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**AN ANALYSIS OF VIDEO AS INSTRUCTIONAL AUDIO-VISUAL
MEDIA USED BY STUDENTS IN MICRO TEACHING CLASS**
(A Study of the Seventh Semester Students of English Teaching Department of
STAIN Batusangkar Registered in 2014/2015 Academic Year)

THESIS

*Submitted to English Teaching Department
Faculty of Tarbiyah to Fulfill one of the Requirements
to Obtain Bachelor Degree in English Teaching*

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BATUSANGKAR
2016**

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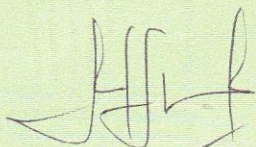
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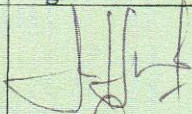
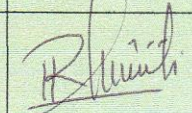
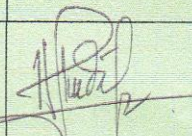
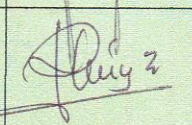


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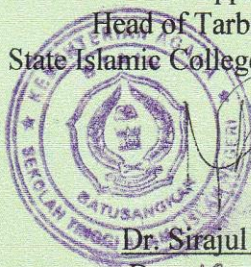
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Batusangkar, March 2016
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ABSTRAK

ISMI SUNDARI, Reg. No. 11 104 055, judul skripsi “**An Analysis of Video as Instructional Audio-Visual Media Used By Students in Micro Teaching Class (A Study of the Seventh Semester Students of English Department of STAIN Batusangkar Registered in 2014/2015 Academic Year)**”. Program Studi Tadris Bahasa Inggris, Jurusan Tarbiyah, Sekolah Tinggi Agama Islam Negeri (STAIN) Batusangkar Tahun 2016.

Permasalahan dalam penelitian ini adalah belum tergambarnya kualitas media pembelajaran audio visual (video) yang digunakan di kelas *Microteaching* tahun akademik 2014/2015. Penelitian ini bertujuan untuk mendeskripsikan kualitas media pembelajaran audio visual (video) yang digunakan di kelas *Microteaching* tahun akademik 2014/2015.

Jenis penelitian ini adalah deskriptif dengan design *content-analysis*. Populasinya adalah media pembelajaran audio visual (video) yang digunakan di kelas *Microteaching* tahun akademik 2014/2015 yang berjumlah 25 video. Pengambilan sampel dilakukan dengan teknik *Purposive Sampling*. Berdasarkan teknik tersebut, di peroleh 21 video sebagai sampel. Sedangkan *instrument* yang digunakan untuk menganalisis data adalah lembaran survei deskriptif kriteria dan indikator video yang disarankan oleh Berk (2009) dan Edward Island Department of Education (2008).

Hasil penelitian menunjukkan bahwa kualitas media pembelajaran audio visual (video) yang digunakan di kelas *Microteaching* tahun akademik 2014/2015 adalah berkualitas tinggi. Dari 21 video, terdapat 4 (19,05%) video memiliki kualitas tinggi, kemudian 12 (57,14%) video yang memiliki kualitas rata-rata, dan 5 (23,81%) video memiliki kualitas rendah.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an important subject to be learned by the students because of some reasons. First, English is used in many parts of fields such as in business, academic, and entertainment. Second, English has become a lingua franca, it is a language which is used to make communication possible between students who have different language. Therefore, students around the countries use English as global communication tool. Third, learning English can help them to get much knowledge, because by mastering English, for example: books, newspapers, radios and television programs that are presented in English. It is clear that English becomes an important subject to be learned in this era.

English students who take English education major are prepared to be a qualified English teacher. According to UU SISDIKNAS about English education chapter IV verse 10, qualified English teacher must have four competencies. Susi (2009:62) claims that the four teacher competencies are pedagogic competence, teacher ability in managing class include understanding to the students, planning, and actuating learning; personal competence (personality), teacher ability reflect perfect personality or has good characteristic; social competence, teacher ability in interaction with everyone, such as: students, teacher, headmaster, and society; professional competence, teacher ability in comprehending that possible guide students reach competence standart in Nasional standart.

To be qualified English teacher, she/he needs a training and a model. She/he needs pre service teaching or micro teaching. Olivero in Slabbert (2007:110) states that microteaching is a scaled-down sample of actual teaching which generally last ten to thirty minutes and involves four to ten students. Student-teachers have time about ten to thirty minutes maximally to teach four or ten students.

In general, there are three points that must be done by a teacher in order to be a qualified English teacher, namely: planning, application and evaluation. Planning is how the teacher preparing anything that is needed by the teacher, like lesson plan, media and etc. Then application is how the teacher applying everything that she/he has planned before. Next, evaluation is how the teacher knowing whether their understand about topic or not. Therefore, those three learning process are very important, they also related each other, and one of them can not be missed.

In order to achieve the learning objective, a teacher should consider to use appropriate way and media in teaching and learning process, therefore the students become motivated in learning process. Consequently, there are several media of teaching that can be used by a teacher in teaching. According to Djamarah and Zain (2006: 124-126), instructional media are classified into instructional auditory media, instructional visual media, and instructional audio-visual media. First, instructional auditory media are the group of media that can only be heard, or the media that rely on voice capability. These media include radio, audio or tape recorder. Second, instructional visual media are the group of

media which only rely on the sense of vision. For example, images, photographs, slides, cartoons, models, and so on. The last, instructional audio-visual media are the group of media that can be heard and seen, such as sound slide, movies, TV, video, and filmstrip.

Those kinds of instructional media above, they have criteria. Such as one of term of audio-visual media like video. Berk (2009: 7) states that there are three sets of criteria that must be considered in video: (a) the students' characteristics, (b) the offensiveness of the video, and (c) the video structure. The first set of criteria relate to salient socio-demographic characteristics: age or grade level, gender, ethnicity, and language-dominance. Instructors know their students and these criteria are a must consideration in choosing the right video.

The second set of criteria concerns the possible offensiveness of the video, plus content irrelevant to the reason for showing the video, such as: put-downs or ridicule of females, racial and ethnic groups, professions, politicians, and celebrities; mental or physical abuse of anyone; drug use; and other offensive content. Clear standards for - acceptable - content should be delineated. The video is being used to facilitate learning, not impede it. A student who is offended by a video clip will withdraw, turn off, and harbor anger, which are emotions hardly conducive to learning. What is interpreted as offensive is a very personal decision by each student based on his or her own values, beliefs, and principles.

Finally, the structure of the video must be appropriate for instructional use. The following guidelines are suggested when creating video clips: (a) length : as short as possible to make the point, edit unmercifully to a maximum of three

minutes unless the learning outcome requires a lengthier extract; (b) context : authentic everyday language use unless purpose relates to language; (c) actions/visual cues : action should relate directly to purpose, eliminate anything extraneous; and (d) number of characters : limit number to only those few needed to make the point, too many can be confusing or distracting.

Based on the preliminary research that researcher has done in micro teaching, she found that students used instructional media in learning process. They used power point, picture, video, tape recorder. Unfortunately, media that they used were still not completely good. It is found that student used video that is irrelevant with Indonesian culture which in the video shown West cultures such as custom that Western use in the video contrast with Indonesian custom. Then, there were students used video in teaching that is not suitable with students' age or grade level, the video that she used to elementary school not to junior high school. As explained by Berk (2009:7), actions/visual cues should relate directly to purpose. In fact, there were students who used video about advertisement in learning process but the video that they used were not related directly to purpose of the lesson where the purpose of the lesson show that at the end of the lesson students create a recount text about their experience and tell it in front of the class.

Based on the preliminary research above, the researcher was interested in conducting a research entitled "An Analysis of Video as Instructional Audio Visual Media Used by Students in Micro Teaching Class".

B. Research Focus and Research Question

Based on the problem above, the researcher focuses the research on video as instructional audio-visual media used by the seventh semester students of English Department of STAIN Batusangkar Registered in 2014/2015 Academic Year in micro teaching class.

Based on the research focus above, researcher stated the formulation of problem is as follows: “What is the quality of the video as instructional audio-visual media used in micro teaching class by the seventh semester students of English Department of STAIN Batusangkar registered in 2014/2015 Academic Year?”

C. Definition of the Key Terms

To make clear and avoid misunderstanding in comprehending the problem of the study, it is better to give some definitions of the key terms:

1. Video

Video is an instructional media used by student-teachers in micro teaching class which there is combination between visual and audio that included picture, sound, and length video to send the message or information to students.

2. Micro teaching

Micro teaching is a trainee model in teaching practice in small member involves four to ten students to develop the basis teaching skill in short time last ten to thirty minutes that performed by seventh semester

students of English Department of STAIN Batusangkar registered 2014/205 academic year.

D. Purpose of the Research

The purpose of this research is to describe the quality of video as instructional audio-visual media used by the seventh semester students of English Department of STAIN Batusangkar registered in 2014/2015 Academic Year in micro teaching class.

E. Significances of the Research

This research is expected to give contribution to:

1. English students

This research may be helpful for students to get the information about the quality video of seventh semester students of English Department at STAIN Batusangkar registered 2014/2015 academic year in order to help them to present material during micro teaching.

2. English micro teaching lecturers

This research is expected to give information to the lecturer of English Micro Teaching subject about quality of video used by the students in micro teaching.

3. Researcher

The researcher hopes that this research can enlarge her knowledge about good video used in micro teaching and to complete the requirements

get Strata 1 (S1) in English Department of State Collage for Islamic Studies (STAIN) Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Micro Teaching

a. Definition of Micro Teaching

According to Ping (2013:165), micro-teaching is mainly on the practice of teaching in which a number of learners are involved. The student teacher training procedure is geared towards simplification of the complexities of the regular teaching-learning process. Class size, time, task, and content is scaled down to provide optimal training environments. The group members select a topic and prepare a lesson of 10-15 minutes. The student teacher then has the opportunity to practice and evaluate his/her use of the skills. Practice takes the form of a 10-to-15-minute micro-teaching session in which 10 to 15 student teachers are involved.

Then, Kumar in Harfika (2013:17) states that micro teaching is a teacher training technique which helps the teacher to master the teaching skills. It requires the teacher trainee:

- 1) To teach a single concept of content
- 2) To use specified teaching skill
- 3) Performing in short time
- 4) To a very small member of pupils.

Micro teaching can help teacher being master in teaching that need training to teach a single concept of content with use specified

teaching skill while performing in short time and in small member of students.

Mahmud and Rawshon (2013:70) state that microteaching is an instrument for teacher training. It offers the student the opportunity to practice teaching activities under controlled and simulate circumstances such that the complexity of the real teaching situation. Besides, Mclaughlin and Moulton in Marno and Idris (2014:62) state that micro teaching is as performance training method designed to isolated the component part of teaching process, so that the trainee can master each component one by one in a simplified teaching situation.

Then, Olivero in J.A Slabbert (2007:110) says that micro teaching is a scaled-down sample of actual teaching which generally lasts ten to thirty minutes and involves four to ten students. Teachers in micro teaching have a chance to teach four to ten students maximally thirty minutes. Furthermore, Asril (2010:43) explains that micro teaching is training to be a good a teacher or teaching practice in small aspect teaching. Student does teaching activities in short time and small member of pupils.

Based on those theories above, it can be concluded that microteaching is a trainee model in teaching practice in small member involves four to ten students to develop base teaching skill in short time lasts ten to thirty minutes.

b. Characteristics of Micro Teaching

Allen and Ryan in J.A Slabbert (2007:111) explain that microteaching has the following characteristics:

- 1) It is a real teaching situation.
- 2) It reduces the complexity of the real classroom teaching situation in terms of the number of students, the amount of time and the amount of learning contents.
- 3) It emphasizes training for mastery of teaching activities such as skills, techniques, methods, and curriculum selection.
- 4) It offers better control over practicing teaching activities because many factors easily can be manipulated to attain this greater degree of control in the training program.
- 5) The feedback dimension is expanded considerably because the student can receive meaningful feedback immediately after his performance, and with the help of a variety of technological teaching media as well as observation and interaction-analysis instruments can take the opportunity to improve his performance in light of the feedback provided.

Meanwhile, Allen and Ryan also Turney in Marno and Idris (2014:65) argue that there some several basic component of micro teaching. They are: (1) establishing set (2) establishing appropriate frame of reference (3) achieving closure (4) recognizing and obtaining attending behavior (5) providing feedback (6) employing reward and

punishing (reinforcement) (7) control of participant (8) redundancy and repetition (9) illustration and use of example (10) asking question (basic) (11) the use of divergent question (12) the use of the higher order question (13) the use of probing question (14) student initiated question (15) completeness of communication (16) varying the stimulus situation (17) lecturing (18) classroom management and discipline (19) building small group discussion (20) guiding discovery learning and fostering creativity.

Based on explanation above, it can be summarized that characteristics of micro teaching are establishing set, appropriate frame of reference, achieving closure, recognizing and obtaining attending behavior, providing feedback, employing reinforcement, control of participant, redundancy and repetition, use of example, asking question (use of divergent question, use of the higher order question, use of probing question), student initiated question, completeness of communication, varying the stimulus situation, lecturing, classroom management and discipline, building small group discussion, guiding discovery learning and fostering creativity.

c. Procedures of Micro Teaching

Asril (2010:47) states that there are some steps that should student do in micro teaching. First step is comprehending theory or result of teaching skill research. Second, discussing the principle and

skill that should students do. Before practice teaching, students should prepare what skill that will be taught. Then, practice teaching in ten to fifty minutes, take the video record and re-play as suggestion about skill that have been trained. It is better if it train to another group to see the weaknesses before. The last step is implementation of micro teaching in real situation. Student realization what are they have been learned since micro teaching in real class, real pupils.

In micro teaching, student should create a lesson plan before practice teaching in class with small member. They practice base on the lesson plan that have been made. While teaching, supervisor observes them and after that gives feedback to student teacher. Student teacher replants the lesson plan, re-teach lesson. As Kumar in Harfika (2013:20) states that in micro teaching there are some steps that should students follow. They are:

- 1) Particular skill to be practiced is explained to the teacher trainees in the term of the purposes and components of the skill with example.
- 2) The teacher trainee gives the demonstration of the skill in micro teaching in stimulated condition to the teacher trainee.
- 3) The teacher trainee plan a short lesson plan on the basic of the demonstrated skill for his/her practice
- 4) The teacher trainee teaches the lesson to small groups of pupils.
- 5) On the basic of observation of a lesson, the supervisors give feedback to the teacher trainee.
- 6) In the light of the feedback give by the supervisor, the teacher trainee replants the lesson plan in order to use the skill in more effective manner in the second trial.
- 7) The revised lesson is taught to another comparable group of pupils.
- 8) The supervisor observers the re-teach lesson and gives re feedback to the teacher trainee with convincing arguments and reasons.

Furthermore, Sabri (2010:161) states that there are some steps that should students follow in micro teaching. Start from what micro teaching is it, comprehend the theory of micro teaching. After that give an example of skill in micro teaching, create a short lesson plan suitable with skill that will be practiced. Then, practice teaching base on short lesson plan that have been made in small member. Last, give feedback from the supervisor to student teacher.

Based on theories above, it can be summarized that there are some steps in micro teaching. Namely, introduction about micro teaching, give a model and discussion, teaching planning, teaching practice, discussion feedback, re-teaching planning, re-teaching practice, re-observation, and implementing in real situation.

d. Purposes of Micro Teaching

Asril (2010:46) claims that the purpose of micro teaching is drilled students to have basic and specific skill in learning process. Students have knowledge about teaching process, competent in teaching process, and also have good attitude and behaviour as a teacher. Beside, Dwight Allen in Harfika (2013:21) micro teaching has some purposes. First, micro teaching gives the real teaching for the students and some basic training skills. Second, students can develop their teaching skills before coming to the field. Student can be more ready to practice their skill in real situation. Third, give a chance to

students to get any basic skills. After following micro teaching, the students have many skills in teaching.

Sabri (2010:148) adds general purpose of micro teaching is to prepare the students to be ready in teaching in classroom that have knowledge, skills, proficiency, and good attitude as a professional teacher. Another purpose of micro teaching are the students can analyze their behavior, get basic skill in teaching, can practice technique of good teaching, can create a conducive classroom activities, and have a certain attitude as a teacher.

It can be concluded that micro teaching has purpose to get basic skill and develop skill of the students, train the students in performing teaching process before coming to the field when they have a real teaching, can analyze their behavior, have a certain attitude as a teacher, and can create a conducive classroom activities.

e. Advantages of Micro Teaching

J.A Slabbert (2007: 128) states some advantages of micro teaching. Microteaching is a training opportunity and the students can profit from all of the advantages of the situation. It provides the student with a context in which his primary responsibility is to learn to teach more effectively without the urgency of taking into account the needs and demands of pupils. It also offers to systematically analyze and evaluate his teaching, to practice particular teaching skills until

they are mastered before the more complex real teaching situation is dared, to more easily and purposefully practice teaching skills during the presentation of micro-lessons.

The systematic practice of teaching skills creates the possibility of forming a bridge between theory and practice. Implementing interaction-analysis instruments offers the opportunity to objectively analyze particular activities and makes the student sensitive to part-activities that the skill manifests. The fact that the micro-lesson takes a short time gives the student the opportunity to better identify the elements of the learning contents and then further design his micro-lesson around them. The student himself, or under the guidance of a teacher educator, can easily correct problems or errors that arise because the variables he has to take into account are limited.

Micro teaching gives each student the opportunity to contribute meaningfully to the improvement of his fellow students and at the same time it puts a great deal of responsibility on his shoulders. To present a micro-lesson to fellow students in the same subject area gives him the opportunity to present his micro-lesson on any grade level. It provides the opportunity to students to put themselves, as far as possible, in the position of the pupils with whom they must try to deal. The student who presents the micro-lesson is challenged to communicate with his "pupils" about the content on an appropriate

learning level even though he presents his micro-lesson to fellow students.

However, Brown and Armstrong in Marno and Idris (2014:67) says that micro teaching has advantages as follow:

- 1) High correlation between micro teaching and teaching practice.
- 2) Teaching practice more competent through micro teaching.
- 3) Teaching practice more achievement through micro teaching.
- 4) Micro teaching less benefit for higher capability student.
- 5) Students more easy to communicate with the learners after following micro teaching.
- 6) Recording model presentation better than oral model so that more significant with teaching skill.

Based on explanations above, it can be concluded that micro teaching has many advantages; high correlation between micro teaching and teaching practice, teaching practice more competent, achievement, easy to communicate with the learners, and more significant with teaching skill.

2. Instructional Media

a. Definition of Instructional Media

There are many experts' opinions about the definition of instructional media. Gagne and Briggs in Arsyad (2010:4) implicitly say that instructional media include physical tool that use to send information or material that consist of books, tape recorder, cassette, video camera, video recorder, film, slide, photo, pictures, graphics, television, and computer. In other word, instructional media are one of

components in learning process included instructional material in student's atmosphere that can be stimulus students to learning.

Furthermore, Sabri (2010:107) defines instructional media as a tool that is used as mediator to send message that can stimulate students' mind, sense, and progressive in order to make learning process running well.

In addition, Aswir and Usman in Valyes (2014:9) argue that instructional media is a thing that used for transform information (message) to audience (students) and can stimulate the mind, feeling, and motivation of audience in order to the teaching and learning process will be more effective. It seems that instructional media should be effective to improve the student performance that suitable with the purpose in using instructional media.

Based on those theory above, it can be concluded that instructional media is the medium that use in learning process to make easily and to make the learning process run effectively.

b. Kinds of Instructional Media

According to Djamarah and Zain (2006: 124-126), instructional media are classified into instructional auditory media, instructional visual media, and instructional audio-visual media. First, instructional auditory media are the group of media that can only be heard, or the media that rely on voice capability. These media include

radio, audio or tape recorder. Second, instructional visual media are the group of media which only rely on the sense of vision. For example, images, photographs, slides, cartoons, models, and so on. The last, instructional audio-visual media are the group of media that can be heard and seen, such as sound slide, movies, TV, video, and filmstrip.

Besides, Sabri (2010: 109-112) claims that instructional media can be classified into 2 and 3-dimension visual aids and projected visual aids.

- 1) 2 and 3-dimension visual aids, such as chart, graphs, poster, still picture, flat map, and emerged map.
- 2) Projected visual aids, such as film, slide, and film strip

Sudarajat (2008:1) classify four kinds of instructional media:

- 1) Visual Media: graphic, diagram, chart, poster, cartoon, comic, etc.
- 2) Audio Media: radio, tape recorder, laboratory of language, etc.
- 3) Project Still Media: slide, overhead projector (OHP), in focus, etc.
- 4) Project Motion Media: film, television, video, (VCD, CVC, VTR), computer, etc.

Instructional media can divide into four categorize that include visual media such as graphic, diagram, chart, poster, and comic which have size. Beside, radio, tape recorder and laboratory of language belong to audio media. Another kind of media is project still media and project motion media that include slide, overhead projector (OHP), film, video, television.

According to Muhammad in Valyes (2014:10), there are seven kinds of instructional media in learning process:

1) Drawing or teacher Made Drawing

This media can be constructed and supported the topic which is being taught. The teacher can prepare it at home and apply it easily in the class to achieve the goals of the teaching and learning process.

2) Pictures

Pictures can translate abstract concept into more realistic or concrete items teachers can get various colorful picture from used magazine, posters, or from newspaper or calendars.

3) Realia or Real Objects

Realia means real things, objects such as coins, tools, plants, animal, or collection of artifacts that teachers can bring into classroom to illustrate the meaning of the teaching to be more clearly, meaningful, and memorable.

4) Textbook

The most important thing of the textbook is to try to stimulate the students' interest in the topic and make students know that they have to do in the classroom.

5) Blackboard or Whiteboard

Whiteboard is one of the adaptable parts of classroom teaching equipment. The blackboard or whiteboard is the most

important visual media which most of the classroom have. The board can be used for presenting drawings, diagram, and written language. It is always available for various purposes without special preparation.

6) Audio Media

Audio media is the most powerful aids among the resources for teaching and learning. By using audio media the object cannot only show but also heard and seen.

7) LCD Projector

LCD stands for Liquid Cristal Display. It is similar with an OHP. It must be connected to the computer to display teaching materials to learners. And nowadays LCDs are more popular than OHPs for presentation or for teaching because they are more practice and efficient.

Vernon Et Al in Syukri (2013) states six kinds of instructional media, they are as follows:

- 1) Drawing or teacher made Drawings,
- 2) Still Pictures,
- 3) Audio Recording,
- 4) Motion Picture and TV,
- 5) Real Object, Stimulation and Models,
- 6) Programmed and Computers.

From those explanation above, it can accomplished that there are many kinds of instructional media can be effectively used in classroom such as instructional auditory media, instructional visual media, and instructional audio-visual media, project still media,

project motion media, drawings, pictures, realia, or the real objects, textbook, board, and LCD projector.

c. Function of Instructional Media

Yassaei (2012:12) states that teaching English through media is a well-known way to create meaningful context, which can be delivered through a wide variety of print, audio, and visual formats. Instructional media can be integrated into language lessons in a variety of ways by developing activities based on radio programs, television shows, newspapers, and videos.

According to Suherman in Valyes (2014:12), the functions of instructional media are generally as follow:

- 1) To clear the material up in order not be so verbal that students can easily catch the explanation.

It means that the teacher uses instructional media to make clear the materials that are taught and to make students be easier in catching the teacher's explanation.

- 2) To overcome the limitation of time and sense.

By using instructional media, teacher can limit the time in giving materials, for example: the teacher use slide as instructional media. In using slide as instructional media, teacher just shows the material without a note in the whiteboard.

- 3) To attract the students' attention to follow the teacher.

By using instructional media, students will be more interested in learning, for example: teachers' explanation will be interesting for students by using picture than they just listen to teachers' speech in front of class.

- 4) To grow students spirit up.

Student will be spirit if the teacher used instructional media. However, if the teacher just writes down in whiteboard or just speech in classroom they can be bored and be sleepy.

- 5) To enable direct interaction between students and environment.

Teachers can use everything in environment as instructional media because it is near by the students' life. They usually do interaction with their environment.

- 6) To enable students to learn by himself based on his capability and intention.

Students can learn in many places, not only in the classroom with the media that have been provided by the teacher but also they can learn from their environment. For example: they can learn vocabulary about animals, they can see in around them such as cow, goat, chicken, bird and so on.

- 7) To make similar between experience and students perception in receiving message.

Instructional media can help the students to give experience when they use media. For example: they learn

speaking and how to pronounce some words, when they watch the English movies. They will listen to some words and they can compare words that they listen from their teacher with the words that they heard in the movie.

Furthermore, Asnawir and Usman (2002:20) state that there are some functions of instructional media in learning process. They are instructional media can improve the learners' motivation, it means that by using instructional media motivation of the students will be more increase in learning. Then, it give clear complete concepts, easy to understand the materials, give the learning stimulus, active the learners' response.

Sabri (2010:108) claims that instructional media has six functions in learning process. Instructional media has functions itself as a tool to make learning process be effective. It also integral part of teaching that should develop by teachers in the class. Next, instructional media in its use integral with aim which base on learning outcome and material. Instructional media is not only to complete learning process but also to attract students' attention. It also to accelerate teaching process and help students to comprehend and understand the material that teacher give. The last function of instructional media is to increase quality of teaching.

It can be summarized that instructional media has functions to clear the material up, limit the time, attract the students' attention, enable direct interaction, review the lesson, and give new information.

d. Advantages of Using Instructional Media

Instructional media has some advantages in teaching process. Sabri (2010:109) states seven advantages of using instructional media in learning process. Instructional media can decrease verbalism, it can improve students' interest and attention, it is as the basic to develop a great outcome of study and gives real experience, it makes order thinking, develop language skill, and gives experience which only can get by using media.

As said by Arif in Valyes (2014:14), there are some advantages of instructional media. The first is instructional media can make the presentation is not too verbal such as written or spoken. The second advantage is instructional media can reduce the limitation of time, place, and sense. The last advantage is varies of instructional media can reduce the passive attitude of learners.

In addition, Sudjana and Rivai (2002:2) also state that there are some advantages of instructional media as follow:

- 1) The learning process will be interesting for the students. It can be students' motivation in learning process.

- 2) The learning material will be clear. It means that it is easy to understand by student and conquering and achieve the learning purpose.
- 3) The learning method will be variations, it is not only for verbal communication that the explained by the teacher utterance, so the students are not bored.
- 4) The students can do some activities in learning because not only listen the teacher utterances, but also another activities.

Furthermore, Asnawir and Usman in Valyes (2014:1), instructional media can stimulate the mind, feeling, and motivation of the audience in teaching and learning process. A teacher should be creative to use instructional media to teach their students. Therefore, teacher should know instructional media which suitable with the teaching purpose and material will be taught.

It can be concluded that instructional media can make the presentation is not too verbal, can reduce the limitation of time, place, sense and passive attitude of learners, make students interested, learning material will be clear and variations, can stimulate the mind, feeling, and motivation.

3. Video

One of instructional audio visual media applied to language learning and teaching is, of course, video. It is a well-known fact that

instructional audio-visual media are a great help in stimulating and facilitating the learning of a foreign language. According to Wright in Cakir (2006:67) many media and many styles of audio-visual presentation are useful to the language learner. That is to say, all instructional audio-visual media have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learners use their eyes as well as their ears; but their eyes are basic in learning.

a. Definition of Video

According to Smaldino, Lowther and Russel (2011:406), video is a tool for documenting the actual events that can show it in the classroom. Meanwhile, Muhammad in Fitri (2012:24) states that video is a combination between visual media and audio media.

Furthermore, Mayer in Cruse (2007:6) states that video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed-captioning.

Cakir (2006:70) claims that video is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey meaning. Thus it is clearly true such kind of materials present complete communicative situations by means of the dynamic, immediate and

accessible combination of sound and vision. The students contextualize the language they have learnt. In other words, they can see and hear the speakers in dialogues; their ages, their sex, perhaps their relationship one to another, their way of dressing, social status, what they are doing and perhaps their feelings.

Based on the explanation above, it can be concluded that video is form of communication and such kind of materials present complete communicative situations by means of the dynamic, immediate and accessible combination of sound and vision that record of picture, combination of some pictures, and also combination of visual and audio media that conveys information.

b. Criteria of Video

According to Berk (2009: 7), there are three sets of criteria of video that must be considered: (a) the students' characteristics, (b) the offensiveness of the video, and (c) the video structure. The first is students' characteristics: age or grade level, gender, ethnicity. Instructors should know their students and these criteria are a must consideration in choosing the right video.

The second set of criteria concerns the possible offensiveness of the video, plus content irrelevant to the reason for showing the video, such as: put-downs or ridicule of females, racial and ethnic groups, professions, politicians, and celebrities; mental or physical abuse of anyone; drug use; and other offensive content. Clear standards

for - acceptable - content should be delineated. The video is being used to facilitate learning, not impede it. What is interpreted as offensive is a very personal decision by each student based on his or her own values, beliefs, and principles.

Finally, the structure of the video must be appropriate for instructional use: (a) length : as short as possible to make the point, edit unmercifully to a maximum of three minutes unless the learning outcome requires a lengthier extract; (b) context : authentic everyday language use unless purpose relates to language; (c) actions/visual cues :action should relate directly to purpose, eliminate anything extraneous; and (d) number of characters : limit number to only those few needed to make the point, too many can be confusing or distracting.

Besides, Prince Edward Island Department of Education (2008: 32) states that there are two criteria of video. They are instructional design and technical design. The first criteria is instructional design, that include: students' knowledge where a video should be common knowledge or previously learned knowledge, video covering a number of concepts require a level of organization that is logical to the student, appropriate pre- and post-viewing activities are suggested in the support materials which are effective when they provide pre-viewing activities that connect to students' knowledge and

help them to comprehend the concepts that are highlighted and post-viewing activities should extend and consolidate the learning.

The second criteria is technical design that include: first, volume and quality of sound where narration messages should be audible over background sound. Second, narration is effective to instructional purposes that should carry an appropriate tone and clarity, clearly correspond with the visuals. Third, music and sound should avoid distractions and should enhance affective goals and effectiveness of the message. Then, the use of special effects and complex transitions adds to the educational effectiveness and flashy visual effects should be used sparingly.

Next, titles present information about the production without disrupting the flow of the presentation and captions are clearly readable and shown on the screen for a sufficient length of time. Presentation is logical and varied which the mix of pacing, presentation styles, and communication approaches used is consistent with the message. The last, pacing should be neither too slow nor too fast to hold the students' attention and stimulate interest in the subject.

Based on theories above, it can be concluded that criteria of video not only must be considered the students' characteristics, the offensiveness of the video, but also structure or technical design of video.

Table 1
Summary of Criteria of Video

No	Edward Island Department of Education (2008)	BERK (2009)	DESCRIPTION
1.	INSTRUCTIONAL DESIGN (a) Students' knowledge where a video should be common knowledge or previously learned knowledge, (b) Video covering a number of concepts require a level of organization that is logical to the student, (c) Appropriate pre- and post-viewing activities are suggested in the support materials which are effective when they provide pre-viewing activities that connect to students' knowledge and help them to comprehend the concepts that are highlighted and post-viewing activities should extend and consolidate the learning	STUDENTS' CHARACTERISTICS Students's characteristics: age or grade level, gender, ethnicity, and language-dominance. Instructors know their students and these characteristics are a <i>must</i> consideration in choosing the right video	STUDENTS' CHARACTERISTICS <ul style="list-style-type: none"> - Knowing the students (age or grade level, gender, ethnicity), what are a must consideration in choosing the right video to make them interested. - Students' knowledge - Video covering the concept that is logical to the students
2.	TECHNICAL DESIGN (a) volume and quality of sound where narration messages should be audible over background sound. (b) narration is effective to instructional purposes that should carry an appropriate tone and clarity, clearly correspond with	STRUCTURE OF THE VIDEO (a) Length : as short as possible to make the point, edit unmercifully to a maximum of three minutes unless the learning outcome requires a lengthier extract; (b) Context : authentic everyday language use unless purpose relates to language;	STRUCTURE OF THE VIDEO: <ul style="list-style-type: none"> - Length (keep concise) Maximum three minutes to developing real concept - Context Authentic everyday

	<p>the visuals.</p> <p>(c) music and sound should avoid distractions and should enhance affective goals and effectiveness of the message.</p> <p>(d) the use of special effects and complex transitions adds to the educational effectiveness and flashy visual effects should be used sparingly.</p> <p>(e) titles present information about the production without disrupting the flow of the presentation and captions are clearly readable and shown on the screen for a sufficient length of time.</p> <p>(f) Presentation is logical and varied which the mix of pacing, presentation styles, and communication approaches used is consistent with the message.</p> <p>(g) pacing should be neither too slow nor too fast to hold the students' attention and stimulate interest in the subject</p>	<p>(c) Actions/visual cues : action should relate directly to purpose, eliminate anything extraneous; and</p> <p>(d) Number of characters : limit number to only those few needed to make the point, too many can be confusing or distracting</p>	<p>language use</p> <ul style="list-style-type: none"> - Action / visual cues Related to purpose directly - Number of characters Only few characters to make the point - Volume, music and quality of sound - Effect and transition - Title
3.	-	<p>OFFENSIVENESS OF THE VIDEO</p> <p>Plus content <i>irrelevant</i> to the reason for showing the video, such as: put-downs or ridicule of females, racial and ethnic groups, professions, politicians, and celebrities; mental or physical abuse of anyone; drug use; and other offensive content. Clear standards for – acceptable -</p>	<p>OFFENSIVENESS OF THE VIDEO</p> <p>The content of the video relevant to the concept which need to be developed, clear standards for content should be delineated and it is being to facilitate learning, not impede it.</p>

		<p>content should be delineated. The video is being used to facilitate learning, not impede it. A student who is offended by a video clip will withdraw, turn off, and harbor anger, which are emotions hardly conducive to learning. What is interpreted as offensive is a very personal decision by each student based on his or her own values, beliefs, and principles.</p>	
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c. Advantages of Video

Thorpe (2008:39) states that video materials help more students achieve at higher levels and tend to engage many more students in ways that are more compelling than print-only resources. Then, video has been found to be effective with special student groups including economically disadvantaged and the learning disabled. Video content improves student and teacher performance, and changes student-teacher interaction in ways that facilitate student achievement. Next, student learning was substantially improved by exposure to content-related video clips.

Denning (2000:2) argue that video have some strength, as follows:

- 1) Video can present visual information that is difficult to convey in other ways. One of the appeals of video is that it provides a sense of 'being there'. Students can 'walk on the moon', or 'visit an erupting volcano' without ever leaving the classroom. A student who sees and hears the suffering of African famine victims will likely be more affected than one who reads simple textual information about it.
- 2) Not only do videos allow students to 'travel' to different places, they permit travel through time as well. Events of the past or great works of literature can be brought to life when characters, costumes

and customs of the times and events (historical or fictitious) are portrayed on the screen.

- 3) Videos can be used to demonstrate specific manual skills or physical processes, either at normal speed, in slow motion, or speeded up to reveal relationships, principles, or practices.
- 4) Videos can be used to model positive behaviour and to motivate students. They are particularly useful for introducing a topic, or reviewing material already studied when motivation is a key to student involvement in a learning sequence.
- 5) Videos can provide messages about issues critical to the lives of learners, or to the topic under consideration. Videos can be designed to have strong emotional appeal, thus they can tap into emotional and values involvement with specific issues.
- 6) Video may help to promote learning in students with high visual orientation in their learning styles. Video can also provide visually-compelling access to information for many learners with reading difficulties.

Furthermore, Çakir (2006:68) argues that students like video because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. For teachers that makes it more interesting and enjoyable is that it helps to promote

comprehension. Deficiencies in vocabulary can make even a simple task very difficult for our students.

Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words. Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes. A ten-minute programme can be useful for more advanced students. Less advanced students may wish something much shorter because their limited command of the language also limits their attention span.

It can be summarized that video can present visual information, video permit travel through time as well, can be used to demonstrate specific manual skills or physical processes, to model positive behaviour and to motivate students, provide messages, challenging, and stimulating to watch, it makes meaning clearer, may help to promote learning in students with high visual orientation in their learning styles, effective with special student groups, and changes student-teacher interaction in ways that facilitate student achievement.

B. Review of Relevant Studies

Related to this research, the researcher finds other studies which are relevant to this research. First is thesis about improving students' vocabulary mastery by using video (a study of the fourth grade students of SDN 07 Sumaniak Kec. Salimpaung, Kab. Tanah datar registered in 2012/2013

academic year). This research was done by Dilla Fitri in 2012. Based on the result of the research in two cycles that was conducted on 21 January – 1 February 2013, it was known that using video can improve students' vocabulary mastery at the fourth grade students of SDN 07 Sumaniak Kec. Salimpaung, Kab. Tanah Datar Registered in 2012/2013 Academic Year. It can be proven by comparing the mean score of students' score in each meeting with post test score got by students.

Furthermore, thesis about pengaruh penerapan multimedia (power point dan video pembelajaran) terhadap hasil belajar siswa pada pembelajaran fisika kelas VII SMP N 1 Rambatan was done by Vivi Mulyani in 2012 shows that the result of students' physics studying by applying instructional multimedia in physics is better than result of students' physics studying by using conventional learning (without instructional multimedia).

Based on the information above, this research is different from others. Comparing to this research, there are differences and similarities with this research. The similarity one is this research studying about video. While, the differences is Dilla Putri studying about improving students' vocabulary mastery by using video and Vivi Mulyani studying about pengaruh penerapan multimedia (power point dan video pembelajaran) terhadap hasil belajar siswa pada pembelajaran fisika. Moreover the researcher studies about an analysis of video as instructional audio-visual media used by students in micro teaching class.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Type

This research is descriptive research. Gay and Airasian (2000:189) suggest that descriptive method involves collecting data in order to answer question about the status of the subject study. So that, in this research the researcher collected the data to describe video as instructional audio visual media used in micro teaching by the seventh semester students of English Department of STAIN Batusangkar registered in 2014/2015.

B. Population and Sample

1. Population

According to Gay and Arasian (2000:122), population is the group of interest to the researcher, the group to which she would like to the result of the study to be generalizable. The population of this research was the video of the seventh semester students of English Department of STAIN Batusangkar registered in 2014/2015 who used curriculum 2013. Total population of this research was twenty five videos.

2. Sample

According to Gay and Airasian (2000: 138), sample is the process of selecting a number of individual for the study in such way that

individual represents the larger group from which they were selected. The purposive sampling is to gain about the population by using the sample. In this research, the researcher used purposive sampling technique to get the sample. There were twenty one videos as instructional media that used by the seventh semester students of English Department of STAIN Batusangkar registered in 2014/2015.

C. Technique of Data Collection

1. Research Instrument

The main instrument of this research was the researcher herself. As it is explained by Gay and Airasian (2000:19), the researcher relies on herself as the main instrument of data collection. It means that the key instrument to collect the data was researcher herself.

To measure and permit appropriate interpretations of scores, the researcher used validity. According to Brewer and Huter in Miles and Huberman (1994: 278) validity itself is not monolithic; the classic, measurement-oriented view differentiates face, content, convergent, discriminant, and predictive validity. In this case, the researcher used content validity based on the theories. The researcher used descriptive survey sheet of criteria of video.

Beside the validity, the researcher also used reliability to measure the scores consist of result. Miles and Huberman (1994: 278) define reliability is whether the process of the study is consistent, reasonably stable over time and cross reasearcher and methods. Consist means

established by determining the relationship between scores resulting from administering the same test, the same group on different occasion.

The researcher collected the students' video as instructional media. Then to get the reliability, the researcher used inter-rater scoring (scored by two persons). After that, the researcher gave score to students' video. The analytical scoring was the method of scoring that researcher used in this research. In analytic the scoring, the research applied the scoring that supposed by some experts state that some criteria of good video. Exemplary score = 3, acceptable score = 2, and poor score = 1.

To check the reliability of the data, the researcher used the formula as suggested by Anas (1997:192). The formula used product moment:

$$r_{xy} = \frac{N \cdot \sum xy - (\sum x) \cdot (\sum y)}{\sqrt{\{N \cdot \sum x^2 - (\sum x)^2\} \{N \cdot \sum y^2 - (\sum y)^2\}}}$$

Explanation: r_{xy} : The coefficient correlation "r" Product Moment

N : Numbers of case

$\sum xy$: Sum of variable X and variable Y

$\sum x$: Sum of variable X

$\sum y$: Sum of variable Y

Reliability between first and second scorer was strong (0.726).

2. Research Procedures

This research was conducted by applying the following steps.

They were preparation, operation, and post operation.

a. Pre-operation

In pre-operation of the research, researcher found out the problem and decided to conduct the research. Then, researcher collected any sources and references deal with the research. Next, the researcher wrote thesis proposal and prepared to do the preliminary observation. Then, researcher consulted with the advisors, and revised the proposal. After that, the researcher prepared to conduct proposal seminar.

b. Whilst-operation

To collect the data, the researcher take students' videos of micro teaching. Then, the researcher observed and classify the video.

c. Post Operation

The last step of this research was analysis. The researcher analyzed the data that have been taken from students' videos of micro teaching. The researcher classified the video based on criteria of video.

D. Technique of Data Analysis

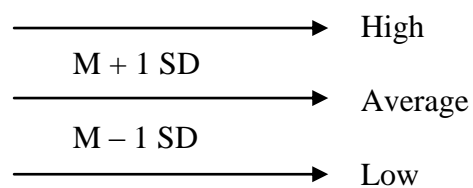
After collecting the data, the researcher analyzed the data, researcher used descriptive analysis. In this technique, the researcher analyzed students' video used in microteaching class. In analyzing the data, the researcher did some activities as follow:

1. Giving code/number of each video, for example; V1 = First Video and V2 = Second Video.

2. Watching students' video.
3. Identifying the students' video based on criteria of video. (see appendix 2)
4. Interpreting data base on the score of each students' video
5. Taking summaries.

E. Data Interpretation

The researcher interpreted the result of the research. This research used statistic which applied to students' video. Descriptive analysis arranged based on mean score (M) and standard deviation score (SD). By using categorizing table proposed by Anas (1997:162). The category of quality of students' video can be seen as below:



To know percentage of quality of students' video, Anas (2005:43) describes the following is used as follows:

$$P = \frac{F}{N} \times 100\%$$

Where: P : the index of percentage
 F : the number of frequency
 N : the number of sample

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Description

This chapter presents the data of students' instructional audio visual media in micro teaching class. This research was conducted at the seventh semester students at STAIN Batusangkar in 2014/2015 academic year. There were 25 audio visual (video) as population of this research, and there were only 21 instructional audio visual media were taken as the sample.

In this research, the researcher scored the instructional audio visual media. In scoring the instructional audio visual media, inter-rater scorer (scoring by two persons) was applied by conducting analytical scoring based on theory. Instructional audio visual was scoring by some criteria; students' characteristics (grade level or age, students' knowledge, and students' logical concept of video) structure of the video (length, context authentic everyday language, action/visual cues, number of character, volume and quality of sound, effect and transition, and title), and offensiveness of the video. In order to get clear information about students' instructional audio visual media scores, each score of students' instructional audio visual media can be seen from the table below:

Table 2
The Score of Students' Instructional Audio Visual Media in Micro Teaching Class

Video	First (x)	Second (y)	Mean	Scores
1	28	29	28.5	85
2	30	31	30.5	91
3	30	30	30	91
4	32	30	31	97
5	26	26	26	79
6	32	32	32	97
7	29	30	29.5	88
8	28	31	29.5	85
9	24	25	24.5	73
10	25	24	24.5	76
11	31	30	30.5	94
12	27	30	28.5	82
13	29	29	29	88
14	27	31	29	82
15	30	30	30	91
16	24	25	24.5	73
17	30	28	29	91
18	29	31	30	88
19	24	26	25	73
20	30	28	29	91
21	31	28	29.5	94

From the score of video above, it is got the data that the highest score of students' instructional audio visual media was 97 and the lowest score was 73. Then mean score (M) was 86.19 and standard deviation (SD) was 6.95. In order to give a clearer explanation about the quality of students' instructional audio visual media, students' score was arranged in form of frequency distribution based on their interval class and category as stated in the table bellow:

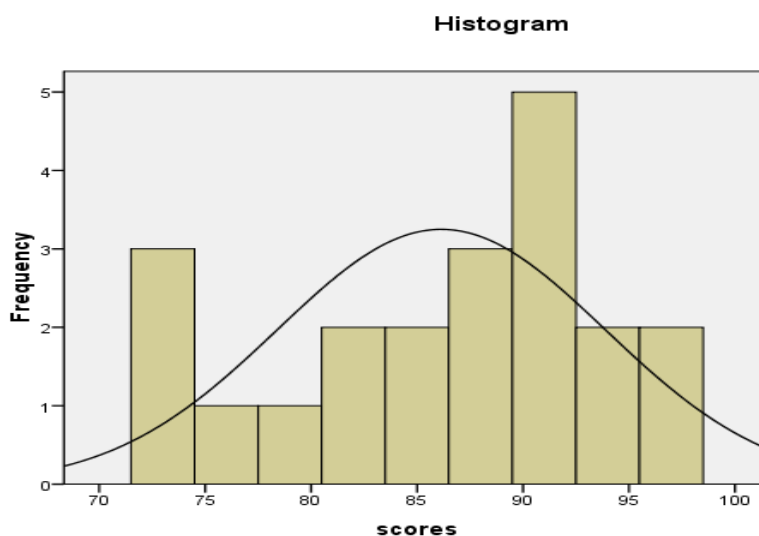
Table 3
The Frequency Data Distribution of Students' Instructional Audio Visual Media in Micro Teaching Class

No	Average Score	Absolute Frequency	Relative Percentage	Category
1	>93.14	4	19.05%	High
2	79.24 - 93.14	12	57.14%	Average
3	<79.24	5	23.81%	Low
Total		21	100%	

Based on formula that proposed by Anas (1997:162), it is got the high score was more than 93.14, for average was 79.24 to 93.14, and for the low score was less than 79.24. Based on information of table above, it can be seen that from 21 video, 4 (19.05%) video have high quality, 12 (57.14%) video has average quality and 5 (23.81%) video have low quality.

In order to give a clearer explanation about the quality of students' instructional audio visual media, students' score was arranged in histogram below:

Histogram 1.
Students' Instructional Audio Visual Media Quality in Micro Teaching Class



B. Data Analysis

In data analysis, the researcher collected the data and analyzed them by using analytic scoring. The score for each indicator was 3 for exemplary, 2 for acceptable and 1 for poor. Therefore, the score for all of the indicators was 33. The researcher analyzed the scores based on students' mean score to find students' instructional audio visual media quality in micro teaching class could be categorized into high, average, and low. The following explanation describes about the analysis of the data:

1. Students' Characteristics

There are three indicators the researcher used in this criterion to analyze the media. First is knowing the students, students' knowledge, and students' logical concept. For more explanation, it can be seen in the following table below:

Table 4
The Score of Students' Instructional Audio Visual Media in Micro Teaching Class in Students' Characteristics

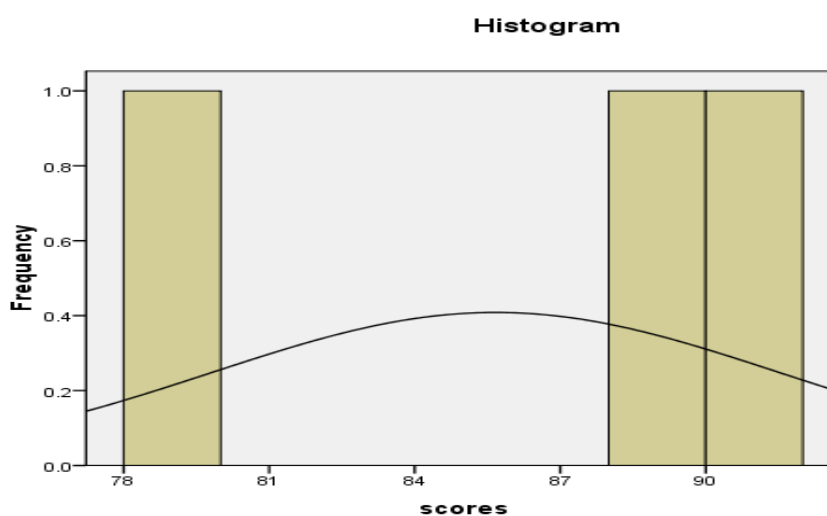
Criteria of video	Indicators	Scores	Category
Students' characteristics	Video appropriate for grade level, gender, ethnicity	79	Low
	Students' knowledge	88	Average
	Video covering the concept that is logical to the students	90	Average

Based on the table above, it can be seen that the quality of students' instructional audio visual media in students' characteristics criteria was sufficient. It proved by the mean (M) was 85.66. In grade

level indicator, there was video that was not suitable with grade level. For example, in video 5, the student-teacher taught in senior high school but the video that he used was not appropriate for Senior high school level. Because, vocabulary used in the video were not variatif, and intonation of the speakers in video was flat. Second, in students' knowledge indicator, the quality of video was average. The student-teachers used common video for their students, but there were student-teachers used video that was not really familiar for students. For example, in video 16, student-teacher used video about Niagara falls in Canada. Student-teacher teach students who live in Indonesia but she showed about Niagara falls that located in Canada. Last, students' logical concept. Students-teacher used video that logic for their students.

For more information, it can be see from histogram below:

Histogram 2.
The Score of Students' Instructional Audio Visual Media in Micro Teaching Class in Students' Characteristics



2. Structure of Video

There are seven indicators the researcher used in this criterion to analyze the media. They length of the video, context authentic language, action / visual cues, number of character, volume and sound, effect and transition, and tittle. For more explanation, it can be seen in the following table below:

Table 5
The Score of Students' Instructional Audio Visual Media in Micro Teaching Class in Structure of the Video

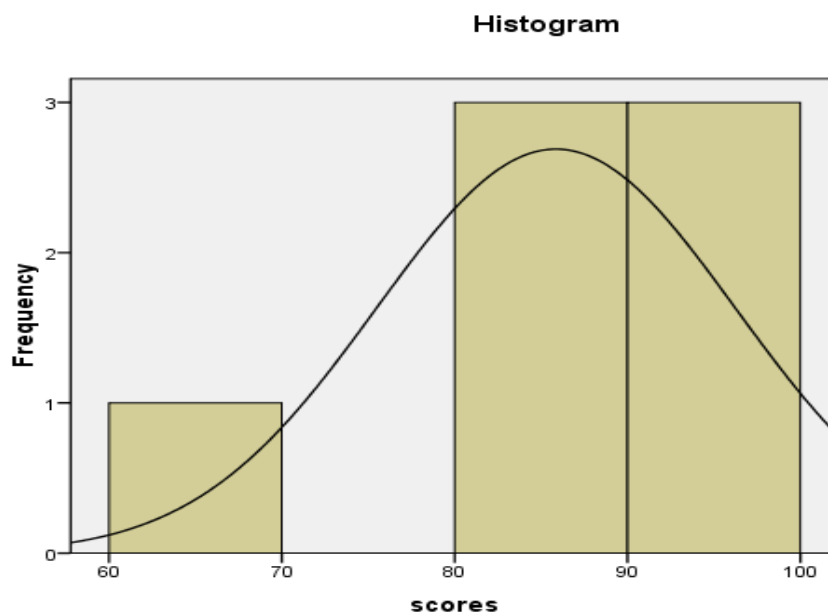
Criteria of video	Indicators	Scores	Category
Structure of the video	Length of video	87	Average
	Context authentic everyday language use	89	Average
	Action / visual cues	94	High
	Number of character	64	Low
	Volume, music and quality of sound	90	Average
	Effect and transition	83	Average
	Title	94	High

Based on the table above, it can be seen that the quality of students' instructional audio visual media in structure of the video criteria was average. It proved by the mean (M) was 85.86. For detail, there were 87 (average) in length of video indicator. Generally, student-teacher choose video that have exemplary length, about two minutes, one half minutes. Then, 89 (average) in context authentic everyday language use. Student-teacher used video that used authentic language, but there were student-teacher used video with unfamiliar language. For example video 19, in the

video there were vocabulary such as polaroid, dude, GPA, and others. Then, 94 (high) in action / visual cues, the video showed that what the speakers say match with what they act in the video. 64 (low) in number of character, there were video that showed many characters that might make students confused. For example in video 20, in the video, there were twelve characters. It will make students confuse to remember and different it. Next, in volume, music and quality of sound indicator was 90 (average), the sound of the video were soft, so it was not disturb the important point of video. Then, effect and transition indicator was 83 (average). Last, score in title indicator was 94 (high), the title of the video was clear and readable.

For more detail, it can be see from histogram above:

Histogram 3
The Score of Students' Instructional Audio Visual Media in Micro Teaching Class in Structure of the Video



3. Offensiveness of the Video

The last criteria of video is offensiveness of the video. Based on data analysis, researcher found that the score of this criteria was 93 where it was include in average category. For more explanation, it can be seen in the following table below:

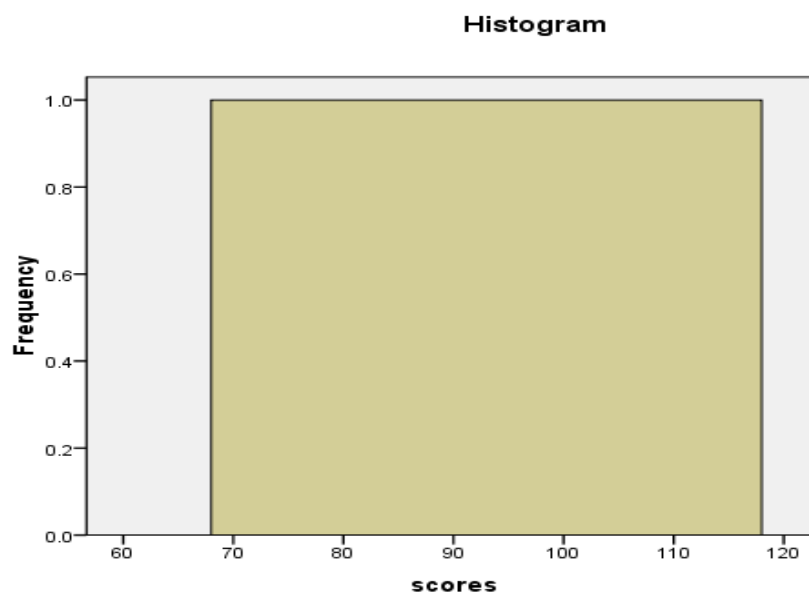
Table 6
The Score of Students' Instructional Audio Visual Media in Micro Teaching Class in Offensiveness of the Video

Criteria of video	Indicators	Scores	Category
Offensiveness of the video	content of the video relevant to the concept	93	Average

From the table above, it can be seen that the offensiveness of the video was average where the scores of the criteria was 93. Student-teacher used video that relevant with the concept that will developed. Student-teacher teach about procedure to make something, the video that they used were about how to make something. Student-teacher teach about advertisement, they used video about advertisement.

For more detail, it can be see from histogram below:

Histogram 4
The Score of Students' Instructional Audio Visual Media in Micro Teaching Class in Offensiveness of the Video



Based on the information above, it can be seen that the quality of students' instructional audio visual media in students' characteristics was average (85.66). Then, the quality of students' instructional audio visual media in structure of the video criteria was average (85.86). Last, the quality of students' instructional audio visual media in offensiveness of the video criteria was average (93.0). For more clearly information, it can be seen from the table below:

Table 7
The Score of Students' Instructional Audio Visual Media in Micro Teaching Class in Each Indicators

Criteria of video	Indicators	Scores	Category
Students' characteristics	Grade level or age	79	Low
	Students' knowledge	88	Average
	Students' logical concept	90	Average
Structure of the video	Length of video	87	Average
	Context authentic everyday language use	89	Average
	Action / visual cues	94	High
	Number of character	64	Low
	Volume, music and quality of sound	90	Average
	Effect and transition	83	Average
	Title	94	High
Offensiveness of the video	The content of the video relevant to the concept	93	Average

From the score of each indicators of video above, it is got the data that the highest score of indicator was 94 and the lowest score was 64. Then mean score (M) was 86.91 and standard deviation (SD) was 7.80 .

In order to give a clearer explanation about the quality of students' instructional audio visual media, students' score was arranged in form of frequency distribution based on their interval class and category as stated in the table below:

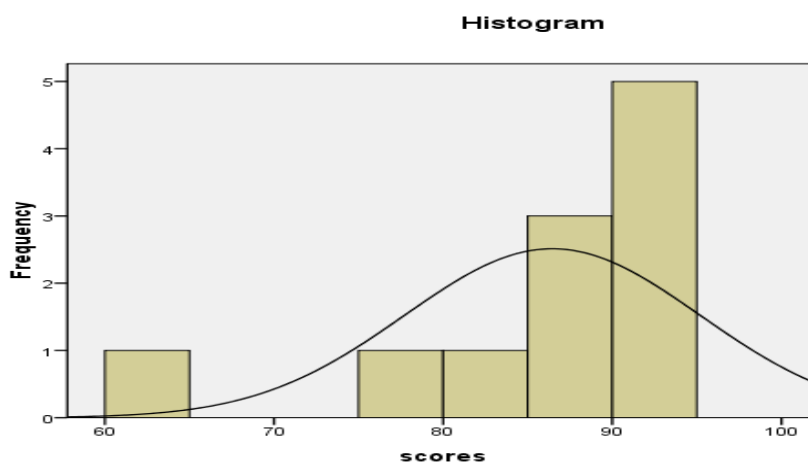
Table 8
The Frequency Data Distribution of Students' Instructional Audio Visual Media in Micro Teaching Class in Each Indicators

No	Average Score	Absolute Frequency	Relative Percentage	Category
1	>94.71	2	18.18%	High
2	79.11 - 94.71	7	63.64%	Average
3	<79.11	2	18.18%	Low
Total		11	100%	

Based on formula that proposed by Anas (1997:162), it is got the high score was more than 94.71, for average was 79.11 to 94.71, and for the low score was less than 79.11. Based on the table above, the quality of indicators of video was average, because the mean score of the indicators was 86.91. for detail, there were 2 (18.18%) indicators that have high quality in the video, 7 (63.64%) indicators of video have average quality, and 2 (18.18%) indicator have low quality.

In order to give a clearer explanation about the quality of each criteria, indicators' score was arranged in form of histogram below:

Histogram 5
Students' Instructional Audio Visual Media in Micro Teaching Class in Each Criteria



C. Discussion

Based on the result of the research above, the researcher analyzed students' video as instructional audio visual media in microteaching class. There were three categories of quality of students' video as instructional audio visual media in microteaching class namely high quality, average quality and low quality. In this research, the researcher discussed three criteria of video and its indicators. They were students' characteristics (grade level or age, students' knowledge, and students' logical concept of video) structure of the video (length, context authentic everyday language, action/visual cues, number of character, volume and quality of sound, effect and transition, and title), and offensiveness of the video. From the data above, the researcher concluded that the quality of video as instructional audio visual media used by the seventh semester students in microteaching class was *average*. It was proved by the mean (M) score 86.19.

As stated by Berk (2009:7) that the teachers should know their students' characteristic, who are the students will they teach. In this research, the the researcher found that the quality of students' instructional audio visual media in each criteria was average in students' characteristics criteria (85.66). Then, he also stated that the content of the video should be relevant to the concept that need to be developed and it is being to facilitate learning, not impade it. The researcher found in this research that students' instructional audio visual media in relevancy of the content was average. It was proved by mean (M) score 93.0.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research finding and discussion in chapter IV, the researcher concluded that the quality of the video as instructional audio-visual media used in micro teaching class by the seventh semester students of English Department of STAIN Batusangkar registered in 2014/2015 Academic Year is *average*. It was proved by mean (M) of the quality of the video as instructional audio-visual media used in micro teaching class was 86.19 that included into average category.

Moreover, for more details of the quality of the video as instructional audio-visual media used in micro teaching class by the seventh semester students of English Department of STAIN Batusangkar registered in 2014/2015 Academic Year, the researcher given conclusion that from 21 video, there were 4 (19.05%) video that have high quality. Next, 12 (57.14%) video has average quality. Last, 5 (23.81%) video have low quality.

B. Suggestion

Based on the conclusion above, the researcher will give some suggestions as follows:

1. English Students

The English students whose video as instructional audio visual media were taken as data in this research can apply the criteria of video. They also need to improve the quality of their instructional audio visual media.

2. English Microteaching Lecturer

For English microteaching lecturers, the researcher suggested that the lecturers can give information that instructional audio visual media have some criteria that should be fulfilled.

3. Further Researcher

For the next researcher, the researcher suggested discussing similar research with different focus like video as ice breaking media in teaching English.

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Criteria of Video			
No	Edward Island Department of Education (2008)	BERK (2009)	DESCRIPTION
1.	<p>INSTRUCTIONAL DESIGN</p> <p>(d) Students’ knowledge where a video should be common knowledge or previously learned knowledge,</p> <p>(e) Video covering a number of concepts require a level of organization that is logical to the student,</p> <p>(f) Appropriate pre- and post-viewing activities are suggested in the support materials which are effective when they provide pre-viewing activities that connect to students’ knowledge and help them to comprehend the concepts that are highlighted and post-viewing activities should extend and consolidate the learning</p>	<p>STUDENTS’ CHARACTERISTICS</p> <p>Students’s characteristics: age or grade level, gender, ethnicity, and language-dominance. Instructors know their students and these characteristics are a <i>must</i> consideration in choosing the right video</p>	<p>STUDENTS’ CHARACTERISTICS</p> <ul style="list-style-type: none"> - Knowing the students (age or grade level, gender, ethnicity), what are a must consideration in choosing the right video to make them interested. - Students’ knowledge - Video covering the concept that is logical to the students
2.	<p>TECHNICAL DESIGN</p> <p>(h) volume and quality of sound where narration messages should be audible over background sound.</p> <p>(i) narration is effective to instructional purposes that should carry an appropriate tone and clarity, clearly correspond with the visuals.</p> <p>(j) music and sound should avoid distractions and should enhance affective</p>	<p>STRUCTURE OF THE VIDEO</p> <p>(a) Length : as short as possible to make the point, edit unmercifully to a maximum of three minutes unless the learning outcome requires a lengthier extract;</p> <p>(b) Context : authentic everyday language use unless purpose relates to language;</p> <p>(c) Actions/visual cues : action should</p>	<p>STRUCTURE OF THE VIDEO:</p> <ul style="list-style-type: none"> - Length (keep concise) Maximum three minutes to developing real concept - Context Authentic everyday language use - Action / visual cues Related to purpose directly

No	Edward Island Department of Education (2008)	BERK (2009)	DESCRIPTION
	<p>goals and effectiveness of the message.</p> <p>(k) the use of special effects and complex transitions adds to the educational effectiveness and flashy visual effects should be used sparingly.</p> <p>(l) titles present information about the production without disrupting the flow of the presentation and captions are clearly readable and shown on the screen for a sufficient length of time.</p> <p>(m) presentation is logical and varied which the mix of pacing, presentation styles, and communication approaches used is consistent with the message.</p> <p>(n) pacing should be neither too slow nor too fast to hold the students' attention and stimulate interest in the subject</p>	<p>relate directly to purpose, eliminate anything extraneous; and</p> <p>(d) Number of characters : limit number to only those few needed to make the point, too many can be confusing or distracting</p>	<ul style="list-style-type: none"> - Number of characters Only few characters to make the point - Volume, music and quality of sound - Effect and transition - Title
3.	-	<p>OFFENSIVENESS OF THE VIDEO</p> <p>Plus content <i>irrelevant</i> to the reason for showing the video, such as: put-downs or ridicule of females, racial and ethnic groups, professions, politicians, and celebrities; mental or physical abuse of anyone; drug use; and other offensive content. Clear standards for – acceptable - content should be delineated. The video is being used to facilitate learning, not impede it. A</p>	<p>OFFENSIVENESS OF THE VIDEO</p> <p>The content of the video relevant to the concept which need to be developed, clear standards for content should be delineated and it is being to facilitate learning, not impede it.</p>

No	Edward Island Department of Education (2008)	BERK (2009)	DESCRIPTION
		<p>student who is offended by a video clip will withdraw, turn off, and harbor anger, which are emotions hardly conducive to learning. What is interpreted as offensive is a very personal decision by each student based on his or her own values, beliefs, and principles.</p>	

Appendix 2: Analytical Scale for each Criteria of Video

No	Criteria	Indicators	Rating		
			Exemplary (3)	Acceptable (2)	Poor (1)
1.	Students' characteristics	Video appropriate for grade level, gender, ethnicity	Appropriate for grade level	Almost appropriate	Inappropriate
		Students' knowledge	A video should be common knowledge	A video previously learned knowledge	Video is new knowledge
		Video covering the concept that is logical to the students	Video covering concept that is logical to the students	Video less covering concept that is logical to the student	Video uncovering concept that is logical to the student
2.	Structure of the video	Length of video as short as possible (maximum three minutes)	Less of three minutes	Three minutes	More than three minutes
		Context authentic everyday language use unless purpose relates to language	Authentic	Almost authentic	Not authentic
		Action / visual cues	Action relate to purpose	Almost relate to purpose	Extraneous to purpose
		Limit number of character to only those few needed to make the point	Few character (1-3 characters)	Many character (4-6 characters)	Too many character (more than 6 characters)

No	Criteria	Indicators	Rating		
			Exemplary (3)	Acceptable (2)	Poor (1)
		Volume, music and quality of sound should be audible over background sound, enhance affective goals and effectiveness of the message	Volume, music and quality of sound audible over background sound, enhance affective goals and effectiveness of the message	Volume, music and quality of sound not really audible but enhance affective goals and effectiveness of the message	Volume, music and quality of sound not audible over background sound, enhance affective goals and effectiveness of the message
		Effect and transition adds to the educational effectiveness and flashy visual effects should be used sparingly	Effect and transition adds to the educational effectiveness and flashy visual effects used sparingly	Effect and transition adds to the educational effectiveness and flashy visual effects used less sparingly	No effect and transition adds to the educational effectiveness and flashy visual effects used less sparingly
		Title present information about the production without disrupting the flow of the presentation and captions are clearly readable	Title present information about the production without disrupting the flow of the presentation and captions are clearly readable	Title present information about the production without disrupting the flow of the presentation and captions are not too clearly readable	Title present information about the production without disrupting the flow of the presentation and captions are not readable
3.	Offensiveness of the video	The content of the video relevant to the concept which need to be developed and it is being to facilitate learning, not impade it	Proper with the content	Almost proper with the content	Improper with the content

(Adopted from Smaldino, et al (2011:144))

Appendix 3: Descriptive Survey Sheet

No	Criteria	Indicators	Rating		
			Exemplary (3)	Acceptable (2)	Poor (1)
1.	Students' characteristics	Video appropriate for grade level, gender, ethnicity			
		Students' knowledge			
		Video covering the concept that is logical to the students			
2.	Structure of the video	Length of video as short as possible (maximum three minutes)			
		Context authentic everyday language use unless purpose relates to language			
		Action / visual cues			
		Limit number of character to only those few needed to make the point			
		Volume, music and quality of sound should be audible over background sound, enhance affective goals and effectiveness of the message			
		Effect and transition adds to the educational effectiveness and flashy visual effects should be used sparingly			
		Title present information about the production without disrupting the flow of the presentation and captions are clearly readable			
3.	Offensiveness of the video	The content of the video relevant to the concept which need to be developed and it is being to facilitate learning, not impade it			

Appendix 4: Descriptive Survey Sheet of Criteria of Video (First Scorer)

Number of Video		V 1			V 2			V 3			V 4		
Criteria of video	Indicator	Rating			Rating			Rating			Rating		
		E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)
Students' characteristics	Video appropriate for grade level, gender, and ethnicity			v	v			v			v		
	Students' knowledge		v		v			v			v		
	Video covering the concept that is logical to the students	v				v		v			v		
Structure of the video	Length of video as short as possible (maximum three minutes)	v			v					v	v		
	Context authentic everyday language use unless purpose relates to language	v				v			v		v		
	Action / visual cues		v		v			v			v		
	Limit number of character to only those few needed to make the point		v		v			v				v	
	Volume, music and quality of sound should be audible over background sound, enhance affective goals and effectiveness of the message	v			v			v			v		
	Effect and transition adds to the educational effectiveness and flashy visual effects should be used sparingly	v			v			v			v		
	Title present information about the production without disrupting the flow of the presentation and captions are clearly readable	v			v			v			v		
Offensiveness of the video	The content of the video relevant to the concept which need to be developed and it is being to facilitate learning, not impade it	v				v		v			v		

Number of Video		V 5			V 6			V 7			V 8		
Criteria of video	Indicator	Rating			Rating			Rating			Rating		
		E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)
Students' characteristics	Video appropriate for grade level, gender, and ethnicity			v	v			v					v
	Students' knowledge		v		v			v			v		
	Video covering the concept that is logical to the students	v				v		v			v		
Structure of the video	Length of video as short as possible (maximum three minutes)	v			v					v	v		
	Context authentic everyday language use unless purpose relates to language	v			v				v				v
	Action / visual cues		v		v			v			v		
	Limit number of character to only those few needed to make the point		v		v				v		v		
	Volume, music and quality of sound should be audible over background sound, enhance affective goals and effectiveness of the message	v			v			v					v
	Effect and transition adds to the educational effectiveness and flashy visual effects should be used sparingly			v	v			v			v		
	Title present information about the production without disrupting the flow of the presentation and captions are clearly readable	v			v			v			v		
	Offensiveness of the video	The content of the video relevant to the concept which need to be developed and it is being to facilitate learning, not impade it	v			v			v			v	

Number of Video		V 9			V 10			V 11			V 12		
Criteria of video	Indicator	Rating			Rating			Rating			Rating		
		E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)
Students' characteristics	Video appropriate for grade level, gender, and ethnicity			v	v			v			v		
	Students' knowledge	v			v				v			v	
	Video covering the concept that is logical to the students		v				v	v			v		
Structure of the video	Length of video as short as possible (maximum three minutes)	v			v			v					v
	Context authentic everyday language use unless purpose relates to language	v				v		v			v		
	Action / visual cues		v		v			v			v		
	Limit number of character to only those few needed to make the point		v				v		v				v
	Volume, music and quality of sound should be audible over background sound, enhance affective goals and effectiveness of the message	v				v		v					v
	Effect and transition adds to the educational effectiveness and flashy visual effects should be used sparingly	v			v			v			v		
	Title present information about the production without disrupting the flow of the presentation and captions are clearly readable			v	v			v			v		
	Offensiveness of the video	The content of the video relevant to the concept which need to be developed and it is being to facilitate learning, not impade it			v			v	v			v	

Number of Video		V 13			V 14			V 15			V 16			
Criteria of video	Indicator	Rating			Rating			Rating			Rating			
		E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	
Students' characteristics	Video appropriate for grade level, gender, and ethnicity	v			v			v			v			
	Students' knowledge	v					v	v				v		
	Video covering the concept that is logical to the students		v			v		v				v		
Structure of the video	Length of video as short as possible (maximum three minutes)	v			v			v			v			
	Context authentic everyday language use unless purpose relates to language	v				v		v					v	
	Action / visual cues	v			v			v			v			
	Limit number of character to only those few needed to make the point	v					v			v			v	
	Volume, music and quality of sound should be audible over background sound, enhance affective goals and effectiveness of the message		v		v					v				v
	Effect and transition adds to the educational effectiveness and flashy visual effects should be used sparingly	v			v			v			v			
	Title present information about the production without disrupting the flow of the presentation and captions are clearly readable			v	v			v					v	
Offensiveness of the video	The content of the video relevant to the concept which need to be developed and it is being to facilitate learning, not impade it	v			v			v			v			

Number of Video		V 17			V 18			V 19			V 20		
Criteria of video	Indicator	Rating			Rating			Rating			Rating		
		E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)
Students' characteristics	Video appropriate for grade level, gender, and ethnicity	v			v			v			v		
	Students' knowledge	v					v			v		v	
	Video covering the concept that is logical to the students	v			v				v		v		
Structure of the video	Length of video as short as possible (maximum three minutes)	v			v					v	v		
	Context authentic everyday language use unless purpose relates to language	v			v				v		v		
	Action / visual cues	v			v				v		v		
	Limit number of character to only those few needed to make the point			v		v		v					v
	Volume, music and quality of sound should be audible over background sound, enhance affective goals and effectiveness of the message	v			v				v		v		
	Effect and transition adds to the educational effectiveness and flashy visual effects should be used sparingly		v		v				v		v		
	Title present information about the production without disrupting the flow of the presentation and captions are clearly readable	v				v		v			v		
	Offensiveness of the video	The content of the video relevant to the concept which need to be developed and it is being to facilitate learning, not impade it	v			v			v			v	

Number of Video		V 21		
Criteria of video	Indictor	Rating		
		E (3)	A (2)	P (1)
Students' characteristics	Video appropriate for grade level, gender, and ethnicity	v		
	Students' knowledge	v		
	Video covering the concept that is logical to the students	v		
Structure of the video	Length of video as short as possible (maximum three minutes)	v		
	Context authentic everyday language use unless purpose relates to language	v		
	Action / visual cues	v		
	Limit number of character to only those few needed to make the point	v		
	Volume, music and quality of sound should be audible over background sound, enhance affective goals and effectiveness of the message	v		
	Effect and transition adds to the educational effectiveness and flashy visual effects should be used sparingly		v	
	Title present information about the production without disrupting the flow of the presentation and captions are clearly readable	v		
Offensiveness of the video	The content of the video relevant to the concept which need to be developed and it is being to facilitate learning, not impade it		v	

Appendix 5: Descriptive Survey Sheet of Criteria of Video (Second Scorer)

Number of Video		V 1			V 2			V 3			V 4		
Criteria of video	Indicator	Rating			Rating			Rating			Rating		
		E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)
Students' characteristics	Video appropriate for grade level, gender, and ethnicity	v			v			v					v
	Students' knowledge		v		v				v		v		
	Video covering the concept that is logical to the students	v			v			v			v		
Structure of the video	Length of video as short as possible (maximum three minutes)	v			v					v	v		
	Context authentic everyday language use unless purpose relates to language	v			v			v			v		
	Action / visual cues		v			v		v			v		
	Limit number of character to only those few needed to make the point		v		v			v				v	
	Volume, music and quality of sound should be audible over background sound, enhance affective goals and effectiveness of the message	v			v			v			v		
	Effect and transition adds to the educational effectiveness and flashy visual effects should be used sparingly		v		v			v			v		
	Title present information about the production without disrupting the flow of the presentation and captions are clearly readable	v			v			v			v		
	Offensiveness of the video	v				v		v			v		

Number of Video		V 5			V 6			V 7			V 8		
Criteria of video	Indicator	Rating			Rating			Rating			Rating		
		E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)
Students' characteristics	Video appropriate for grade level, gender, and ethnicity			v	v			v					v
	Students' knowledge	v			v			v			v		
	Video covering the concept that is logical to the students	v				v		v			v		
Structure of the video	Length of video as short as possible (maximum three minutes)	v			v					v	v		
	Context authentic everyday language use unless purpose relates to language	v			v			v			v		
	Action / visual cues		v		v			v			v		
	Limit number of character to only those few needed to make the point			v	v				v		v		
	Volume, music and quality of sound should be audible over background sound, enhance affective goals and effectiveness of the message		v		v			v			v		
	Effect and transition adds to the educational effectiveness and flashy visual effects should be used sparingly		v		v			v			v		
	Title present information about the production without disrupting the flow of the presentation and captions are clearly readable	v			v			v			v		
	Offensiveness of the video	The content of the video relevant to the concept which need to be developed and it is being to facilitate learning, not impade it	v			v			v			v	

Number of Video		V 9			V 10			V 11			V 12		
Criteria of video	Indicator	Rating			Rating			Rating			Rating		
		E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)
Students' characteristics	Video appropriate for grade level, gender, and ethnicity			v			v		v			v	
	Students' knowledge	v			v			v			v		
	Video covering the concept that is logical to the students	v				v		v			v		
Structure of the video	Length of video as short as possible (maximum three minutes)	v			v			v					v
	Context authentic everyday language use unless purpose relates to language	v				v		v			v		
	Action / visual cues	v			v			v			v		
	Limit number of character to only those few needed to make the point			v			v			v	v		
	Volume, music and quality of sound should be audible over background sound, enhance affective goals and effectiveness of the message	v			v			v			v		
	Effect and transition adds to the educational effectiveness and flashy visual effects should be used sparingly			v			v	v			v		
	Title present information about the production without disrupting the flow of the presentation and captions are clearly readable	v			v			v			v		
	Offensiveness of the video	The content of the video relevant to the concept which need to be developed and it is being to facilitate learning, not impade it			v		v		v			v	

Number of Video		V 13			V 14			V 15			V 16			
Criteria of video	Indicator	Rating			Rating			Rating			Rating			
		E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	
Students' characteristics	Video appropriate for grade level, gender, and ethnicity	v			v				v			v		
	Students' knowledge	v			v			v				v		
	Video covering the concept that is logical to the students	v			v			v				v		
Structure of the video	Length of video as short as possible (maximum three minutes)	v			v			v				v		
	Context authentic everyday language use unless purpose relates to language	v			v			v						v
	Action / visual cues	v			v			v				v		
	Limit number of character to only those few needed to make the point	v					v			v			v	
	Volume, music and quality of sound should be audible over background sound, enhance affective goals and effectiveness of the message	v			v			v						v
	Effect and transition adds to the educational effectiveness and flashy visual effects should be used sparingly			v	v			v					v	
	Title present information about the production without disrupting the flow of the presentation and captions are clearly readable			v	v			v				v		
Offensiveness of the video	The content of the video relevant to the concept which need to be developed and it is being to facilitate learning, not impade it	v			v			v				v		

Number of Video		V 17			V 18			V 19			V 20		
Criteria of video	Indicator	Rating			Rating			Rating			Rating		
		E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)	E (3)	A (2)	P (1)
Students' characteristics	Video appropriate for grade level, gender, and ethnicity		v			v			v			v	
	Students' knowledge	v			v			v			v		
	Video covering the concept that is logical to the students	v			v			v			v		
Structure of the video	Length of video as short as possible (maximum three minutes)	v			v					v	v		
	Context authentic everyday language use unless purpose relates to language	v			v				v		v		
	Action / visual cues	v			v			v			v		
	Limit number of character to only those few needed to make the point			v		v		v					v
	Volume, music and quality of sound should be audible over background sound, enhance affective goals and effectiveness of the message	v			v				v		v		
	Effect and transition adds to the educational effectiveness and flashy visual effects should be used sparingly			v	v					v			v
	Title present information about the production without disrupting the flow of the presentation and captions are clearly readable	v			v			v			v		
Offensiveness of the video	The content of the video relevant to the concept which need to be developed and it is being to facilitate learning, not impade it	v			v			v			v		

Number of Video		V 21		
Criteria of video	Indictor	Rating		
		E (3)	A (2)	P (1)
Students' characteristics	Video appropriate for grade level, gender, and ethnicity		v	
	Students' knowledge	v		
	Video covering the concept that is logical to the students	v		
Structure of the video	Length of video as short as possible (maximum three minutes)	v		
	Context authentic everyday language use unless purpose relates to language	v		
	Action / visual cues	v		
	Limit number of character to only those few needed to make the point	v		
	Volume, music and quality of sound should be audible over background sound, enhance affective goals and effectiveness of the message	v		
	Effect and transition adds to the educational effectiveness and flashy visual effects should be used sparingly			v
	Title present information about the production without disrupting the flow of the presentation and captions are clearly readable	v		
Offensiveness of the video	The content of the video relevant to the concept which need to be developed and it is being to facilitate learning, not impade it			v

Analysis of Video as Instructional Audio Visual Media (First Scoring)

Criteria of video	Indicator	V 1	V 2	V 3	V 4	V 5	V 6	V 7	V 8	V 9	V 10	V 11	V 12	V 13	V 14	V 15	V 16	V 17	V 18	V 19	V 20	V 21	Total
a	1	1	3	3	3	1	3	3	1	1	3	3	3	3	3	3	3	3	3	3	3	3	55
	2	2	3	3	3	2	3	3	3	3	3	2	2	3	1	3	2	3	1	1	2	3	51
	3	3	2	3	3	3	2	3	3	2	1	3	3	2	2	3	2	3	3	2	3	3	54
b	4	3	3	1	3	3	3	1	3	3	3	3	1	3	3	3	3	3	3	1	3	3	55
	5	3	2	2	3	3	3	2	1	3	2	3	3	3	2	3	1	3	3	2	3	3	53
	6	2	3	3	3	2	3	3	3	2	3	3	3	3	3	3	2	3	3	2	3	3	58
	7	2	3	3	2	2	3	2	3	2	1	2	1	3	1	1	1	1	2	3	1	2	41
	8	3	3	3	3	3	3	3	2	3	2	3	2	2	3	2	1	3	3	2	3	3	55
	9	3	3	3	3	1	3	3	3	3	3	3	3	3	3	3	3	2	3	2	3	2	58
	10	3	3	3	3	3	3	3	3	3	1	3	3	3	1	3	3	3	2	3	3	3	58
c	11	3	2	3	3	3	3	3	3	1	1	3	3	3	3	3	3	3	3	3	3	3	58
TOTAL		28	30	30	32	26	32	29	28	24	25	31	27	29	27	30	24	30	29	24	30	31	596

Analysis of Video as Instructional Audio Visual Media (Second Scoring)

Criteria of video	Indicator	V 1	V 2	V 3	V 4	V 5	V 6	V 7	V 8	V 9	V 10	V 11	V 12	V 13	V 14	V 15	V 16	V 17	V 18	V 19	V 20	V 21	Total
a	1	3	3	3	1	1	3	3	1	1	1	2	2	3	3	2	3	2	2	2	2	2	45
	2	2	3	2	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	60
	3	3	3	3	3	3	2	3	3	3	2	3	3	3	3	3	2	3	3	3	3	3	60
b	4	3	3	1	3	3	3	1	3	3	3	3	1	3	3	3	3	3	3	1	3	3	55

Criteria of video	Indicator	V 1	V 2	V 3	V 4	V 5	V 6	V 7	V 8	V 9	V 10	V 11	V 12	V 13	V 14	V 15	V 16	V 17	V 18	V 19	V 20	V 21	Total
	5	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	1	3	3	2	3	3	59
	6	2	2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
	7	2	3	3	2	1	3	2	3	1	1	1	3	3	1	1	2	1	2	3	1	1	40
	8	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	1	3	3	2	3	3	59
	9	2	3	3	3	2	3	3	3	1	1	3	3	1	3	3	2	1	3	1	1	1	46
	10	3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3	3	3	3	3	61
c	11	3	2	3	3	3	3	3	3	1	2	3	3	3	3	3	3	3	3	3	3	3	59
TOTAL		29	31	30	30	26	32	30	31	25	24	30	30	29	31	30	25	28	31	26	28	28	604

Note: Criteria of video: a = Students' characteristics

b = Structure of video

c = Offensiveness of video

Indicator

: 1 = Grade level or age

2 = Students' knowledge

3 = Students' logical concept

4 = Length of video

5 = Context authentic language

6 = Action/visual cues

7 = Number of character

8 = Volume and quality of sound

9 = Effect and transition

10 = Title

11 = Relevancy of the content

Video : V1 = Video 1

V 2 = Video 2

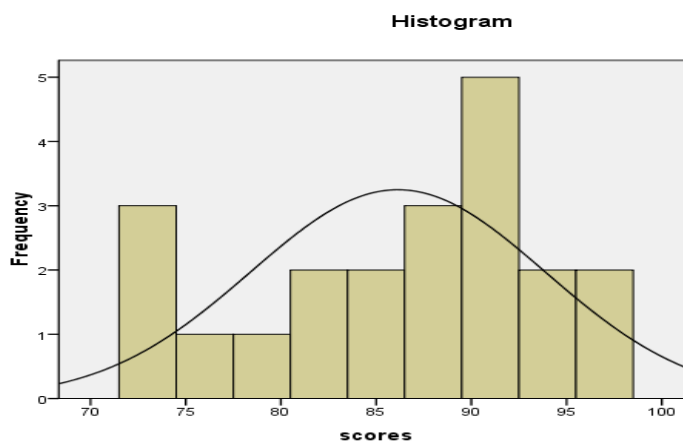
Etc

Appendix 7: Result of Analysis of Video as Instructional Audio Visual Media

A. The Score of Students' Instructional Audio Visual Media in Micro Teaching Class

Video	First (x)	Second (y)	Mean	Scores
1	28	29	28.5	85
2	30	31	30.5	91
3	30	30	30	91
4	32	30	31	97
5	26	26	26	79
6	32	32	32	97
7	29	30	29.5	88
8	28	31	29.5	85
9	24	25	24.5	73
10	25	24	24.5	76
11	31	30	30.5	94
12	27	30	28.5	82
13	29	29	29	88
14	27	31	29	82
15	30	30	30	91
16	24	25	24.5	73
17	30	28	29	91
18	29	31	30	88
19	24	26	25	73
20	30	28	29	91
21	31	28	29.5	94

B. Histogram Students' Instructional Audio Visual Media Quality in Micro Teaching Class



C. The Score of Students' Instructional Audio Visual Media in Micro Teaching Class in Each Indicators

Criteria of video	Indicators	First Scorer	Second Scorer	Total	Mean	Scores	Category
Students' characteristics	Video appropriate for grade level, gender, ethnicity	55	45	100	50	79	Low
	Students' knowledge	51	60	111	55.5	88	Average
	Logical concept	54	60	114	57	90	Average
Structure of the video	Length of video	55	55	110	55	87	Average
	Context authentic language	53	59	112	56	89	Average
	Action / visual cues	59	60	119	59.5	94	High
	Number of character	41	40	81	40.5	64	Low
	Volume, music and quality of sound	55	59	114	57	90	Average
	Effect and transition	58	46	104	52	83	Average
	Title	57	61	118	59	94	High
Offensiveness of the video	The content of the video	58	59	117	58.5	93	Average

Appendix 8: Reliability of data

Video	First (x)	Second (y)	xy	x ²	y ²	Mean	Score	
1	28	29	812	784	841	28.5	85	
2	30	31	930	900	961	30.5	91	
3	30	30	900	900	900	30	91	
4	32	30	960	1024	900	31	97	
5	26	26	676	676	676	26	79	
6	32	32	1024	1024	1024	32	97	
7	29	30	870	841	900	29.5	88	
8	28	31	868	784	961	29.5	85	
9	24	25	600	576	625	24.5	73	
10	25	24	600	625	576	24.5	76	
11	31	30	930	961	900	30.5	94	
12	27	30	810	729	900	28.5	82	
13	29	29	841	841	841	29	88	
14	27	31	837	729	961	29	82	
15	30	30	900	900	900	30	91	
16	24	25	600	576	625	24.5	73	
17	30	28	840	900	784	29	91	
18	29	31	899	841	961	30	88	
19	24	26	624	576	676	25	73	
20	30	28	840	900	784	29	91	
21	31	28	868	961	784	29.5	94	
TOTAL	596	604	17229	17048	17480	600	1810	
MEAN								86.19
STDEV								6.95
MAX								97
MIN								73

Coefficient of Reliability = 0.726

$$\begin{aligned}
 r_{xy} &= \frac{N \cdot \sum xy - (\sum x) \cdot (\sum y)}{\sqrt{\{N \cdot \sum x^2 - (\sum x)^2\} \{N \cdot \sum y^2 - (\sum y)^2\}}} \\
 &= \frac{21 \cdot 17229 - (596) \cdot (604)}{\sqrt{[21 \cdot 17048 - (596)^2][21 \cdot 17480 - (604)^2]}} \\
 &= \frac{361809 - 359984}{\sqrt{[358008 - 355216][367080 - 364816]}}
 \end{aligned}$$

$$= \frac{1825}{\sqrt{2792 \cdot 2264}}$$

$$= \frac{1825}{\sqrt{6321088}}$$

$$= \frac{1825}{2514,18}$$

$$= 0,726 \text{ (Strength)}$$

Appendix 9: Interpretasi Terhadap Angka Indeks Korelasi Product Moment (r_{xy})

Product Moment (r_{xy})	Interpretasi
0,02 – 0,20	Antara variabel X dan variabel Y memang terdapat korelasi, akan tetapi korelasi itu sangat lemah atau sangat rendah sehingga korelasi itu di abaikan (dianggap tidak ada korelasi antara variabel X dan variabel Y)
0,20 – 0,40	Antara variabel X dan variabel Y terdapat korelasi yang lemah atau rendah
0,40 – 0,70	Antara variabel X dan variabel Y terdapat korelasi yang sedang atau cukupan
0,70 – 0,90	Antara variabel X dan variabel Y terdapat korelasi yang kuat atau tinggi
0,90 – 1,00	Antara variabel X dan variabel Y terdapat korelasi yang sangat kuat atau sangat tinggi

Adapted from: Anas Sudijono (2005:193)

Appendix 10: Transcription of the Video

VIDEO 1:

Greatness as you, smallest as me
 You show me what is deep as sea
 A little love, little kiss
 A little hug, little gift
 All of little something
 These are our memories
 You make me cry, make me smile
 Make me feel that love is true
 You always stand by my side
 I don't want to say goodbye
 You make me cry, make me smile
 Make me feel the joy of love
 Oh kissing you
 Greatness as you, smallest as me
 You show me what is deep as sea
 A little love, little kiss
 A little hug, little gift
 All of little something
 These are our memories
 You make me cry, make me smile
 Make me feel that love is true
 You always stand by my side
 I don't want to say goodbye
 You make me cry, make me smile
 Make me feel the joy of love
 Oh kissing you
 Thank you for all the love you always give to me
 Oh I love you

VIDEO 2:

www.dreamenglish.com
 good morning 12x
 clap your hands clap, clap, clap
 stomp your feet stomp, stomp, stomp
 spin around spin, spin, spin
 alright
 good morning 12x
 wash your hands wash, wash, wash
 shake your hands shake, shake, shake
 brush your teeth brush, brush, brush
 alright
 good morning

VIDEO 3:

Hi everyone, I'm Linda pretty enright

I'm excited to show you how to make this aromatic caramelized beef known as beef rendang.

In Malaysia this special dish is served during ceremony locations such as wedding and how your idea RI. It takes a couple hours to prepare but it's totally worth the effort. Brenda is a specially delicious with Roti Jala of us lucky right. Let's take a look at that will create of prime cup fresh grated coconut. Three tablespoons vegetable oil. Two stars anise. Two cinnamon sticks. Four cardamom pods. Six cloves. Two stalks lemongrass bottom third only and bruised. One tablespoon sugar. One teaspoon salt. Four kaffir lime leaves, thinly sliced. Two and a quarter panels chuck roast, cubed. Three quarter cup coconut milk. For the spice taste, I have three red chilies here. Ten dried chilies, seeded, soaked in water, and drained. Three candlenuts, or you can also use macadamias. Two inch galangal, and this what galangal looks like. Two inch ginger, peeled and sliced. Three cloves garlic. Five to six shallots, peeled and cut into quarters. One tablespoon ground coriander. One teaspoon ground cumin. And one teaspoon ground fennel. Lead are processed red chilies, dried chilies, galangal, ginger, shallots and candlenuts with quarter cup water. Then transfer to a bowl. Add ground coriander, cumin and fennel. Mix to found a teste. heat vegetable oil in a medium size pop. Fry cinnamon sticks, star and cardamom pods cloves and lemongrass and spice teste often in medium (unclear) until free. This takes four to five minutes. Now, it's time to add the beef. Keep it in good (unclear) to quickly spices. Then, pour a half cup water and coconut milk. Bring it to more oil. Cover confuse hit and simmer for one hour until its tender. In the meantime prepare the kerisik by pen fry and the fresh grated coconut and punding it in the motor. Please see my kerisik tutorial for detail instructions. Remember to check and stir the beef oationally.

After an hour, add sugar, salt, kerisik and kaffir lime leaves. Cover and continue to cook for thirty minutes until it is very tender and only a little to mix. at this point source begin to thicken, teamster every now and again to prevent the company from sticking.

Rendang is now ready. Turn off the stove. And then you have tender and aromatic beef rendang. Serve it in Roti jala or nasi (unclear) coming up next on this channel. See you soon and it's always happy cooking and thank you for watching.

VIDEO 4:

It's an animal with the big big ears

It's an animal with the long long nose

What is it? I know 2x

(It's an elephant 3x Yes is it) 2x

It's an animal with a long long legs

It's an animal with a long long neck

What is it? I know 2x

(It's a tall giraffe 3x Yes is it) 2x

It's an animal with the short short legs

It's an animal with the big big mouth

What is it? I know 2x
 (It's a hippo 3x Yes is it) 2x
 It's an animal with the big big hands
 It's an animal with the long long tail
 What is it? I know 2x
 (It's a monkey 3x Yes is it) 2x

VIDEO 5:

How can I ask and give opinions?

A: What's your opinion of meeting people online?

B: In my opinion, it's awesome.

C: How do you feel about meeting people online?

D: I feel meeting people here is very fun!

E: What do you think about meeting people online?

F: I think it's cool.

G: What do you think about meeting people online?

H: From my point of view, it's risky.

Pair work! Now, ask and give opinions!

VIDEO 6:

Diego .

Yes?

Did you do something with your hair?

No..

Because I see that women's shampoo commercial effect... when you do.. like this..

Really..

Maybe it's your shampoo...

Women's shampoo isn't made for you.. Dove men + care is

VIDEO 7:

The Lion and the Mouse An Aesop's Fable with the focus on Vocabulary

One day, a mighty lion tired from hunting all morning. Laid down to take a nap on under a large shady tree. Some mice that lived at the foot of the tree scrambled over the sleeping lion to return to their home. But just as the last mouse was crawling over him, the lion woke up. The lion laid his big paw on the little mouse, trapping him. The mouse was very afraid. He apologized to the lion for disturbing him and begged him to spare his live and let him go. The lion pitied to the little mouse, so he lifted his paw and set mouse free.

Some time later, the lion was walking near the mouse's home. The lion accidentally stepped on a trap set by a hunter, and a net made of thick ropes captured the lion and pulled him up into a tree. The lion struggled to free himself

but could not. His angry roars rumble through the forest as he became upset and afraid. The mouse heard the lions' cries. Remembering the lions' kindness the mouse ran to the tree and climbed up to the trap. He used the sharp little mouse teeth to gnaw through the thick ropes and set the lion free. The lion and the mouse were friends forever after. Both of them had learned that it is good to help someone who has helped you.

Moral of the story: good deeds are rewarded.

THE END

THE LION KING MOVIE TRAILLER

Father: Your old connected in the greats of gold of lives.

circle love life Walt Disnaey Pictures presents its all new 30 second bowling animated motion picture the Lion King.

He was born to role

Lion King : it's all be mine?

Father : Everything the mighty touches.

But the shadow lies over the kingdom.

Simba : I will be king. Run away and never return

Lion King : Nooo!!

Macan : if you never come back we'll kill you!!

Badak : hey great (unclear)

Lion king : I don't wanna talk about it

Marmut : you looks below

Badak : I said a brownish goal

Marmut : No no no nooo... I mean he's depressed

Badak : anything we can do?

Lion king : not unless you can't change the past

he grew up hoping to leave his old life behind

Monkey : I know who you are, your move passerby

Ibu lion : you are the king

Marmut : king?? Have you get your lions'boss?

Lion : you know my father?

Monkey : correction, I know your father

Lion : He dead a long time ago

Monkey : not drawn again hahaha.. it's a life. I show him to you

Lion : Father

Father : You are my sign and and the one true key

Monkey : She He belives in you

Simba : you must take your place in the secret of life.

Ibu Lion : Simba!!

it's a legendary tales filled with excitement plus dozens of wonderful new characters and featuring original music and songs by Grammy winner elton john and academy Award winner Tim Rice this summer Walt Disney Pictures presents an entertainment event you never forget

VIDEO 8:
NO SOUND

VIDEO 9:

My first, my last, my everything, and the answer to, all my dream.
You're my sun, my moon, my guiding star.
My kind of wonderful, that's what you are.
My everything....

VIDEO 10:

That much the smudge book any even a plan I right comes tool but to hyannis eastbound I needed fight bay that he's protected deep below the surface by why legendary we all stop buying a tiny piano carry back corporately few minutes before it gets here by right about partner other side amalgamation and Nickeldon movies that pirates gonna destroy work aren't you over reacting killing bulgars school isn't that your house to see their world come on let's get that book back the most common I'll two hours this plays in 2015 haha he replied based training and caseback know what here hampers place mouth of our them 3d motion picture into still high schoolroom brutal who with witnesses and comfortable when so extreme I can you read right story you meet new okay much right now I think they're my spin class the yeah many good poo-poo Spongebob Marley sponge above ater 3d make a profit take em down maybe we should have picked a better superpower for you can check

VIDEO 11:

Old Mc Donald had a farm e...i...e...i...o
And on his farm he had some ducks e...i...e...i...o
With a quack...quack...here
And a quack...quack...there
Here quack...there quack
Everywhere quack..quack
Old Mc Donald had a farm e...i...e...i...o
And on his farm he had some pigs e...i...e...i...o
With a oink...oink...here
And a oink...oink...there
Here oink...there oink....
Everywhere oink...oink
Old Mc Donald had a farm e...i...e...i...o
And on his farm he had some cows e...i...e...i...o
With a moo...moo...here
And a moo...moo...there
Here moo...there moo....
Everywhere moo...moo
Old Mc Donald had a farm e...i...e...i...o
And on his farm he had some sheeps e...i...e...i...o
With a baa....baa...here

And a baa...baa...there
 Here baa...there baa...
 Everywhere baa...baa
 Old Mc Donald had a farm e...i...e...i...o

VIDEO 12:

Look at this monkey. It has two big eyes. It also has two big ears. It has a big mouth. It has a small nose. It has long arms. It has short legs. It has big feet.

Ear, eye, nose, mouth, arm, hand, leg, foot.

Big eyes, small eyes. Big mouth, small mouth. Long arms, short arms. Long legs, short legs.

It's a party at the zoo that's what we do every animal we know is coming through and when they hit the stage and the band plays can you guess the sound each animal makes

The pig pig says oink oink the pig pig says oink oink oink

The cat cat says meow meow the cat cat says meow meow meow

The sheep sheep says bahh bahh the sheep sheep says bahh bahh bahh

The snake snake says hiss hiss the snake snake says hiss hiss hiss

It's a party at the zoo that's what we do every animal we know is coming through and when they hit the stage and the band plays can you guess which sound each animal makes

Dog dog says woof woof dog dog says woof woof woof.

The cow cow says moo moo the cow cow says moo moo moo.

The bird bird says tweet tweet the bird bird says tweet tweet tweet

The horse horse says neigh neigh the horse horse says neigh neigh neigh

It's a party at the zoo that's what we do every animal we know is coming through and when they hit the stage and the band plays can you guess which sound each animal makes

VIDEO 13:

Dila : Hi Dina, can you help me?

Dina : What should I do?

Dila : I cannot work on this question and I think you can help me to solve it.

Dina : Can I see it?

Dila : Here is the question.

Dina : It's very easy, you just have to add every number up, then rank them from smallest number and the middle number is the answer.

Dila : Thank you very much, Dina.

Dina : You're welcome Andre.

VIDEO 14:

The prophet saw. Told us that we must obey Allah. And his messenger at all times.

But after that who else did he tells us to listen to and be closed to your mother.

Yes! Well done.

Who should I give my love to my respect and my honour to

Who should I pay good mind to after Allah and rasulullah

Comes your mother, who next? Your mother

Who next? Your mother, and then your father

Cause who used to hold you and clean you and cloth you

Who used to feed you and always be with you

When you were sick stay up all night

Holding you tight that's right no other My mother

Who should I take good care of giving all my love

Who should I think the most of after Allah and Rasulullah

Comes your mother, who next? Your mother

Who next? Your mother, and then your father

Cause who used to hear you before you could talk

Who used to hold you you before you could walk

And when you feel who pick you up

Clean your cut no one but your mother my mother

Who should I stay right close to listen most to

Never say no to after Allah and Rasulullah

Comes your mother, who next? Your mother

Who next? Your mother, and then your father

Cause who used to hug you and buy you new clothes

Comb your hair and blow your nose

And when you cry who wipe your tears

Know your fears who really cares my mother

Say Alhamdulillah

Thank you Allah

Thank you Allah

For my mother

VIDEO 15:

Healthy music for a childs' heart body and mind.

Seven days of the week from preschool learning fun by the learning station

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Seven days are in a week I like to sing them quiet

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Seven days are in a week I like to sing them loud

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Seven days are in a week I like to clap them out

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
Seven days are in a week I like to stomp them out

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
Seven days are in a week I like to sing them proud

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
Seven days are in a week I like to sing again

Seven days are in a week I like it one more time

Seven days are in a week

Please click here to see original illustrated version of seven days of a week. You can get seven days of a week on preschool learning fun and for CD download at www.learningstationmusic.com. See the video playlist you can do them just by clicking and please become in learning station friend and click.....

VIDEO 16:

A B C D E F G H I J K L M N O P Q R S T U and V W X Y and Z

VIDEO 17:

NO SOUND

VIDEO 18:

I love my father and I love my mother

I love my brother and my sister too

I love my father and I love my mother

I love my brother and my sister too

Yes they are my family

Yes they are my family

Family family ow...ow...ow...ow..

I love my father and I love my mother

I love my brother and my sister too

I love my father and I love my mother

I love my brother and my sister too

Yes they are my family

Yes they are my family

Family family ow...ow...ow...ow..

VIDEO 19:

G : You go to Mama's alleged make it

P : uumm oh thanks for having me put my name is actually to

B : harm you or whatever on solution review just for director of creative
Technical Marketing

P : ooh it's sounds like a really good position

B : we're its cool great

G : its awesome is not your typical morning desk job

B : your you actually got to go out and meet customers directly

G : yeah I do yet real hands-on experience

B : Wow on that's great but I don't think could qualify for this actually just a student

B & G : woow woow woow

B : to not so you're so short so

G : yeah

B : you are sure qualified for this position Ochoa virtual manam

G : yeah dude just like a resume

B : yeah you have what are called true leadership potential

G : so we say in the bussiness world mmm

P : oh yeaah?

G : I have totally

B : love for you to do some fixtures right here under your skills section that you have on perot and unmatched Sasuke rem leadership 30 though it is up

G : dude give me a high five

P : an act a relief

G : that's exactly will we need

B : yeah and you my friend you have it

G : boom yeah just like that

B : also let me look at you breeds are your GPA, wait worth (unclear) use your GPAs'-3

G : how is that impossible

P : actually it's it's actually not

B : you did taht burden you courses that you actually lost read it

P : I'm actually know what I'm trying to say

G : nooo stop. no excuses

B : yeah you own up to your mistakes we value that yeasr we value be really didn't

P : it's actually it dash

B : no

G : no excuses don't big stuff I'll your anyways now there's more to life then grades

B : yeah, your home most companies have a minimum GPA requiremnet notebooks and not us my friend we actually have a maximum GPA

G : yeah that's right

P : might make a maximum TPA pitch what does it mean?

B : anything more 23.7 and come on good life we don't want you

G : yeah nobody likes (unclear)

B : so first

G : come on

B : make some fronts

G : what's wrong with you

B : Owen look at to show him you should report her picture to your resume

G : whoa whoa whoa whoa dude deal a six pack how much do you bench

B : wait,it's it is exotic Polaroid camera

G : week to to be first to use could crew risk

B : that right there my friend Herschel's conference

- G : the characteristics have a true champion
 B : yeah that's true leader that's what I'm talking about
 P : ooh really?
 G : well you know what are anything to great for this job
 P : really wooa it's awesome
 B : yeah, you know what, congratulation you got a job, so do you think you could start or Monday?
 P : wow thats awesome yeah definitely june thank you for letting me you know recap I'm just so excited I don't know what to say but just I'm
 G : am slowdown kid
 P : yeah I'm definitely I guess on Monday thanks so much for giving me the opportunity to wear to you I'm not gonna let you down kept still states.
- Y :Hey, hey you This you going on social projects suggset you read it pass yeah go stuff go books James your fault this is your fault year old I....

VIDEO 20

Maple leaf learning, talking flashcards, jobs. Here we go.

He is a cook 2x.

She is a dentist 2x

He is a doctor 2x.

He is a fire fighter 2x.

He is a pilot 2x.

She is a bus driver 2x.

She is a nurse 2x.

He is a police officer 2x.

He is a farmer 2x.

She is a teacher 2x.

She is a student 2x.

He is a fisherman 2x.

VIDEO 21:

Good Morning 2x

Good Afternoon

Good Evening 2x

Good Night2x

Nice to Meet You

Nice to Meet You Too

Goodbye 2x

See You

Appendix 11: Lesson Plan 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP 01)

Sekolah : SMA ...
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : X/Satu
 Materi Pokok : Song lyric
 Alokasi Waktu : 1 Pertemuan (2 Jam Pelajaran)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
 KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
 KI 3 : Memahami , menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah .
 KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan .

B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

2.	2.1 Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.	2.2.1 Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima. 2.2.2 Berpamitan pada guru dan peserta didik menggunakan Bahasa Inggris yang berterima. 2.2.3 Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi ungkapan sapaan dan pamitan dan responsnya.
3	3.7 Memahami pesan dalam lagu	2.2.4 Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.
4	4.9 Menangkap pesan dalam lagu.	2.2.5 Menjawab ungkapan pamitaan guru dan teman menggunakan Bahasa Inggris yang berterima. 3.7.1 Mengidentifikasi fungsi sosial dari lirik lagu "a little love". 3.7.2 Mengidentifikasi struktur teks lirik yang di ras arancu.. 3.7.5 memahami unsur kebahasaan pada pada lirik lagu "a little love". 4.9.1 memahami isi

		<p>dalam lagu</p> <p>4.9.2 mengisi teks yang rumpang (fiil in the blank) sesuai dengan pilihan jawaban yang di berikan</p> <p>4.9.3 menjawab pertanyaan guru secara lisan</p> <p>4.9.4 menyanyikan sebuah lagu yang menjadi tema pelajaran</p>
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C. Tujuan Pembelajaran

Peserta didik:

- 1.1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris;
- 1.1.2.1 Serius dalam melaksanakan setiap kegiatan pada pembelajaran
- 2.1.1.1 Bahasa Inggris;
- 2.1.2.1 Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima;
- 2.1.3.1 Berpamitan pada guru dan teman menggunakan Bahasa Inggris yang berterima;
- 2.1.4.1 Menjawab pertanyaan atau menjelaskan teman yang kurang paham dengan konteks/ materi ungkapan sapaan dan pamitan dan responsnya;
- 2.1.5.1 Menjawab pertanyaan atau menjelaskan teman yang kurang paham dengan konteks/ materi ungkapan sapaan dan pamitan dan responsnya;
- 3.7.1 Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima;
- 3.7.5 Menjawab ungkapan pamitaan guru dan teman menggunakan Bahasa Inggris yang berterima;
- 4.9.1 Mengidentifikasi fungsi sosial dari lirik lagu "a little love".
- 4.9.2 Mengidentifikasi struktur teks lirik yang di ras arancu..
- 4.9.3 memahami unsur kebahasaan pada pada lirik lagu "a little love".
- 4.9.4 memahami isi dalam lagu mengisi teks yang rumpang (fiil in the blank) sesuai dengan pilihan jawaban menjawab pertanyaan guru secara lisan menyanyikan sebuah lagu yang menjadi tema pelajaran

D. Materi Pembelajaran

Tema Song lyric: "a little love".

Greatness as you
 Smallest as me
 You show me what is deep as sea
 A little love, little kiss
 A little hug, little gift
 All of little something, these are our memories
 You make me cry
 Make me smile
 Make me feel that love is true
 You always stand by my side
 I don't want to say goodbye
 You make me cry
 Make me smile
 Make me feel the joy of love
 Oh kissing you
 Thank you for all the love you always give to me
 Oh I love you

1.
 - a. Memahami makna dari lirik lagu
 - b. Mengisi teks yang rumpang
 - c. Menjawab pertanyaan guru secara lisan
 - d. Menyanyikan sebuah lagu yang menjadi tema dalam pelajaran

2. Kegiatan :

- a. Mendengarkan sebuah lagu yang menjadi tema pelajaran
- b. Menjawab pertanyaan
- c. bernyanyi

E. Metode Pembelajaran

1. Pendekatan Saintifik

F. Media, Alat, dan Sumber Pembelajaran

1. Media
 - a. lirik lagu "a little love"..
 - b. Audio lagu dari "a little love".
 - c. Print out dari "a little love" ..
2. Alat/Bahan

Laptop & infocus

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Kesatu

a. Pendahuluan (10 menit)

- 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 2) Guru mengajak peserta didik untuk bergerak supaya lebih relax dan fokus.
- 3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- 4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

b. Inti (60 menit)

1) Mengamati

- a) Peserta didik memahami makna dari lirik lagu "a little love".
- b) Peserta didik mendengarkan audio dari lagu "a little love".
- c) Peserta didik Mengisi teks yang kosong dari lirik tersebut
- d) Peserta didik menjawab pertanyaan yang berkaitan dengan lagu tersebut sesuai dengan pilihan jawaban yang di sediakan seperti apa jawaban yang cocok untuk mengisi teks yang kosong pada no 1,2,3.....,?

- e) Peserta didik di arahkan oleh guru untuk dapat menyanyikan lagu tersebut sekaligus untuk membuat peserta didik lebih menikmati pelajaran.

2) Menanya

- a) Dengan bimbingan guru peserta didik dapat menjawab pertanyaan dalam bahasa inggris
- b) Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana speaking bisa lebih bagus dengan bernyanyi.

3) Mencoba/Mengumpulkan Data atau Informasi

- a) Secara berkelompok peserta didik dapat bernyanyi dengan benar karena sudah adanya pembekalan sebelumnya seperti paham akan lagunya dan tahu liriknya sehingga peserta didik akan lebih menghayati.

4) Mengasosiasi/Menganalisis Data atau Informasi

- a) Dalam kelompok yang terdiri dari tiga pasangan (6 peserta didik), dengan data yang dimiliki saat bekerja berpasangan, peserta didik menjawab pertanyaan-pertanyaan yang telah mereka rumuskan terkait dengan lagunya.
- b) Peserta didik meminta bantuan guru bila memerlukannya.

5) Mengomunikasikan

- a) Setiap kelompok mempresentasikan apa yang mereka pahami dari lirik lagu tersebut
- b) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

c. Penutup (10 Menit)

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru memberikan tugas kepada peserta didik untuk berpidato dalam bahasa inggris sesuai dengan kegiatannya di hari ini.
- 4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

Lesson Plan 2**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 001)****Satuan Pendidikan : SMP/MTs****Mata Pembelajaran : Bahasa Inggris****Kelas / semester : VII / I****Materi Pokok : Ungkapan SapaandanPamitanbeserta responnya****Alokasi Waktu : 1 x 20****A. Kompetensi Inti**

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

B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.3 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.4 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

2.	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	<p>2.1.1 Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.</p> <p>2.1.2 Berpamitan pada guru dan peserta didik menggunakan Bahasa Inggris yang berterima.</p> <p>2.1.3 Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi ungkapan sapaan dan pamitan dan responsnya.</p> <p>2.1.4 Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.</p>
3	3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan , pamitan , ucapan terima kasih, dan permintaan maaf, serta responsnya sesuai dengan konteks penggunaannya.	<p>2.1.5 Menjawab ungkapan pamitan guru dan teman menggunakan Bahasa Inggris yang berterima.</p> <p>3.1.1 Mengidentifikasi fungsi sosial ungkapan sapaan dan responsnya.</p> <p>3.1.2 Mengidentifikasi fungsi sosial ungkapan pamitan dan responsnya.</p> <p>3.1.3 Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan sapaan dan responsnya.</p> <p>3.1.4 Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan pamitan dan responsnya.</p>
4	4.1 Menyusun teks lisan sederhana untuk	<p>3.1.5 Mengidentifikasi unsur kebahasaan pada ungkapan sapaan dan responsnya.</p> <p>3.1.6 Mengidentifikasi unsur</p>

	<p>mengucapkan dan merespon sapaan, pamitan, ucapan terima kasih, dan permintaan maaf dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>kebahasaan pada ungkapan pamitan dan responsnya.</p> <p>4.1.1 Melengkapi teks percakapan yang melibatkan ungkapan sapaan.</p> <p>4.1.2 Melengkapi teks percakapan yang melibatkan ungkapan pamitan.</p> <p>4.1.3 Melakukan percakapan yang melibatkan ungkapan sapaan .</p> <p>4.1.4 Melakukan percakapan yang melibatkan ungkapan pamitan.</p>
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C. Tujuan Pembelajaran

Peserta didik:

- 1.1.1.1 *Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris;*
- 1.1.2.1 *Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris;*
- 2.1.1.1 *Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima;*
- 2.1.2.1 *Berpamitan pada guru dan teman menggunakan Bahasa Inggris yang berterima;*
- 2.1.3.1 *Menjawab pertanyaan atau menjelaskan teman yang kurang paham dengan konteks/ materi ungkapan sapaan dan pamitan dan responsnya;*
- 2.1.4.1 *Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima;*
- 2.1.5.1 *Menjawab ungkapan pamitan guru dan teman menggunakan Bahasa Inggris yang berterima;*
- 3.1.1.1 *Mengidentifikasi fungsi sosial ungkapan sapaan dan responsnya;*
- 3.1.2.1 *Mengidentifikasi fungsi sosial ungkapan pamitan dan responsnya;*
- 3.1.3.1 *Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan sapaan dan responsnya;*
- 3.1.4.1 *Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan pamitan dan responsnya;*
- 3.1.5.1 *Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan sapaan dan responsnya;*

- Mengidentifikasi struktur teks percakapan yang menggunakan ungkapan pamitan dan responsnya;*
- 3.1.5.2 *Melafalkan ungkapan sapaan dan responsnya dengan pelafalan dan intonasi yang benar;*
- 3.1.6.1 Menentukan makna kata/frasa/kalimat yang terdapat dalam ungkapan sapaan dan responsnya dengan tepat;
- 3.1.6.2 Melafalkan ungkapan pamitan dan responsnya dengan pelafalan dan intonasi yang benar;
- 4.1.1.1 Menentukan makna kata/frasa/kalimat yang terdapat dalam ungkapan pamitan dan responsnya dengan tepat;
- 4.1.2.1 Melengkapi teks interpersonal rumpang yang melibatkan ungkapan sapaan dan responsnya dengan kata/frasa/kalimat berdasarkan teks yang diperdengarkan
- 4.1.3.1 dengan tepat;
- 4.1.3.2 Melengkapi teks interpersonal rumpang yang melibatkan ungkapan pamitan dan responsnya dengan kata/frasa/kalimat berdasarkan teks yang diperdengarkan
- 4.1.4.1 dengan tepat;
- 4.1.4.2 Menyusun ungkapan sapaan lisan dan responsnya dengan tepat berdasarkan kata kunci pada *flascard* yang disediakan;
- Melakukan percakapan sederhana yang melibatkan ungkapan sapaan dan responsnya sesuai dengan konteksnya;
- Menyusun ungkapan pamitan lisan dan responsnya dengan tepat berdasarkan kata kunci pada *flascard* yang disediakan;
- Melakukan percakapan sederhana yang melibatkan ungkapan pamitan sesuai dengan konteksnya;

D. Materi Pembelajaran :

Fungsi Sosial:

Menjaga hubungan interpersonal dengan guru dan teman.

Struktur Bahasa berbagai ragam contoh
ungkapaansapaandanberpamitan

Expressions of greeting

Hello.

Hi.

Responses of greeting

Hi.

Hello.

Good Morning.	Good Morning.
Good Afternoon.	Good Afternoon.
Good Evening.	Good Evening.
How are you?	I am fine / I am just fine, thanks.
How is everything?	I am Okay.
How are things ?	Not bad.
How is your life?	I am very well, thanks
How do you do? (first meeting)	How do you do?

Expressions of leave taking

Good night.
 Good bye.
 Bye- bye
 See you tomorrow
 See you nextweek
 See you later
 Sorry,.....
 Sorry, I have to go now

Responses of leave taking

Good night.
 Good bye.
 Bye.
 See you too
 See you
 See you
 It is nice to see you
 I will call you.

Unsur kebahasaan :

Kosa kata, Ucapan, tekanan kata dan intonasi, Kelancaran, Ketelitian dan pemahaman

E. METODE PEMBELAJARAN

Discovery Learning dan Project based on learning

F. MEDIA PEMBELAJARAN

Dialog dan alat lain yang relevan

G. SUMBER BELAJAR

1. Kurikulum 2013 dan buku yang relevan
2. Model ucapan
3. Dialog (rekaman dialog)
4. Latihan dalam buku teks

H. LANGKAH LANGKAH PEMBELAJARAN

d. Pendahuluan

- 5) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
- 6) Guru mengajak peserta didik menyanyikan lagu “*Good Morning*” untuk membangkitkan motivasi belajar Bahasa Inggris.
- 7) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
- 8) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- 9) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

e. Inti

6) Mengamati

- f) Peserta didik menyaksikan video percakapan singkat dan sederhana yang melibatkan ungkapan sapaan dan berpamitan.
- g) Peserta didik menuliskan hal-ikhwal yang belum diketahui berkaitan dengan berkomunikasi dalam bahasa Inggris yang disaksikannya.

7) Menanya

- c) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah disaksikan.
- d) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana menyapa dan merespon sapaan.
- e) Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana berpamitan dan merespon pamitan.

8) Mencoba/Mengumpulkan Data atau Informasi

- b) Secara berpasangan peserta didik menjawab pertanyaan tentang isi teks dari lima percakapan yang disaksikan.
- c) Secara berpasangan peserta didik menjawab pertanyaan tentang fungsi sosial teks dari lima percakapan yang disaksikan.
- d) Secara berpasangan peserta didik menjawab pertanyaan tentang struktur teks dari lima percakapan yang disaksikan.
- e) Secara berpasangan peserta didik menemukan ungkapan sapaan dan responsnya yang terdapat dalam lima percakapan yang disaksikan.
- f) Secara berpasangan peserta didik menemukan ungkapan pamitan dan responsnya yang terdapat dalam lima percakapan yang disaksikan.

9) Mengasosiasi/Menganalisis Data atau Informasi

- c) Dalam kelompok yang terdiri dari tiga pasangan (6 peserta didik), dengan data yang dimiliki saat bekerja

berpasangan, peserta didik menjawab pertanyaan-pertanyaan yang telah mereka rumuskan.

- d) Peserta didik meminta bantuan guru bila memerlukannya.

10) Mengomunikasikan

- c) Setiap kelompok mempresentasikan jawaban terhadap pertanyaan-pertanyaan melalui wakil kelompok.
- d) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

f. Penutup

- 5) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 6) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 7) Guru memberikan tugas kepada peserta didik untuk mempraktikkan ungkapan sapaan dan mencatat kepada siapa saja peserta didik mengucapkan ungkapan tersebut.
- 8) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

2) PENILAIAN HASIL PEMBELAJARAN

1. Kompetensi Sikap Spiritual

- a. Teknik Penilaian : Observasi dan Penilaian Diri
- b. Bentuk Instrumen : Lembar observasi dan Lembar Penilaian Diri
- c. Kisi-kisi :

No.	Butir Nilai	Indikator	Jumlah Butir Instrumen
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1.	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.	1
		Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.	1
		JUMLAH	2

d. Instrumen: lihat *Lampiran 1A* dan *Lampiran 1B*.

e. Petunjuk Penentuan Skor: lihat *Lampiran 3*.

2. Kompetensi Sikap Sosial

a. Teknik Penilaian : Observasi dan Penilaian Diri

b. Bentuk Instrumen : Lembar observasi dan Lembar Penilaian Diri

c. Kisi-kisi:

No.	Butir Nilai	Indikator	Jumlah Butir Instrumen
1.	Santun	Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.	1
		Berpamitan pada guru dan peserta didik menggunakan Bahasa Inggris yang berterima.	1
2.	Peduli	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi ungkapan sapaan dan pamitan dan responsnya	1
		Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima	1
		Menjawab ungkapan pamitan guru dan teman menggunakan Bahasa Inggris yang berterima	1
		JUMLAH	5

d. Instrumen : lihat *Lampiran 2A* dan *Lampiran 2B*.

e. Petunjuk Penentuan Skor : lihat *Lampiran 3*.

3. Kompetensi Pengetahuan

- a. Teknik Penilaian : Tes Tertulis
 b. Bentuk Instrumen : Pilihan Ganda, Menjodohkan, dan Melengkapi.
 c. Kisi-kisi :

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1.	Disajikan pernyataan/ilustrasi situasi tertentu, peserta didik dapat menentukan ungkapan sapaan dan pamitan dengan benar.	4	I.1-4
2.	Disajikan ungkapan sapaan dan pamitan beserta responnya secara acak, peserta didik dapat menjodohkan ungkapan dan respon dengan benar.	6	II.1-6
3.	Disajikan gambar 2 orang atau lebih saling bertemu dengan ilustrasi waktu yang jelas, peserta didik dapat menentukan ungkapan sapaan yang tepat.	6	III.1-6
	JUMLAH	16	

- d. Instrumen : lihat *Lampiran 4A*.
 e. Petunjuk Penentuan Skor : lihat *Lampiran 4B*.

4. Keterampilan

- a. Teknik Penilaian : Tes Tertulis dan Praktik
 b. Bentuk Instrumen : Pilihan Ganda (Tes Tertulis Keterampilan Mendengarkan), Kartu situasi (Tes Praktik Keterampilan Berbicara), dan Rubrik Penilaian Tes Praktik
 c. Kisi-kisi:

1) Tes Tertulis

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1.	Diperdengarkan teks percakapan yang melibatkan ungkapan sapaan dan	3	1-3

	pamitan, peserta didik dapat menjawab pertanyaan tentang konteks situasi dari teks tersebut.		
2.	Diperdengarkan teks percakapan yang melibatkan ungkapan sapaan dan pamitan, peserta didik dapat menjawab pertanyaan tentang informasi tertentu (unsur kebahasaan) pada teks tersebut dengan benar.	2	4-5
3.	Diperdengarkan teks percakapan yang melibatkan ungkapan sapaan dan pamitan, peserta didik dapat menjawab pertanyaan tentang ungkapan sapaan dan pamitan dengan benar.	3	6-8
	JUMLAH	8	

2) Tes Praktik

N o.	Indikator	Jumlah Butir Soal
1.	Disajikan 2 kartusituasi yang berbeda (A1 & B2 atau A2 & B1) untuk masing-masing peserta didik, dengan menggunakan kartu tersebut, peserta didik dapat melakukan percakapan yang melibatkan ungkapan sapaan, pamitan dan responsnya dengan lancar, runtut dan berterima secara berpasangan.	2

d. Instrumen : lihat *Lampiran 5A* dan *Lampiran 5B*.

e. Petunjuk Penentuan Skor : lihat *Lampiran 5C*.

Batusangkar, September
2014

Kepala Sekolah

Guru Bidang Studi

(.....)

(.....)



SEKOLAH TINGGI AGAMA ISLAM NEGERI BATUSANGKAR

PUSAT PENELITIAN DAN PENGABDIAN PADA MASYARAKAT

Jl. Sudirman No.137 Kuburajo Lima Kaum Batusangkar 27213, Telp. (0752) 71150, Ext 135, Fax. (0752) 71879
http://www.stainbatusangkar.ac.id e-mail: p3m.stainbatusangkar@gmail.com

SURAT IZIN PENELITIAN

Nomor : Sti.02/IX/TL.00/ 57. a. /2016

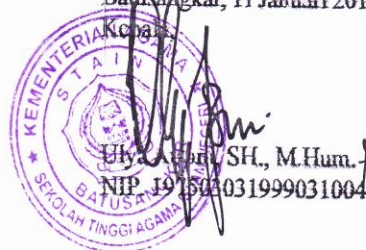
Berdasarkan surat Saudara/i Nomor Surat: Istimewa pada 08 Januari 2016 perihal Mohon Izin Penelitian. Setelah di pelajari, maka Pusat Penelitian dan Pengabdian Pada Masyarakat (P3M) STAIN Batusangkar menyatakan tidak keberatan atas Penelitian dimaksud sehingga dapat memberikan Surat Keterangan/Rekomendasi Penelitian kepada:

Nama / NIM : Ismi Sundari / 11104055
 Tempat, Tanggal Lahir : Batusangkar, 20 Januari 1993
 No. KTP : 1304096001930002
 Jurusan : Tarbiyah
 Program Studi : Tadris Bahasa Inggris
 Alamat : Jorong Tabek Nagari Tabek Kecamatan Pariangan Kabupaten Tanah Datar
 Judul : *An Analysis of Video as Instructional Audio-Visual Media Used by Students in Micro Teaching Class (A Study of the Seventh Semester of English Department Students of STAIN Batusangkar in 2014/2015 Academic Year)*
 Lokasi Penelitian : STAIN Batusangkar
 Waktu Penelitian : 12 Januari s.d 12 Maret 2016
 Dosen Pembimbing 1 : Nina Suzanne, M.Pd.
 Dosen Pembimbing 2 : Rahmawati, M.Pd.

Dengan ketentuan sebagai berikut :

1. Kegiatan penelitian tidak boleh menyimpang dari maksud dan objek seperti tersebut di atas.
2. Memberitahukan kedatangan serta maksud penelitian yang akan dilaksanakan dengan menunjukkan Surat Keterangan/Rekomendasi Penelitian ini kepada Ketua Jurusan, Ketua Program Studi atau Kepala Unit yang terkait
3. Mematuhi dan menghormati semua peraturan yang berlaku di STAIN Batusangkar.
4. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut di atas, maka Surat Keterangan/Rekomendasi Penelitian ini akan **DICABUT** kembali
5. Surat Keterangan/Rekomendasi Penelitian ini berlaku dari tanggal: 12 Januari s.d 12 Maret 2016
6. Melaporkan Hasil Penelitian kepada Ketua STAIN Batusangkar Cq. Kepala P3M.

Batusangkar, 11 Januari 2016



Tembusan disampaikan kepada Yth.

1. Ketua STAIN Batusangkar (Sebagai Laporan)
2. Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (Sebagai Laporan)
3. Ketua Jurusan Tarbiyah STAIN Batusangkar.
4. Ketua Program Studi Tadris Bahasa Inggris STAIN Batusangkar.
5. Peninggal