the teacher used video to teach. In line with Nunan (2003), who says that learning speaking is very challenging for the students in learning second language. Therefore, the teacher used some techniques to operate the video.

According to Harmer (2001), there are 5 techniques which are usually used to operate video in teaching learning process and they are fast forward, silent viewing for language, silent viewing for music, freeze frame, and partial viewing.

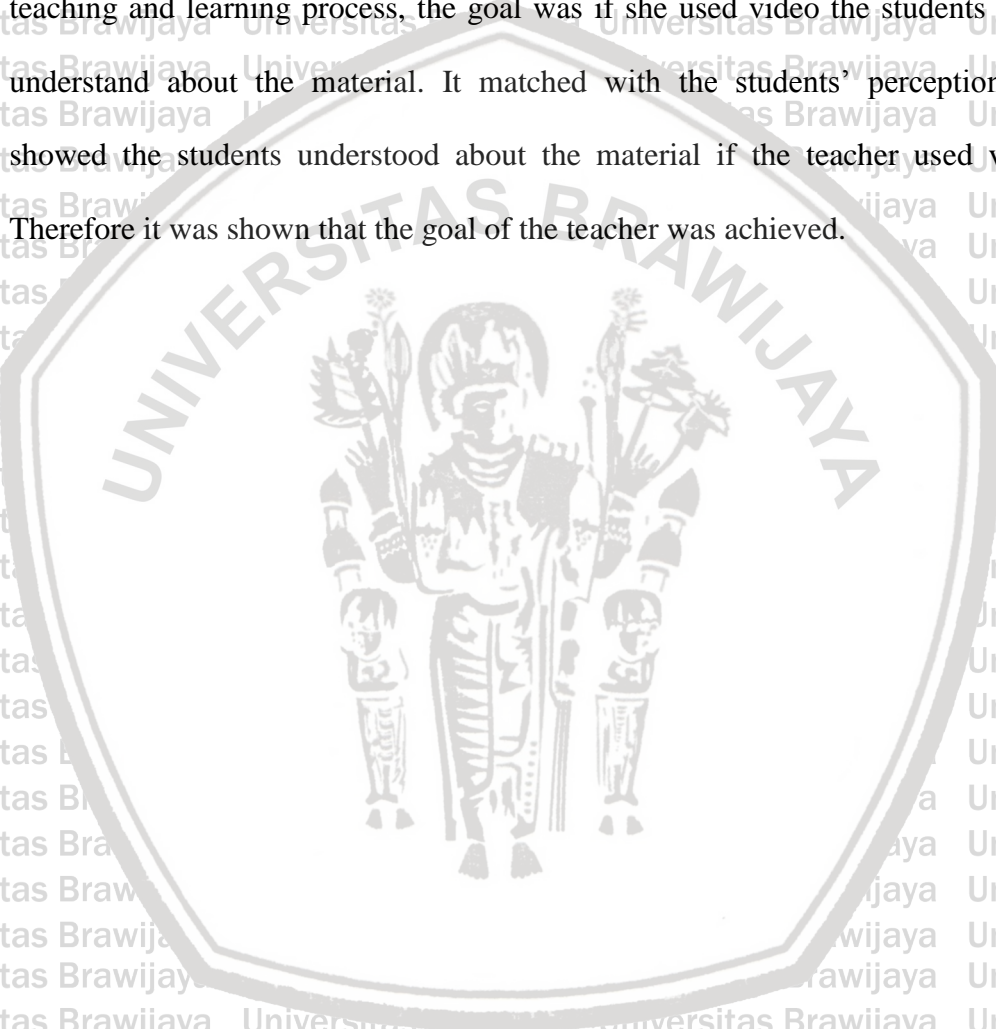
In this research, based on the researcher's observation, the teacher only used two techniques. They were fast forward, which was the teacher played the video twice, and asked the students to watch and listen carefully, and freeze frame which was the teacher played the video and suddenly stopped the video then asked the students to mention what they had saw and listened. In line with the Sihem (2012), video helps the students to understand the instruction more than by using a textbook, because video brings language in the context of life in realistic settings to the classroom.

According to the teacher's interview, the teacher only did those techniques because the teacher tried to adjust with the students situation and condition. The important thing according to the teacher, the students should understand well about the material. It is inline with Daryanto (2013) who says that, the teacher has to know the students' perception since it can minimize the misunderstanding about learning goal of students and teachers. In this case, the learning goal of the teacher is to deliver the material well and the students is to understand the material well.

In this research, the researcher distributed a questionnaire to know the students' perception on the use of video which was done by the teacher. After analyzing the questionnaire, the researcher found a positive perception from the students. Almost all of the students stated that they agreed on the use of video in learning speaking because they could easily memorize the material, the learning and teaching process was fun and enjoyable, they knew how to pronounce English words, and they could see the real picture and heard the correct sound.

Therefore, it can be concluded that students at 8G class have a positive perception on the use of video to teach speaking by the teacher. In other words, the teachers' goal was to make students understand with the material. It was proven by the students' responses in answering the questionnaire. Ninety six percents of the students stated that video can help them in learning speaking. The students showed positive responses and perspective on the use of video by the English teacher.

The researcher validated the answer of the students' questionnaire and the teachers' interview by having data triangulation. After the researcher cross checked the answer, the result showed the same perception between the teacher and the students. The teacher has her own perspective about the goal of the teaching and learning process, the goal was if she used video the students could understand about the material. It matched with the students' perception that showed the students understood about the material if the teacher used video. Therefore it was shown that the goal of the teacher was achieved.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher tells about the conclusion of this research and the suggestion for the English teacher, the students and further researchers.

5.1 Conclusion

Based on the findings, the researcher made a conclusion as follows:

There was positive perception from the students on the use of video to teach speaking at 8G class by the teacher. It was shown from the table 4.2 that 93% of students (see sppendix 4) agreed that the video could help them increase their motivation in learning English, 96% of students agreed that with the video they could understand more the material, and 96% agreed that the video helped them in learning speaking.

The reason of why the students agreed on the use of video to teach speaking because video was not boring, more interesting than teacher's explanation, made students feel happy and enjoy in learning, made students knew how to pronounce the right pronunciation, and the video could increase their imagination. However, some students did not agree on the use of video to teach speaking by the teacher because sometimes the sound/volume of the video was not clear, the picture was not interesting, the speaker was too fast so it made them difficult to follow the video.

Furthermore, the techniques that the teacher used to operate the video were fast forward and freeze frame because it depended at the students situation

and condition, the teacher had to adjust with the students in order to make the students understand the material.

So, based on the conclusion above, the researcher concluded that video can be used as the media in teaching speaking for the students in eighth graders of SMPN 10 Malang . Based on the finding, the students has positive perception on the use of video to teach English especially in speaking activity. The students were more interested with the use of video by the teacher, the students felt happy and enjoyed during teaching and learning process when the teacher used video to teach speaking.

5.2 Suggestions

From the result, the researcher wants to give some suggestions for the teacher, and another researcher. Those are explained as follows:

1. The English Teacher of the Eighth Graders Class SMP N 10 Malang

The English teacher has to know what the students' need from their perception. From the situation, the English teacher will know the suitable media to be used in teaching. The English teacher should think creatively and bravely to use a new media or techniques in order to achieve the goal of learning and teaching. Use the media around the students environment that usually close with the students. Before using it, the teacher has to adjust it with the students' situation and condition, agree with the goal in teaching and learning process.

2. The Students of the Eighth Graders especially G Class of SMPN 10 Malang

Students have to study hard to understand more about English. Not only read it, but also practice it. Pronouncing English words is difficult, but the students can try many kinds of media to help them increase their listening skill, the students should not be shy to ask the teacher or friends who has a better understanding in English. The more you listen, the easier speaking will be. The more you read, the easier writing will be. The more you study, you will be better in facing the world.

3. Further Researchers

The researcher expects that this research could give an inspiration to make further researchers develop the other students' perception research and the other media deeper than this research and use the other techniques to measure the students' perception.

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APPENDIX 1

Observation checklist by Harmer (2001)

No	Teaching techniques	O1	O2	notes
1	Fast forward			
2	Silent viewing			
3	Silent viewing (music)			
4	Freeze frame			
5	Partial viewing			

Notes : O 1 : Observation day 1

O 2 : Observation day 2

Teaching Techniques : teaching techniques by Harmer (2001)

APPENDIX 2

INTERVIEW GUIDE FOR THE TEACHER

no	INDICATORS	QUESTIONS
1	Strategy used by the teacher	1. Sejak kapan anda mengajar Bahasa Inggris? 2. Bagaimana kemampuan siswa terhadap pembelajaran Bahasa Inggris? 3. Apa strategy yang anda gunakan untuk mengajar bahasa Inggris?
2	Media used by the teacher	1. Apa media yang anda gunakan untuk mengajar bahasa Inggris? 2. Mengapa anda memilih media tersebut? 3. Bagaimana cara anda menggunakan media tersebut?
3	Advantages and disadvantages	1. Apa keuntungan dari menggunakan media tersebut? 2. Apa kesulitan yang didapat dari menggunakan media tersebut?
4	Students achievement	1. Bagaimanakah kemampuan siswa setelah anda menggunakan media tersebut? 2. Apakah ada perubahan nilai dari siswa siswi? 3. Apakah ada siswa yang masih tetap tidak berubah setelah anda menggunakan media tersebut? 4. Menurut anda bagaimana pendapat siswa tentang penggunaan media tersebut?

Adapted from Saci Sihem (2012) and Harmer (2001)

APPENDIX 3

Students Questionnaire

Directions : The following question ask about your perception on the use of video to teach speaking by your teacher. To answer each question you have to read the question carefully and give checklist on the appropriate answer based on your own perception.

Petunjuk : Pertanyaan di bawah ini berisi tentang persepsi anda sebagai siswa tentang penggunaan video untuk pembelajaran “speaking “ yang digunakan oleh guru anda. Untuk menjawab, bacalah pertanyaan dengan baik dan berilah centang pada jawaban yang cocok dengan persepsi anda masing-masing.

No	Pernyataan	Sangat Setuju	Setuju	Ragu-Ragu	Tidak Setuju	Sangat Tidak Setuju	Total
1.	Belajar bahasa inggris itu sulit.						
2.	Belajar berbicara menggunakan bahasa inggris itu sulit.						
3.	Penggunaan video sebagai media sangat membantu siswa dalam pembelajaran bahasa inggris.						
4.	Penggunaan video sebagai media sangat membantu siswa						

	dalam mempelajari “speaking”								
5.	Pembelajaran menggunakan video menarik bagi siswa.								
6.	Siswa dapat lebih paham materi karena disampaikan melalui gambar dan suara.								
7.	Penggunaan video membantu untuk meningkatkan motivasi belajar bahasa Inggris								

Adapted from Sihem (2012)

No	Pernyataan	selalu	Sering	jarang	Hampir tidak pernah	Tidak pernah	Total
1.	Guru menggunakan media untuk pembelajaran						
2.	Guru menggunakan video sebagai media belajar bahasa Inggris						
3.	Guru menggunakan video dalam pembelajaran speaking						
4.	Guru meminta siswa untuk berbicara bahasa Inggris						

Adapted from Sihem (2012)

Jawablah pertanyaan dibawah ini dan berilah alasannya.

1. Bagaimana pendapat kalian tentang penggunaan video sebagai media pembelajaran Bahasa Inggris?

Jawaban :

2. Berikan alasan terhadap jawaban anda pada questionnaire no 5 (part 1)?

Jawaban :

3. Apakah media pembelajaran video bisa meningkatkan kemampuan speaking kalian? Jelaskan.

Jawaban:

4. Berikan alasan terhadap jawaban anda pada questionnaire no 7 (part 1)?

Jawaban:

5. Apakah kekurangan dan kelebihan dalam pembelajaran bahasa Inggris menggunakan media video? Jelaskan.

APPENDIX 4

Student's Questionnaire Result (part 1)

NO	Pernyataan	Sangat setuju	setuju	Ragu-ragu	Tidak setuju	Sangat tidak setuju	Total
1	Belajar bahasa inggris itu sulit.	5	13	3	4	3	28
2	Belajar berbicara menggunakan bahasa inggris itu sulit.	5	8	4	9	2	28
3	Penggunaan video sebagai media sangat membantu siswa dalam pembelajaran bahasa inggris.	10	12	5	1	-	28
4	Penggunaan video sebagai media sangat membantu siswa dalam mempelajari "speaking".	12	11	4	1	-	28
5	Pembelajaran menggunakan video menarik bagi siswa.	11	16	-	1	-	28
6	Siswa dapat lebih paham materi karena disampaikan melalui gambar dan suara.	9	12	6	1	-	28
7	Penggunaan video membantu untuk meningkatkan motivasi belajar bahasa Inggris	8	17	2	1	-	28

Student's Questionnaire Result (part 2)

No	pernyataan	selalu	sering	jarang	Hampir tidak pernah	Tidak pernah	Total
1	Guru menggunakan media untuk pembelajaran	3	14	12	-	-	28
2	Guru menggunakan video sebagai media belajar bahasa Inggris	1	13	11	3	-	28
3	Guru menggunakan video dalam pembelajaran speaking		15	10	3	-	28
4	Guru meminta siswa untuk berbicara bahasa Inggris	10	13	4	1	-	28

Student's Questionnaire Result (part 3)

No	Soal	Jawaban
1	Bagaimana pendapat kalian tentang penggunaan video sebagai media pembelajaran Bahasa Inggris?	<p>Setuju: Mudah dimengerti, membantu memahami pelajaran, meningkatkan motivasi, jelas, tidak bosan</p> <p>Tidak setuju: Sulit karena tidak mengerti bahasa Inggris</p>
2	Berikan alasan terhadap jawaban anda pada questionnaire no 5 (part 1)?	<p>Setuju: Mudah menangkap materi, fokus, bagus, paham, bisa membuat murid senang karena tidak hanya penjelasan biasa</p> <p>Tidak setuju: Sulit paham, gambar kurang menarik</p>
3	Apakah media pembelajaran video bisa meningkatkan kemampuan speaking kalian? Jelaskan.	bisa menghafal kata-kata sulit, mendengarkan percakapan, paham speaking, mudah ingat
4	Berikan alasan terhadap jawaban anda pada questionnaire no 7 (part 1)?	Menarik, fokus, menyenangkan, paham, tidak bosan, menambah wawasan, meningkatkan imajinasi, tidak membosankan daripada buku
5	Apakah kekurangan dan kelebihan dalam pembelajaran bahasa Inggris menggunakan media video? Jelaskan.	<p>Kekurangan : suara kecil, terlalu cepat, guru jadi tidak banyak menjelaskan, tidak jelas, kadang kurang variasi, durasi terlalu pendek, terlalu khayal.</p> <p>Kelebihan : menyenangkan, siswa bisa melihat hal yang sebenarnya, tidak bosan, mengerti cara bicara bahasa Inggris, bisa menyanyi, menari, dan meniru.</p>

APPENDIX 5

Result of teacher's interview

Indikator 1.

1. Sejak kapan Ibu mengajar Bahasa Inggris di SMPN 10 Malang?

Jawab: Itu, mbak saya mengajar Bahasa Inggris disini sudah tiga belas tahun

2. Bagaimana kemampuan siswa terhadap pembelajaran Bahasa Inggris?

Jawab: kalau kemampuan siswa disini bermacam-macam mbak, maktum disini termasuk sekolah perbatasan kabupaten kota, jadi ya walaupun mereka mengerti bahasa Inggris itu ya lama mbak.

3. Apa strategi yang Ibu gunakan untuk mengajar Bahasa Inggris?

Jawab: Strategi yang saya gunakan ya itu mbak, untuk menarik perhatian siswa saya ya saya pakai media, kadang-kadang juga anak-anak saya suruh kerja kelompok biar mereka aktif mbak.

Indikator 2

1. Apa media yang Ibu gunakan untuk mengajar Bahasa Inggris?

Jawab: kalau saya ya seringnya itu mbak pakai media komputer gitu, pakai video, ppt, gambar-gambar gitu.

2. Mengapa Ibu memilih media tersebut?

Jawab: ya karena medianya lebih menarik mbak daripada hanya buku saja, mbak kan tau sendiri, pernah ngajar juga dikelas ini, anak-anak kalau disuruh baca sendiri ya gitu. Jadi ya dengan media kan bisa terbantu, kalau misalnya video kan ada gambar sama suara, ppt bisa digerak-gerakin, gambar kan macem-macam mbak, jadi anak-anak bisa lebih mengerti mbak.

3. Bagaimana cara Ibu menggunakan media tersebut?

Jawab: ya biasa mbak kalau video ya saya putar, anak-anak dengerin, terus saya suruh ngomong apa yang mereka dapat, terus saya putar lagi, saya suruh buat kalimat, dialog, gambar tentang video tapi selain yang ada di video mbak gitu.

Indikator 3

1. Apa keuntungan dari menggunakan media video bu?

Jawab: keuntungannya ya enak mbak, kalau saya sebagai guru ya jadinya lebih sedikit menjelaskan (hehehe), kalau siswanya kan jadi lebih aktif, jadi mereka mengasah kemampuan mereka mbak, mereka bisa bicara bahasa Inggris, mereka senang, tidak bosan gitu mbak.

2. Apa kesulitan yang Ibu dapatkan menggunakan video?

Jawab: kesulitannya ya saya harus pintar-pintar mencari videonya, harus mencocokkan dengan materi, terus harus punya koneksi internet gitu mbak, terus kadang-kadang ada siswa yang masih tidak mengerti jadi guru menjelaskan lagi, terus kalo LCDnya mati, speaker gak ada terus lampu mati mbak, wah itu biasanya saya bingung mbak.

Indikator 4

1. Bagaimana kemampuan siswa setelah menggunakan media video Bu?

Jawab: ya seperti yang mbak pernah lihat siswanya gimana, meskipun ya masih ada yang salah, malu-malu tapi mereka sudah berani mencoba, mereka tau apa yang harus dilakukan gitu mbak.

2. Apakah ada perubahan nilai dari siswa siswi?

Jawab: ya meskipun sedikit tapi ada perubahan mbak,

3. Apakah ada siswa yang masih tetap tidak berubah setelah Ibu mencoba untuk menggunakan media video bu?

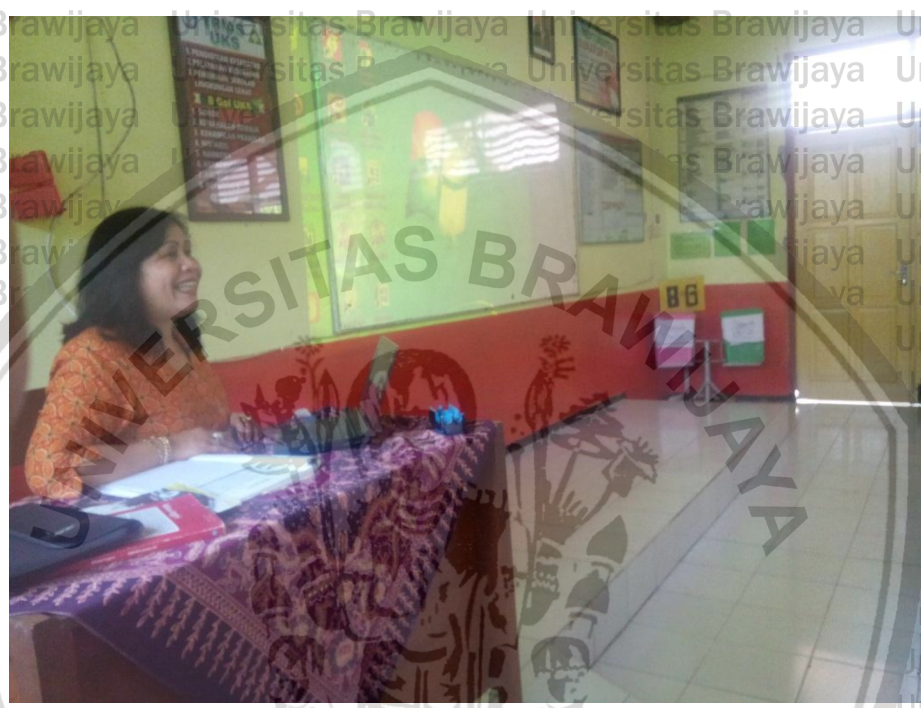
Jawab: ya pasti adalah mbak, ya itu tadi tergantung muridnya, jadi kalau mereka semangatnya bisa ya mereka bisa maju, kalau enggak ya ada saja, pasti ada yang begitu. Sudah dibantu, diingatkan ya mungkin belum ada keinginan dari mereka.

4. Menurut Ibu bagaimana pendapat siswa siswi tentang penggunaan video?

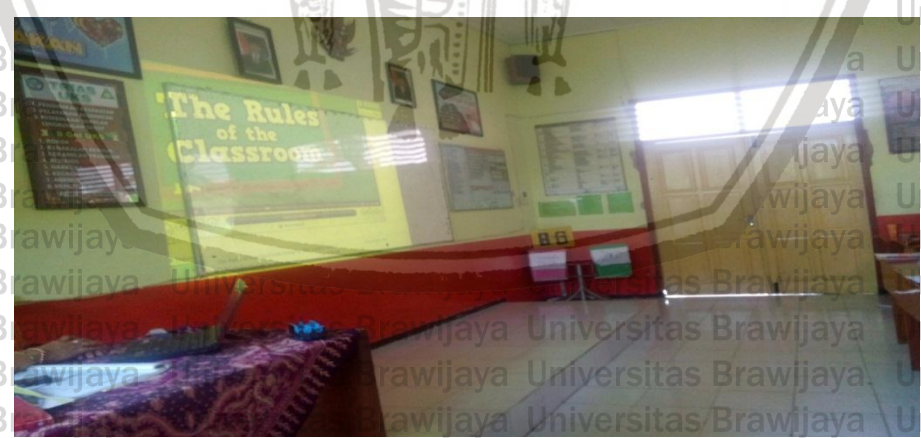
Jawab: saya kira cukup baik mbak, ya dilihat dari respon siswa siswi selama ini mbak. Kan mbak juga pernah tau kan.

APPENDIX 6

Observation's Documentation



Opening the class by reviewing the last material



Video used by the teacher entitled "The rule of the classroom"



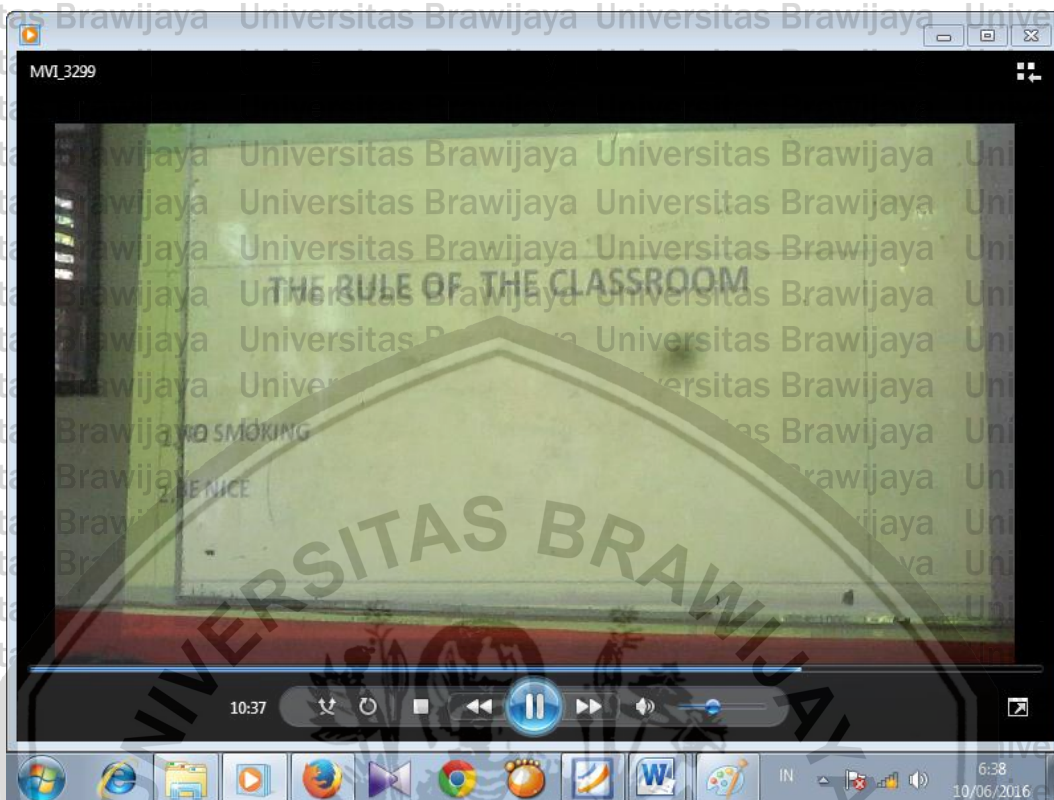
Listening and seeing the video



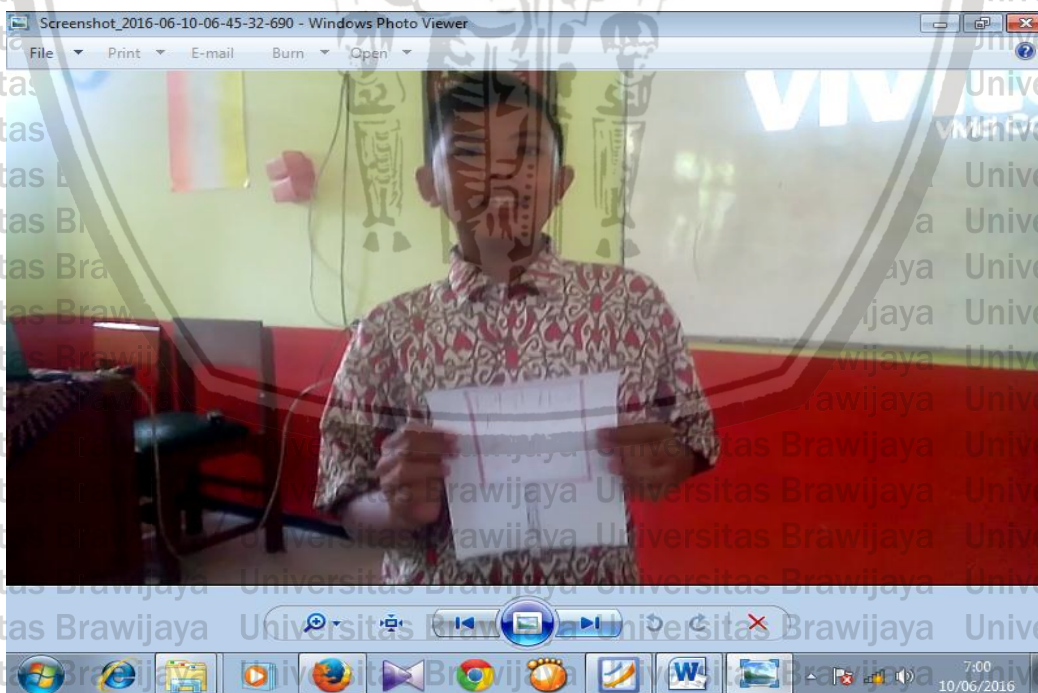
Video used by the teacher



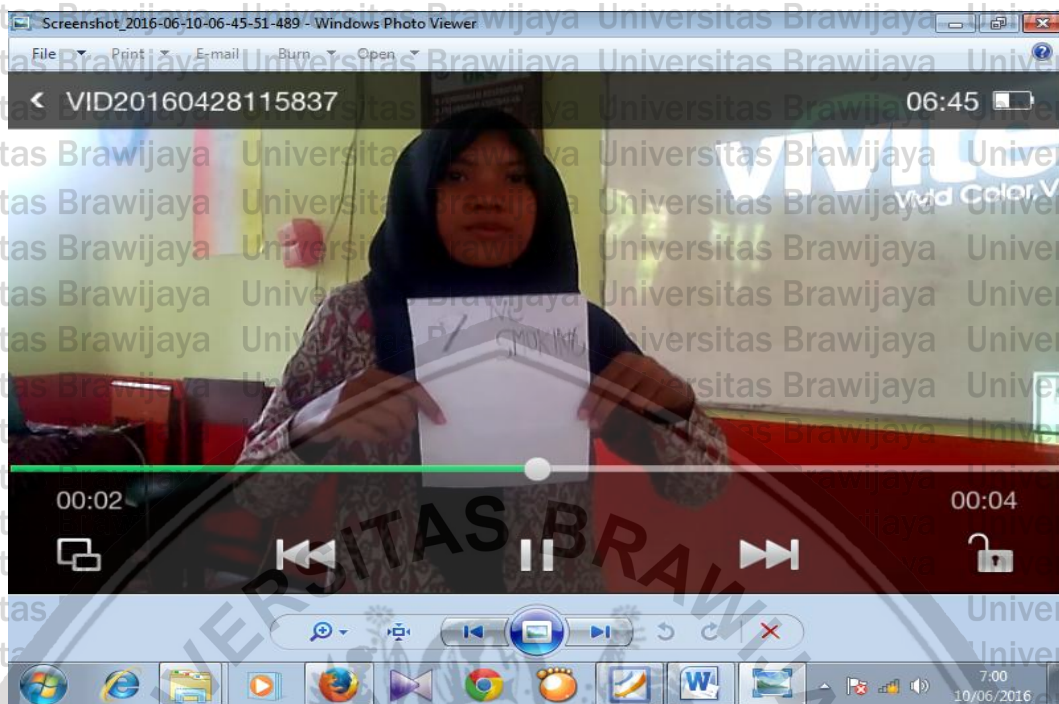
Writing a sentence in the teacher's Laptop



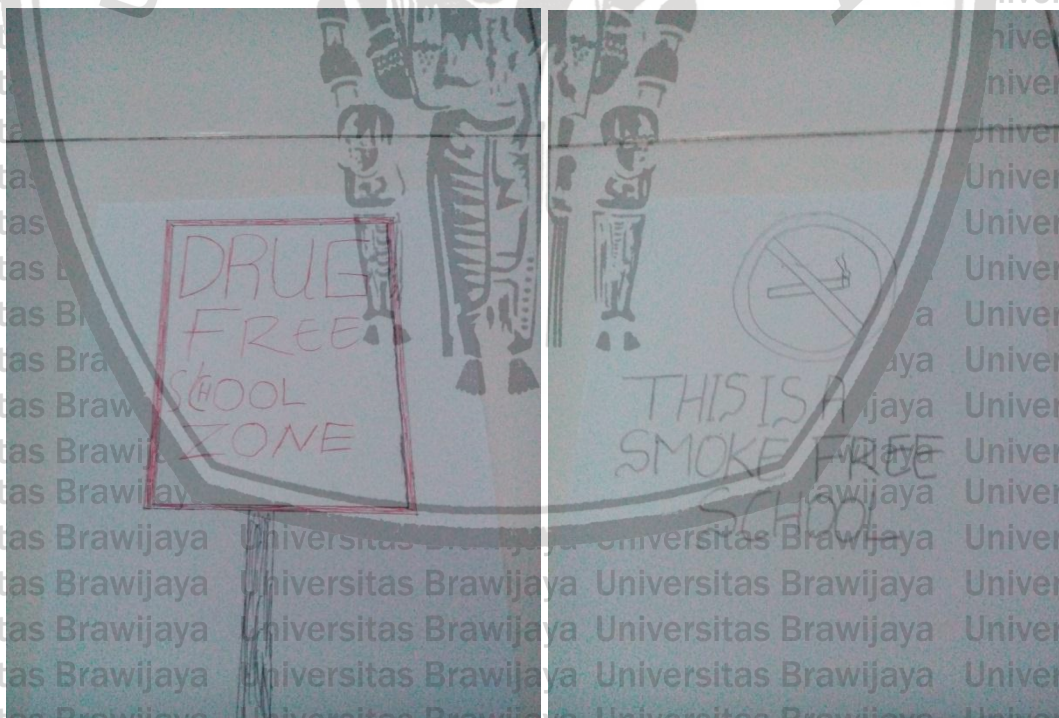
Making a sentence in front of the class



Speaking in front of the class



Speaking in front of the class



Making a notice based on the video shown

Students' Questionnaire

Directions: The following questions ask about your perception on the use of video in teaching speaking by your teacher. To answer each question you have to read the statement carefully and give checklist on the appropriate answer based on your own perception.

Petunjuk : Pertanyaan di bawah ini berisi tentang persepsi Anda tentang suatu kegiatan pembelajaran video untuk pembelajaran "speaking" yang digunakan oleh guru Anda. Untuk menjawab, bacalah pertanyaan dengan baik dan berikan centang (P) pada jawaban yang cocok dengan persepsi Anda masing-masing.

No	Pernyataan	Sangat Setuju	Setuju	Ragu-ragu	Setengah Setuju	Sangat Tidak Setuju
1.	Belajar bahasa Inggris itu sulit.					
2.	Belajar berbicara menggunakan bahasa Inggris.					
3.	Penggunaan video sebagai media sangat membantu siswa dalam pembelajaran bahasa Inggris.					
4.	Penggunaan video sebagai media sangat membantu siswa dalam mempelajari "speaking".					
5.	Pembelajaran menggunakan video membuat bagi siswa.					
6.	Siswa dapat lebih paham materi karena disampaikan melalui gambar dan suara.					
7.	Penggunaan video membantu untuk meningkatkan motivasi belajar bahasa Inggris.					

Adapted from Sincere

Students' Questionnaire answer (PART 1)

No	Pernyataan	Selalu	Sering	Jarang	Tidak pernah	Tidak pernah
1	Guru menggunakan media untuk pembelajaran	✓				
2	Guru menggunakan video sebagai media belajar bahasa Inggris	✓				
3	Guru menggunakan video dalam pembelajaran speaking	✓				
4	Guru meminta siswa untuk berbicara bahasa Inggris					

Adapted from Sihem (2012)

Jawablah pertanyaan dibawah ini dan berilah alasannya

1. Bagaimana pendapat kalian tentang penggunaan video sebagai media pembelajaran Bahasa Inggris?

Jawaban: Bagus & bermanfaat

2. Berikan alasan terhadap jawaban anda pada questionnaire no 5 (part 1)?

Jawaban: Sangat setuju karena sangat menarik

3. Apakah media pembelajaran video bisa meningkatkan kemampuan speaking kalian? Jelaskan.

Jawaban: Ya karena dapat membantu siswa dalam mempelajari speaking

4. Berikan alasan terhadap jawaban anda pada questionnaire no 7 (part 1)?

Jawaban: karena penggunaan video dapat memotivasi dalam belajar

5. Apakah kekurangan dan kelebihan dalam pembelajaran bahasa Inggris menggunakan media video? Jelaskan.

Kekurangan → Tidak ada

Kelebihan → mudah dimengerti & dipahami

Students' Questionnaire answer (part 2& 3)

Students Questionnaire

Directions: The following questions ask about your perception on the use of video in English speaking in your teacher. To answer each question you have to read the question carefully and give checklist on the appropriate answer based on your own perception.

Pengertian: Penelitian di bawah ini bertujuan memperoleh anda sebagai siswa tentang penggunaan video untuk pembelajaran speaking yang digunakan oleh guru dan siswa.

Tujuan: Menjawab beberapa pertanyaan dengan baik dan berilah centang pada jawaban yang cocok dengan persepsi anda masing-masing.

No	Pernyataan	Sangat Setuju	Setuju	Ragu Ragu	Tidak Setuju	Sangat Tidak Setuju
1	Belajar bahasa Inggris itu sulit.					
2	Belajar berbicara menggunakan bahasa Inggris itu sulit.					
3	Penggunaan video sebagai media sangat membantu siswa dalam pembelajaran bahasa Inggris.					
4	Penggunaan video sebagai media sangat membantu siswa dalam pembelajaran speaking.					
5	Pembelajaran menggunakan video menarik bagi siswa.					
6	Siswa dapat lebih paham materi karena disampaikan melalui gambar dan suara.					
7	Penggunaan video membantu untuk meningkatkan motivasi belajar bahasa Inggris.					

Adapted from Sihem

Appendix 7

Research Statement Letter



UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia, Telp. +62341- 575875, Fax. +62341- 575822
E-mail : filb_ub@ub.ac.id - http://www.filb_ub.ac.id

Surat Pernyataan

Saya, yang bertandatangan di bawah ini:

Nama : Dwi Merista Arini

NIM : 125110500111021

Semester : VIII (Delapan)

Program Studi : S1 Pendidikan Bahasa Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul:

"STUDENTS' PERCEPTION ON THE USE OF VIDEO TO TEACH SPEAKING FOR THE EIGHTH GRADERS OF SMPN 10 MALANG"

akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Tanggal pernyataan: 28 Maret 2016

Yang membuat pernyataan;

8

Dwi Merista Arini
125110500111021

Mengetahui

Prof. Ir. Ratya Anindita, M.S., Ph.D.
NIP. 19610908 198601 1 001Ketua Program Studi
S1 Pendidikan Bahasa InggrisDr. Esti Junining
NIP. 19720604 200212 2 001

Appendix 8

Faculty Research Permission Letter



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia, Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id - <http://www.fib.ub.ac.id>

Malang, 31 MAR 2016

Nomor : 0121 /UN10.12/AK/2016
Lampiran : 1 (satu) lembar
Perihal : Permohonan Ijin Penelitian

Yth. Kepala Dinas Pendidikan dan Kebudayaan
Jalan Veteran nomor 19
Kota Malang, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Dwi Merista Arini
NIM : 125110500111021
Semester : VIII (Delapan)
Program Studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

"STUDENTS' PERCEPTION ON THE USE OF VIDEO TO TEACH SPEAKING FOR THE EIGHTH GRADERS OF SMPN 10 MALANG"

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.



Dekan,
Prof. Dr. Ratya Anindita, M.S., Ph.D.
NIP. 19610908 198601 1 001

Appendix 9

Dinas Pendidikan Research Permission Letter



PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN

Jl. Veteran No. 19 Telp. (0341) 560946, Fax. (0341) 551333
 Website : <http://diknas.malangkota.go.id> | Email : disdik_mlg@yahoo.co.id
 Kode POS : Malang 65145

REKOMENDASI

Nomor : 074 / 1251 / 35.73.307 / 2016

Menunjuk surat dari Dekan Fakultas Ilmu Budaya Universitas Brawijaya tanggal 31 Maret 2016 Nomor 0721/UN10.12/AK/2016 Perihal : Permohonan Ijin Penelitian, maka dengan ini kami berikan ijin untuk melaksanakan kegiatan dimaksud kepada:

1. Nama : Dwi Merista Arini
2. NIM : 125110500111021
3. Jenjang : S1
4. Prodi. / Jurusan : Pendidikan Bahasa Inggris
5. Tempat Pelaksanaan : SMP Negeri 10 Malang
6. Waktu Pelaksanaan : April s.d Juni 2016
7. Judul : Students' Perception On The Use Of Video To Teach Speaking For The Eighth Graders Of SMP Negeri 10 Malang

DenganKetentuan :

1. Dikoordinasikan sebaik – baiknya dengan Kepala SKPD / Sekolah;
2. Tidak Mengganggu proses belajar – mengajar,
3. Berlaku selama tidak menyimpang dari peraturan,
4. Selesai melaksanakan penelitian / Observasi / KKL / KKN, wajib menyampaikan laporan kepada Kepala Dinas Pendidikan Kota Malang.

Demikian untuk dilaksanakan sebagaimana mestinya.

Malang, 31 Maret 2016



- Terselamatkan
1. Kepala SMP Negeri 10 Malang
 2. Dekan Fakultas Ilmu Budaya Universitas Brawijaya
 3. Yang bersangkutan

Appendix 10

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Dwi Merista Arini
2. NIM : 125110500111021
3. Program Studi : Pendidikan Bahasa Inggris
4. Judul Skripsi : Student's Perceptions on the Use of Video to Teach Speaking for the Eight Graders of SMPN 10 Malang
5. Tanggal Mengajukan : 20 Desember 2015
6. Tanggal Selesai : 29 Juli 2016
7. Nama Pembimbing : Dra. Ismarita Ida R. M.Pd.
8. Keterangan Konsultasi

No.	Tanggal	Materi	Dosen Pembimbing	Paraf
1.	20 Desember 2015	Konsultasi judul dan outline bab 1,2,3	Dra. Ismarita Ida R. M.Pd.	
2.	1 Januari 2016	Konsultasi dan revisi Bab 1,2,3	Dra. Ismarita Ida R. M.Pd.	
3.	20 Januari 2016	Konsultasi dan revisi Bab 1, 2, dan 3	Dra. Ismarita Ida R. M.Pd.	
4.	3 Februari 2016	Revisi Bab 1, 2, dan 3	Dra. Ismarita Ida R. M.Pd.	
5.	7 Maret 2016	Revisi Bab 1,2, dan 3	Dra. Ismarita Ida R. M.Pd.	
6.	18 Maret 2016	Revisi bab 1,2, dan 3	Dra. Ismarita Ida R. M.Pd.	
7.	30 Maret 2016	Revisi bab 1,2, dan 3	Dra. Ismarita Ida R. M.Pd.	
8.	31 Maret 2016	Surat Ijin Penelitian	Dra. Ismarita Ida R. M.Pd.	
9.	13 April 2016	ACC SEMPRO	Dra. Ismarita Ida R. M.Pd.	
10.	19 April 2016	Sempro	Dra. Ismarita Ida R. M.Pd.	
11.	18 Mei 2016	Konsultasi bab 1,2,3,4,dan 5	Dra. Ismarita Ida R. M.Pd.	

12.	23 Mei 2016	Konsultasi dan revisi bab 1,2,3,4 dan 5	Dra. Ismarita Ida R. M.Pd.	
13.	13 Juni 2016	ACC Seminar Hasil	Dra. Ismarita Ida R. M.Pd.	
14.	20 Juni 2016	Seminar Hasil	Dra. Ismarita Ida R. M.Pd.	
15.	27 Juni 2016	Konsultasi dan revisi setelah semhas	Dra. Ismarita Ida R. M.Pd.	
16.	14 Juli 2016	Konsultasi dan revisi Bab 1, 2, 3, 4, dan 5 dan ACC Ujian	Dra. Ismarita Ida R. M.Pd.	
17.	21 Juli 2016	Ujian Skripsi	Dra. Ismarita Ida R. M.Pd.	
18.	29 Juli 2016	ACC Penjilidan Skripsi	Dra. Ismarita Ida R. M.Pd.	

9. Telah dievaluasi dan diuji dengan nilai:

Mengetahui,
Pembantu Dekan I
Bidang Akademik

Pembimbing

Syariful Muttaqin, M.A.
NIP. 197511012003121 001

Dra. Ismarita Ida R. M.Pd.
NIP. 19560426 198203 2 001

Appendix 10

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Dwi Mantiya Arini
 2. NIM : 1251101500111021
 3. Program Studi : Pendidikan Bahasa Inggris
 4. Judul Skripsi : Student's Perceptions on the Use of Video to Teach Speaking for the Eight Graders of SMPN 10 Malang
 5. Tanggal Mengajukan : 20 Desember 2015
 6. Tanggal Selesai : 29 Juli 2016
 7. Nama Pembimbing : Dra. Ismarita Ida R. M.Pd.
 8. Keterangan Konsultasi :

No.	Tanggal	Materi	Dosen Pembimbing	Paraf
1.	20 Desember 2015	Konsultasi judul dan outline bab 1,2,3	Dra. Ismarita Ida R. M.Pd.	
2.	1 Januari 2016	Konsultasi dan revisi Bab 1,2,3	Dra. Ismarita Ida R. M.Pd.	
3.	20 Januari 2016	Konsultasi dan revisi Bab 1, 2, dan 3	Dra. Ismarita Ida R. M.Pd.	
4.	3 Februari 2016	Revisi Bab 1, 2, dan 3	Dra. Ismarita Ida R. M.Pd.	
5.	7 Maret 2016	Revisi Bab 1,2, dan 3	Dra. Ismarita Ida R. M.Pd.	
6.	18 Maret 2016	Revisi bab 1,2, dan 3	Dra. Ismarita Ida R. M.Pd.	
7.	30 Maret 2016	Revisi bab 1,2, dan 3	Dra. Ismarita Ida R. M.Pd.	
8.	31 Maret 2016	Surat Ijin Penelitian	Dra. Ismarita Ida R. M.Pd.	
9.	13 April 2016	ACC SEMPRO	Dra. Ismarita Ida R. M.Pd.	
10.	19 April 2016	Sempro	Dra. Ismarita Ida R. M.Pd.	
11.	18 Mei 2016	Konsultasi bab 1,2,3,4,dan 5	Dra. Ismarita Ida R. M.Pd.	

