CHAPTER I

INTRODUCTION

This chapter discusses about the context of the research and development project which will be solved, so that the discussion should be about the gap between the fact in the field and the theory or ideal situation. In this chapter the writer wants to tells about what the instructional activity and how to develop the English instructional media.

A. Background of the Study

Teaching and learning process is the important part of academic activity. We get and increase our knowledge from learning process. Not only students, but also teacher need to learn. There are some elements composing the teaching and learning process. Setyosari in *Media Pembelajaran* states that there are some important elements in instructional activities. He states that the instructional activities is a system that consist of some components including learning objectives, learning materials, learning activities, method, media, sources, and evaluation (Setyosari, 2005). From his explanation, we know that the instructional media is one of the elements in instructional activities. Media is the important part of instructional activity, because without any media the teaching and learning process can not run well. Nowadays, the teachers are demanded to be able to develop their own media which the materials are included. It is caused the available material in the market may not be suitable with the students' need and background. It is one of the

reasons why the teachers should make their own media. The media is one of the important element that support the materials. It means that by using media, teachers can deliver the material easily. Instructional media is one of important tool of learning elements. In other words, it is an integral part of teaching and learning process which means that teaching and learning process can not run well without it. Instructional media itself is something that is used to send material from sender to the receiver to catch the goal of learning process (Sadiman, 2010).

Because teaching media has the important role in teaching and learning process, the existance must be noticed. Both the teacher and students need the teaching media. It is inline with Hamalik's theory which explain about the advantages of teaching media, such as: (1) help the learner to understand material easily, (2) build students's motivation, (3) help the teacher to deliver material, (4) help thr learners to learn more, (5) help the teacher and learners to face the curriculum objectives (Hamalik, 1994). Teaching media should be in line with learning objectives and students characteristics to help them understand the material easily and effectively. Therefore, teaching media should be well chosen to catch the goal of learning and increase students interest.

English classes need the teaching media. English as foreign language should has the different strategy in choosing teaching media for instructional activities. Because by choosing appropriate and interesting teaching media, it can help the teacher to build good atmosphere in the classroom, so that it can increase students' motivation to learn English.

Sometimes, students get difficulties to learn English especially in speaking. They have difficulties in producing vocabulary, pronouncing, and matching the topic with daily conversation. Moreover, their anthusiasm to learn English is very low because of the lack of English media avalaibility.

In SMK PGRI 1 Tulungagung, teacher uses the teaching media rarely in his or her teaching activities. Even the teacher uses the teaching media, she or he can not choose the appropriate one. Teacher uses the the realia and pictures only whereas it is the technology era. Because the government have been made the policy about the use of technology in instructional activities in order to increase education quality and improve the competitiveness among neighbor countries. This policy is Action Plan for the Development and Implementation of Information and Communication Technologies in Indonesia (Prawiradilaga 2007). Besides, this school actually has the language laboratory. Mostly, the teacher just stand up in front of the class and deliver the materials. It will make the students get bored because they just listening without enggaging in any intersting activities. The students will be active when they are doing their works from their book. In English material, it has four skills and three components. The skills are listening, speaking, reading, and writing. While the component include the grammar, vocabulary, and pronounciation. In that case, the teacher get the difficulties to deliver the speaking materials in which vocabulary and pronounciation are included. It is difficult for the students to arrange the correct sentence(s) because their vocabularies are limited. Besides, their pronounciation

are incorrect because they don't have any good examples. Moreover, the lack of practicing can be another reason of this difficulty.

With reference to the problems happened in the field, the researcher tries to solve that problems by using audiovisual as media of English instructional that focus on speaking activities. Moreover, choosing this media should be matched with students' need and the existance of technology in school that the researcher will be used to conduct the research. The final product of this research hopefully can create the interesting, enjoyfull, and meaningfull activities for the students.

B. Problem of the Study

In line with the explanation in the background, the problems that the researcher proposed are:

1. How to develop audiovisual as English instructional media to teach speaking?
2. What is the benefit of the developed audiovisual as instructional media to teach speaking?

C. Objective(s) of the Research and Development

From the research problem above, the objective of the study can be drawn as follows:

1. To know the process of developing media
2. To know the benefit of instrucional media in students' speaking activities

D. Spesification of the Product

This product is in the form of audiovisual media. The researcher develops the material in the form of teaching media because of the existance of it should be noticed. The existance of media can help the students to catch the materials easily, and help the teacher to explain the English materials. Material and media are two elements that can not be separated. Audiovisual media is thought can help the students to catch the material easily. Because by audiovisual media, students can visualize their imagination. Besides, it can be used to overcome the limitation of time, and it more interesting for students.

This media development refers to Sadiman's model development, and based on syllabus contains the goals and learning objectives that suitable for the first students of Vocational High School. So that the materials that need to be included in order that the goals and objectives of Vocational High School can be achieved, time allotment, teaching learning activities, teaching techniques appropriate to be applied, and evaluation used by the teachers of Vocational High School.

This development result in:

1. VCD media of English subject for 10th grade of Vocational High School which focus on conversation materials in the form of Compact Disc (CD).

    a. The material in this VCD are:

       - Asking and accepting information

- Dialogue practice involving menu, daily activities, and responding events

- Conversation using degrees of comparison

- Dialogue practice involving invitations

b. Programs that are used to make that media namely Adobe Premiere CS 3.

2. This VCD media consist of conversation materials equipped with utilization guideline in the form of standard competence, basic competence, indicator, learning objectives, students' characteristics, equipments and sources, and evaluation.

E. Significance of the Research and Development

The witer hopes that this study will give contribution for:

1. The Students

The students can improve their motivation after getting this material. They can also develop their ability in independent learning and improve their proficiency in speaking especially in conversation.

2. The English Teacher

This research's product helps the teacher to deliver the material easily. Hopefully, it can be used as the guide to develop media later.

3. The school

This research's product can be used to enrich teaching media in that school.

4. The researcher

By conducting this research, it can be used as the practice of theory that the researcher got during her study.

F. Assumption and Limitation of the Research and Development

Assumption of this study can be drawn as follows:

1. Refering to Hamalik theory, the media that will be developed should has the characteristics such as: (1) it should help the learner to understand material easily, (2) it should build students's motivation, (3) it should help teacher to deliver material effectively, (4) it should help learners to learn more, and (5) it should help teacher and learners to face the curriculum objectives. This media is in the form of audiovisual. So that the benefits of it are in line with Hamalik's theory. By using audiovisual media, students can catch the material easily because they can visualize the material given. Besides, the characteristics of audiovisual media have the same point with Hamalik's theory.

2. This audiovisual media should includes the written words, pictures, real life content, and sound. Audiovisual media should be effective and interesting for the students.

This audio visual development has several limitation. The limitation of this media is as follows:

1. This audio visual media will be developed for supplemantary material that focus on conversation only.

2. This audio visual media only appropriate for 10th grade students of Vocational High School because the subjects of this study is 10th grade students. Therefore, it can not be applied for another grade of students.

G. Definition of Key Terms

1. Audio visual media

Teaching media is something that is used to send the material from sender to receiver to catch the goal of learning process. Audio is one kind of media that is considered with the sense of hearing. While visual is considered with sight sense. So, the audiovisual media is the combination of two kinds of media. It can be heard, and seen. The main characteristics of audio media are auidio, visual, and animation. Audio tool is everytool that audible. While visual tool is everytools that visible to create the effective communication. According to the audio visual characteristics, this media has many superiority than another media. This media is completed with electronic picture and will play in VCD player.

2. Audio visual media development

The activity of developing media begin from creating idea, propose the problems, choosing the audience, propose the objective, develop the materials, production, and validation.

CHAPTER II

REVIEW OF RELATED LITTERATURE

This chapter includes the review of litterature which the researcher used in that thesis. This review of litterature is divided into 4 (four) sections supplies some background for the study: (1) related theory, (2) curriculum, (3) media program development, and (4) previous studies.

A. Related Theory

1. Teaching Media

There are a lot of definitions of media. Gagne (1970) defines that media are various components in learners' environment which support the learners learn. Briggs in Ruis' book (2009:2) defines media are physical means which are used to send messages to the students and stimulate them to learn. While the National Education Association (NEA) defines that media are the forms of communication either printed or audiovisual. Scanlan states that instructional media encompasses all the materials and physical means an instructor and teacher might use to implement instruction and facilitate students' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, flash card and videotape or film, as well newer materials and methods such as computers, DVDs, CD-ROMs, the Internet, and interactive video. According to Richard (1992), in general term, media means for television, radio and newspapers considered as a whole and as ways of entertaining of spreading news or information to a large number of people. In a

language teaching, teaching materials which involves the use of different kinds of media such as visual and printed media are sometimes known as multi media or mixed media. There are various kinds of media, but visual aids are the appropriate media for learners, particularly young learners. The visual aids which are commonly used for teaching English are pictures, realia or real objects, drawings or teacher-made drawings charts, posters, cartoons, and flash cards. Whatever the definitions of media are, there is a guideline which can be stated about media. Sadiman in his book states *"media adalah segala sesuatu yang dapat digunakan untuk menyalurkan pesan dari pengirim ke penerima sehingga daat merangsang pikiran, prasaan, perhatian, dan minat siswa sedemikian rupa sehingga proses belajar dapat terjadi"* (Sadiman 2010:7). So, media is something that is used to send materials from sender to the receivers to catch the goal of learning process.

Without teaching media, there is no communication and the teaching process as the process of communication can not run well. (Santyasa, 2007). Scanlan also states that the media can facilitate learning or increase the understanding of the material given by the teacher. Based on the definition and the use of instructional media, it can be concluded that teaching media is something important to support instructional activities. The use of teaching media can improve students' ability and help the teacher to explain the materials.

2. Video (Audio Visual) Media

Brezt in Sadiman's book states that the main characters of media are audio, visual, and movement. Audio visual media is media that is audible and

visible. Audible means can be heard, and visible means can be seen. Audio visual media has more benefits than others, such as it can visualize the abstract things or non verbal vocabularies, to overcome the limitation of place and time, to overcome the limitation of people sense, to attract students' attention, and develop students' knowledge.

Audio visual media helps the students to master the knowledge (cognitive aspect), to practice the knowledge in daily life (phsychomotoric aspect), and to handle students' emotion (affective aspect). According to Edling in Sadiman book, there are six elements composing the media. Two elements are for audio aspect (including visual subjective codification and audio objectie codification), another two elements are for visual aspect (including audio subjective codification and visual objective codification), and the other for learning experience (including direct and indirect learning activities). From this six elements, there is a continuity of leraning experience. (Sadiman, 2010:26)

3. The function of video as instructional media

Media is very useful in learning the English language. Teachers instructors and learners are helped by using media especially video media to achieve the learning goals. So, the teachers should apply the video media in instructional activities because of some reasons. There are:

a. Video media can be solved the lack of the learners' experiences. Learners have different background such as family life, society, social economic, etc. Learners who live at different areas will have different

experiences, because they have different environment, society, social economic, etc.

b. Video media can be reached everything out of the class. There are so many things around the learners that can not be reached by themselves, such as: bacteria, virus, etc.

c. The learners' motivation are aroused by using media in learning.

d. Media are integrated the experience from the concrete things to the abstract ones.

Sadiman (2010: 74-75) states the benefits of video as one kinds of audivisual media. There are:

a) it attracts students attention, b) from that video, the viewer gets the information from expert, c) the complicated explanation can be recorded in advance so that the teacher can focus on the presentation only when deliver the material, d) it saves time and the recording can be play for many times, e) the volume of that video can be suited, so that the teacher can choose in which part to minimize the volume to insert the explanation, f) it can be paused, so that the viewer can see accurately, g) it doesn't need to darken the room.

From those explanations, it can be said that audiovisual can avoid miss perception, stimulate the students to know more, and stimulate everlasting memory. By using audiovisual media, students can imagine the abstract things and by visualized those things, the students can memorize easily.

B. Curricullum

The curricullum that will be used is school based curricullum which has some supporter elements. They are explain as follows:

1. Background

Language has the central role in in intellectual, social, and emotional students' development. It will determine the success of another subjects that will they learn, because every subject uses the language. Language is one of tools both oral, and written. It is used to deliver the information, idea, and feeling. Students are demanded to have communication with others. They also need to master the communication skill. Communication skill is the ability to use language where the language's user are able to master language skills. Langauge itself has four skills. They are listening, speaking, reading, and writing (Depdikbud, 1995)

English is the one of main subject in Indonesia. Students are need English as the subject to equip them in global era. The students are expected to communicate using English both spoken and written. By learning English, students are able to deliver the information, idea, and feeling too. English is an adaptif subject which has the puropse to equip the students communication skills. Besides, it will lead the students to communicate in international daily conversation and let them develop their communication ability.

2. Scope

The scope of subject consist of some aspects as follows:

a. Basic English communication in novice level

b. Basic English communiation in elementary level

c. Basic English communiation in intermediate level

3. Standard Competence and Basic Competence

Standard and basic competence of English subject for vocational high school students are:

a. Basic English communication in novice level

   Understanding some basic expressions in daily conversation; mentioning and describing something, someone, time, day, month, and year; producing simple utterance; describing the simple activities happened; undertsanding memos, menus, time schedules, and signs; understanding sentences in correct pattern; and writting a simple invitation

b. Basic English communiation in elementary level

   Understanding simple conversation in daily activities in professional or personal with non native speakers; writing simple messages both in direct and indirect activities; elaborating their background of study both spoken and written form; telling past and future event; expressing

their feelings and idea; understanding simple command; producing short messages with the correct spelling and punctuation.

c. Basic English communiation in intermediate level

Understanding the monologue in such situations; understanding the simple conversation with native speaker; presenting the report; understanding the process of using some tools; understanding formal and bussiness letter; understanding the document; and writting the simple bussiness letter and report.

C. Media Program Development

In media program development, there are some models development that have been developed by the experts. The researcher wants to review two kinds of model development. There are Cepi Riyana's model and Sadiman's model develoment.

1. Cepi Riyana's Model development

Cepi Riyana's model developments is the example of media development which has five steps development. The steps are: make the program media outline, make flowchart, make storyboard, collect material, programming, and finishing (Riyana, 2007).

a. Steps of Cepi Riyana's model development:

(1) Make the Program Media Outline

This step shows the process of program's identification. From the identification of program, it will decide the title, target, objectives, and the main instructional material that will be used.

(2) Make a Flowchart

Flowchart shows the process in the form of table which is explain about start until exit the program.

(3) Make Storyboard

Make the storyboard means make the layout that will be used to produce the media. There are some steps of make the stroyboard, such as: (a) formulate the idea and title, (b) determine the objectives, (c) identify audiens characteristics, (d) arrange the synopsis, treatment, and storyboard, (e) determinte format of the program, and (f) write the script.

(4) Collect Material

Collecting the materials includes collet instructional material, video, and picture animation.

(5) Programming

This step will be done after collecting the materials. Then, the researcher arrange the material gotten with the script.

(6) Finishing

Finishing is the last part of this program development. In this steps, the researcher need to have validation and revison.
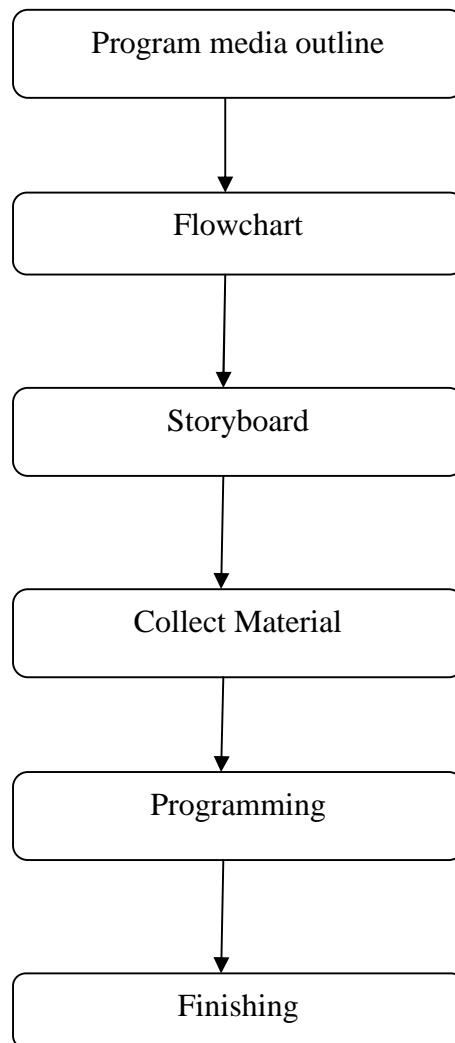
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┌─────────────────────────┐
│  Program media outline  │
└─────────────────────────┘
            │
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│        Flowchart        │
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│      Collect Material   │
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│       Programming       │
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│        Finishing        │
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Figure 2.1. Cepi Riyana's model development

b. Advantages and disadvantages of Cepy's Riana model development

   1) Advantages

- This model development using flowchart to elaborate the each part in that media.

- Every steps in this model development is simple.

2) Disadvantages

- This model development doesn't use observation in the beginning of the process of developing the media. So that, the researcher may doesn't know about the student's need and background.

- It will be more suitable to develop interactive media, because one of step in that model just collects the material that may be available in the market.

- There is no developing instrument to measure the quality and function of the media.

2. Sadiman's Model Development

Developing media need more preparation. In this development, the reseacher should analyse the target's need and characteristics. In this chase, the target is the students of vocational high school. The media should appropriate with the instructional activities too. Sadiman's model development is such kind of media development that result in product. In this model, there are some steps development that the researcher should do.

a. Steps of Sadiman's Model Development

1. Need analysis

The researcher can analyse the students' background and need by having observation and interview with the teacher and the students.

2. **Learning Objectives Formulation**

The researcher need to formulate the objectives to make the instructional media can be used effectively and efficiently.

3. **Developing Instructional Materials**

Researcher start to develop media based on the learning objectives formulation.

4. **Developing instrument**

The researcher use this instrument to know the media's function. This instrument should appropriate with the learning objectives and the instructional material that will be used in this media.

5. **Scenario Formulation**

In this step, the researcher should elaborate the instructional materials clearly in the form of scenario or stroyboard.

6. **Producing Media**

In this step shows the process of producing media that scenario oriented.

7. **Try out and Revision**

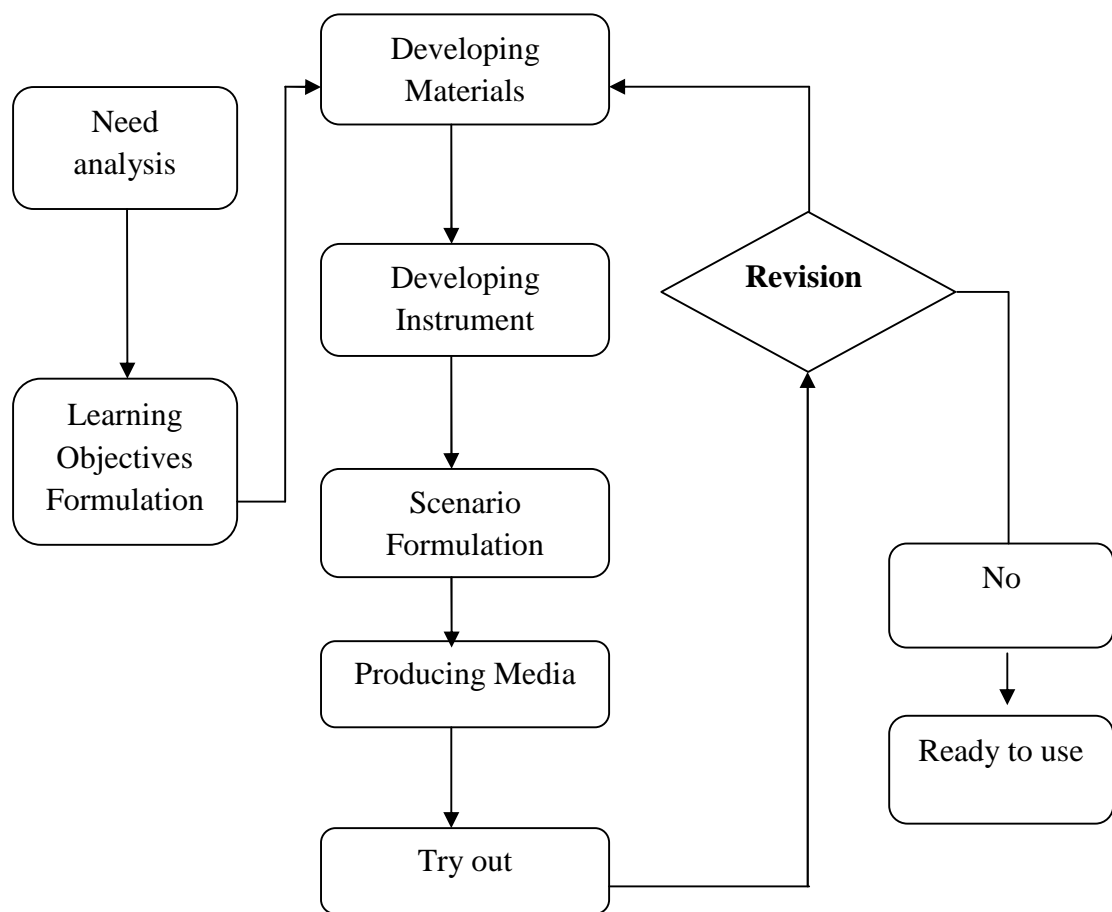To know the quality of the media, the researcher should have the try out and revision.

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                    ┌──────────────┐
                    │  Developing  │◄──────────┐
        ┌──────────►│  Materials   │           │
        │           └──────┬───────┘           │
┌───────────┐              │                   │
│   Need    │              ▼               ◄╲  │
│  analysis │       ┌──────────────┐      ╱ Revision ╲
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      │             │  Instrument  │       ╲ ──────►──┐
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│ Learning  │             ▼                   │  ┌──────────┐
│Objectives │──────┐┌──────────────┐          │  │    No    │
│Formulation│      ││   Scenario   │          │  └────┬─────┘
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                   │┌──────────────┐          │  │  use     │
                   ││Producing Media│         │  └──────────┘
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                   │       │                  │
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                   │┌──────────────┐          │
                   ││   Try out    │──────────┘
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Figure 2.2 Sadiman's model development

a. **Advantages and disadvantages of Sadiman's model development**

   1) Advantages

      • The fisrt step of media development is identify the students' need by having observation and interview. So, the developer know more about the students' need and background

      • Every steps is arranged sistematically, so it can help the developer to do easily

- There is step to develop the materials so that the material can be suited with student's need

- There is some instruments to measure the media's quality

2) Disadvantages

- The step of developing materials and instrument doesn't explain clearly

From two kinds of model development that has been reviewed, the researher chooses Sadiman's model development because this model development suitable with audioviusal media development.

D. Previous Study

There are so many studies using reseach and development theory. They are Kurnia's thesis, Naffi's thesis, and Febriansah's thesis.

The first thesis entitled *"Pengembangan Media CD Pembelajaran Mata Pelajaran Ilmu Pengetahuan Alam Untuk Kelas VI di SDN Jepun 1 Tulungagung"* is writen by Chandra Adi Kurnia. This thesis tells about the media development that focus on interactive media. The researcher uses Cepi Riyana's model development which has 5 steps development. The final product is valid since the the validation given by media expert is 97%, 90% given by material expert, 80% from individual try out, and 83.6% from small group try out. But this media still have the weaknesses. There are some weaknesses of this thesis: (a) backsound is too loud so that the naration of the narator can not hear well. (b) the

suitability between material and students characteristics, the level of difficulties, the suitability between time allocation and delivering material should be improved.

The second thesis under the title *"Pengembangan Media Komputer Pembelajaran Tentang Teknik Dasar Pergerakan Kamera Video Pada Mata Pelajaran Kompetensi Kejuruan Multimedia Kelas X Multimedia Smk Negeri 1 Lamongan"* is written by Muhammad Naffis. The design of this research is compilation of Sadiman and Fathoni 's model development. The final product is valid since the the validation given by media expert is 75.75%, 77.5% given by material expert, 90.83% from individual try out, and 85.5% from small group try out.

The third thesis entitled *"Pengembangan Media Pembelajaran Bahasa Inggris Materi Conversation untuk Siswa Kelas VIII Semester 2 di Sekolah Menengah Pertama 01 Gondanglegi Malang"* is written by Aris Triwahyu Febriansah. This thesis uses Sadiman's model development which has nine steps development. The final product is valid since the the validation given by media expert is 95,8%, 86,1% given by material expert, 85% from individual try out, 85.5% from small group try out, and 88% from field group try out. Even material expert guarantee that the final product of this research is valid, but there are some grammar mistakes in the script writing. So, it should be improved.

From the three previous studies, there is some correlation with the researcher thesis. The researcher should avoid the mistakes that have been made by the another researchers. From the weaknesses of Chandra's thesis for

example, the researcher should do need analysis to keep the suitability between the materials and the students' background, and notice about the backsound so that the narator's voice can hear well. The Sadiman's model development is supposed to be the suitable one to develop the audiovisual media because the steps of doing this development are clearly enough. Moreover, this model have been used by some researchers. It means that this model is suitable for audiovisual media development.

CHAPTER III

RESEARCH DESIGN AND DEVELOPMENT

This chapter should explain about the model of research and development, procedure of development, and try out of the product.

A. Model of Research and Development

In this study, the reseacher wants to employ the Sadiman model's development in developing audiovisual media for second semester of 10th grade students in SMKN 1 Tulungagung. Sadiman model's development has nine steps development. Researcher uses the Sadiman' model development because every steps is clear and very helpfull for her. there are some advantages of using this model, such as:

1. The first step of this model development is doing need analysis. This step is done by observation and interview to keep the suitability between the materials and students' need and background.

2. Every steps is arrange sequentially, so that the researcher can do every steps effectively.

3. Sadiman's model development uses story board script writng to help the developer to develop the media.

B. Procedure of Research and Development

1. Need analysis

Before developing the media is done, the researcher does need analysis by observation and interview in the school that the researcher chooses. In need analysis, researcher wants to know what media that should be developed. Therefore, the researcher having interview with some students and English teacher. The information that should be paid attention during observation and interview is about the learning objectives, students' characteristics, students' background, students' need and what media that should be developed.

2. Learning Objectives Formulation

Learning objectives formulation is needed to help the researcher develop the materials. The learning objectives is taken from school based curricullum. So that the materials always inline with the curriculum.

   a. Standard Competence

   The researcher mentions the standard competence of   10th grade students of vocational high school. The standard competence is communicate using Basic English in novice level.

   b. Basic Competence

   The researcher mentions the basic competence of 10th grade students for second semester of vocational high school. The basic competence are state as follows:

1) Describing the simple activities happened

2) Undertsanding memos, menus, time schedules, and signs

3) Understanding sentences in correct pattern

4) Telling a simple invitation

c. **Indicators**

The researcher mentions the learning indicators of 10th grade students of vocational high school. The indicators are state as follows:

1) Asking information

2) Giving information

3) Descrbing present activities to other friends

4) Responding someone's present activities

5) Ordering food using the menus

6) Offering food showing the menus

7) Using degres of comparison

8) Using expression of capabilities

9) Using expresion of preferences

10) Inviting somene

11) Responding someone's invitation

d. **Instructional Objectives**

The researcher mentions the instrucsional objectives of 10th grade students of vocational high school. The instructional objectives are state as follows:

1) Students are able to ask information

2) Students are able to give information

3) Students are able to describe present activities to other friends

4) Students are able to respond someone's present activitie

5) Students are able to order food using the menus

6) Students are able to offer food showing the menus

7) Students are able to order the food

8) Students are able to use expression of capabilities

9) Students are able to use expression of preferences

10) Students are able to invite someone

11) Students are able to respond someone's invitation

3. Developing Material

The researcher starts to develop materials based on the learning objectives formulation. The development process need some sources like the materials on others book and from the internet. So that, the researcher can keep the authenticity of the materials given.

The materials that have been developed consist of:

a. Describing the simple activities happened

1) Asking some informations in the simple conversation

2) Giving some informations in the simple conversation

3) Describing present activities in the simple conversation

4) Responding present activities in the simple conversation

5) Asking events shown in films

6) Responding the events shown in films

b. Undertsanding memos, menus, time schedules, and signs

1) Offering food by showing the menus in the simple situation

2) Ordering food by seeing the menus in the simple situation

3) Using degrees of comparison to compare the price of food

c. Understanding sentences in correct pattern

1) Using expression of capabilities

2) Using expression of preferences

d. Telling a simple invitation

1) Inviting somene to come to his/ her house, birthday party, and enggagement party.

2) Responding someone invitation

4. Developing Evaluation Tool

After finishing to develop the media, the researcher have to develop evaluation tool to evaluate students' performance by give them some test. Test in the form of written test (pre and post test).

5. Scenario Formulation

Scenario formulation is made as reference to develop the media. The steps to formulate the scenario are:

a. Formulating tittle of the program

b. Formulating the objective

c. Identifying the target's characteristics (students)

d. Making synopsis, treatment, and stioryboard

e. Determining the format of the program

f. Writing script

6. Developing Media

After finishing scenario formulation, researher starts to develop the media. The steps of producing the media will describe as follows:

a. Preparing equipments, actors, and locations

The equipments that should be prepared are handycam and tripod. The actors should be prepared by briefing and memorozing the dialogue. While the location is prepared based on the situation and theme of the conversation.

b. Shooting

After preparing the equipments, actors, and location, the next step is shooting the video. Shooting the video may need some repetition to get the perfect result.

c. Editing

Editing is the process of choosing the shot stock and then arrange them based on scenario and storyboard script. There are three steps in editing process:

1) Capturing

Capturing is the process of transfering the video from handycam to the computer.

2) Editing

Editing is the process of cutting, inserting music, text, and animation. This process need a video software editor.

3) Rendering

Rendering is process to modify the final editing into one package so that it can be play and use.

7. Developing Utilization Guide

This activity is made to help the other user to use this media. The utilization guide involves of program identification, background, objectives, target's characteristics, materials, equipments and sources, utilization manner, utilization procedure, and evaluation. Each part will describe clearly.

8. Validation

Validation is made to evaluate whether the media is valid or not to distribute to the real students. The validation is taken from three point of view. From media expert, material expert and students.

9. Revision

This process will be done when the media has some weaknessess.

C. Try Out of the Product

Try out of the product is done to collect the data to measure the effectiveness, and the attractiveness of the product.

1. **Design of the Try Out**

   a. **Material and Media Expert Review**

   This step is done to review the quality of media and the what material is included in that media.

   b. **Field Group Try Out**

   This step is done with select the students of 34. The 34 students are the students of 10th grade in SMK PGRI 1 Tulungagung.

2. **Subject of the Try Out**

   a. **Media Expert**

   Media expert is the lecture of Tulungagung Islamic College who masters about research and development.

   b. **Material Expert**

   Material expert is the English teacher in 10th grade who master about the material that should be given for 10th grade students.

   c. **Students**

   The all students of 10th grade in SMKN 1 Tulungagung.

3. **Types of Data**

   The data collection method of this study is qualitative and quantitative. Qualitative method is taken from observation and interview while the quantitative method taken from the result of students' speaking test in pre and pro test.

4. Instruments of Data Collection

To answer the proposed research questions, the researcher will use the following instruments. They are questionnaire and evaluation tool. There are two kinds of questionnaire, the first questionnaire is to know the validation of the media including the material quality and the media quality itself, and the second one is to know the benefits of media. Validation of media is scored by media experts while benefits of media will be known in the result of students pre and post test, and students' validation sheet that refer to Hamalik theory that state some functions of media, such as: a good media should help the learnerss to understand material easily, build students' motivation, help teacher to deliver material effectively, help the learners to learn more, and help both teacher and students to face curriculum objectives. Beside, a good teaching media should have the characteristics like everlasting, save, easy to understand, easy to operate, and eye cacthing in term of size and colour. While the evaluation tool is made in the form of speaking test either pre and post test. Another instrument that is used to complete this study is evaluation utilization. It is used to help another user when she / he wants to use this media.

5. Technique of Data Analysis

The data of this media development uses qualitative analysis technique. The data obtained from the experts validation and students' speaking result are classified and change into percentage and they are

descriptively concluded. There are two formulas that will be used. The first one is to measure from the experts and audiences, and the second one to measure the students' speaking score.

The formula to analyze the data from experts and audiences is as follows:

$$P = \frac{\sum x}{\sum x1} \times 100\%$$

P   = Percentage

$\sum x$ = The number of all respondences' answer

$\sum x1$ = The number of ideal score per item

a. Standard Criteria (Sudjana 1990:45)

Table 3.1 standard criteria

Category	Percentage	Qualification
A	80% - 100%	Valid
B	60% - 79%	Adequate
C	50% - 59%	Fair
D	<50%	Not Valid

In every items of validation sheet, the researcher gives the score. For every A answer, the researcher gives 4, for every B answer the researcher gives 3, for every C answer the researcher gives 2, and for every D answer the researcher gives 1 point.

The total points gotten will be change into percentage and will be qualified into some qualification. The valid qualification means the media has got 80-100% and it doesn't need to be improved. Adequate qualification means the media has got 60-79%. It can be improved to get the better result of the media. Fair qualification means the media has got 50-59% and it needs revision and improvement because the media is not valid enough. Not valid qualification means the media has got under 50% and must have revision since the media is not valid and not suitable to use for the students.

b. The formula to analyze students' work

$$P = \frac{\sum x}{N} \times 100\%$$

P   = Percentage

x   = Total of students' score

N   = The number of students

c. Standard criteria of students' work

Table 3.2 standard criteria of students' work

Category	Percentage (%)	Qualification
Very Good	75-100	Proper
Good	50-74	Adequate
Adequate	25-49	Fair
Fair	0-24	Not Proper

CHAPTER IV

DEVELOPMENT RESULT

This chapter focuses on elaborating the result of the research. There are three main parts of this chapter. Presentation of data, data analysis, and the revision of the product.

A. Presentation of Data

1. Need Analysis

In need analysis researcher tries to collect some informations related to media development. There are two steps in need analysis, interview and document analysis.

a. Interview

From the result of the interview to both students and teacher, it was found that there are some important points related to good instructional media. They are presented below:

1) Interesing Media

The media needed in SMK PGRI 1 Tulunguang is an interesting media. Interesting media is the media that catch students' attention and motivation to learn. Besides, the media can represent picture and sound in one package. This is in line with the interview quotation:

"The students need the interesting media. Any kinds of media, whether visual, audio, or audiovisual. The most

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important thing is interesting, because students need a stimulus to catch their motivation to learn. However, the audiovisual is better than others." (Teacher)

This is paralel to what the student wants,

"I want an interesting media, like film or video." (Student 1)

2) **Audiovisual**

In the result of interview with English teacher, he stated that the audiovisual is the better media, because it includes some pictures and sounds. It means, the students can visualize what they hear or what they imagine in such situation. It will be helpfull for them to learn English more. This is inline with the students' interview quotation:

"Video or film maybe more enjoyfull for us, because we can see the video and hear the sound effect. So, it helps us to avoid boredom because of teacher's explanation." (Student 2)

The student wants is supported by the teacher that said,

"... It will be more better when the students is taught by using audiovisual media, because it presents sound and picture in one package." (Teacher)

3) **Including The Material**

Interesting media is doesn't enough. Media should have another characteristics to get the better result. The material actually has the important role in instructional activities. That is why, the good media is the media that includes the material. The students and teacher can learn more by this media when the media has the materials in it.

> "A good media is the media that can engaged students attentation and represent what the teacher deliver. So that, there must be the materials included." (Teacher)

4) **Simple and Meaningfull**

A good media not only interesting and including the materials, but also meaningfull. In this case, meaningfull media means represent what the students need. The students of SMK PGRI 1 Tulungagung need a reinforcement in every activities. So that, the media should represent the students' need. There must be a reinforcement after presenting the materials. This is supported by the interview quotation:

> "... Therefore, it must be a reinforcement in the important materials." (Teacher)

b. Document Analysis

From the document analysis, the researcher analyzes the curriculum that consist of basic and standard competence, indicators, learning objectives, and syllabus. All the data can be seen in this table below:

Table 4.1 standard and basic competence

Standar Kompetensi	Kompetensi Dasar
Berkomunikasi dengan Bahasa Inggris setara *Level Novice*	1. 1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan
	1. 2 Menyebutkan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun
	1. 3 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun
	1. 4 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar
	1. 5 Menjelaskan secara sederhana kegiatan yang sedang terjadi
	1. 6 Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas
	1. 7 Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus
	1. 8 Menuliskan undangan sederhana

Table 4.2 indicators and learning objectives for speaking activities

Indikator	1) Berbagai ungkapan terima kasih dan responnya digunakan secara tepat 2) Kata-kata yang mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya disebutkan dengan tepat 3) Kata- kata dirangkai dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya 4) Ungkapan simpati serta pemberian respon terhadapnya disampaikan dengan tepat 5) Ungkapan berbagai perasaan disampaikan dengan tepat 6) Ungkapan permintaan dan pemberian ijin disampaikan dengan tepat 7) Peristiwa yang sedang terjadi diceritakan dengan tepat sesuai dengan waktu dan tempat kejadian 8) Memo dijelaskan dengan tepat. Menu ditulis dan dijelaskan dengan tepat. Tanda-tanda dan lambang dijelaskan dengan benar. Berbagai macam jadwal dibuat dan dijelaskan dengan benar 9) Berbagai ungkapan untuk menyatakan pilihan digunakan dengan tepat 10) Berbagai ungkapan untuk menyatakan kemampuan digunakan dengan tepat 11) Kalimat dirangkai dengan benar untuk membentuk undangan
Tujuan Pembelajaran	1) Siswa mampu mengungkapkan berbagai ungkapan terima kasih dan responnya dengan tepat 2) Siswa mampu mengungkapkan kata-kata yang mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya dengan tepat 3) Siswa mampu menyampaikan kata- kata yang dirangkai dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya 4) Siswa mampu mengungkapkan ungkapan simpati serta pemberian respon terhadapnya dengan tepat

Continuation

Tujuan Pembelajaran	5) Siswa mampu mengungkapkan ungkapan berbagai perasaan dengan tepat
	6) Siswa mampu mengungkapkan ungkapan permintaan dan pemberian ijin disampaikan dengan tepat
	7) Siswa mampu menceritakan peristiwa yang sedang terjadi dengan tepat sesuai dengan waktu dan tempat kejadian
	8) Siswa mampu menjelaskan pesan dalam bentuk memo, menu, tanda-tanda dan lambang (misalnya: rambu lalu lintas), dan berbagai macam jadwal (*time table*) dengan benar dan tepat
	9) Siswa mampu mengungkapkan untuk menyatakan pilihan (*preferences*) digunakan dengan tepat
	10) Siswa mampu untuk menyatakan kemampuan (*capabilities*) yang digunakan dengan tepat
	11) Siswa mampu merangkai kalimat dengan benar untuk membentuk undangan

2. Developing material

After colecting information by having need analysis, the researcher is ready to develop the material. Materials that have been developed are taken from some sources. Students English book, teacher book, and from internet. Besides, researcher modifies the materials by her own. All the materials also in line with the learning objectives that have been gotten from document analysis. The first material is about how to ask information. The researcher takes the material from English Electronic Book. This book is recomended by the teacher because teacher's and students' book sometimes does not represent what they have learned. Therefore, the students need more sources. This book under the tittle English For SMK 1 is made by the National Education Department. So, the

contents of the book are very suitable with the students. This book is taken from

www.ebook.com

a. Part 1

1) Chapter 1

In the first chapter, the reseracher presents about asking and giving information. In asking and giving information, the researcher need to make dialogue between two people. The important part that should be paid attention is the expression. The expression of ask and give information is stated as follows:

Table 4.3 ask and give information

Asking information	Giving information
a. I would like some information, please b. Can you tell me where the park is? c. Do you mind to show me the location of hotel?	a. What information do you need? b. The park is near the hotel c. Istana Hotel is overthere

After knowing the expression of the topic that should be developed, the researcher uses one or two expression in the dialogue.

2) Chapter 2

The second chapter is about describing present activities. Describing present activity is commonly used by the students. There are some important note that should be paid attention by the researcher to make present activity's dialogue. There are::

Table 4.4 describing present activity

Asking present activities	Describing present activities
a. What are you doing here? b. Where are you going? c. What movie that you are going to watch? d. etc.	a. I am reading a book b. She is listening to the music c. They are studying English d. etc

Because the present activities is commonly used by the students, the researcher chooses the simple and easy theme of express it. So that the students can catch the meaning easily.

3) Chapter 3

In the third chapter, the researcher makes the conversation about the expression to response some events shown in films. The important note that should be paid attention is stated as follows:

Table 4.5 response events in films

Asking	Responding
a. What do you think of this movie?	a. I think, it is very good movie, right?
b. Have you ever seen this movie?	b. Yes, I have. It is very good movie.
c. Who is the best actor of this movie?	c. I think, Iko Uwais is the best actor.
d. Etc	d. Etc

The reesearcher chooses to use the recent films to atrract students interest. Action film under the tittle the raid 2 is very popular ta the time and the students know about this films. Therefore, the students will interest about the materials given in this media.

b. **Part 2**

1) Chapter 4

This chapter is telling about asking the capabilities. In this chapter, the students are demanded to ask the capabilities of her/ himself and someone else. Therefore, the expression that should be included in the conversation are: (a) do you think that I'm capable enough? (b) can you show me how to fix my phone setting?

2) Chapter 5

In fifth chapter, researcher makes the conversation about asking the preferences. Hobby is one of simple thing that the students have and represent the preferences. That is why the researcher chooses to make the conversation about hobby to ask

the preferences. There are some expresion of preferences that can

be used in the dialogue:

Table 4.6 expression preferences

Expressing preference	Responding preference
a. Which one do you prefer? b. What kind of food do you like best? c. What is your hobby?	a. I prefer banana to papaya b. I like meatball better than noodle c. I like reading and swimming.

c. **Part 3**

1) Chapter 6

In this chapter researcher develops the materials about

telling and responding the simple invitation. The expression of

invitation can be seen in this table below:

Table 4.7 invitation

Telling invitation	Responding invitation
a. I'd like to invite you to come to my house b. Would you mind coming to my party? d. Will you come to my party?	a. I'd love to come to your house b. I'd like to come c. Certainly.

2) Chapter 7

This chapter is the continuation of six chapter becasue the topic that will be studied is the same. Te resarcher defides it into two chapters because there are so many materials about invitation. In chapter seven, theresearcher focus on responding invitation dealing with Yes – No Question and W-H Questions only. So that, the students can learn carefully about that.

d. Part 4

1) Chapter 8

The eight chapter is about ordering food by showing the menus.

2) Chapter 9

The fourth chapter is about using degrees of comparison in the conversation. The researcher develop the conversation by her own. The theme in this chapter is almost the same with the previous chapter. The examples expression of comparison degrees that should be included in this chapter are: Milk is the most expensive, coffee is more expensive than tea, tea is the cheapest one.

3. Developing Evaluation Tool

Evaluation tool is made to measure students progress after watching the video. It can be used to know whether the video is effective or not. The evaluation

tool is in the form of written test. The item of the test is represent the materials that should be achieved by the students in second semester of vocational high school. There are ten number of the test. each number represent the topic that will be learned by the students, and it has four optional answer.

The test is consist of how to ask the information, how to respond if someone asks us about some infromation, telling the expression of present activities, expressing to respond events shown in films, expression of ordering and offering food, expression of capabilities, expression of preferences, expression of using comparison degress, expression of asking the direction, and expression of telling and responding invitation.

4. Developing Media

Before starting to develop the media, the researcher makes the scenario formulation first. It is used to help the researcher or developer to develop the media. There are some steps of making scenario formulation, such as (1) formulationg title, (2) formulating the objective, (3) identifying the target's characteristics (students), (4) making synopsis, treatment, and stioryboard, (5) determining the format of the program, and (6) writing script. Therefore, the researcher is ready to develop the media. There are some steps to develop media. The steps will be stated as follows:

1) Preparing equipments, actors, and locations

The equipments that should be prepared are handycam and tripod. before preparing the equipments, researcher should make sure that the

actors can act well by memorizing the dialogue that have been develop in the previous steps. Moreover, the reseacher chooses the location in gazebo, corridor, and canteen of State Islamic Intitute (IAIN) Tulungagung.

2) Shooting

After preparing the equipments, actors, and location, the next step is shooting the video. Shooting the video needs two days with some repetition in every scene to get the perfect result.

3) Editing

In this steps, researcher has the chance to choose the best scene and collect every scene into one package using Adobe Premiere CS 3. Before collecting the video in one package, the video that have been saved in the camera should be transfered in computer first. After transfering the video, the researcher can edit the video by cutting the pictures, if there is some unimportant view of the pictures, inserting backsound, inserting audio, and adding the script text in each part of the conversation. After finishing those process, the researcher defides the all scene into five sequence and finally colecting them in to one package of conversation media.

5. **Validation**

Validation is made to evaluate whether the media is valid or not to distribute to the real students. The validation is taken from three point of view.

From media expert, material expert and students. After that, the researcher can revise the media based on the result of the validation.

a. Data Presentation of Media Expert Validation

The data presentation of Media Expert Validation will present as follows:

1) The quality of pictures get 4 score. It means that the pictures is very good and valid.

2) The suitability between pictures and the materials gets 3 score. It means that it is good and valid enough.

3) The use of baksound in the media is valid enough since the media expert give 3 score.

4) The clarity of sound gets 4 score. It means that the sounds is very good and valid to use.

5) The balance of backsound and narator's volume is valid since the medai expert gives 4 score of it.

6) The suitability between language use and the material gets 4 score. It means, the language use is suitable with the materials.

7) The suitability between font colour and layout gets 4 score. It means that the font and layout is very proper for tenth grade students of vocational high school.

8) The suitability between font size and students' character gets 4 score. it means that the font size is very proper to apply for tenth grade students of vocational high school

9) The quality of narator's tempo in explaining gets 3 score. It means that the narator's tempo is good and valid enough.

10) The quality of actor's tempo gets 3 score. It means that the actors' tempo is good and valid enough.

11) The duration of media gets 4 score. It means that the duration is very proper to apply in the class.

12) The clarity of utilization guide is valid enough since the media experts gives 3 score.

13) The clarity of learning objectives in the media gets 3 score. It means that the clarity of learning objectives in tis media is good and valid enough.

14) The suitability between program and students' characteristic gets 4 score. It means that the program is very suitable with the students characteristics.

15) The clarity of each example in every topics gets 4 score. It means that the example of conversation ineach topics is very clear.

16) the suitability between example and the materials gets 4 score. It means that the media present very good example of conversation and very suitable with the materials that should the students learned.

17) The level of media interest gets 3 score. It means that the media is interesting enough.

18) The level difficulty of operating media gets 4 score. It means that this media is very easy to operate.

19) The suitability to operate the media by the students themselves gets 3 score. It means that the media is easy enough to operate by the students.

20) The suitabilty of video and students' need gets 3 score. It means that this audiovisual media is suitable enough with the students' need.

b. Data Prsentatation of Material Expert Validation

The data presentation of material expert validation will present as follows:

1)   The suitability between language and students' characteristics get 4 score. It means that the language use is very suitable with the tenth grade students of vocational high school.

2)   The easy of reading the conclusion in every topics gets 4 score. It means that the conclusion in every chapters of the media is very clear and easy to understand.

3)   The suitability between scene and the materials gets 4 score. It means that the scene is very suitable with the material that the students learned.

4) The suitability between the tittle of each topic with the material gets 4 score. It means that the tittle is very good and very suitable with the materials.

5) The suitability between narators' explanation and the text in the media gets 4 score. It means that the narators can explain according to the text very well.

6) The clarity of narator's sound gets 4 score. It means that the narators can explain very clear.

7) The suitability between format of the media with the materialas gets 3 score. It means that the format of the media is suitable enough with the materials that the students learned.

8) The suitability between the example of the conversation with the materials gets 3 score. It means that the examle of conversation is suitable enough with the materials.

9) The accuracity of actors' pronounciation gets 3 score. It means that the actors' pronounciation is good.

10) The accuracity of narator's pronounciation gets 4 score. It means that the narator's pronounciation is very accurate.

11) The clarity of learning objectives that stated in this media gets the 2 score. It means that the learning objectives does not stated clearly in the media. It is not valid enough and need to be improved.

12) The suitability between material and the learning objectives gets 3 score. It means that the material is suitable enough with the learning objectives.

13) The suitability between the example of the conversation with the material gets 3 score. It means that the conversation is suitable enough with the material in the book.

14) The suitability betweeen the language use in the media with the grammatical pattern gets 4 score. It means that the language use is very good.

15) The sentence and diction selection gets 4 score. It means that the diction selection is very good.

16) The clarity of utilization guide gets the 4 score. It means that the utilization guide is very clear.

17) The suitability between material in this media and the materials in book gets 3 score. It means that the materials shown in the media is suitable enough with the materials stated in the book.

18) The suitability between test and learning objectives gets 4 score. It means that the test is very suitable with the learning objectives.

19) The level of difficulty of the test gets 3 score. It means that the the test is difficult enough for the students.

20) The validity of keywords gets 4 score. It means that the keywords of the test is very suitable with the test's answer.

c. Data Presentation and Field Group Try Out

The data presentation of field group try out will present as follows:

1) The students who give 4 score of in the clarity of the video are 27 students. 7 students more give 3 score. It means that the clarity of video is very good.

2) The students who give 4 score in the level's difficulty of materials in the video are 6 students. 25 students give 3 score. It means that the level of difficulty of materials is very good since the percentage of validity is 79% valid.

3) The students who give 4 score in the clarity of sound are 24 students. 10 students give 3 score. It means that the the sound is very clear.

4) The students who give 4 score in the clarity of language use are 7 students. 27 students give 3 score. It means that the the language use is very clear

5) The students who give 4 score in having new experience gotten after watching the video are 8 students. 26 students give 3 score. It means that the media gives the students the new experience.

6) The students who give 4 score in the clarity of sound are 24 students. 10 students give 3 score. It means that the the sound is very clear

7) The students who give 4 score in the level of interest after watching the video are 6 students. 10 students give 3 score. It means that the media is very interesting for the students.

8) The students who give 4 score in the level's interest of backsound in the video are 24 students. 10 students give 3 score. It means that the backsound is very interesting for the students.

9) The students who give 4 score in increasing the students' motivation to learn are 22 students. 12 students give 3 score. It means that the media can increase the students motivation very well.

10) The students who give 4 score in the helping the students to answer the questions are 12 students. 22 students give 3 score. It means that the media can help the students to answer the question about the material.

d. **Data Presentation of Students' English Score**

The data presentation of students in the form of writen test both in pre and post test will present in this table:

Table 4.8 pre and post test

No.	Pre Test	Post Test
1	40	100
2	33	100
3	40	100
4	33	93
5	40	100
6	33	93
7	33	93
8	33	93
9	33	100
10	40	100
11	27	87
12	27	100

Continued

Continuation

No.	Pre Test	Post Test
13	33	87
14	33	100
15	40	100
16	40	100
17	40	100
18	40	100
19	40	100
20	33	100
21	27	100
22	27	100
23	33	100
24	33	93
25	27	100
26	40	100
27	47	100
28	33	100
29	40	93
30	40	100
31	33	100
32	20	100
33	27	100
34	20	100
Total	1158	3332
Mean	34,06	98

B. Data analysis

1. Need Analysis

In need analysis, the researcher collects the informations related to media development. There are two steps of in having need analysis. Both of them are presented below.

a. Interview

In interviewing the English teacher, the researcher gets the result that the media that should be developed is in the form of audiovisual media. The researcher should make the intersting media because it can

attarck students motivation. This reason is taken from the English teacher that said *"Siswa disini itu membutuhkan media yang menarik "*. It means that the students need the interesting media. But, interested only is not enough. The English teacher said that the good media is media that can attrack students attention and representative the materials that will be achieved by students. It is proved by the English teacher utterance, "A good media is the media that can engaged students attentation and represent what the teacher deliver. So that, there must be the materials included."

The students' interview result also in harmony with the teacher's interview result. One of student argued about the media that she wants. She said, "Video or film maybe more enjoyfull for us, because we can see the video and hear the sound effect. So, it helps us to avoid boredom because of teacher's explanation."

This result of the interview is used by the researcher to develop the media that the students wanted and needed.

b. **Document Analysis**

From the data that have been collected in need analysis, the researcher finds that the standard competence is communicate using Basic English in novice level. The basic competence for second semester students of vocational high school are start from 1.5 and end in 1.8. The basic competence are as follows:

1) Describing the simple activities happened

2) Undertsanding memos, menus, time schedules, and signs

3) Understanding sentences in correct pattern

4) Telling a simple invitation

Indicators and learning objectives follow the basic competence. The indicators and learning objectives of second semester students will be stated in this table below:

Table 4.9 indicators:

Indikator	1) Peristiwa yang sedang terjadi diceritakan dengan tepat sesuai dengan waktu dan tempat kejadian 2) Pesan ditulis dalam bentuk memo dengan benar.Memo yang sudah ada dijelaskan dengan tepat.Menu ditulis dan dijelaskan dengan tepat. Tanda-tanda dan lambang (misalnya: rambu lalu lintas) dijelaskan dengan benar. Berbagai macam jadwal dibuat dan dijelaskan dengan benar 3) Berbagai ungkapan untuk menyatakan pilihan digunakan dengan tepat 4) Berbagai ungkapan untuk menyatakan kemampuan digunakan dengan tepat 5) Kalimat dirangkai dengan benar untuk membentuk undangan
Tujuan Pembelajaran	1) siswa mampu menceritakan peristiwa yang sedang terjadi dengan tepat sesuai dengan waktu dan tempat kejadian 2) Siswa mampu menjelaskan pesan dalam bentuk memo, menu, tanda-tanda dan lambang (misalnya: rambu lalu lintas), dan berbagai macam jadwal dengan benar dan tepat 3) Siswa mampu mengungkapkan untuk menyatakan pilihan digunakan dengan tepat 4) Siswa mampu untuk menyatakan kemampuan yang digunakan dengan tepat 5) Siswa mampu merangkai kalimat dengan benar untuk membentuk undangan

From the table indicators and learning objectives above, it can be seen that the indicators that suitable for developing conversation material of second semester students of vocational high school are: (a) telling present activities using time and location properly (b) telling the memos, menus, and time tables, (c) using preference expression, (d) using capabilities expression, and (e) making invitation correctly.

2. Developing Material

To develop the materials, it should consider with standard competence, basic competence, and sylabus. in syllabus itself, there are some indicators ad learning objectives. the researcher has been develop the materials based on curricullum. therefore, the researcher should have the correction about the materials that have been developed.

a. Part 1

For the first chapter, researcher finds some weaknesses about the dialogue between two pepole in the tourism office. Researcher thinks that the conversations is too long. So that, she deletes some unimportant parts without deleting the meaning. In addition, the ressearher also change the name who has the conversation. The dialogue is taken in the tourism office.

For the second and third chapter, the researcher does not find any weaknesess.

b. **Part 2**

In the fourth chapter, the researcher discusses about expressing of capabilities. There are two sections of it. The first section is about expressing the capabilities of herself. The second section is about asking someone's capabilities. In the making of dialogue, the researcher suits the situation that may be happened in developing the media.

In the fifth chapter, the reseacher makes the dialogue about asking preferences. Asking preferences is consider with the optional answer. Therefore, the researcher uses hobby as the theme of this dialogue. Hobby is the simple things that te students have. Besides, it will be more easier to practice because it is real happen in the students life.

c. **Part 3**

For the sixth and seventh chapter, the researcher makes the conversation about telling and responding the invitation. In the sixth chapter, the reseacher focuses in how to invite someone, and how to respond the invitation. While in the seventh chapter, focuses in responding the invitation using Yes/ No Question and WH Question. However, the main activities of both chapters are the same. That is telling and responding the simple invitation.

d. Part 4

In the part four, there are two last chapter. The eight chapter is telling about how to order food showing the menus, and the last chapter is about using the comparison degrees. This two chapters can not be separated each others because still in the same theme. The researcher uses the menus to make comparison degrees in the conversation.

3. Developing Evaluation Tool

After getting consultation with the English teacher, the resercher should add the number of the test. Finally, the researcher adds five numbers of the test, and the number of the test become 15 numbers. Each item of the test represesnt what the students have learned about the speaking activities during second semester. Besides, the researcher adds 4 optional answers in each item of the test. For the complete evaluation tools, can be seen in the appendixes.

4. Developing Media

In media development, the researcher has three main steps. Three of them will be analysed below.

a. Preparing equipments, actors, location

The actors in developing media consist of six people. They are Naila Putri Ukhrowi, Resti Pangestuti, Restiana Erma Riastanti, Siti Khanifatur, Yuliana Mauludiyah, and Heri Rachman. The actris and actor should memorize the

dialogue that have been made in advance. The location is suitable with the plan, that is gazebo of IAIN Tulungagung, and cafe.

b. Shooting

Shooting is started on Saturday morning on April 27th 2014. The first scene is taken in corridor of IAIN Tulungagung and continued in head majors office that has ben setted as tourism office. There are some scene that should the researcher does to have one package of conversation media. The all scene finished in two days. For the each scene can be seen in the synopsis on appendixes.

c. Editing

This step is done after shooting process. There are 18 scene that has been gotten. Editing is the process of cutting, inserting music, text, and animation. This process need a video software editor named Adobe Premiere CS 3. From 18 scene, the researcher gets 15 scene only because three of them are not valid to use. There are some weaknesses in that scene like the sound is not clear enough, and the quality of video is very poor. The fifteen scenes are colected into five sequences. First sequence is for conversation part 1, second sequence is for conversation part 2, third sequence is for conversation part 3, fourth sequence is for conversation part 4, and the last sequence is for closing part. Finally, the five sequences of this video are colected into one package of conversation media and the developing media is finish.

5. Validation

The validation step is conducted to measure the quality of the medai. There three kinds of validation. Media expret's validartion, material expert's validation, and students' validation.

a. Data analysis of media expert validation

Based on the data that has been presented on the table 4.2, it can be explained as follows:

a. Media expert gives A or 4 score in 11 points. They are (1) the quality of video, (2) the clarity of narator and actors' speaking, (3) the balance between backsound and narator's speaking, (4) the suitability between language use and the material, (5) the suitability between font and students, (6) teh suitability between font colour and layout, (7) video duration, (8) the suitability between program and students' characteristic, (9) the clarity of each example in every topics, (10) the suitability between example and the materials, (11) the level difficulty of operating media.

b. Media expert gives B or 3 score in 9 points. They are: (1) the suitability between video and the material, (2) the quality of backsound, (3) the quality of narator's tempo in explaining, (4) the quality of actor's tempo, (5) the clarity of utilization guide, (6) the level of media interest, (7) the suitability of operating media by the

students own, (8) the suitability between video layout and students'
characteristic (9) the level difficulty of test.

Based on the explanation of media expert's validation above, it can be
concluded that the media is valid. It means that the media does not need to be
revised.

b. Data analysis of material expert validation

Based on the data that has been presented in data presentation, it can be
explained as follows:

a. Material experts gives A or 4 score in 12 points. They are (1) the
suitability between language use and students' characteristics in this
media, (2) the easy of read the conclusion (3) the suitability between
situation and the topic, (4) the suitability between tittle and the
materials, (5) the suitability between narator's speaking and script, (6)
the clarity of narators' explanation, (7) the accuracity of narator's
pronounciation, (8) the grammar use, (9) the sentence and diction
selection, (10) the clarity of utilization guide, (11) the suitability
between test and learning objectives, (12) the validity of keywords.
From the valuation in such aspect that has been stated, it can be drawn
the conclusion that the media is valid since some aspects get the
criteria in between 76% - 100%.

b. Material experts gives B or 3 score in 7 points. They are (1) the
suitability between media's format and material, (2) the suitability

between example in this media and the material, (3) the accuracy of actors' pronounciation, (4) the suitability between material and learning objectives, (5) the suitability between the conversation in the media and the materials, (6) the suitability between material in this media and the materials in book, (7) the level of test's difficulty. From the valuation in such aspect that has been stated, it can be drawn the conclusion that the media is valid enough since some aspects get the criteria in between 51% - 75%.

c. Material experts gives C or 2 score in 1 point. that is the clarity of learning objectives that stated in this media. From the valuation in the aspect that has been stated, it can be drawn the conclusion that the media is not valid enough since the aspect gets the criteria in between 26% - 50%.

From the data interpretation above, it can be drawn the conclusion that material expert gives the 88,75% for whole aspects. It is result in the conclusion that this media is valid and can be used in the classroom as instructional media of X students of vocational high school.

c. **Data analysis of students validation**

For all those aspects that have been validated, the researcher gets valid result from field group try out or students validation. The whole aspects are: (a) the clearity of video, (b) the level's difficulty of materials in the video, (c) the clarity of sound, (d) the clarity of language use, (e) the new experience gotten

after watching the video, (f) the level of interest after watching the video, (g) the level difficulty of catching the material, (h) the level's interest of backsound in the video, (i) increasing the students' motuvation to learn, (j) helping the students to answer the questions.

From the data interpretation above, it can be drawn the conclusion that students gives the 86, 60% for whole aspects. It is result in the conclusion that this media is valid and can be used in the classroom as instructional media of 10th grade students of vocational high school.

d. Data Analysis of Students Pre and Post Test

Based on the result of pre and post test, the audiovisual conversation media for 10th grade students in vocational high school can increase students score. It is proved by the result of the test before and after watching the video. Percentage of students progress is about 63, 94%. It can be concluded that the audiovisual media has the benefits toward the students. Students can catch the material easily and increase their motivation to learn so that they can increase their score.

C. Revision of the Product

In this part describes about the conclusion that has been taken from the data analysis. this step is done to know the product should be revised or not.

1. **Media expert's response**

   From validation sheet that has been given to the media expert, it can be concluded as follows:

   a. Articulation and pronounciation of each actors is accurate.

   b. This media is suitable for 10th grade of vocational high school students.

   c. The duration of this video is enough to teach in the classroom as insrtuctional media.

   d. It is needed to improve the suitability of background in each pictures with context and topic.

2. **Material expert's response**

   From validation sheet that has been given to the material expert, it can be concluded as follows:

   a. Language use is suitable with the English grammar.

   b. The material presented is suitable with the topic.

   c. It needs to improve the layout to catch the students' interest.

   d. The level of difficulties of the test is suitable with students' characteristic in SMK PGRI 1 Tulungagung

   e. It needs a reinforcement before giving the examle in every parts of this media.

3. Students' response

From validation sheet that has been given to the students, it can be concluded as follows:

a. The quality of video is very good so that it can increase students' atention.

b. The material presented is easy enough. But, it needs to reply for many times.

c. The quality of sound and backsound is very good. It just need the music's variation in each parts of this video.

Based on media expert, material expert, and students, it can be stated that the video media should be revised in term of:

a. The suitability between background and context or topic.

b. The layout of video to catch the students' interest.

c. The reinforcement from narator in every parts.

CHAPTER V

DISCUSSION AND SUGGESTION

This chapter describes about the discussion of the revised product and the suggestion of implementing the product.

A. Discussion of the Revised Product.

English is the one of main subject in Indonesia. Students need English as the subject to equip them in global era. The students are expected to communicate using English both spoken and written. By learning English, students are able to deliver the information, idea, and feeling. English is an adaptive subject which has the purpose to equip the students communication skills. Communication skill is the ability to use language where the language's user are able to master language skills. Language itself has four skills. They are listening, speaking, reading, and writing. Besides, it will lead the students to communicate in international daily conversation and let them develop their communication ability. All of the definition is stated in school based curricullum for vocational high school students.

In the process of learning English, both students and teacher face the problems. They need some helps to make the English instructional activity become easier. There are some ways to achive the instructional activity easily. Such as achieving the objectives, knowing the students characteristics, English material, the media usage and evaluation tools.

The use of instructional media in English instructional activity is the one of the suitable way to help teacher and students to face their problems. It is supported with the Hamalik's theory about the benefits of the instructional media. He states that the instructional media can help the students to understand material easily, build students' motivation, help the teacher to deliver the materials effectively, and help both teacher and students to face the curricullum objectives. As the result, students can improve their ability in English by using this media.

The one of instructional media that can be used is the audiovisual media, because it has some advantages like make the abstract thing become more real, combine the text and audiovisual in one package, can overcome the limitation of time which means the user can set the media become slower or faster so that the students can see accurately, and attract students attention. It is inline with the Sadiman's statement about the function of the audiovisual media. Sadiman states that the audiovisual media can attract students attention, the viewer gets the information from experts, the complicated explanation can be recorded in advance so that the teacher can focus on the presentation only when deliver the material, it can save time and the recording can be play for many times, the volume of that video can be suited, so that the teacher can choose in which part to minimize the volume to insert the explanation, it can be paused, so that the viewer can see accurately, and it doesn't need to darken the room.

Audiovisual media for 10th grade students of Vocational High School students in SMK PGRI 1 Tulungagung is focused on speaking skill in the form of conversation activities. The students are supposed to communicate using dialogue

practice easily and accurately. It consists   of (1) describing the simple activities happened, (2) understanding memos, menus, time schedule and sign (3) understanding sentences in corretc pattern, and (4) telling the simple invitation

Audiovisual media for 10th grade students of Vocational High School students in SMK PGRI 1 Tulungagung includes music instrument, introduction from presenter, backsound, the example of material that have been acted by some actors, and the explanation that present by presenter. Audiovisual media is completed with utilization guide that involve of identification of the program, standard competence, basic competence, indicator, learning objectives, targets' characteristics, equipment, sources, utilization procedure (includes the activities before, during, and after using media), and evaluation.

This audiovisual media has some strength and weaknesses. The strength of this media are : (a) the video can be paused to see accurately. Teacher can decide where moment that will be paused. (b) present the examples of dialogue practice effectively, (c) make the abstract thing become concrete, (d) give the newest experience. While the weaknesess of this media are: (a) there is some disuitability between background and context, (b) there is some mistakes in spelling, (c) if it is used for many times with the same students, it makes the students get bored.

The result of audioviusal media for 10th grade students of Vocational High School Students in SMK PGRI 1 Tulungagung is has been validated by media expert, material expert, and student. For media expert validation gets 88,75%. From material expert gets 88,75%. From field tryout gets 86,6 %. From the

percentage of the validation result, it can be stated that this audiovisual media as English instructional media for 10th grade students of vocational high school students is valid. Therefore, it can be concluded that the audiovisual media can be used in English instructional activities as instructional media for speaking activities.

To measure students' learning progress, the researcher uses test. In this case, test is in the form of multiple choice. Multiple choice test is taken before presenting media (pre test), and after presenting media (post test). From the result of pre and post test, there is a significance progress. The students can reach 63.94% progress in order to answer and understand the speaking activities.

From the result of both validation and students' score, it can be drawn the conclusion that the media is categorized as valid media and it can be used as English instructional media since this media can increase students score. This media is very helpfull both the students and teacher. The students can solve their problems in order to make the good sentence(s) and conversations, and the teacher can deliver the sepaking material easily and effectively. Therefore, the teacher and the students can reach the learning objectives.

B. Suggestion of Implementing the Product

In this part, the researcher tries to give some suggestion in implementing the final product that has been developed. There are three kinds of suggestion, development, utilization, and disseminating suggestion.

1. **Development Suggestion**

Development suggestion means the researcher gives the suggestion to other researchers to develop the media. So that, the mistakes and weaknesess can be avoided. There are some suggestion that the researcher suggests:

    a. The researcher only develop speaking media that focus on conversation only. Hopefully, the others researcher can develop all skills included writing, reading, and listening.

    b. It only suitable with students of vocational high schhol in second semester. The researcher hopes, other researcher can develop the media for first and second semester. So that, it will be integrated and helpfull for students and teacher too.

    c. Other reseacher should empahized on material and layout of the media. Because, the quality of layout will give more effect to the students attention. Therefore, the students will catch the materials easily.

2. **Utilization Suggestion**

For the utilization, the researcher has some suggestions. Therefore, the user (English teacher) can use it well and really catch the objectives of using media. The researcher suggestions can be state as follows:

    a. Before teaching and learning process begin, the teacher should give the explanation first about the material. It is done to avoid the students' misunderstanding about the material in the media.

b. The teacher needs to monitor the students' progress after and before watching the video. So that, the teacher knows the benefit of using the media. Besides, the teacher needs to make the oral test to check the students' comprehension.

c. The teacher should master in operating media. The teacher is demanded can play, pause, or increasing and decreasing volume. It is needed to help the students to focus on the material that should be emphasized.

3. Implementation Suggestion

In implementation suggestion, the researcher gives the suggestion as follows:

a. This product is suitable with the vocational high school students. It can be used to others vocational high school students in grade tenth, who have the similar characterisctics with students in SMK PGRI 1 Tulungagung.

b. This product also can be used for all department in vocational high school.

c. Before implementating this product, it will be usefull to have consultation with the english teacher class to use this media.

Thus are the development, utilization, and implementation suggestion about the audiovisual media for tenth grade students of vocational high school.

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Appendix 1

SYNOPSIS

This audiovisual media that focus on conversation for tenth grade students of vocational high school, presents some dialogues that in line with the basic competence. It starts by the presenter who gives the little explanation about the conversation that will be presented. Then, followed by two girls, have conversation in the office. This conversation consist of four parts where each parts consist of two or three conversations. In the end of each chapter, presenter gives the explanation and make a conclusion.

TREATMENT

01. Logo: IAIN TULUNGAGUNG
02. Caption:
    "Conversation for Tenth Grade Students of Vocational High School"
03. EXT   : CORRIDOR OF IAIN TULUNGAGUNG – MORNING – PRESENTER
    Presenter opens the program and gives little description about the conversation video
04. INT   : OFFICE – MORNING
    Present PART 1, the first conversation. Presented by Restiana and Resti asking the information.
05. EXT   : CANTEEN – MORNING
    Present PART 1, the second conversation. Presented by Khanif and Resti describing present activities.
06. EXT   : GAZEBO IAIN TULUNGAGUNG
    Present PART 1, the third conversation. Presented by Khanif and Restiana responding the events shown in film.
07. EXT   : CORRIDOR OF IAIN TULUNGAGUNG – MORNING – PRESENTER
    Presenter explains about Part 1 and gives conclusion

08. EXT : GAZEBO IAIN TULUNGAGUNG

Present PART 2, the first conversation. Presented by Khanif and Restiana using expression of capabilities

09. EXT : GAZEBO IAIN TULUNGAGUNG

Present PART 2, the second conversation. Presented by Heri and Resti using expression of capabilities in other occasion

10. EXT : GAZEBO IAIN TULUNGAGUNG

Present PART 2, the third conversation. Presented by Khanif and Restiana using expression of preference.

11. EXT : CORRIDOR OF IAIN TULUNGAGUNG – MORNING – PRESENTER

Presenter explains about Part 2 and gives conclusion

12. EXT : TARBIYAH BULIDING 2ND FLOOR

Present PART 3, the first conversation. Presented by Naila and Yuliana telling about invitation

13. EXT : TARBIYAH BULIDING 2ND FLOOR

Present PART 3, the second conversation. Presented by Resti and Yuliana telling about invitation in other occasion

14. EXT : TARBIYAH BULIDING 2ND FLOOR

Present PART 3, the third conversation. Presented by Heri and Yuliana telling about invitation using W/H questions

15. EXT : TARBIYAH BULIDING 1ST FLOOR – AFTERNOON – PRESENTER

Presenter explains about Part 3 and gives conclusion

16. INT : FOOD STALL

Present PART 4, the first conversation. Presented by Resti and Yuliana ordering food by showing the menus

17. INT : FOOD STALL

Present PART 4, the second conversation. Presented by Resti and Yuliana using degrees of comparison to compare the price of the food

18. EXT   : TARBIYAH BULIDING 1ST FLOOR – AFTERNOON –

PRESENTER

Presenter explains about Part 4, gives conclusion, and close the program.

STORYBOARD

Appendix 2

STORYBOARD SCRIPT

NO	VISUAL	AUDIO / NARATION
1	CU: CAPTION OF IAIN LOGO	MUSIC INSTRUMENT
2	CU: CAPTION PRESENT	MUSIC INSTRUMENT
3	CU: CAPTION Conversation for Tenth Grade Students of Vacational High School	MUSIC INSTRUMENT
4	EXT: GARDEN CU – MS Presenter open the program	Students, now you will watch the first chapter.
5	INT: ROOM OFFICE LS – MS - CS The Officer sits down in his chair Miss Nana comes They have conversation	Restiana : Good morning, Miss Officer : Good morning, Miss. Can I help you? Restiana : I need some information, please. Officer : What information, Miss. Restiana : I'm only here for two days. What can I see in two days? Officer : Actually, two days isn't very much, but there are still many things you can enjoy Restiana: What is that? Officer : For example, you can go to Keraton, visit Prambanan Temple, Borobudur Temple and have a sunset in Parangtritis beach. Restiana: That sounds nice. How can I go there?

		Officer : you can use delman.
		Restiana: Delman? What is delman?
		Officer : It's a traditional vehicle, a cart with two or four wheels pulled by one or two horses.
		Restiana: It sounds nice. It seems that I'll enjoy delman very much.
		Officer : Of course, Miss
		Restiana: I'll take it to Keraton right now.
		Officer : Ok, Miss. Have a nice trip
		Restiana: Thank you
		Officer : You're welcome
6	EXT: CANTEEN CAPTION CHAPTER 2 Describing Present Activities MS Rahma is reading a book in the canteen Rere is coming and bringing her gadget They have conversation	Rere : Hi, good morning. Rahma : Good morning, Re. Rere : What are you doing here? Rahma : I am reading a book. Rere : You sit down here just for reading this book? Rahma : Mmm, actually I am waiting for my friend. He ask me to have lunch together. But, he still busy. So, I decide to wait him here. What about you? Rere : I am going to take some pictures here. Rahma : Taking picture? What for? Rere : Just for fun. Do you want to join with me? Rahma : Ok. Lets go.
7	EXT: PARK CAPTION CHAPTER 3 Response Event in Film MS Resti is watching a film Nana is coming	Restiana : Would you like o watch movie with me? Rahma : What movie that you are going to watch? Ana : I am going to see The Raid two. Have you ever seen it? Rere : Yes, I have. It's very attracive movie. You

	They are having conversation	will enjoy it very much. Ana : Have you seen this movie? Rere : Really? Do you think who is the best actor or actrist in that movie? Ana : I think, Iko Uwais is the best actor. Because he can fight well and you will enjoy it very much. Rere : Well, I think I will watch by my self. And I will prove it.
8	EXT: GARDEN MLS - CU PRESENTER \	OK students, you have seen the conversation in part one. It means you have learned how to ask and give information, express your present, and response the events in films. Now, you can practice it with your friends. Good luck!
9	CU: CAPTION IMPORTANT NOTE Ask some information: • Can you tell me about... • Do you mind to show me ... • I would like some information, please. • What can I see in ... Ask present activity: e. What are you doing here? f. Where are you going? g. What movie that you are going to watch? Describe present activity: h. I am reading a book	If you want to ask some information you can say: • Can you tell me about... • Do you mind to show me ... • I would like some information, please. • What can I see in ... if you want to ask someone present activity, you can say: k. What are you doing here? l. Where are you going? m. What movie that you are going to watch? If you want describe present activity you ca n say: n. I am reading a book o. She is listening to the music p. They are studying English If you want to response the movie, you can say: h. What do you think of this movie? i. I think, it is very good movie, right? j. Etc

	i. She is listening to the music j. They are studying English Response the movie: e. What do you think of this movie? f. I think, it is very good movie, right? g. Etc	
11	INT: GAZEBO CHAPTER 4 Express the Capabilities MS - CS Student A and B are having conversation in the gazebo	Khanif : Hi, Res. can we have a talk? Restiana : Ok. What's up? Khanif: I'm gonna tell you that you' re chosen to be our representative to join English Speech Contest. Restiana: Really? Who said that? Khanif: Our English teacher. Mr. Bardan. Restiana: Thank for telling. anyway, do you think that Im capable enough? Khanif: Of couse yes. Your English is very good. You always win the best students in our school. Restiana: Thank a lot. I do hope that I can do my best. Khanif: So do I.
12	EXT: GARDEN MS – CS Resti is sitting down and Heri coming. They have conversation	Heri : Good morning. Resti : Hi good morning? Heri : Why you look so bad? Resti : My smartphone can't operate well. Usually it can capture the picture easily. Can you help me? Heri : Let me see. Hmmm, do you use camera 360 application? Resti : Yes, because it helps me to have very good picture. Heri : Well, your setting is not fix. You should fix the

		setting first and then restart your phone.
		Resti : I will try. (a minute later) Wow, it works. Thank you for your help.
		Heri : You are welcome
13	INT: GARDEN CHAPTER 5 Expressing Preference LS – MS - CS Student A is interviewing students B in the garden	Student A : What is your hobby? Student B : My hobby are watching film, and listening to the music. Student A : Well. What kind of films do you prefer? Student B : The films I prefer is action and commedies. Student A : And what is your favorite film? Student B : I like commedies than action. Student A : I see. And can you tell me who your favorite film star is? Student B : My favourite film star is Rownan Atkinson. Student A : All right. Now we'll talk about music. What kind of music do you like? Student B : I like pop very much Student A : And who is your favorite singer? Student B : My favorite singer is Agnes Monica Student A : That sound nice. anyway, thank for your information. Student B : Don't mention it
14	EXT: GARDEN CU PRESENTER	OK students, you have seen the conversation in part two. It means you have learned how to express capabilities and preference.
15	CU: CAPTION IMPORTANT NOTE Express capabilities: c. Do you think that Im capable enough? d. Can you help me?	If you want to express capabilities, you can use the following expression: e. Do you think that Im capable enough? f. Can you help me? If you want to express preferences, you can use the following expression: f. Which one do you prefer? / I prefer banana to papaya

	Express preferences: d. Which one do you prefer? / I prefer banana to papaya e. What kind of food do you like best? / I like meatball better than noodle • What is your favourite movie? / My favourite movie is Doraemon	g. What kind of food do you like best? / I like meatball better than noodle • What is your favourite movie? / My favourite movie is Doraemon • Etc
17	EXT: CAMPUS CAPTION CHAPTER 6 Telling about Invitations MLS - CU Naya and Ana having conversation in the park	Naya : Can you go to my birthday party? Ana : I'd go. When your party will be held? Naya : On Saturday night, at 7 pm Ana : Alright Naya : Can you invite other friends to come to my party? Ana : It's okay. I'll invite other friends. Naya : Well, thank you
18	EXT: CAMPUS MLS Resti is having conversation with her boy friend Ana is coming They have conversation	Ana : Hi, Res. Sorry for bothering you. Resti : Ok. Nevermind. What's up? Ana : Naya has just invited us to come to her birthday party. Resti : Really? Where will her party will be held? Ana : On Saturday night at 7 pm Resti : Well. I will prepare a present for Naya. Ana : Me too.
19	EXT: STREET CAPTION - CHAPTER 7 Responding to Questions Dealing with Invitations	Heri : Hi, Ana. Am I bothering you? Ana : No, What's going on? Heri : I'd like to invite you to come to my engagement party on Sunday.

	Using "Yes-No" and "Wh-" Question MS	Ana : I'd love to come. Thanks. By the way, may I invite my boyfriend to join in your party? Heri : Yes, you can invite your boyfriend too. Ana : Well, we will come on Sunday. Heri : Alright. I'll wait you in my house.
20	EXT: GARDEN CU PRESENTER	OK students, you have seen the conversation in part three. It means you have learned how to invite and respond the invitation. Is it easy right? So, it's your turn to practice it with your friends.

21	CU:
	CAPTION
	IMPORTANT NOTE
	How to invite someone:
	  g. I'd like to invite you to come to my house
	  h. Would you mind coming to my party?
	  i. Can you go to my office?
	  j. Will you come to my party?
	  k. Etc
	How to respond the invitation:
	  h. I'd love to come to your house
	  i. I'd like to come
	  l. Certainly
	  m. Etc
		If you want to invite your friend, you can use the following expression:
		  n. I'd like to invite you to come to my house
		  o. Would you mind coming to my party?
		  p. Can you go to my office?
		  q. Will you come to my party?
		  r. Etc
		If you want to respond the invitations, you can say:
		  j. I'd love to come to your house
		  k. I'd like to come
		  l. Certainly
		  m. Etc

23	EXT: RESTAURANT CHAPTER 8	Ana : Can I help you miss? Resti : I'd like to have lunch. Can you show

	Ordering Food by Showing Menus
	
	MS
	
	The waiter stand up
	
	The customers come in
	
	They have conversation
		me the menus, please?
		
		    Ana : Here you are. Would you like to have a starter?
		
		    Resti : Yes, I'd like to have a bowl of chicken soup, please.
		
		    Ana : And what would you like to have for the main course?
		
		    Resti :I'd like to have cheese burger.
		
		    Ana : Would you like anything to drink?
		
		    Resti : Yes, I'd like to have a glass of Coke.
		
		    Ana : Ok. Wait a minute.
		
		    Resti : Alright.

25	EXT: RESTAURANT
	
	MS
	
	CHAPTER 9
	
	Using Degrees of Comparison
	
	Ana and Nana comes to the restaurant
	
	They will choose the menus
	
	They have conversation
		Ana : What food that you want to eat?
		
		    Resti : Let see the menus.
		
		    Ana :Look, here are so many menus offered. Which one do you prefer?
		
		    Resti : Let me see. Wow, it's a complete menu, right?
		
		    Ana : Yes, you are right. I think I want to eat soup. And you?
		
		    Resti : Soup? Which one do you choose? A cup of soup with chicken noodle, clam chowder, or french onion? They have different price.
		
		    Ana : Really? How much?
		
		    Resti : A cup of chicken noodle is 18.000 rupiahs, clam chowder is 20.000 rupiahs and french onion 27.000 rupiahs.
		
		    Ana : So clam chowder is the ceapest one?:
		
		Resti : No no no. Calm chowder is cheaper than

		french onion. But it is more expensive than chicken noodle.
		
		    Ana : So, the ceapest one is chicken noodle, right?
		
		    Resti : Yeah. And the most expensive is french onion. So, which one do you chose?
		
		    Ana : I chose the ceapest one. And you?
		
		    Resti : I chose the average one. What about the bavarge? There are coffee, tea, soda, milk, and ice tea.
		
		    Ana : How much?
		
		    Resti : Coffee and tea are Rp 4.000, soda Rp 7.000, milk Rp 9.000, and ice tea Rp 8.000
		
		    Ana : Hmm,, I like to drink milk. But it is the most expensive.
		
		    Resti : Do you want to the ceapest one? Coffee as the cheap as tea. They are Rp 4.000. Do you want it?
		
		    Ana : I dont like to drink coffee and tea. I want milk. What about you?
		
		    Resti : I want a glass of soda.
		Ana : Ok. Let me bring it to the waiter

26	EXT: GARDEN MLS PRESENTER CU PRESENTER	OK students, you have seen the conversation in last part. It means you have learned how to ordering food by showing menus and using degress comparison in the conversation.
27	CU: CAPTION IMPORTANT NOTE How to order food:	If you want to order the food, you can say: • I would like to have lunch (breakfast, dinner) • Can you show me the menus, please? • I want to eat ...

	- I would like to have lunch (breakfast, dinner) - Can you show me the menus, please? - I want to eat ... - I would like to have ... (soup, chicken, etc) How to offer the menus: - I would like to have lunch (breakfast, dinner) - Can you show me the menus, please? - I want to eat ... - I would like to have ... (soup, chicken, etc) How to use degrees of comparison: - Milk is the most expensive - Tea is the cheaper than milk - Coffee is more expensive than tea - Tea is the cheapest one	- I would like to have ... (soup, chicken, etc) - Etc If you want to offer the menus, you can use the following expression: - Would you like to have a starter? - What food will you order? - Anything else? - What drink will you order? - Etc If you want to use degress of comparison, you can say: - Milk is the most expensive - Tea is the cheaper than milk - Coffee is more expensive than tea - Tea is the cheapest one
28	EXT: GARDEN MLS PRESENTER CU PRESENTER	Well, that's all the examples of the conversation. May it will be usefull for you. Thanks for your nice attention, and see you!

Appendix 3

UTILIZATION GUIDE

A. Program Identification

1. Organized by:

   LANGUAGE CENTER OF TARBIYAH AND EDUCATION

   FACULTY OF TULUNGAGUNG STATE ISLAMIC INSTITUTE

2. Program's Name   : Audiovisual Conversation Media

3. Subject   : English

4. Materials   : Conversation

   - Asking and giving information, describing present activities, and describing events
   - Ordering food, and using degress of comparison
   - Expressing capabilities and preference
   - Telling and responding invitation

5. Class / Semester   : X / 2

6. Form   : Visual Display and Presenting

7. Writer   : Naila Putri Ukrowi

8. Source (s)   :

   - http://nurinuryani.wordpress.com/expressions/expressions-1/making-accepting-refusing-invitation/
   - Pramesti, Maria Regina Diah, Wirawan Sigit Pramono, and Suhermawan. 2008. *English for SMK 1*. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.

B. Background

In the process of teaching and learning, teacher has the important role to help the students catching the materials and informations easily. the one of the way to help them is by using instructional media., because it hasmany functions and benefits in order to help the teacher to send the materials and

informations. english instructional activities of X grade in SMK PGRI 1 Tulungagung needs a media in the form of audiovisual. the audiovisual media is chosen because this media can help the students to visualize the materials. besides, by using this media, students have the good example how to have a conversation.

Using this media can help the teacher to teaches in the classroom well. Choosing this media also based on the students' need and the availability of infratructure that the school have that is the language labroratory. Unfortunately, the teacher can not maximize the use of langauge labrotary because the lack of media and other supporting things. Moreover, the presence of this media is supposed to help the students to learn English easily, and create a meaningfull, and enjoyfull atmosphere in the classroom.

C. Objectives

a. Standard Competence

Basic English communication in novice level

b. Basic Competence

5) Describing the simple activities happened
6) Undertsanding memos, menus, time schedules, and signs
7) Understanding sentences in correct pattern
8) Telling a simple invitation

c. Indicators

12) Asking information
13) Giving information
14) Descrbing present activities to other friends
15) Responding someone's present activities
16) Ordering food using the menus
17) Offering food showing the menus
18) Using degress of comparison
19) Using expression of capabilities
20) Using expresion of preferences

21) Inviting somene

22) Responding someone's invitation

d. Learning Objectives

12) Students are able to ask information

13) Students are able to give information

14) Students are able to describe present activities to other friends

15) Students are able to respond someone's present activitie

16) Students are able to order food using the menus

17) Students are able to offer food showing the menus

18) Students are able to use the degrees of comparison in order to order the food

19) Students are able to use expression of capabilities

20) Students are able to use expression of preferences

21) Students are able to invite someone

22) Students are able to respond someone's invitation

D. Target Characteristics

a. Audience   : Students of SMK PGRI 1 Tulungagung

b. Class   : X AK 1

c. Number of students   : 34

E. Materials

The materials that have been developed consist of:

e. Describing the simple activities happened

7) Asking some informations in the simple conversation

8) Giving some informations in the simple conversation

9) Describing present activities in the simple conversation

10) Responding present activities in the simple conversation

11) Asking events shown in films

12) Responding the events shown in films

f. Undertsanding memos, menus, time schedules, and signs

4) Offering food by showing the menus in the simple situation

5) Ordering food by seeing the menus in the simple situation

6) Using degrees of comparison to compare the price of food

g. Understanding sentences in correct pattern

3) Using expression of capabilities

4) Using expression of preferences

h. Telling a simple invitation

3) Inviting somene to come to his/ her house, birthday party, and enggagement party.

4) Responding someone invitation

F. Equipments and Source

a. VCD Player

b. Audiovisual Media

c. English Book for X Grade students of Vocational High School

G. Utilization Manner

a. Using television

1. Turn on the television and connect it with the VCD player

2. Insert the vcd to the vcd player

3. Push button play to play the video

4. To control the video, press pause or stop.

b. Using computer or laptop

1. Connect the computer or vcd with projector.

2. Turn on the computer/ laptop and projector

3. Insert vcd to the computer/ laptop

4. Press autoplay to show the video

5. To control the video, click pause or stop on the computer or laptop

H. Utilization Procedure

1. Before teaching learning process

a. Teacher's activities

1) Prepareing the aquipments such projector, laptop, and vcd

2) Asking the students to prepare their english book

3) Explaining to the students how to use the media or vcd

4) Giving pre test to the students

b. Students' activities

1) Preparing the English book

2) Listening to the teacher's explanation

3) Doing pre test

2. **During teaching and learning process**

a. Teacher's activities

1) Checking students' attendance

2) Explaining to the students about the material

3) Controlling and helping students to learn

4) Repeating the video if needed

b. Students' activities

1) Listening teacher's explanation

2) Learning the materials shown in video

3) Making a note about the material if needed

3. **After teaching and learning process**

a. Teacher's activities

1) Answering the students' question about the materials given

2) Reviewing the materials

3) Giving the post test

4) Closing the teaching and learning process

b. Students' activities

1) Asking a question to the teacher

2) Reviewing the material with the teacher

3) Doing post test

I. **Evaluation**

a. Format   : Multiple Choice Test

b. Procedure   : Pre and Post Test

c. The number of test   : 15 items

d. Criteria   : Every right answer gets 10 point

                                         Every wrong answer gets 0 point

Appendix 4

ANGKET VALIDASI AHLI MEDIA

A. Pengantar

Berkaitan dengan diadakannya penelitian skripsi yang berjudul *Developing Audiovisual to Support the Teaching of Conversation for Tenth Grade Students in SMK PGRI 1 TULUNGAGUNG*, peneliti ingin membuat angket validasi yang berkaitan dengan pengembangan media yang telah dikembangkan oleh peneliti. Angket validasi ini dibuat untuk mengukur tingkat kevalidan dari media tersebut, sehingga dapat diketahui apakah media tersebut tergolong media yang valid atau tidak.

Sehubungan dengan hal tersebut, mohon kesediaan Bapak/ Ibu sebagai ahli media untuk berkenan memberikan nilai dan juga kritik dan saran dengan mengisi angket validasi ini. Adapaun kriteria untuk setiap jawaban adalah sebagai berikut:

Pilihan	Persentasi	Kategori	Nilai	Kriteria
A	76% - 100%	Valid	4	Sangat
B	51% - 75%	Cukup valid	3	Bagus
C	26% - 50%	Kurang valid	2	Bagus
D	0% - 25%	Tidak valid	1	Kurang
				bagus
				Tidak bagus

hasil pengukuran angket validasi ini akan digunakan untuk menyempurnakan media selanjutnya. atas kesediaan bapak/ ibu saya ucapkan terimakasih.

Tulungagung, 2014
Peneliti

NAILA PUTRI UKROWI
3213103113

B. Petunjuk Pengisian

Sebelum menjawab pertanyaan yang telah disediakan, dimohon terlebih dahulu untuk membaca petunjuk pengisian yang ada di bawah ini:

1. Pilihlah salah satu jawaban dari empat pilihan jawaban dengan memberikan tanda silang (X), sesuai dengan kondisi media.
2. Setelah memilih salah satu dari jawaban yang telah disediakan, diharapkan untuk memberikan kritik dan saran pada tempat yang telah disediakan.

Data Pribadi Ahli Media

Nama   :..
NIP   :..
Pekerjaan   :..
Instansi Kerja   :..
Pendidikan Terahir :..

C. Angket Validasi

a. Kualitas Teknik

1. Bagaimanakah kualitas gambar pada VCD pembelajaran ini?
   a. Bagus
   b. Cukup Bagus
   c. Kurang bagus
   d. Tidak bagus
2. Bagaimanakah kesesuaian gambar pada VCD pembelajaran dengan materi pembelajaran?
   a. Sesuai
   b. Cukup Sesuai
   c. Kurang sesuai
   d. Tidak sesuai
3. Bagaimanakah penggunaan musik pembuka, backsound, dan musik penutup pada VCD pembelajaran ini?
   a. Bagus
   b. Cukup Bagus
   c. Kurang bagus
   d. Tidak bagus
4. Bagaimanakah kejelasan suara yang diucapkan oleh pembawa acara, dan para pemain pada VCD pembelajaran?
   a. Jelas
   b. Cukup Jelas

  c. Kurang jelas

  d. Tidak jelas

5. Bagaimanakah keseimbangan volume backsound dengan suara narator pada VCD pembelajaran?

  a. Jelas

  b. Cukup Jelas

  c. Kurang jelas

  d. Tidak jelas

6. Bagaimanakah kesesuaian bahasa yang digunakan pada VCD pembelajaran dengan materi pembelajaran?

  a. Sesuai

  b. Cukup Sesuai

  c. Kurang sesuai

  d. Tidak sesuai

7. Bagaimanakah kesesuaian jenis dan ukuran huruf dengan siswa SMK kelas X pada VCD pembelajaran ini?

  a. Sesuai

  b. Cukup Jelas

  c. Kurang sesuai

  d. Tidak sesuai

8. Bagaimanakah kesesuaian warna huruf dengan gambar yang ditampilkan VCD pembelajaran ini?

  a. Sesuai

  b. Cukup Sesuai

  c. Kurang sesuai

  d. Tidak sesuai

9. Bagaimanakah tempo suara narator dalam menjelaskan materi pada VCD pembelajaran?

  a. Bagus

  b. Cukup Bagus

  c. Kurang Bagus

  d. Tidak bagus

10. Bagaimanakah tempo suara para pemain dalam menyampaikan contoh pada VCD pembelajaran?

  a. Bagus

  b. Cukup Bagus

  c. Kurang bagus

  d. Tidak bagus

b. Pemanfaatan

1. Bagaimanakah durasi pada VCD pembelajaran ini?
   a. Cukup
   b. Kurang
   c. Terlalu lama
   d. Terlalu singkat

2. Bagaimanakah kejelasan dari petunjuk penggunaan media pada VCD pembelajaran?
   a. Jelas
   b. Cukup Jelas
   c. Kurang jelas
   d. Tidak jelas

3. Bagaimanakah kejelasan uraian tujuan pembelajaran pada VCD pembelajaran?
   a. Jelas
   b. Cukup Jelas
   c. Kurang jelas
   d. Tidak jelas

4. Bagaimanakah kesesuain antara format program pada VCD pembelajaran dengan karakteristik siswa SMK Kelas X?
   a. Sesuai
   b. Cukup Sesuai
   c. Kurang sesuai
   d. Tidak sesuai

5. Bagaimanakah kejelasan contoh pada setiap topik pada VCD pembelajaran?
   a. Jelas
   b. Cukup Jelas
   c. Kura Tidak bagus ng jelas
   d. Tidak jelas

6. Bagaimanakah kesesuaian antara contoh dengan materi pada VCD pembelajaran?
   a. Sesuai
   b. Cukup Sesuai
   c. Kurang sesuai
   d. Tidak sesuai

7. Apakah isi dari media VCD pembelajaran ini menarik?
   a. Menarik
   b. Cukup menarik

c. Kurang menarik

d. Tidak menarik

8. Bagaimanakah tingkat kemudahan dalam mengoperasikan media VCD pembelajaran ini?

a. Mudah

b. Cukup mudah

c. Kurang mudah

d. tidak mudah

9. Apakah media VCD pembelajaran ini sesuai jika dimanfaatkan sendiri oleh siswa?

a. Sesuai

b. Cukup sesuai

c. Kurang sesuai

d. Tidak sesuai

10. Apakah tayangan dari awal sampai akhir (isi materi, penyampaian materi, dan ringkasan materi) pada media VCD pembelajaran ini sudah sesuai dengan siswa kelas X SMK?

a. Sesuai

b. Cukup sesuai

c. Kurang sesuai

d. Tidak sesuai

D. Berikan kritik dan saran yang berkaitan dengan teknik dan pemanfaatan yang belum tersedia dalam uraian di atas.

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....

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Tulungagung, 2014

Ahli Media

_____

Appendix 5

ANGKET VALIDASI AHLI MATERI

E. Pengantar

Berkaitan dengan diadakannya penelitian skripsi yang berjudul *Developing Audiovisual to Support the Teaching of Conversation for Tenth Grade Students in SMK PGRI 1 TULUNGAGUNG*, peneliti ingin membuat angket validasi yang berkaitan dengan pengembangan media yang telah dikembangkan oleh peneliti. Angket validasi ini dibuat untuk mengukur tingkat kevalidan dari media tersebut, sehingga dapat diketahui apakah media tersebut tergolong media yang valid atau tidak..

Sehubungan dengan hal tersebut, mohon kesediaan Bapak/ Ibu sebagai ahli materi untuk berkenan memberikan nilai dan juga kritik dan saran dengan mengisi angket validasi ini. Adapaun kriteria untuk setiap jawaban adalah sebagai berikut:

Pilihan	Persentasi	Kategori	Nilai	Kriteria
A	76% - 100%	Valid	4	Bagus
B	51% - 75%	Cukup valid	3	Cukup
C	26% - 50%	Kurang valid	2	Bagus
D	0% - 25%	Tidak valid	1	Kurang bagus
				Tidak bagus

hasil pengukuran angket validasi ini akan digunakan untuk menyempurnakan media dan materi selanjutnya. Atas kesediaan Bapak/ Ibu saya ucapkan terimakasih.

Tulungagung, 2014
Peneliti

NAILA PUTRI UKHROWI
3213103113

F. Petunjuk Pengisian

Sebelum menjawab pertanyaan yang telah disediakan, dimohon terlebih dahulu untuk membaca petunjuk pengisian yang ada di bawah ini:

3. Pilihlah salah satu jawaban dari empat pilihan jawaban dengan memberikan tanda silang (X), sesuai dengan kondisi media.

4. Setelah memilih salah satu dari jawaban yang telah disediakan, diharapkan untuk memberikan kritik dan saran pada tempat yang telah disediakan.

Data Pribadi Ahli Materi

Nama : ....

NIP : ....

Pekerjaan : ....

Instansi Kerja : ....

Pendidikan Terahir : ....

G. Angket Validasi

c. Kualitas Teknik

1. Apakah penggunaan bahasa pada VCD pembelajaran ini sudah sesuai dengan siswa kelas X?
   a. Sesuai
   b. Cukup Sesuai
   c. Kurang sesuai
   d. Tidak sesuai

2. Bagaimanakah kemudahan dalam membaca teks ringkasan materi pada program VCD pembelajaran ini?
   a. Mudah
   b. Cukup Mudah
   c. Kurang mudah
   d. Tidak mudah

3. Apakah gambar pada VCD pembelajaran ini sudah sesuai dengan materi yang akan dipelajari?
   a. Sesuai
   b. Cukup sesuai
   c. Kurang sesuai
   d. Tidak sesuai

4. Bagaimanakah kesesuaian judul dengan materi yang dipelajari pada VCD pembelajaran ini?

    a. Sesuai
    b. Cukup Sesuai
    c. Kurang sesuai
    d. Tidak sesuai

5. Apakah suara narator sudah sesuai dengan tulisan yang ditayangkan pada VCD pembelajaran ini?
    a. Sesuai
    b. Cukup Sesuai
    c. Kurang sesuai
    d. Tidak sesuai

6. Bagaimanakah kejelasan suara narator dalam menjelasan materi pada VCD pembelajaran ini?
    a. Jelas
    b. Cukup Jelas
    c. Kurang jelas
    d. Tidak jelas

7. Apakah format VCD pembelajaran sudah sesuai dengan materi yang dipelajari?
    a. Sesuai
    b. Cukup Sesuai
    c. Kurang sesuai
    d. Tidak sesuai

8. Apakah contoh yang disajikan dalam VCD pembelajaran sudah sesuai dengan materi yang dipelajari?
    a. Sesuai
    b. Cukup Sesuai
    c. Kurang sesuai
    d. Tidak sesuai

9. Bagaimanakah keakuratan pelafalan tiap kata yang diucapkan para pemain pada VCD pembelajaran ini?
    e. Bagus
    f. Cukup Bagus
    g. Kurang Bagus
    a. Tidak bagus

10. Bagaimanakah keakuratan pelafalan tiap kata yang diucapkan narator pada VCD pembelajaran ini?
    a. Bagus
    b. Cukup Bagus
    c. Kurang Bagus
    d. Tidak bagus

d. Pemanfaatan

1. Bagaimanakah kejelasan tujuan pembelajaran pada VCD pembelajaran ini?
   a. Jelas
   b. Cukup Jelas
   c. Kurang jelas
   d. Tidak jelas

2. Apakah materi pada VCD pembelajaran ini sudah sesuai dengan tujuan pembelajaran?
   a. Sesuai
   b. Cukup sesuai
   c. Kurang sesuai
   d. Tidak sesuai

3. Apakah contoh percakapan pada VCD pembelajaran ini sudah sesuai dengan materi?
   a. Sesuai
   b. Cukup sesuai
   c. Kurang sesuai
   d. Tidak sesuai

4. Apakah bahasa yang digunakan pada VCD pembelajaran ini sudah sesuai dengan grammar Bahasa Inggris?
   a. Sesuai
   b. Cukup sesuai
   c. Kurang sesuai
   d. Tidak sesuai

5. Bagaimanakah penggunaan istilah atau kata kata pada VCD pembelajaran ini dalam materi bagi siswa kelas X?
   a. Bagus
   b. Cukup bagus
   c. Kurang Bagus
   d. Tidak bagus

6. Bagaimanakah kejelasan petunjuk pemanfaatan pada VCD pembelajaran ini ini?
   a. Jelas
   b. Cukup jelas
   c. Kurang jelas
   d. Tidak jelas

7. Bagaimanakah tingkat kesesuaian materi yang disampaikan pada VCD pembelajaran ini?

a. Sesuai

b. Cukup sesuai

c. Kurang sesuai

d. Tidak sesuai

8. Apakah tingkat soal yang diberikan sudah sesuai dengan tujuan pembelajaran?

a. Sesuai

b. Cukup sesuai

c. Kurang sesuai

d. Tidak sesuai

9. Bagaimanakah tingkat kesukaran pada tes yang diberikan?

a. Sukar

b. Cukup sukar

c. Kurang sukar

d. Tidak sukar

10. Apakah kunci jawaban sudah sesuai dengan soal tes yang diberikan?

a. Sesuai

b. Cukup sesuai

c. Kurang sesuai

d. Tidak sesuai

H. Berikan kritik dan saran yang berkaitan dengan teknik dan pemanfaatan yang belum tersedia dalam uraian di atas.

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Tulungagung, 2014

Ahli Materi

_____

Appendix 6

<center>**ANGKET VALIDASI SISWA**</center>

A. Identitas Siswa

Nama   :

Kelas/ Semester   : X / 2

Sekolah   : SMK PGRI 1 Tulungagung

Mata Pelajaran   : Bahasa Inggris

Uji coba   : Individu / kelompok kecil / lapangan

B. Petunjuk Pengisian

Sebelum mengisi angket validasi, dimohon terlebih dahulu membaca petunjuk pengisian angket sebagai berikut:

1. Para siswa dianjurkan untuk melihat dan mengamati media pembelajaran secara cermat sebelum mengisi angket ini.
2. Berilah tanda silang (x) pada huruf a, b, c, atau d yang ada di depan uraian jawaban yang sesuai dengan penilaian.
3. Kecermatan dalam penilaian ini sangat diharapkan.

C. Uraian Angket

1. Apakah gambar pada VCD pembelajaran dapat dilihat dengan jelas?
   a. Jelas   c. Kurang jelas
   b. Cukup   d. Tidak jelas
2. Apakah materi pada VCD pembelajaran dapat dipahami?
   a. Paham   c. Kurang paham
   b. Cukup paham   d. Tidak paham
3. Apakah suara pada VCD pembelajaran dapat didengar dengan jelas?
   a. Jelas   c. Kurang jelas
   b. Cukup jelas   d. Tidak jelas
4. Apakah bahasa yang digunakan dalam VCD pembelajaran ini dapat dipahami?
   a. Paham   c. Kurang paham
   b. Cukup paham   d. Tidak paham
5. Apakah Anda mendapatkan pengalaman baru setelah melihat VCD pembelajaran ini?
   a. Mendapat   c. Kurang mendapat
   b. Cukup mendapat   d. Tidak mendapat
6. Bagaimanakah belajar dengan media VCD ini?
   a. Menarik   c. Kurang menarik
   b. Cukup menarik   d. Tidak menarik

7. Apakah dengan melihat media VCD pembelajaran ini Anda dapat mudah menerima materi pelajaran?

    a. Mudah   c. Kurang mudah

    b. Cukup mudah   d. Tidak mudah

8. Apakah penggunaan musik pada media ini menarik?

    a. Menarik   c. Kurang menarik

    b. Cukup menarik   d. Tidak menarik

9. Apakah belajar dengan media video dapat menambah semangat belajar Anda?

    a. Menambah   c. Kurang menambah

    b. Cukup menambah   d. Tidak menambah

10. Apakah setelah melihat VCD pembelajaran ini Anda lebih mudah dalam mengerjakan soal?

    a. Mudah   c. Kurang mudah

    b. Cukup mudah   d. Tidak mudah

Appendix 7

EVALUATION PRE TEST

Name : ....

Class : ....

QUESTION!

Choose one of the four optional answers and give the cross in front the right answer!

1. How to ask the information?
   a. I have some information for you
   b. I would like some information. Can you help me?
   c. Are you capable enough to give information for the tourist?
   d. Have you got the right information?
2. What can you say if someone ask you some information?
   a. Yes, Sir. What can I do for you?
   b. I am not capable enough for doing that
   c. Sorry for bother you, Miss
   d. You are welcome
3. Selvi   : What ...., Nana?
   Nana   : I am listening to the music.
   a. Will you do?
   b. Should you do?
   c. Are you doing here?
   d. Can you do?
4. What are you doing here?
   a. She is learning English
   b. She learns English
   c. I learn English
   d. I am learning English
5. What movie that you are going to watch?
   a. I will watch the comedy film
   b. I may watch the comedy film
   c. I should watch the comedy film
   d. I am going to watch the comedy film
6. "I think it is very good movie". This expression belongs to ...
   a. Asking the events
   b. Responding the events
   c. Giving information
   d. Describing activities
7. A: What do you think of this movie?
   B: ....

The suitable expression to complete the dialogue above is:

    a. I have seen this movie
    b. I like to see you
    c. I think, it is very attractive movie
    d. What movie that you are going to watch

8. What will you say to order the food?
    a. I would like to have a starter food, please
    b. May I show the bill, please?
    c. I would like to pay this food
    d. What anything that you want to drink?

9. What will you say to offer the food?
    a. What food that you want to eat?
    b. I would like to have a starter food, please
    c. May I show the bill, please?
    d. I would like to pay this food

10. "Can I help you?" It is the expression of ...
    a. Showing capability
    b. Showing preference
    c. Showing comparison degress
    d. Giving information

11. What food do you prefer?
    a. I prefer eat meatball to noodle
    b. I prefer to eat meatball than noodle
    c. I like meatball and noodle
    d. I don't eat any food

12. The expression of showing preference, except:
    a. I prefer fried rice to fried chicken
    b. The ice cream is more cheaper than milk
    c. Drinking milk is better than drinking coffee
    d. I like to drink than coffee

13. The expression of showing comparison degrees is ...
    a. I prefer fried rice to fried noodle
    b. The coffee is more cheaper than milk
    c. Drinking milk is better than drinking coffee
    d. I like to drink coffee than tea

14. How to invite someone?
    a. How do you like Jakarta?
    b. I would like to invite you
    c. I will come to your party tomorrow night
    d. Are you free for tomorrow?

15. "I'd love to come to your party". It is the expression of ...
    a. Telling the invitation
    b. Asking the invitation
    c. Giving the invitation
    d. Responding the invitation

Appendix 8

EVALUATION POST TEST

Name : ....

Class : ....

QUESTION!

Choose one of the four optional answers and give the cross in front the right answer!

16. How to ask the information?
    e. I have some information for you
    f. I would like some information. Can you help me?
    g. Are you capable enough to give information for the tourist?
    h. Have you got the right information?
17. What can you say if someone ask you some information?
    e. Yes, Sir. What can I do for you?
    f. I am not capable enough for doing that
    g. Sorry for bother you, Miss
    h. You are welcome
18. Selvi   : What ...., Nana?
    Nana   : I am listening to the music.
    e. Will you do?
    f. Should you do?
    g. Are you doing here?
    h. Can you do?
19. What are you doing here?
    e. She is learning English
    f. She learns English
    g. I learn English
    h. I am learning English
20. What movie that you are going to watch?
    e. I will watch the comedy film
    f. I may watch the comedy film
    g. I should watch the comedy film
    h. I am going to watch the comedy film
21. "I think it is very good movie". This expression belongs to ...
    e. Asking the events
    f. Responding the events
    g. Giving information
    h. Describing activities
22. A: What do you think of this movie?
    B: ....

The suitable expression to complete the dialogue above is:

- e. I have seen this movie
- f. I like to see you
- g. I think, it is very attractive movie
- h. What movie that you are going to watch

23. What will you say to order the food?
    - e. I would like to have a starter food, please
    - f. May I show the bill, please?
    - g. I would like to pay this food
    - h. What anything that you want to drink?

24. What will you say to offer the food?
    - e. What food that you want to eat?
    - f. I would like to have a starter food, please
    - g. May I show the bill, please?
    - h. I would like to pay this food

25. "Can I help you?" Is the expression of ...
    - e. Showing capability
    - f. Showing preference
    - g. Showing comparison degress
    - h. Giving information

26. What will you say to ask the direction?
    - a. The nearest bank is on the corner of the T – junction
    - b. Where is the nearest BCA bank?
    - c. Can you show me the menus?
    - d. Would you mind to give me the information?

27. What food do you prefer?
    - e. I prefer eat meatball to noodle
    - f. I prefer to eat meatball than noodle
    - g. I like meatball and noodle
    - h. I don't eat any food

28. The expression of showing preference, except:
    - e. I prefer fried rice to fried chicken
    - f. The ice cream is more cheaper than milk
    - g. Drinking milk is better than drinking coffee
    - h. I like to drink than coffee

29. The expression of showing comparison degrees is ...
    - e. I prefer fried rice to fried noodle
    - f. The coffee is more cheaper than milk
    - g. Drinking milk is better than drinking coffee
    - h. I like to drink coffee than tea

30. How to invite someone?
    - e. How do you like Jakarta?
    - f. I would like to invite you
    - g. I will come to your party tomorrow night
    - h. Are you free for tomorrow?

Appendix 9

MEDIA EXPERT'S VALIDATION RESULT

No.	Aspek yang dinilai	Jawaban ahli media (X)	Xi	Prosentasee (%)
1.	Bagaimanakah kualitas gambar pada VCD pembelajaran ini?	4	4	100
2	Bagaimanakah kesesuaian gambar pada VCD pembelajaran dengan materi pembelajaran?	3	4	75
3	Bagaimanakah penggunaan musik pembuka, backsound, dan musik penutup pada VCD pembelajaran ini?	3	4	75
4	Bagaimanakah kejelasan suara yang diucapkan oleh pembawa acara, dan para pemain pada VCD pembelajaran?	4	4	100
5	Bagaimanakah keseimbangan volume backsound dengan suara narator pada VCD pembelajaran?	4	4	100
6	Bagaimanakah kesesuaian bah8asa yang digunakan pada VC pembelajaran dengan materi pembelajaran?	4	4	100
7	Bagaimanakah kesesuaian jenis dan ukuran huruf dengan siswa SMK kelas X pada VCD pembelajaran ini?-	4	4	100
8	Bagaimanakah kesesuaian warna huruf dengan gambar yang ditampilkan VCD pembelajaran ini?	4	4	100
9	Bagaimanakah tempo suara narator dalam menjelaskan materi pada VCD pembelajaran?	3	4	75
10	Bagaimanakah tempo suara para pemain dalam menyampaikan contoh pada VCD pembelajaran?	3	4	75
11	Bagaimanakah durasi pada VCD	4	4	100

	pembelajaran ini?			
12	Bagaimanakah kejelasan dari petunjuk penggunaan media pada VCD pembelajaran?4	3	4	75
13	Bagaimanakah kejelasan uraian tujuan pembelajaran pada VCD pembelajaran?	3	4	75
14	Bagaimanakah kesesuain antara format program pada VCD pembelajaran dengan karakteristik siswa SMK Kelas X?	4	4	100
15	Bagaimanakah kejelasan contoh pada setiap topik pada VCD pembelajaran?	4	4	100
16	Bagaimanakah kesesuaian antara contoh dengan materi pada VCD pembelajaran?	4	4	100
17	Apakah isi dari media VCD pembelajaran ini menarik?	3	4	75
18	Bagaimanakah tingkat kemudahan dalam mengoperasikan media VCD pembelajaran ini?	4	4	100
19	Apakah media VCD pembelajaran ini sesuai jika dimanfaatkan sendiri oleh siswa?	3	4	75
20	Apakah tayangan dari awal sampai akhir (isi materi, penyampaian materi, dan ringkasan materi) pada media VCD pembelajaran ini sudah sesuai dengan siswa kelas X SMK?	3	4	75
TOTAL		71	80	88,75

Appendix 10

MATERIAL EXPERT'S VALIDATION RESULT

No.	Aspek yang dinilai	Jawaban ahli materi (X)	Xi	Prosentase (%)
1.	Apakah penggunaan bahasa pada VCD pembelajaran ini sudah sesuai dengan siswa kelas X?	4	4	100
2	Bagaimanakah kemudahan dalam membaca teks ringkasan materi pada program VCD pembelajaran ini?	4	4	100
3	Apakah gambar pada VCD pembelajaran ini sudah sesuai dengan materi yang akan dipelajari?	4	4	100
4	Bagaimanakah kesesuaian judul dengan materi yang dipelajari?	4	4	100
5	Apakah suara narator sudah sesuai dengan tulisan yang ditayangkan pada VCD pembelajaran ini?	4	4	100
6	Bagaimanakah kejelasan suara narator dalam menjelasan materi pada VCD pembelajaran ini?	4	4	100
7	Apakah format VCD pembelajaran sudah sesuai dengan materi yang dipelajari?	3	4	75
8	Apakah contoh yang disajikan dalam VCD pembelajaran sudah sesuai dengan materi yang dipelajari?	3	4	75
9	Bagaimanakah keakuratan pelafalan tiap kata yang diucapkan para pemain pada VCD pembelajaran ini?	3	4	75
10	Bagaimanakah keakuratan pelafalan tiap kata yang diucapkan narator pada VCD pembelajaran ini?	4	4	100
11	Bagaimanakah kejelasan tujuan pembelajaran pada VCD	2	4	50

	pembelajaran ini?			
12	Apakah materi pada VCD pembelajaran ini sudah sesuai dengan tujuan pembelajaran?	3	4	75
13	Apakah contoh percakapan pada VCD pembelajaran ini sudah sesuai dengan materi?	3	4	75
14	Apakah bahasa yang digunakan pada VCD pembelajaran ini sudah sesuai dengan grammar Bahasa Inggris?4	4	4	100
15	Bagaimanakah penggunaan istilah atau kata kata pada VCD pembelajaran ini dalam materi bagi siswa kelas X?	4	4	100
16	Bagaimanakah kejelasan petunjuk pemanfaatan pada VCD pembelajaran ini ini?	4	4	100
17	Bagaimanakah tingkat kesesuaian materi yang disampaikan pada VCD pembelajaran ini?	3	4	75
18	Apakah tingkat soal yang diberikan sudah sesuai dengan tujuan pembelajaran?	4	4	100
19	Bagaimanakah tingkat kesukaran pada tes yang diberikan?	3	4	75
20	Apakah kunci jawaban sudah sesuai dengan soal tes yang diberikan?	4	4	100
TOTAL		71	80	88,75

Appendix 14

RESEARCH DOCUMENTATION

Appendix 15

CURRICULUM VITAE

Naila Putri Ukrowi was born in Tulungagung on September 29th 1990. She is the third children from four children of Drs. Winarno Handayani and Dra. Lies Rachmaniyar.

She studied at TK Pondok Menoro in 1995 – 1997. Then, she continued her study to SDN BOTORAN 2 in 1997 – 2003. And in 2003 – 2006, she studied at SMPN 1 TULUNGAGUNG. After that, she studied at SMAN 1 REJOTANGAN in 2006 – 2009. After finishing her study in senior high school, in the year of 2010 she continued her study on higher level. She took English Department in State Islamic Institute of Tulungagung (IAIN) until fnished in 2014.

In State Islamic Institute (IAIN), she ever joined in vocal goup during three years. Start in 2011 and end in 2014.