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APPENDICES

Appendices 1 interview guidnes

1. In the Reconnaissance Process

a. Interview : English teacher

- 1) Can you explain how the teaching and learning process in class is?
- 2) How is the English language ability of class VIII students especially in terms of speaking?
- 3) In your opinion, what are the most significant obstacles in teaching speaking?
- 4) What did you do to overcome these problems or obstacles?
- 5) What media do you usually use to teach speaking?
- 6) What do you think about using audio-visual to teach speaking?

b. Interview : students

- 1) Do you like English lessons?
- 2) In your opinion, among listening, speaking, reading and writing, which one is the most difficult?
- 3) What part do you find difficult?
- 4) What media does the teacher usually use when teaching speaking?
- 5) Do you like watching videos or movies?

2. During the Implementation of the Action

Cycle 1

a. Interviewee : English teacher

- 1) What is your assessment of students' speaking skills in cycle I?
- 2) Is the media used effective?
- 3) What are the deficiencies in cycle I that according to your observations need to be improved?
- 4) In your opinion, what progress did the students achieve in this cycle?
- 5) What do you suggest for the next cycle?

b. Interview : students

- 1) What do you think about the activities in English class so far?
- 2) Do you like learning English especially speaking by watching videos? Why?
- 3) Does watching videos help you learn speaking? Why?
- 4) What are the difficulties while learning speaking?
- 5) What about the material being taught?

Cycle 2

a. Interviewee : English teacher

- 1) What is your assessment of the students' speaking skills in cycle 2?
- 2) What are the weaknesses in this cycle?
- 3) What are the advantages in this cycle?
- 4) In your opinion, what progress has been achieved in this cycle?
- 5) What do you suggest for this kind of activity?

b. Interviewee : students

- 1) What do you think about the activities in English class so far?
- 2) Do you like learning English especially speaking by watching videos? Why?
- 3) Does watching videos help you learn speaking? Why?

- 4) What progress do you feel during the implementation of English learning activities, especially speaking by watching videos?
- 5) What impression did you get from this activity?



Appendices 2 interview transcript

Interview transcript Cycle 1 :

R: Then learning using videos is enough to help you guys?"

S1 : Help Sis. When you use the video, the material becomes easier to remember.

Easy to learn too. There's a picture and how to pronounce it, so it's easier

S2 : "Yes. Help. We can even see the writing as well as the way he speaks. If you don't know the meaning, you can roughly guess it from watching the video, Mr.

Q: "Thank God. Continue to learn English using the video, does it help?

S3 : "Yes Sis. It's easier to remember, clearer, and easier to understand too"

S4 : "Help Sis. You can see and hear the correct way of pronouncing Sis."

Q: In your opinion, the use of video has helped students sir?"

G: "That's interesting enough. It's been effective too. Students become more interested, more enthusiastic. We just need guidance so that they can more easily understand the contents of the video."

Interview transcript Cycle 2 :

Q: What are the strengths in cycle 2, sir? Is the use of media also effective?"

G : The medium is good. Children are also very enthusiastic to understand according to the meaning conveyed. They are more daring to come forward. In cycle 1 they were still shy, in cycle 2 they looked more confident and even fought over to go first. They are also not afraid to ask questions when they don't understand. It can be seen that their efforts to always speak English in class"

Information :

Q: Researcher

G : English Subject Teacher

S1 : Student 1

S2 : Student 2

S3 : Student 3

S4 : Student 4



Appendices 3 transcript conversation

Dialog 1

A: Did you see my brother pass by in this area?

B: What are the characteristics of your brother like?

A: He is 7 years old, his hair is cut very short, his skin is dark brown. As I recall, he was wearing dark blue shorts and a white T-shirt. I think he rode his bike.

B: Yes, as I recall there was a boy with such characteristics who just passed through this area.

A: Do you know where this is going?

B: He headed for the field at the end of the road.

A: All right, thank you.

Dialog 2

A: Have you seen my water bottle? Yesterday I forgot to take it home.

B: What are the characteristics of your water bottle?

A: My bottle is transparent blue with pictures of green leaf. My bottle also has my name sticker on it.

B: Sorry, I don't think I've seen him since I got to class this morning. Maybe you can ask our school janitor.

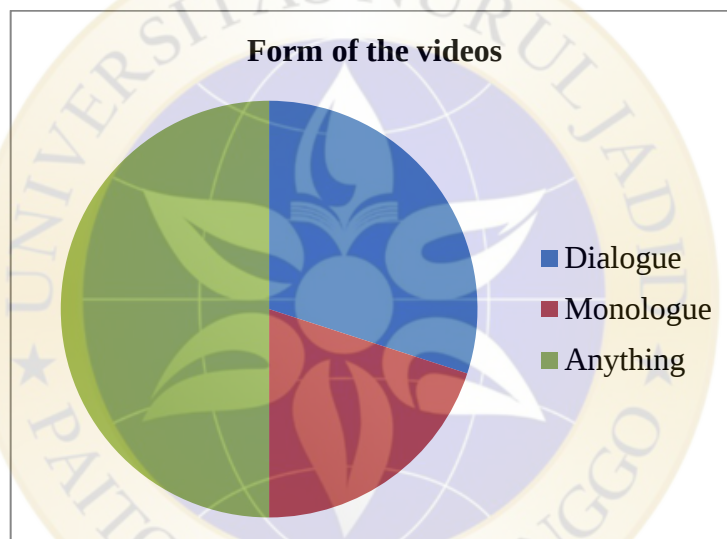
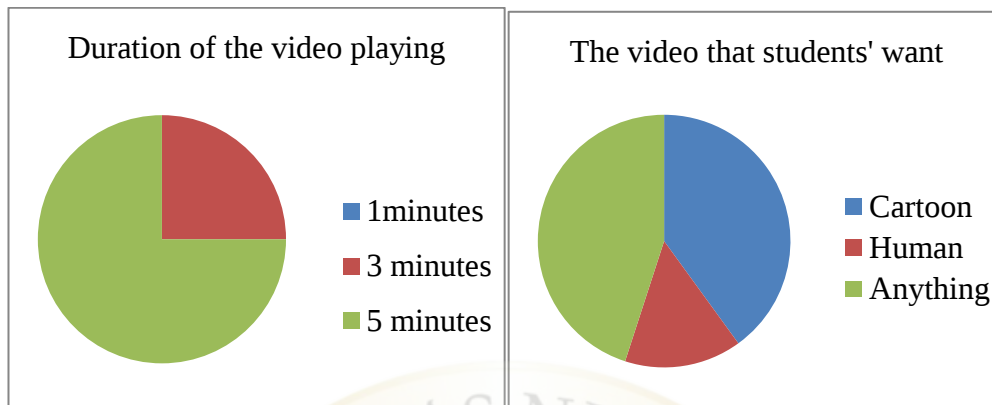
A: Yes, that's a great idea. Thank you.

Rose : Show me how to make these cookies, please.

Dad : Great idea.

Appendices 4 result

Class : VIII A (28 Students)



Appendices 5 The Students Score in Cycle 1

No	Name	Score Aspect	
		Comprehension	Fluency
1	MLK	55	65
2	HSN	65	55
3	FA	65	55
4	ADT	65	65
5	AFD	55	65
6	AFU	55	55
7	RHN	55	55
8	RZ	65	55
9	AP	55	65
10	AB	55	55
11	DMS	65	55
12	FDI	55	55
13	FMN	65	55
14	HYL	55	55
15	FRZ	65	55
16	IDR	55	55
17	IBL	65	55
18	DHM	55	55

19	GLG	55	55
20	KVN	55	65
21	RZK	55	55
22	DNI	55	55
23	DVD	55	55
24	RZL	65	55
25	MFD	55	55
26	ALW	55	65
27	FRQ	55	55
28	FDL	55	55
		58,33333333	57,222222
Mean		57,78	

Appendices 6 The Students Score in Cycle 2

No	Name	Score Aspect	
		Comprehension	Fluency
1	MLK	80	80
2	HSN	80	65
3	TF	65	80
4	ADT	65	65
5	AF	80	65
6	FZN	65	65
7	RHN	65	65
8	RZ	80	80
9	ALF	80	80
10	AF	65	65
11	DMS	65	65
12	FRD	65	65
13	FMN	80	80
14	HYL	80	65
15	FRZ	80	65
16	IDR	65	65
17	IBL	80	80
18	DM	65	65
19	GLG	80	65

20	KVN	80	80
21	RZK	80	65
22	DNI	65	65
23	DVD	80	65
24	RZL	80	80
25	MFD	65	65
26	ALW	65	65
27	FRQ	80	80
28	FDL	80	80
		73,33333333	70
Mean		72,67	

Appendices 7 scroling categories in speaking skill

Table 1

Oral Proficiency Scoring Categories Grammar

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

Table 2

Oral Proficiency Scoring Categories Vocabulary

SCORE	Proficiency Description
1	Does not complete responses. Responses one or two words in length Vocabulary repeated.
2	Inadequate vocabulary or incorrect use of lexical items. Communication difficult.
3	Vocabulary is just adequate to respond. No attempt to vary expression s basic.
4	Good, appropriate vocabulary. Generally good response.

5	Very good; wide range. Uses appropriate and new words and expressions. Interesting response.
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Table 3

Oral Proficiency scoring categories comprehension

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

Table 4

Oral Proficiency Scoring Categories Fluency

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

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

Table 5

Oral Proficiency Scoring Categories Pronunciation

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

Source: Brown. 2004. Language Assessment Principles and classroom practice.

New York: Pearson Education, Inc.

Appendices 8 RPP

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTs Manbaul Hikam

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / II (Genap)

Materi Pokok : Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda

Alokasi Waktu : 4 x 60 Menit (4 Pertemuan)

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	1.1.1. Menunjukkan rasa syukur kepada Tuhan selama pembelajaran.
2.1.Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.1.1. Menunjukkan perilaku peduli dalam pembelajaran.
3.1.Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya	3.1.1. Memberi nama benda 3.1.2. Mengidentifikasi sifat benda 3.1.3. Mendeskripsikan benda
Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur	Melengkapi teks deskriptif sederhana tentang benda Menyusun teks deskriptif sederhana tentang benda

teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
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C. Tujuan Pembelajaran

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

D. Materi Pembelajaran

1. Materi Reguler

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

My Friend

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

2. Materi Remedial

Generic Structure Descriptive Text

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

Ciri-ciri Deskriptive Text :

- a. Menggunakan simple present tense
 - b. Menggunakan attribute verb, seperti be (am, is, are)
 - c. Mudah dipahami
 - d. Menggambarkan
 - e. Komunikatif
 - f. Dapat membuat pembaca tertarik
 - g. Menggambarkan objek secara spesifik
3. Materi Pengayaan
- Buat sebuah contoh deskriptive teks tentang orang, hewan atau benda sesuai dengan penggunaan struktur bahasa.

E. Metode Pembelajaran

Pendekatan : Scientific Approach

Model : Project Based learning

Strategi : Diskusi

F. Media, Alat dan Sumber Pembelajaran

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

G. Langkah-langkah Kegiatan Pembelajaran

Pre-activity (Kegiatan Awal)

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

Kegiatan Inti

PESERTA DIDIK	GURU
1. Mengamati (<i>observing</i>) a. Peserta didik mendengarkan beberapa teks deskriptif singkat dan sederhana tentang benda. b. Siswa memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif singkat dan sederhana tentang benda	Meminta peserta didik menonton dan memperhatikan contoh teks deskriptif singkat dan sederhana tentang benda Meminta peserta didik memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format pembuatan kalimat teks deskriptif tentang benda.
2. Menanyakan (<i>Questioning</i>) a. Menanyakan antara lain perbedaan antara berbagai teks atau kalimat	Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai teks deskriptif singkat dan

teks deskriptif singkat dan sederhana tentang benda dalam berbagai konteks	sederhana tentang benda dalam berbagai konteks
3. Mengumpulkan Informasi (<i>Experimenting</i>) a. Siswa membaca contoh-contoh teks descriptive singkat dan sederhana tentang orang, benda dan binatang dari berbagai sumber lain. b. Membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat	- Meminta peserta didik membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber. - Meminta peserta didik membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat
4. Mengasosiasi (<i>Associating</i>) Secara berpasangan peserta didik saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.	Meminta peserta didik berpasangan saling menganalisis teks deskriptif dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.

Penutup

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

2. Guru menutup pembelajaran.

H. Penilaian

2. Scoring rubric

Oral Proficiency Scoring Categories Comprehension

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

Oral Proficiency Scoring Categories Fluency

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

3	Halting, hesitating. Visibly translating Before responding. Can rephrase and respond.
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5	Smooth flow. Quick, continuous flow. Natural pauses.

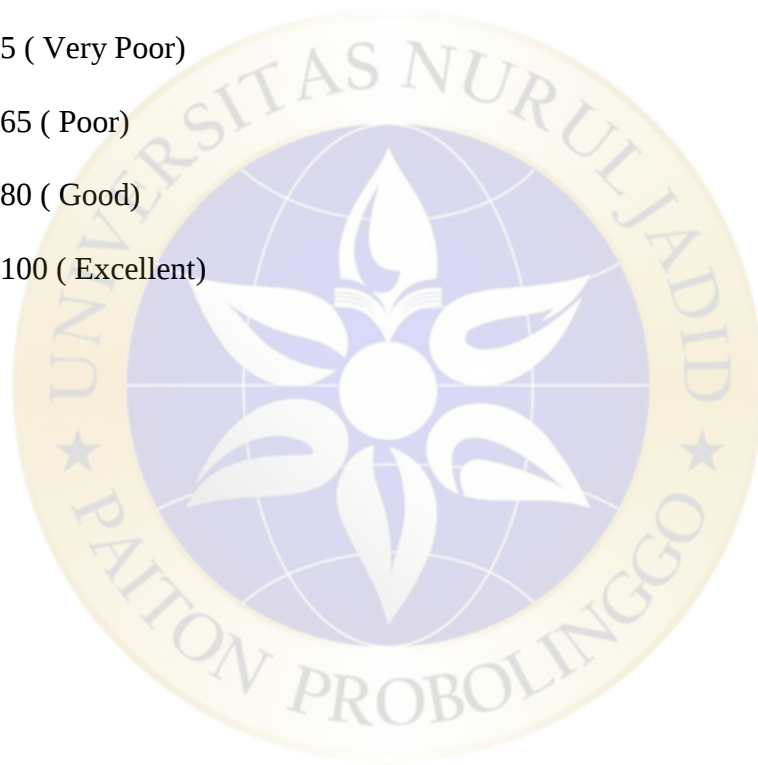
Note :

5 = 50-55 (Very Poor)

10 = 56-65 (Poor)

15 = 67-80 (Good)

20 = 81-100 (Excellent)



Appendices 9 documentation



Obsevation the students and Researcher's Explanation



Interview the students

Appendices 10 : Certificate of Completion of Research

CERTIFICATE OF COMPLETION OF RESEARCH



**MADRASAH TSANAWIYAH SWASTA
MANBAUL HIKAM
TEGALMOJO TEGALSIWALAN PROBOLINGGO**
e-mail : mtsmanbaulhikam@ymail.com / mtsmanbaulhikamtegalmojo@gmail.com
STATUS : TERAKREDITASI A NSM : 121 235 130 174
Alamat : Jln. Pondok Pesantren Manbaul Hikam Tegalmojo Tegalsiwalan Probolinggo : 67274

SURAT KETERANGAN PENELITIAN
NOMOR : 183/MTsS.MH/B3.A3/VI/2023

Yang bertanda tangan di bawah ini, kami kepala MTs Manbaul Hikam Tegalmojo Tegalsiwalan Probolinggo, menerangkan dengan sebenarnya bahwa:

Nama : **MOH ALTHOF FERDIAN SYAH**
Tempat, tanggal lahir : Probolinggo, 06 November 2001
NIM : 1942300014
Program Studi : Pendidikan Bahasa Inggris (PBI)

Telah mengadakan penelitian di sekolah kami pada tanggal 22 Mei – 22 Juni 2023, untuk menyelesaikan penulisan Tugas Akhir yang berjudul **“The use of Audio Visual to Improve English Speaking Skill for the Eight grade Students of MTs Manbaul Hikam”**

Demikian surat keterangan ini, kami buat untuk digunakan sebagaimana mestinya.

Probolinggo, 22 Juni 2023
Kepala Madrasah


Ainul-Yaqin, S. Pd. I
NIP.-

Appendices 11 Berita Acara Bimbingan Skripsi

1. Pembimbing 1



PANITIA PELAKSANA PROGRAM
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
PROBOLINGGO JAWA TIMUR

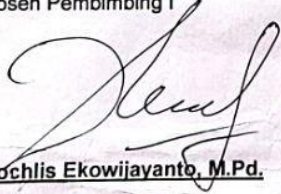
PP. Nurul Jadid
Karanganyar Paiton
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BERITA ACARA BIMBINGAN SKRIPSI

1. Nama Mahasiswa : **MOH ALTHOF FERDIAN SYAH**
2. NIM : 1942300014
3. Prodi : Pendidikan Bahasa Inggris
4. Judul Skripsi : The Use of Audio Visual To Improve English Speaking Skill for The Eight Grade Students of MTs Manbaul Hikam
5. Pembimbing I : **Mochlis Ekowijayanto, M.Pd.**
6. Fokus Bimbingan : **Aspek Relevansi Judul, Landasan Teori, Aktualisasi Data, Dan Ketajaman Analisis**
7. Konsultasi :

TANGGAL	MATERI BIMBINGAN	KETERANGAN KONSULTASI/ARAHAN	PARAF
01 Mei 2023	Research Title	Revise	
08 Mei 2023	—	Acc	
15 Mei 2023	Chapter I	Revise	
22 Mei 2023	Research Question etc	Revise	
29 Mei 2023	Chapter I	Acc	
05 Juni 2023	Chapter II	Revise	
12 Juni 2023	Chapter III	Acc	
19 Juni 2023	Chapter III	Revise	
20 Juni 2023	Methodology	Revise	
26 Juni 2023	Chapter III	Acc	
03 Juli 2023	Chapter IV	Revise	
09 Juli 2023	Findings & Discussion	Revise	
10 Juli 2023	Chapter IV	Acc	
11 Juli 2023	Chapter V	Revise	
17 Juli 2023	Chapter V	Acc	
18 Juli 2023	Abstract	Acc	

8. Bimbingan telah selesai pada tanggal..... 18 Juli 2023
- Dosen Pembimbing I


Mochlis Ekowijayanto, M.Pd.

2. Pembimbing 2



PANITIA PELAKSANA PROGRAM
FAKULTAS SOSIAL DAN HUMANIORA
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5. Pembimbing II : Durratul Hikmah, M.Pd.
6. Fokus Bimbingan : Aspek bahasa, metodologi, kesesuaian antar bab, dan sistematika penulisan
7. Konsultasi :

TANGGAL	MATERI BIMBINGAN	KETERANGAN KONSULTASI/ARAHAN	PARAF
01 Mei 2023	Research Title	Revise	<i>[Signature]</i>
08 Mei 2023	"	Acc	<i>[Signature]</i>
15 Mei 2023	Chapter I	Revise	<i>[Signature]</i>
22 Mei 2023	Research Question	Revise	<i>[Signature]</i>
29 Mei 2023	Chapter I	Acc	<i>[Signature]</i>
05 Juni 2023	Chapter II	Revise	<i>[Signature]</i>
12 Juni 2023	Chapter II	Acc	<i>[Signature]</i>
19 Juni 2023	Chapter III	Revise	<i>[Signature]</i>
20 Juni 2023	Methodology	Acc	<i>[Signature]</i>
26 Juni 2023	Chapter III	Acc	<i>[Signature]</i>
03 Juli 2023	Chapter IV	Revise	<i>[Signature]</i>
09 Juli 2023	Findings and Discussion	Acc	<i>[Signature]</i>
10 Juli 2023	Chapter IV	Acc	<i>[Signature]</i>
11 Juli 2023	Chapter V	Revise	<i>[Signature]</i>
17 Juli 2023	Chapter V	Acc	<i>[Signature]</i>
18 Juli 2023	Abstract	Acc	<i>[Signature]</i>

8. Bimbingan telah selesai pada tanggal 18 Juli 2023 :
 Dosen Pembimbing II

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Appendices 10

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