



THE EFFECT OF VIDEO ON SPEAKING ABILITY
OF THE SECOND YEAR STUDENTS OF SMUN I PURI MOJOKERTO
IN THE 2001/2002 ACADEMIC YEAR

THESIS

Presented as one of the Requirements to Obtain the Degree of S-1
at English Department of Faculty of Teacher Training and Education
Jember University



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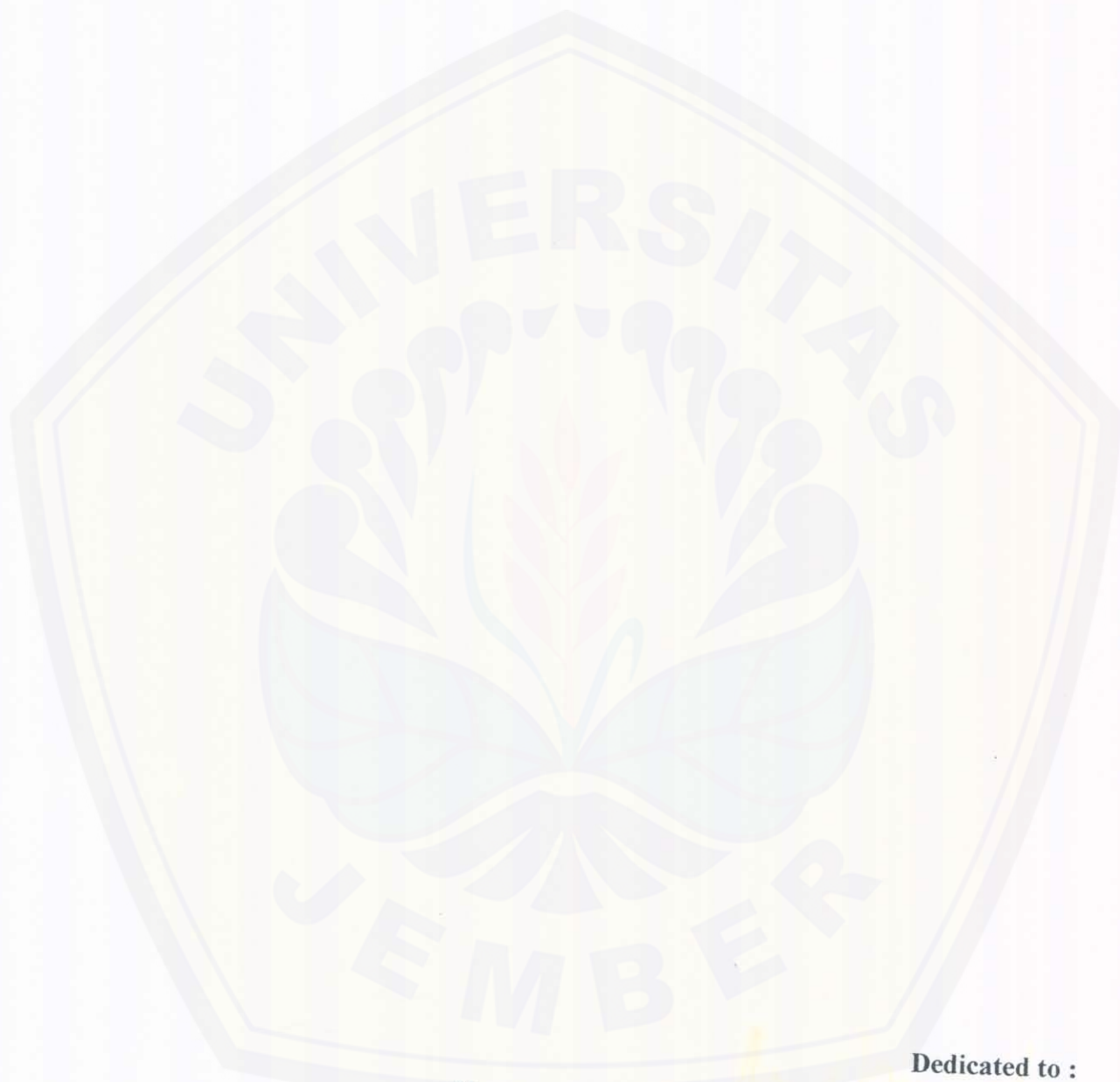
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Dedicated to :

My parents, Drs. Mashuri and Sri Antianah, AMPd

My brothers, Heru Arief Wahyudi and Fakhrudin Ardiansyah

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِنَّمَعَ الْعُسْرُ يُسْرًا (الم نشرح : ٦)

Surely, there is ease after hardship (The Holy Qur'an, Alam Nasyrh : 6).



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APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the examination committee of Faculty of Teacher Training and Education, Jember University.

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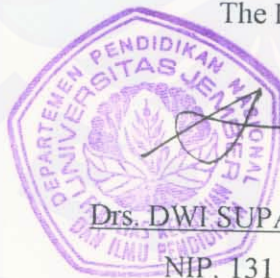
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2. The Chairperson of the Language and Arts Department,
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5. The Headmaster, the English teachers, the Administration staff, and the second year students of SMU Negeri I Puri Mojokerto who gave help for the need of the research data.

May the blessing of Allah be on what they have done. Amien.

I realize that this thesis is not perfect, yet I expect it will be useful not only for myself but also for the readers as information for the need of related research. For this reason, suggestions and constructive criticism are expected to improve this thesis.

Jember, 8 October 2001

The writer

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ABSTRACT

Nuke. September. 2001. The Effect of Video on Speaking Ability of the Second Year Students of SMUN I Puri Mojokerto in the 2001/2002 Academic Year.

Thesis. English Program. Language and Arts Department. Faculty of Teacher Training and Education. Jember University. Consultants : Drs. Paulus Walujo and Dra. Wiwiek Eko. B, MPd.

The purpose of this research was to know whether or not there was an effect of video on speaking ability of the second year students of SMUN I Puri Mojokerto in the 2001/2002 academic year. This was an experimental research. The population was taken by using cluster random sampling. The samples consisted of two classes, the experimental class and the control class, in which each class consisted of 40 students. The experimental class was given a video treatment. The control class was not given any treatment. The primary data were collected by using speaking test. The speaking test was given to the experimental class and the control class. The results of speaking test of both groups were analyzed by using t-test. The supporting data were about the condition of the school, the English compulsory book used in teaching learning process, the conventional teaching speaking, and the students' activities which were obtained through interview and observation. The research results showed that the value of t-test was 5.17 which was higher than the value of t-table 1.980. It meant that there was a significant effect of video on speaking ability of the second year students of SMUN I Puri Mojokerto in the 2001/2002 academic year. Based on the research result, it is suggested that the English teacher apply video in teaching speaking. It really provides students a lot of opportunities to use the target language. The students should want to see more, to ask questions, to follow up ideas and suggestion.

I. INTRODUCTION

1.1. The Background of the Study

Successful teachers must spend considerable time in gathering and developing teaching materials. The large and growing number of devices and materials available to the teacher present them with new opportunities for originality as they prepares to teach a lesson. They must select from the available device and material those best suited for his instructional purpose. A number of reasons may be cited to explain why better materials aid learning.

1. Psychology teaches that impressions come to the brain through the senses. Auditory stimuli, so frequently used in the classroom, often make impressions that are vague and incomplete. Bringing into operation the visual, tactile, and other senses makes learning more vivid, precise, and complete.
2. When impressions come through a number of senses, the learning is more meaningful and retained longer.
3. Well designed materials save time, which can be devoted to other essential learning.
4. By using many kinds of teaching aids, the teacher introduces variety into class work and so increases student interest and achievement. Students usually interest to look at a cartoon or picture. They are eager to see a film or dramatic production (Lueck et al. 1968:205).

According to Goodwyn (1992:65), for the English teacher there is no doubt that one of the richest sources of spoken language is from media, such as: radio, television, and film as well as video which provide us with a constant flow of spoken language. Therefore, in helping students to understand how speaking operates, the media provide a constant source of material for students to analyse and reflect upon.

A video recorder in the form of disc, namely VCD (Video Compact Disc), can be used to store programmes for showing the film at any convenient time and offers some possibilities. Lonergan (1995:4) says that the outstanding feature of video films is their ability to present complete communication situations. The combination of sound and vision is dynamic, immediate, and accessible. This means that communication can be shown in a context, and the

many factors in communication can be perceived easily by viewers and language learners.

Concerning in speaking, success is now measured not only in terms of the functional effectiveness of the language, but also in terms of the acceptability of the forms that are used. In the early stages of learning, acceptability may mean little more than reasonable degree of accuracy in pronunciation as well as accent and grammar (Littlewood, 1995:21). Hughes (1996:102) adds that some errors of pronunciation and grammatical/lexical accuracy which do not destroy communication are acceptable. Therefore, only comprehension, fluency, and vocabulary as the combination of production of language to rate the learner's speaking ability will be investigated.

Related to the important contributions of video to the spoken language, a research entitled: *The Effect of video on Speaking Ability of the Second Year Students of SMUN I Puri Mojokerto in the 2001/2002 Academic Year* was conducted.

1.2. The Problem

In this thesis, the problem investigated was: Is there any significant effect of video on speaking ability of the second year students of SMUN I Puri Mojokerto in the 2001/2002 academic year ?

1.3. The Operational Definitions

Operational definition is a guideline to notice the concept or the research problem. From the explanation above, it can be concluded that it is necessary for the researcher to define some terms used in this thesis, so that both the researcher and the readers will have mutual understanding. The terms defined operationally are :

1. Video
2. Speaking ability

1.3.1. Video

A video recorder in the form of disc, namely VCD (Video Compact Disc) that was used in this research was a kind of English-speaking film shown on TV screen that is appropriate with the 1994 English curriculum used in Senior High School.

The video entitled "Apollo 13" by Imagine Entertainment is appropriate with the 1994 English curriculum used in Senior High School with the theme of history and the subtheme of the world history. This video is created based on the true story happened in America in 1969.

The characteristics of video are dynamic, immediate, and accessible. Dynamic means something that moves progressively and immediate means that communication can be shown directly on TV screen. Then, accessible means that communication can be perceived and repeated easily by viewers and language learners.

1.3.2. Speaking Ability

Speaking ability is the total of weighed scores measured with Hughes' six-point scale for each covering vocabulary, fluency, and comprehension which will be explained further on chapter 2. Vocabulary is a list of words with their meanings covering the accuracy, fluency is the ability to speak a language smoothly and easily, and comprehension is an exercise to improve one's understanding covering the content.

1.4. The Objective of the Research

In conducting a research, the goal of the study is that the problem must be solved. In accordance with the goal, Arikunto (1998:52) states that the goal of the study is something that the researcher wants to get after conducting the research.

Then the goal of the study was to investigate whether there is any significant effect of video on speaking ability of the second year students of SMUN I Puri Mojokerto in the 2001/2002 academic year.

1.5. The Advantages of the Study

1.5.1. For English Teacher

1. To encourage them to use video in teaching speaking which is very useful for the students to understand how speaking operates.
2. To encourage them to choose the educational video based on the students' age, interest, and level.

1.5.2. For the Students

1. To motivate them to learn English theory to support speaking skill in order to be good and fluent speakers of English as shown on video.
2. To motivate them to improve their knowledge, especially in getting a good achievement in speaking through video.
3. To motivate them to increase their speaking through video.

1.5.3. For Other Researchers

1. To motivate them to conduct the research using the alternative video film.



II. REVIEW OF RELATED LITERATURE

2.1. The Use of Video in Teaching Learning Process

At present the great majority of video used in school is simply to show a programme, either in its entirety or in parts over a series of lessons. In other words the medium is used transparently, as if transmitting information straight to the viewer (Goodwyn,1992:36).

According to Price (in Rivers,1987:162), the video equipment necessary for adequate taping and playback is becoming more and more affordable with the increase in production of video systems for the home market. Furthermore, Goodwyn (1992:35) says that for a small cost the teacher can hire any number of prerecorded videos to use in classroom. Despite the fact that these points are well known in schools by teachers of all subject little has as yet been done to make the most of the learning potential offered by video.

Lonergan (1995:4) states that video films in language teaching have advantages and drawbacks which spring from the power of television as a medium. At their best, video presentations will be intrinsically interesting to language learners. The learner will want to watch, even if comprehension is limited. The material should be motivating; the learner should want to see more, to ask questions, to follow up ideas and suggestions. By generating interest and motivation, the video films can create a climate for successful learning.

According to Gall & Hicks (1964:278), a lesson based on a film must be carefully planned, with specific learning tasks assigned to the class advance. Many commercial films have high educational value. Lueck et al. (1968:223) explain a number of steps which are necessary to insure effective use of films in teaching.

1. Learn all you can about a prospective film.
Learn all you can about a prospective film from catalogues and other teacher before ordering it. The information that you get may save you the trouble of perceiving many films before selecting the one best suited to your needs.

2. Preview the film

Make notes on such matters as main purpose of the film, questions concerning the content, additional comments on important points, and suggestions for further student activities. The teaching guide, if one accompanies a film, should be studied for limitation on how to make the presentation most effective.

3. Plan to show the film at the most opportune time.

To show the film at any other time distracts from its effectiveness and hence reduces your efficiency.

4. Motivate the class.

Students are interested in motion pictures, and the teacher should not lose an opportunity to capitalize on this interest. After they have been told how the film will help them to study the topic at hand, the teacher should state the problems or questions to be answered by the film. Two or three questions covering the major points will tell the students what to look for in the film. Avoid a large number of questions, because the students cannot keep them in mind.

5. Show the film.

Adjust the lights to the type of screen being used. Ventilation needs attention, especially on warm days.

6. Discuss the film.

Begin the discussion by answering the questions stated at the beginning. Give attention to any other questions, misconceptions, and comments by the students. It may be used to emphasize certain points during the discussion.

7. Summarize the major points presented.

This step should be a cooperative undertaking by teacher and students at the end of the discussion. Notes may be taken during the discussion and during the summary. When the film consists of two parts or reels, notes may be taken at the end of the first part. Notes should answer the questions given to the students before the presentation. Begin immediately with follow up activities.

It is essential, however, that the students be prepared for the show. This may be done by summarizing with the students the things which they already know about the topic of the coming show. Questions which the students want answered and the information that the teacher wants them to obtain may be written. During the show, the students should take notes on the answers to the questions.

2.2. Speaking Ability

Language is used in the sense that every medium has its own codes and conventions that are like a language is well known both the makers and the receiver can play with its conventions and produce sophisticated message (Goodwyn,1992:51). Being to use a language itself is called speaking (Hornby,1995:396). Furthermore, Kramsch (in Rivers,1987:17) defines that speaking is a language as more than referring to the world, it also as relating to one's interlocutor. Indeed, the foreign language is not only a tool for future encounters in the outside world; it is the instrument that creates and shapes the social meaning of the class itself. On the other hand, they use words to communicate with others.

According to Goodwyn (1992:65), the 1980s might be characterized in English teaching as the decade when the importance of speaking and listening finally gained real acceptance. Concerning with speaking, success is now measured not only in terms of the functional effectiveness of the language, but also in terms of the acceptability of terms that are used. In the early stages of learning, acceptability may mean little more than a reasonable degree of accuracy in pronunciation and grammar. Later, it will increasingly come to include producing language which is appropriate in specific kinds of social situation (Littlewood,1995:21).

Moreover, Hughes (1996:101) assumes the objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production. Chaudron (1995:190) adds that production must additionally be comprehensible.

Based on the explanation above, it can be concluded that speaking in teaching English is the study of comprehension and production in using English as a language. Therefore, comprehension, fluency and vocabulary as the combination of production of language to rate the learner's speaking ability will be investigated.

2.2.1. Vocabulary

Vocabulary is a list of words with their meanings. The six-point scale for vocabulary used is presented as follows.

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas.
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker (Hughes,1996:111).

2.2.2. Comprehension

Comprehension is an exercise to improve one's understanding. The six-point scale for comprehension is described as follows.

1. Understands too little for the simplest type of conversation.
2. Understands only slow, very simple speech on common social and touristic topic; requires constant repetition and rephrasing.
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
5. Understands everything is normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker (Hughes,1996:112).

2.2.3. Fluency

Fluency is the ability to speak a language smoothly and easily. The six-point scale for fluency is as follows.

1. Speech is so halting and fragmentary that conversation is virtually impossible.
2. Speech is very slow and uneven except for short on routine sentences.
3. Speech is frequently hesitant and jerk; sentences may be left uncompleted.

4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping words.
5. Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
6. Speech on all professional and general topics as effortless and smooth as native speaker's (Hughes,1996:112).

2.3. The Use of Video on Speaking Ability

Price (in Rivers,1987:116) states that although the addition of computer control enhances the use of videotape recorders and cassette recorders by adding the option of random access, perhaps the most promising medium is the videodisc. Up to 54,000 images can be stored on the disc and then accessed as either still frames or moving picture. The realization of these possibilities requires expertise in a design format with which relatively few educators have had experience. Even the few existing basic techniques for script design are subject to debate, depending on one's assumptions about language learning and teaching. Price (in Rivers,1987:156) adds that language here takes many forms: spoken, written, kinesic (body language).

We need video which has script design, an outline of all audio and visual content and its location on the disc, to present the spoken language.

2.3.1. Some Ways of Presenting Speaking

Before presenting speaking using video in class it is helpful to remember the following points.

1. The teacher must be familiar with the video.
2. Access to a transcript of the material, or at least a simple selection from it.
3. Detailed worksheets and copied for distribution to the class have to be prepared in advance (Lonergan,1995:29-30).

There are many ways that can be applied by the teacher in presenting speaking using video. They are simple repetition, copying gesture and intonation, prediction in controlled situations, reacting to situations, and role play.

Related to the 1994 English Curriculum used in Senior High School, role play is one of the conventional teaching speaking activities. The key point is to

introduce the role play somebody who has not seen or understood the original video sequence. To play a dialogue and ask the learners who said what is a simple way to practice reported speech. To create the necessary conditions for communicative reported speech, one participant in the dialogue must want to know what someone else has said.

Role play is generally an activity which takes place at the end of any particular teaching unit. The learners need to be sure of vocabulary likely to be required, so that they can perform as fluently as possible. Presenting a model is too difficult for immediate comprehension, then a guided viewing exercise should be used to familiarise learners with vocabulary. But if we assume that adequate preparation is done, a role play based on video model can be introduced in the following stages:

- Stage 1 Presentation of the scene on video (with guided viewing and comprehension checks as appropriate).
- Stage 2 Replay of the scene on video, with pauses for prediction viewing.
- Stage 3 Replay of the scene on video; the learners takes a spoken role, replacing the voice of the speaker on video.
- Stage 4 Learners make notes of vocabulary required, and assemble any props or items needed for the role play.
- Stage 5 Role play of a scene by learners (Lonergan, 1995:40).

The following scene is taken from classroom video:

Photo booth in station.

Woman comes out of booth. Waits for photos. Man goes in.

Man : Can you tell me how this works ?

Woman : Yes, I think so. You put your money in here. Then the light flashes four times. Don't move until it finishes....Oh and pull the curtain round.

Man : Thank you. (*Puts money in. Four flashes. Comes out.*)

Woman : Now you must wait four minutes and your photos come out here. Don't touch them till they're dry.

Man : Thank you very much. Very kind of you.

Woman : Not at all. A pleasure.

This might be reported by a learner in the words which follow:

Learner : *The man wanted to use a photo booth at the station, and he asked the woman if she could tell him how it worked. The woman told him how it worked, so the man....*

Teacher : What did she actually say?

Learner : *Well, she told him where to put the money in and explained that the light flashed four times. She told him about the curtain, and not to move until it finished.*

Teacher : Go on.

Learner : *She told him that he would have to wait for four minutes, and she showed him where the photos would come out. She told him shouldn't touch them till they're dry. Then he thanked her and she went away.*

It is clear from the italics what the main points of language picture might be (Lonergan,1995:49-50). This model would be carried out in the implementation of the research.

2.3.2. Some Factors that Influence Students' Speaking Ability

In this study, it is assumed that video will affect students' speaking ability. Video is one of the techniques which can be used in teaching learning English, especially speaking to improve vocabulary, comprehension, and fluency.

According to Goodwyn (1992:65), there is no doubt for English teachers that one of the richest sources of spoken language is from media, such as; radio, television, and film as well as Video which provide us with a constant flow of spoken language. Therefore in helping students understand how speaking operates, the media provide a constant source of material for students to analyze and reflect upon. The most striking aspects of spoken language that the media provide access to are accent, register, voice, tone, vocabulary, and contextual appropriateness.

From the statement above, it can be concluded that some factors that influence the students' speaking ability is the media, such as; radio, television, and film as well as video which provide access to are accent, register, voice, tone, vocabulary, contextual appropriateness, grammar, fluency, and comprehension.

2.3.3. Related Literature of the Effect of Video on Speaking Ability

There are some researchers carried out a reseach to know the effect of video on speaking ability. Lonergan (1995:32) says that video films can be used to encourage oral fluency. Furthermore, Goodwyn (1992:65) states that one of the richest sources of spoken language is from media, such as; radio, television, and film as well as video. Based on the statement above, video might have a great effect on speaking ability.

Briefly, it is said that the teacher is suggested to employ video as one of audio visual aids to motivate students' interest toward the materials to be presented, so that it will make the condition of teaching and learning English especially speaking more effective.

That's why to know whether there is a significant effect of video on speaking ability of the second year students of SMUN I Puri Mojokerto in the 2001/2002 academic year, the research was conducted.

2.4. Hypothesis

Based on the problem and theory, the alternative hypothesis was formulated as follows: There is a significant effect of video on speaking ability of the second year students of SMUN I Puri Mojokerto in the 2001/2002 academic year. Thus, the null hypothesis was: There is non significant effect of video on speaking ability of the second year students of SMUN I Puri Mojokerto in the 2001/2002 academic year.

III. RESEARCH METHOD

3.1. Research Design

The design of this research was experimental. Simple randomized design applied S-R pattern. Hadi (1993:442) describes simple randomized design as a limited population or sub population, which directly select the subjects into an experimental group and control group. Berenson et al. (1988:19) add that in which every subject has the same chance of selection as every other subject, and in which the selection of one subject does not affect the chances that any other subject is chosen. So that, the research involved two groups: experimental group consisted of students who were given video treatment and control group consisted of the students who were not given video treatment. These two groups, however, still got the speaking material.

The pattern of this design was as follows:

E	X	O ₁
R		
K		O ₂

Explanation:

E : Experimental group

K : Control group

R : Randomized

X : Treatment

O₁ : Post-test on experimental group

O₂ : Post-test on control group

(adapted from Arikunto,1998:86)

The procedures of the research design were as follows:

1. Giving speaking test to know the homogeneity of the population.
2. Analyzing the score of speaking test by using ANOVA. The result of the data showed that Totaol Variance Estimate test is less than Total Variance Estimate test table, this means that the result is considered

non significant. In other words, it can be said that the English capability of the students is relatively homogeneous and two classes are taken randomly.

3. Giving treatment, that was teaching speaking using video to experimental group, whereas the control group was taught without video.
4. Giving the post-test to both groups, experimental and control groups.
5. Finding the mean difference of each group.
6. Analyzing the data by using t-test formula.
7. Draw conclusion.
8. Write the research reporting (Suryabrata,1992:44).

3.2 Area Determination

The research area was determined by purposive method. As Arikunto (1998:127) says that purposive method is a method on certain purposes and reasons. The chosen research area was SMUN I Puri Mojokerto. This area was chosen due to the consideration of the objective and the significance of the research. In addition, it was also based upon the consideration of practicality and feasibility, because the research was suitable for the purpose for which it was made and that can be done easily.

3.3. Respondent Determination

The population of this research was the second year students of SMUN I Puri Mojokerto which consisting of eight classes. Due to the limited time, energy, and fund, it was impossible to conduct the research on the great number of learners. Therefore, cluster random sampling was employed to attain the number of the respondents that was involved in the research, that was 20% - 25% from all of the subjects were taken as the respondents.

3.4. Data Collecting Method

The methods of collecting the data used in this research were : test, observation, and interview.

3.4.1. Test

Hughes (1996:4) states that tests are necessary to provide information about the achievement of groups of learners. Furthermore, Hughes (1996:9) mentions the kinds of test. They are proficiency tests, achievement tests, diagnostic tests, and placement tests. In this research, the researcher used achievement tests in order to establish how successful individual students had been in achieving objectives.

There are two components of test reliability: the performance of candidates from occasion to occasion and the reliability of the scoring. Achieving consistent performances from candidates is suggested as follows:

1. take enough samples of behaviour.
2. do not allow candidates too much freedom.
3. write unambiguous items.
4. provide clear and explicit instructions.
5. ensure that tests are well laid out and perfectly legible.
6. candidates should be familiar with format and testing techniques.
7. provide uniform and non distracting conditions of administration.
8. use items that permit scoring which is as objective as possible.
9. make comparisons between candidates as direct as possible (Hughes,1996:36-41)

Scoring in testing speaking ability will be valid and reliable only if :

1. clearly recognisable and appropriate descriptions of critical levels are written and scorers are trained to use them.
2. irrelevant features of performance are ignored.
3. there is more than one scorer for each performance (Hughes,1996:110).

Finally, the researcher gave the test based on the material given and the syllabus, while the scoring used the Hughes' six point scale for each vocabulary, fluency, and comprehension.

WEIGHING TABLE						
	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23

(Adams and Frith in Hughes, 1996:113)

Because accent and grammar were not investigated, the way in giving scoring by adding the total score of vocabulary, fluency, and comprehension with 40 as the total score of accent and grammar.

3.4.2. Observation

According to Arikunto (1998:147), there are two kinds of observation methods, they are systematic observation and non-systematic observation. Systematic observation is the observation which is done using a specific form as the observation instrument and non-systematic observation is the observation which is done without using a specific form. The researcher used systematic observation by completing the observation form, because it was orderly way of doing observation. The form arranged consists of activities that will be observed (Arikunto, 1998:234). In this study, the students' learning process was observed as the supporting data.

3.4.3 Interview

There are two types of interview, they are structured interview and unstructured interview (Arikunto, 1998:231). Structured interview was used accompanied by a *check-list*. The interviewee just gave a *check* [√] sign to the appropriate number. The purpose of the interview was to get information about

the English compulsory book used in the teaching learning process and the conventional teaching speaking employed by the English teacher.

3.4.4. Documentation

This method deals with records which have been documented. Arikunto (1998:148) says in applying documentation method, the researcher searches the written materials such as books, magazine, documentations, rules, notes, diary, etc.

From the statement above, the researcher concludes that documentation method is a research method used to get information or pertinent data from written material, especially the condition of the school of SMUN 1 Puri Mojokerto.

3.5. Data Analysis Method

The data obtained in this research were analyzed by using t-test analysis. This technique was used to reveal the more effective method, by comparing the means of the experimental group treated by video and the means of control group who is not treated by video.

The formula of t-test is as follows :

$$t = \frac{M_a - M_b}{\sqrt{\left(\frac{\sum x_a^2 + \sum x_b^2}{n_a + n_b - 2} \right) \left(\frac{1}{n_a} + \frac{1}{n_b} \right)}}$$

Explanation :

t : t-test analysis

M_a : Mean of post-test on experimental group

M_b : Mean of post-test on control group

x_a : Individual score deviation of M_a

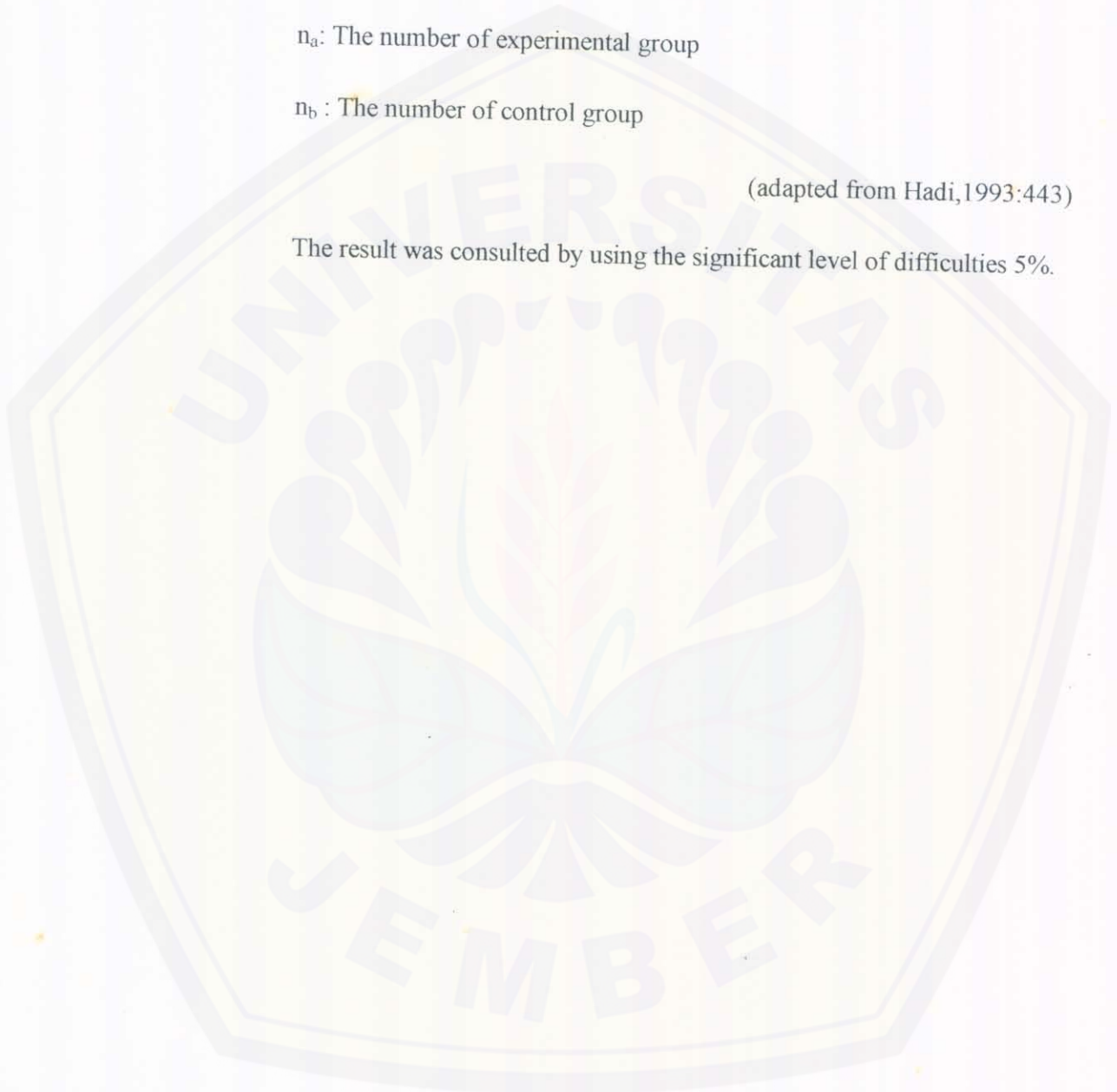
x_b : Individual score deviation of M_b

n_a : The number of experimental group

n_b : The number of control group

(adapted from Hadi,1993:443)

The result was consulted by using the significant level of difficulties 5%.



IV. RESULTS AND DATA ANALYSIS

4.1. The Results of the Observation

As it has been stated in the previous chapter that the observation was used to get the supporting data. Here is the result.

Before conducting the research, the researcher observed what the teacher was doing in the classroom to find the facts or information which could support the treatment preparation. The observation was also done when the students were doing the oral test. The test were given in turns in a definite time so that the students neither had any chance to open the book or dictionary nor asked each other. This was very important in this research to know the effect of video on their speaking ability originally.

4.2. The Results of the Interview

It has been mentioned that the interview was conducted with the English teacher concerning the English compulsory book used in the teaching learning process and the conventional teaching speaking.

According to the teacher, she usually gave much more reading and structure tests instead of speaking test. It was done because the experiences in every final examination was held together with other schools in a regency. Besides, it needed much more time to do it.

The source of the materials for the students used by the teacher was "English for the Senior High School Book 2" by Saukah & Wahyudi and it was combined with "Mahir Bahasa Inggris 2" by Setiabudi et al. There are 5 units in each semester. Each unit consists of 5 aspects namely: reading, vocabulary, structure, dialogue, and writing.

4.3. The Results of the Documentation

It has been stated in the previous chapter that documentation was needed to get the information about the condition of the school, that was taken from the administration staff.

According to the administration staff, SMU Negeri 1 Puri Mojokerto is located at Jl. Jayanegara No.2 Mojokerto. The number of personnels and staff employed in this school were 72 teachers and 16 staffs who support the teaching learning process. The facilities used in teaching learning process at this school were 18 classrooms, library, 3 laboratories.

The total number of the second year students at SMU Negeri 1 Puri Mojokerto in the 2001/2002 academic year is 320 students. While the total number of II4 and II5 is 80 students, in which 40 students are from II4 and 40 students are from II5 from whom the researcher took 80 students.

4.4. The Results of Test

4.4.1. The Data of Homogeneity Test

The data of the pretest as it has been mentioned in the previous chapter become necessary to point out the homogeneity test in order to determine the respondents into two groups that is experimental and control group. Hence the result of the homogeneity test on speaking achievement from the second year students of SMU Negeri 1 Puri Mojokerto is presented as follows :

Tabel 1. The Analysis Variant Computation

	X_a	X_b	X_c	X_d	X_e	X_f	X_g	X_h	Σ
N	40	40	40	40	40	40	40	40	320
ΣX	2366	2310	2290	2324	2389	2388	2387	2408	18862
ΣX^2	141906	134650	130138	136974	145235	145096	144957	146288	1125244
M	59.15	57.75	57.25	58.10	59.725	59.70	59.675	60.20	-

Where : N = Number of Respondents

X = The homogeneity score

M = Means of group

The score of pretest was analyzed by applying ANOVA formula to know the homogeneity of the population. The following is the formula of ANOVA :

$$F = \frac{MS_b^2}{MS_w^2}$$

Thus, the computation result of the score of ANOVA is as follows :

- 1). Sum Square Total / $SS_t = 1114128.388$
- 2). Sum Square Between / $SS_b = 333.7375$
- 3). Sum Square Within / $SS_w = 1113794.651$
- 4). Mean Score Square Between / $MS_b^2 = 47.675$
- 5). Mean Score Square Within / $MS_w^2 = 364.726$
- 6). Degree of Freedom Between / $dfb = 7$
Degree of Freedom Within / $dfw = 312$
- 7). $F_{test} = 0.131$
- 8). $F_{table} = 2.03$

The result of F-test was 0.131. The result of F-table 5% with $dfb.7$ and $dfw.312$ was 2.03. So, the result of F-test was less than that of F-table. It means that the result is non significant. In other words, we can say that there is no significant difference on speaking ability of the second year students of SMUN I Puri Mojokerto in the 2001/2002 academic year.

Therefore two classes were taken as the research sample which were determined randomly by lottery. Class II4 (A) was determined as the experimental group and class II5 (B) as the control group.

4.4.2. The Implementation of the Experiment

The implementation of experiment was done at SMUN I Puri Mojokerto. At first, the data were taken through observation, interview, and documentation. A week later, pretest for all the second level of students was administered. From the pretest result, it can be pointed two classes as the research sample. The treatment, that was teaching speaking using video, was given to the experimental

class by the researcher for four times. Whereas the control class was also taught four times without video. Finally, post test was administered for both classes. Here is the complete data of the implementation of the experiment.

Tabel 2. The Implementation of Experiment

Date	Time	Activities
16 July 2001	07.00	Observation, interview, documentation
23-28 July 2001	06.50-13.10	Pretest for second level
30 July 2001	10.00-11.30	Teaching speaking for the experimental class
	11.40-13.10	Teaching speaking for the control class
1 August 2001	06.50-08.20	Teaching speaking for the control class
2 August 2001	06.50-08.20	Teaching speaking for the experimental class
6 August 2001	10.00-11.30	Teaching speaking for the experimental class
	11.40-13.10	Teaching speaking for the control class
8 August 2001	06.50-08.20	Teaching speaking for the control class
9 August 2001	06.50-08.20	Teaching speaking for the experimental class
13 August 2001	10.00-11.30	Post test for the experimental class
	11.40-13.10	Post test for the control class

4.4.3. The Data of Post test

After giving the treatment to group A using the same materials given to group B, post test was conducted in order to know the effect of video on speaking ability. Here is the result of posttest on speaking achievement.

Table 3. The Mean Score of Posttest Result on Speaking Achievement of Group A and Group B.

SCORE		
No.	Group A	Group B
1	79	79
2	70	70
3	68	60
4	60	62
5	70	50
6	68	50
7	69	60
8	79	50
9	77	79
10	70	78
11	68	70
12	79	68
13	70	60
14	79	58
15	70	59
16	68	52
17	69	51
18	68	70
19	68	72
20	79	71
21	70	62
22	68	52
23	79	51
24	77	60
25	78	70
26	60	68
27	58	60
28	70	79
29	60	70
30	70	62
31	79	58
32	70	50
33	68	50
34	69	60
35	89	58
36	70	59
37	68	62
38	79	70
39	89	60
40	70	70

4.4. Statistical Analysis of the Data

The statistical analysis is important to know the result of the research precisely, so that the conclusion can be generalized to the population of the research by using level of significance 5 %.

Computation of the t value:

$$t = \frac{M_a - M_b}{\sqrt{\left(\frac{\sum x_a^2 + \sum x_b^2}{n_a + n_b - 2}\right) \left(\frac{1}{n_a} + \frac{1}{n_b}\right)}}$$

Conclusion : if t-empirics is \geq t-critics, it rejects the null hypothesis.

The data are presented as follows :

Tabel 4. The Computation Result of Data Analysis

	Group A	Group B
$\sum X$	2869	2500
n	40	40
M	71.725	62.5
$\sum x^2$	1895.73	3070
db	78	
t-empirics	5.17	
t-critics	1.98	

The computation shows that the empirical value of t is higher than the critical one on 5% level of significance, consequently, the null hypothesis is rejected and the alternative hypothesis is accepted. It means that there is a significant effect of video on speaking ability of the second year students of SMUN I Puri Mojokerto in the 2001/2002 academic year.

4.6. Discussion

Video is needed to encourage the students to reach better achievement in speaking as it is stated by Lonergan (1995:4) that video films in language teaching have advantages which spring from the power of television as a medium. At their best, video presentations will be intrinsically interesting to language learners. The learner will want to watch, even if comprehension is limited. The material should be motivating; the learner should want to see more, to ask questions, to follow up ideas, and suggestion. By generating interest and motivation, the video films can create a climate for successful learning.

The theory states that there is no doubt for English teachers that one of the richest sources of spoken language is from media, such as; radio, television, and film as well as video which provide us with constant flow of spoken language. Therefore, in helping students understand how speaking operates, the media provide a constant source of material for students to analysis and reflect upon (Goodwyn,1992:32).

From the explanation above, it can be said that the research results proved the theory. In other words, the research results supported the theory.



V. CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the data analysis and hypothesis verification, it can be concluded that there is a different result between the group taught using video compared to that taught without video. Teaching speaking using video treatment affects the students' speaking ability. In other words, it can be said that there is a significant effect of video on speaking ability of the second year students at SMU Negeri 1 Puri Mojokerto in the 2001/2002 academic year.

5.2. Suggestion

Based on the result of this research, the following is suggested :

5.2.1. For the English Teacher

- As far as possible the teacher should try to apply video in teaching speaking. It really provides the students a lot of opportunities to use the target language in real situation.
- The teacher should not give up or give negative response when facing passive students.

5.2.2. For the Students

- The students must try hard to be active during the teaching learning process, especially a speaking skill.

5.2.3. For Other Researchers

- The researchers should try to apply other video films as a teaching speaking media

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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHODS	HYPOTHESIS
<p>the effect of video speaking ability of the second year students of SMUN I Puri Mojokerto</p>	<p>Is there any significant effect of video on speaking ability of the second year students of SMUN I Puri Mojokerto in the 2001/2002 academic year?</p>	<p>A. <u>Independent Variable</u> ❖ Video</p> <p>B. <u>Dependent Variable</u> ❖ Speaking Ability</p>	<p>❖ Dynamic ❖ Immediate ❖ Accessible</p> <p>❖ Vocabulary ❖ Fluency ❖ Comprehension</p>	<p>1. <u>Respondents</u> The second year students of SMUN I Puri Mojokerto</p> <p>2. <u>Informants</u> ❖ The English teacher ❖ The administration staff</p>	<p>1. <u>Research Design</u> ❖ Simple randomized design</p> <p>2. <u>Area Determination Method</u> ❖ Purposive method</p> <p>3. <u>Respondents Determination Method</u> ❖ Cluster random sampling</p> <p>4. <u>Data Collection Methods</u> ❖ Test ❖ Observation ❖ Interview ❖ Documentation</p> <p>5. <u>Data Analysis</u> ❖ Statistical Method of t-test formula</p> $t = \frac{M_a - M_b}{\sqrt{\frac{\sum x_a^2 + \sum x_b^2}{n_a + n_b - 2} \left(\frac{1}{n_a} + \frac{1}{n_b} \right)}}$ <p>Where: M_a=Mean of post-test on experimental group M_b=Mean of post-test on control group x_a=Individual score deviation of M_a x_b=Individual score deviation of M_b n_a=The number of experimental group n_b=The number of control group</p>	<p>There is a significant effect of video speaking ability of the second year students of SMUN I Puri Mojokerto the 2001/2002 academic year.</p>

RESEARCH INSTRUMENT GUIDE

I. INTERVIEW

NO	DATA	SOURCE
1.	The English compulsory book used in the teaching learning process	The English teacher
2.	The conventional teaching speaking	The English teacher

II. OBSERVATION

NO	DATA	SOURCE
1.	The students' activities	The English teacher and the students

III. DOCUMENTATION

NO	DATA	SOURCE
1.	The Condition of the school	The administration staff

LESSON PLAN
Digital Repository Universitas Jember
(experimental class)

Subject	: English
Level	: Second class
Theme	: History
Sub theme	: Famous people in world history
Language skill	: Speaking
Language focus	: Reported speech
Time	: 2 x 40'

I. General Instructional Objective

By mastering \pm 500 new vocabularies in the level of about 1500 words with appropriate structure, theme, sub theme chosen, students are able to have the language skill of speaking.

Students are able to report story.

II. Specific Instructional Objectives

- Students are able to speak using accurate and extensive vocabulary as that of an educated speaker.
- Students are able to understand everything in both formal and colloquial speech to be expected of an educated native speaker.
- Students are able to speak on all professional and general topics as effortless and smooth as native speaker.

III. Materials

- Reading material 'Famous people in world history' (enclosed).
- A video film 'Apollo 13'

IV. Teaching Learning Activities

- Approach : Communicative and Meaningfulness
- Methods : Demonstration

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- Teaching procedures :

Students' activities	Teacher's activities
<ul style="list-style-type: none">• Greeting• Answering leading questions• Reading the materials to get the knowledge about the topic before watching the video• Watching the presentation of the scene• Predicting viewing while pause• Discussing• Making notes of vocabulary required and assembling any props or items• Role play of a few part of scene• Closure	<ul style="list-style-type: none">• Greeting• Asking leading questions• Explaining material • Giving guided viewing• Guiding the students • Concluding the material

V. Sources

- Media : video
- Book : English for the Senior High School Book 2

VI. Evaluation

Speaking test (interview)

LESSON PLAN

(control class)

Subject	: English
Level	: Second class
Theme	: History
Sub theme	: Famous people in world history
Language skill	: Speaking
Language focus	: Reported speech
Time	: 2 x 40'

VII. General Instructional Objective

By mastering \pm 500 new vocabularies in the level of about 1500 words with appropriate structure, theme, sub theme chosen, students are able to have the language skill of speaking.

Students are able to report story.

VIII. Specific Instructional Objectives

- Students are able to speak using accurate and extensive vocabulary as that of an educated speaker.
- Students are able to understand everything in both formal and colloquial speech to be expected of an educated native speaker.
- Students are able to speak on all professional and general topics as effortless and smooth as native speaker.

IX. Material

- Reading materials 'Famous people in world history' (enclosed).

X. Teaching Learning Activities

- Approach : Communicative and Meaningfulness
- Methods : Demonstration

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- Teaching procedures :

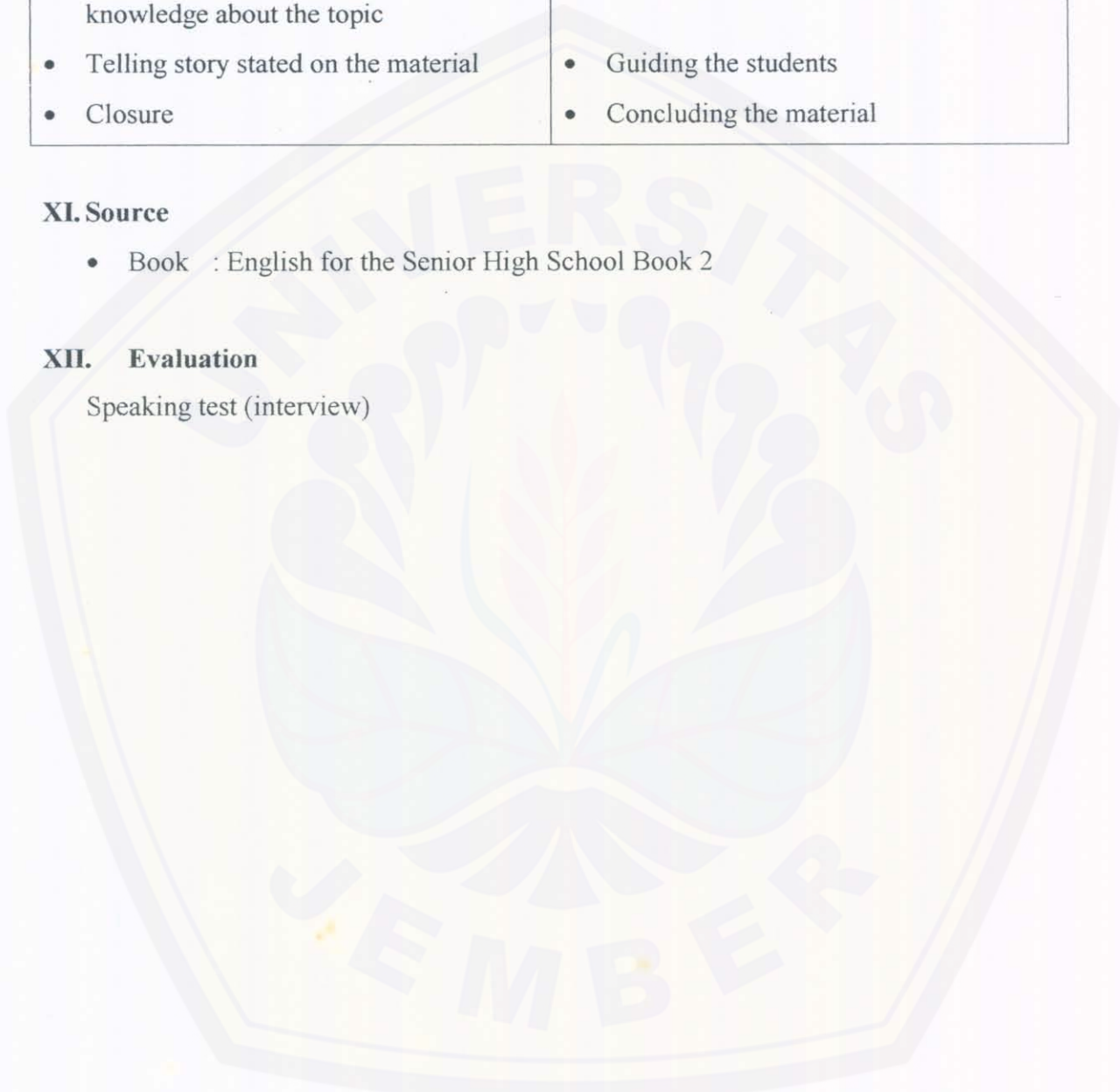
Students' activities	Teacher's activities
<ul style="list-style-type: none">• Greeting• Answering leading questions• Reading the materials to get the knowledge about the topic• Telling story stated on the material• Closure	<ul style="list-style-type: none">• Greeting• Asking leading questions• Explaining material• Guiding the students• Concluding the material

XI. Source

- Book : English for the Senior High School Book 2

XII. Evaluation

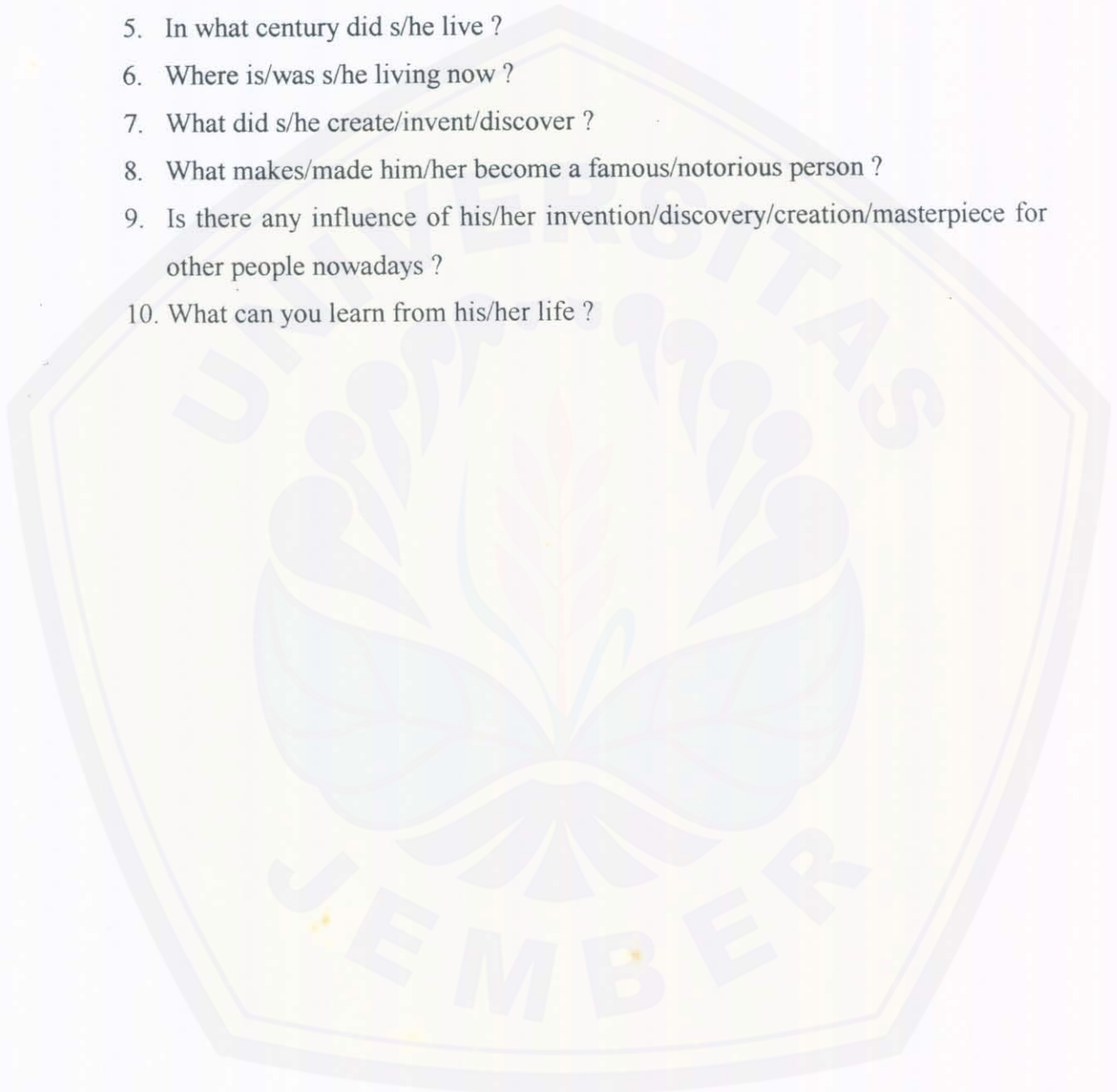
Speaking test (interview)



SPEAKING TEST

(interview)

1. Do you know some famous people in the world ?
2. Who do you know best ?
3. Where do/did you get the information about him/her ?
4. Who is/was s/he actually ?
5. In what century did s/he live ?
6. Where is/was s/he living now ?
7. What did s/he create/invent/discover ?
8. What makes/made him/her become a famous/notorious person ?
9. Is there any influence of his/her invention/discovery/creation/masterpiece for other people nowadays ?
10. What can you learn from his/her life ?



ANSWER KEY OF SPEAKING

(as an example)

1. Yes, I do. They are Alexander the Great, Gaius Julius Caesar, Sir Winston Churchill, Mohandas Karamchand Gandhi, Genghis Khan, Napoleon I, George Washington.
2. I know Gaius Julius Caesar best.
3. I get the information from encyclopedia.
4. Gaius Julius Caesar was a dictator king
5. He lived in 45 B.C.
6. He lived in Roman Empire
7. I think that his victory message *Vini, Vidi, Vici*, "I came, I saw, I conquered" was the famous thing of him.
8. He laid the foundation for the Roman Empire and planned the Calendar.
9. Yes, there is. Today, we have July, the 5th month of the year as the honor of his name-Julius.
10. Having a dictator character can injure innocent men.

ORAL ENGLISH RATING SHEET

Student :

Rater :

Date :

Score :

VOCABULARY

- _____ 6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.
- _____ 5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
- _____ 4. Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions.
- _____ 3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- _____ 2. Vocabulary limited to basic personal and survival areas.
- _____ 1. Vocabulary inadequate for even the simplest conversation.

COMPREHENSION

- _____ 6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.
- _____ 5. Understands everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
- _____ 4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
- _____ 3. Understands carefully, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
- _____ 2. Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
- _____ 1. Understands too little for the simplest type of conversation.

FLUENCY

- _____ 6. Speech on all professional and general topics as effortless and smooth as native speaker.
- _____ 5. Speech is effortless and smooth, but perceptibly non-native in speech and evenness.
- _____ 4. Speech is occasionally hesitant, with some evenness caused by rephrasing and grouping words.
- _____ 3. Speech is frequently hesitant and jerk; sentences may be left uncompleted.
- _____ 2. Speech is very slow and uneven except for short on routine sentences.
- _____ 1. Speech is so halting and fragmentary that conversation is virtually impossible.

THE SCRIPT OF VCD

APOLLO 1 PRE-LAUNCH TEST

CAPE KEN

Intro : Right, we see a cue crossing the entry in the launch bed. Cross that. Inspired by the lately President Kennedy. And only 7 years, American presents to the challenge what he called the most passages and dangerous and greatest adventures which man had ever been once after training the Russian for years with the man space program and after that 7 horrible fire killed of American astronauts Ed Grissom, Ed White, and Roger Chaffe. God blessed him. There's serious ado, we can bit the Russian to the moon. After night come righteous month during the routine text after the tragedy of Apollo one. All the entire world watched Neil Amstrong and Buzz Aldrin landing on the oz moon.

Bergman: The big good news came from the moment ago. Mission control gave the space craft for mission to go for the extra vehicle activity that is to walk on the moon for early expected 9 pm eastern daily time.

Jack : And important thing you penetrate your lunar modul is your attitude and realative speed. Now, let's see! This is me here, command and this is you in a LEM.

Tracey : All right!

Jack : And this stick in front of your modul and this called probe.

Tracey : Is that true?

Jack : Absolutely! And Tracey, I told you that slight in and every click in like feeling everything in the world.

Jim : Little late! What's upon? What's the big vacation? He's going on their misscontrol. The nervous based and around smoke like gimmick. Gene Kranzt will have a poppy.

Jack : Jim Lovell!

Tracey : Hi!

Jack : This is Tracey.

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- Jim : How're you doing?
- Jack : This is the man of Gemini 7, Gemini 12, and Apollo 8.
- Jim : Stop it, Swigert!
- Jack : This guy is the first 10 laps.
- Jim : Yes, in hand with one wheel! You make itself in home. Hi, Marlyn!
- Marlyn : Jim, where have you been?
- Jim : This is the last sampanye in the city of Houston.
- Marlyn : Very good!
- Jim : Everything is alright?
- Marlyn : Everything's under control.
- Jim : Everything is OK.
- Conrad : Hi, cadet Lovell!
- Jim : Put this on ice and the rest make sure get cold! You have to haircut in this summer.
- Steward : I'm on vacation.
- Jim : You have to haircut.
- Ken : I won't mind me up there tonight.
- Fred : Got who won't! Don't worry! The day's coming. They won't cut the program before number 14.
- Ken : You know my cousin told me, ask to we breach to get on Jim Lovell's crue. Can I told them, they will make sure they got the best?
- Fred : They get they're right.
- John : What's channel? What you want?
- Jack : Walter! Walter!
- Conrad : Jules Bergman!
- Jim : John, turn it up!
- Conrad : Calm! Calm, everybody! I believe I appreciate you coming to the dressed heresy party for my apollo 12 landing.
- Jm : Sit down, Conrad!

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Conrad : No! No! We just should took a moment, a recognize in the simply held.
Damnny, heroic! This is played by Neil Amstrong back off and this is road
moon. And of course this is crude.

Marlyn : There he is. Everybody, calm down! There he is.

Jim : He, kids!

Bergman: We have been in tradition map. They are opening eye on camera.

Neil : What?

Conrad : Jim, do you think they're lathe on the boat?

Jim : No! No! He comes get out here away for jumping for a lot.

Marlyn : Sheit! Pull out!

Bergman: OK Neil, we can see you coming down on lathe now. Oh, look at that
pictures!

Neil : I am at the boat lathe. The LEM feet there are on approximately near
depress is about 1 or 2 inches. Almost like a powder.

Bergman: Amstrong is on the thoon.

Jim : Amstrong is on the moon.

Neil : I'm down step on left now.

JULY 20, 1969

Bergman: Neil Amstrong, 38 years, the American, standing on the surface of the
moon. On this July 20,1969.

Neil : A small step for man, once giantiest step for the mankind.

Bergman: A small step for man, once giantiest step for the mankind.

Marlyn : You drunk, Lovell

Jim : Yeah, but I'm not usage with sampange.

Marlyn : Me neither. I can't deal with the cleaning up. Let sell the house!

Jim : -All right! We sold out. They recoup side us now. Looking up for us.
There is something?

Marlyn : I bet Jamie Amstrong couldn't get a weak to sleep tonight. You are in
the far in saddle Apollo 8, I don't sleep at all. I just vacuum over and over
again.

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Jim : Christopher Columbus and Charles Linberg and Neil Amstrong. Neil Amstrong. From now, we live in the world when a man walk down on the moon. And it's not miracle. We just decide it to go. Apollo 8 we're so close, just 60 nautics miles down and it just like step out and walk on the space. But I wanna go back there.

Marlyn : Where's my mountain?

Jim : Well, it's a light bay there. It's OK you see the shadow crosses the white area. That's the sea, Traquility. And your mountain straight in the ancle. That, your mountain.Mounth Marlyn.

Marlyn : I don't see.

Jim : You must look harder. You look, while I.....

VEHICLE ASSEMBLY BUILDING

CAPE KENNEDY, FLORIDA

OCTOBER 30, 1969

Jim : The astronauts is only the most visible member of the very large team. All of us, write down to the guide sweeping the floor or honour to be the part of it. What the man said give me a long Lovell enough and I'll move the world exactly. What we're doing here, this is the define inspiration VOX, the best one of which point of us is to believe anything is possible in this life. Things like the computer fits in the single room and hold million of pieces of information. Or the Saturn 5 Rocket and this is actually large vehicle that will be taken out Alan Shepard and his crue on first lap on the Apollo 13 mission.

Reporter: When you go up again, Jim?

Jim : I'm selected to be the commandant of Apollo 14 sometime late next year.

Reporter: If there is an Apoilo 14. Now, Jim! People in my state has been asking why we continue funding program. We have bit the Russian to the moon.

Jim : Imagine it! Christopher Columbus just come back from new world, no one return for the foot step.

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Houston : Attention for all personnels! Clear up level 3!

Jim : Any other questions?

Reporter: How do you go to bathroom space?

Jim : I'll tell you. It's a highly technical process. Cracking down the window and looking for the gass station. And this is Deke Slayton. Deke might be able answer the lady's question better than I. Deke is one of the original Mercury 7 and now he's our boss. He actually hands up the astronauts flight assignment and keep back part of our salary to Deke every month. How much this month, Deke?

Deke : Jim, can I have a moment? Something comes up.

Jim : Hey, everybody's home?

Barbara : Absolutely not! I am not to be a cheerleader. You should understand. I am so hard on it.

Marlyn : Farco maybe. I don't understand. But you are not going at, wearing this autumn thing in the end bad of this beach. I don't want to hear again.

Susan : Even she's not wearing a bra. You can see it.

Barbara : Shut up!

Marlyn : Susan!

Jim : Well, trick o trick! You know that extra vacation trips we had plan to Acapulo, I'm thinking might be slice changing destination.

Marlyn : Really?

Jim : Maybe say, to the moon. That's the Al Shepard's ear inspection. Splash it up! And we will found out in the prime crue in Apollo 13 straight in the high land of Fra Mauro island.

Marlyn : 6 months? Do you leaving up 6 months?

Barbara : Dad, can I please wear it?

Jim : Sure!

Marlyn : Jim!

Jim : No! No! Absolutely not!

Barbara : Disgusting!

Marlyn : They're not rusting thing, are they? You can be ready for 6 months?

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Jim : I'll be ready. I don't want be around with Al Shepard tonight. I get to go over there. I get on speed on this.

Marlyn : Go! Go!

Jim : I will walk on the moon, Marlyn!

Marlyn : I know. I can't believe it. It's actually 13. Why 13?

Jim : He comes after 12, Honey!

MANNED SPACECRAFT CENTER

HOUSTON, TEXAS

3 MONTHS PRIOR TO LAUNCH

Houston: Apollo 13, you go for firing and docking. All system are normal now and on the line. OK! S-4-B is stable. SLA panel is striking free. Drogue's clear. Docking target's clear. Yeah. I will be coming up that now. 2, 1, mark!

Ken : 75 feet. We're coming up on dock. We set down the crosses on, see the dessert crosses for this one. Wow, wait a minute! There is lost something here. I can't translate it up. We are drifting in the way, Roger!

Jim : You wanna back off and run this?

Ken : No. I got it. I got it. Let's me! I'm just trying get stable.

Fred : Houston, we are riset the high gain. I got the target back in the Reticle. OK! We're stable. Go and recicle of that belt!

Ken : 40 feet. They're all grey. 20, calm, easy, 10 feet. Catch on!

Jim : That's it!

Fred : Switch move, girl! Good! Beautiful, Ken! Good!

Jim : That's way we do that.

Ken : Oh! I want me up.

Houton : Apollo 13 back up crue, you're in simulator.

Jack : Nice job, Jim!

Jim : That's 3 hours boring horrible and the 7 second shot terror.

Frank : Good job, guys! You get won Christmas turkey.

Fred : Nice job, Frank! You're really in VOX then , brothers!

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- Ken : Yeah. But I wasn't perfect, use too much fuel.
- Frank : You're above the curve.
- Ken : Not by much. Listen, guys! I wanna worked it again.
- Fred : We get down the petrol to report it to the Bethpage on 7 hundreds.
- Jim : Sharp 7 hundreds.
- Ken : Yeah, but my rate turn still in too slow there. I really think we should work it again:
- Jim : Oh, let's set a ride!
- Ken : Set up again, Frank!
- Houston: OK! 13 back up crue, you have to wait. Prime crue is another around. Apollo 13, we saw S-4-B shut down and all systems are normal. Fred, set S-Band Omni to B when you get the LEM to forward. Good ship over there!
- Jim : Hey, we got a problem. O₂ is too high. The cabin depression is down. Get it again!
- Fred : No cloth depression. Get them heat it on!
- Jim : Ken, take your helm on!
- Ken : I can't get it locked
- Jim : Houston, our prime alarm is belled. Our depression comes down fast.
- Ken : Oh, God! Help!

MARCH 23, 1970

3 WEEKS PRIOR TO LAUNCH

- Jim : Stars fall down on us.
- Jeffrey : That's silly. Stars can't fall on us.
- Jim : You're smart kid than I was.
- Jeffrey : How long do you get to the moon?
- Jim : 4 days. But that's pretty fast. You see. This is the Saturn 4B pull turned it, push it away from the earth as fast the pull it from the gun until the moon gravity actually and pull us into the circle around the moon. It's an orbit, right! Fred and I pull down it on tunnel to this guy into the lunar

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modul like the spider's looking guy. Only hold 2 people. And it's just landing on the moon. And I take the control and I fly it down. Adjustment here, attitude there, pitch trot, and nice, soft, landing on the moon. Better than Neil Amstrong, will better than Pete Conrad.

Jeffrey : Dad, do you know some astronauts in the fire?

Jim : Yeah, yeah, I do. I know the astronauts in the fire.

Jeffrey : That can be happened again?

Jim : Well, I 'll tell you about the fire. A lot of things were wrong. The a door. It's called Hatch. They couldn't get it open and they can't get out. That's one thing and that's a lot of thing causing the fire.

Jeffrey : Do they have fix it?

Jim : Oh, yes. Absolutely! We have fix it. There's no a problem anymore there.

Marlyn : I can't believe it. They're still doing pop experiences.

Jim : Henry Hurt was all over there.

Marlyn : I know. But the training schedule is tied. They don't must be asking me.

Jim : I know. This is the project of NASA.

Driver : Hey, are you Jimmy Lovell, aren't you? Lucky 13! Run off!

Jim : This is the second times skak match.

Marlyn : So, I saw the kids school schedule's coming up. It is very busy week. I'll think about not going to launch. The kids need me at home, honey!

Jim : Marlyn, you're better to leave them for a while now. They won't get catched for cover you for a launch.

Marlyn : Yes, but now, I have your mother. She just has a stroke.

Jim : No, mom is fine.

Marlyn : Honey, this is not like another never been launch before. The other wives are not done more than 3. I just think not to look it now. It just pleasure, if it's over.

Jim : Honey, you'll gonna missed the show.

Houston : Jim!

Jim : Hi, guys! See you a few week!

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Houston : Hi, captain! Give back the moon rock!

Reporter: So, the number 13 doesn't bother you?

Fred : Only if it's Friday, Phill. Autumn, \$ 13 thousands and.....

Reporter: Apollo 13 leaves on 13 minutes and even landing on the moon on April 13.

Jim : Ken Mattingly has been doing scientific experiences. We get to handle this phenomenon, aren't you?

Ken : Yes. Well, I have a black cat walk over the broken mirror under the lunar modul and better than seems to be a problem.

Fred : And we'll also be serious having a letter, ask us to take a pig as a good luck.

Reporter: Does it bother you that the public think the flight on the moon, it's a routine.

Jim : That's not a routine about the flight on the moon. I can guarantee that think. And the astronauts, the last mission is pander flight. Well, that will always gonna be very special.

Reporter: Why this is your last, Jim?

Jim : I mean commanded the best ship with the best crue than anybody can ask for and I'll be walking in aplace with where only 400 degrees between sunlight and shadow and I can't image to be the top on that.

APRIL 9, 1970

2 DAYS PRIOR TO LAUNCH

Walter : We let the schedule for you for 9 hundreds hour.

Jim : I can't be worked, Walter!

Walter : What?

Jim : Freddo and I will gonna over to the lunar modul surface experiences next month and tomorrow. And Ken will be back on simulator. We must gonna flight plan tonight well. I'll appreciate your coming for this machine after your hard down.

Walter : Good!

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Jim : Thanks!

Houston : Jim, we get a problem. I just do got the blood test in the lab. Ken gets a mizles.

Jim : Charles Duke do had.

Houston : So, we need a new back off. You have supposed do it.

Jim : Well, I have ever a mizles.

Houston : Ken Mattingly hasn't.

Jim : You want to break off my crue 2 days before the launch? Where we can predict each other moves. We can read the tone each other from our voice.

Doctor : Ken Mattingly will be getting the seroisly ill. Precisely, when you and Haisse are sending on the surrounding of the surface of the lunar modul.

Houston : Jim, Ken Mattingly will have the worst fever.

Jim : Now, look! Jack Swigert is been done on the following week.

Deke : He's qualified flighter.

Jim : He's a fine. When he was the last from the simulator?

Deke : I'm sorry, Jim. I understand how you feel? We can do 1 or 2 things for you here. We can took away Mattingly and go with Swigert or we took off 3 for later mission.

Jim : I have trained for Fra Mauro high island. And this is the flight serious worst, Deke.

Houston : Jim, if you hold out for Ken, you would not on Apollo 13. Just your decision!

Tracey : Let it rings!

Jack : No! No! I get take that.

Tracey : Why?

Jack : Because I am the back up crue. And the back up crue has sent up guest list and booked the hotel room. Swigert. Yes, sir! Yes, sir! I understand. Thank you, sir!

Ken : Well, I.... Damn! A medical guys. I'm feeling when they're starting the blood test. But, I mean I know they're false if I am sick up there. Jesus!

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Oh, boy! Swigert, he'll be fine. He's strong. Don't worry! It will be held the mission one of the books. Are you sure with this, Jim? I mean why you don't go up there, ask to Deke? I'm sure we can make it up shelf.

Jim : This is my call.

Ken : Must be in the taut one. Look, I don't have the mizles and I don't gonna got the mizles.

Fred : Ken, wait up!

Jack : The Jack rejects result. All is steady on line. We're right.

Jim : We're on program 60-4 now. Pd-0-5-6, we feel the gravity now.

Fred : Houston, we are on 400,000 feet basing toward to surface.

Houston : We lose the signal. The entry of the data is normal. And we will lose the radio contact block. Do you think he get it?

Jim : What's the story here?

Jack : I get the coridor light and would come to shut down. I'm going manual.

Fred : Houston, changing the SCS. Roger, 13!

Jack : We're in 3 Gs, 5 Gs. We're coming to stiff. See what's up coming! But I still stay in this crossing and for 8 Gs, 9, 10, we're 12 Gs.

Jim : 12 Gs, we're burning up.

Deke : Damn it! I give the false indication in the right hand in the entry of the place. Even Mattingly can't do it for the first time.

Jim : How're you feeling, Freddo?

Fred : Shut bored.

Jim : So, what happen?

Jack : We came to stiff. We death.

Fred : Oh, sheit!

Jim : Yeah, we were run the program of 60-7 there's now. OK, guys! We will gonna do again. But, please give me a minute to do reset again.

Deke : Jim, could we have a word?

Jim : Sure, Deke! We have a trouble which run of the time and ask for ourselves.

Deke : So?

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Jim : Well, If I have \$ 1 for the time killed misting. I'll not work for you, Deke.

Deke : Well, we have 2 days. We'll be ready.

Jim : Let's do it again!

Deke : Let's do it again!

Stephen : Mom, that he is.

Mary : Margaret! Stephen! Please coming here! We can't go crossed the road. We don't want daddy gets fever and gets sick in out space later, right?

Fred : Hi, boys!

Stephen : Hi, daddy!

Fred : You don't make your mom hard down, right?

Stephen : No, sir!

Fred : Mary, you looks beautiful. Hey, it looks like Marlyn Lovell.

Jim : But, it can't be she isn't coming for launch.

Marlyn : I heard the launch will be the great show.

Jim : Yes. Who told you that?

Marlyn : Some guy I know.

Jim : You can't live without me.

Houston: OK, guest! Let's say good night! Tomorrow will be the busy day for them.

Mary : Good night! We'll go home now.

Jim : Good bye, Marlyn!

Marlyn : Yeah.

APRIL 11, 1970

CAPE KENNEDY, FLORIDA

Houston : 1, 2, stand back off!

Jim : Guenter Wendt!

Wendt : I found off the Guenter Wendt. You will walk on the moon.

Jim : Yeah, we'll walk it. We can talk on the moon.

Houston : Fred!

Fred : What?

Houston : Gum.

Fred : I'm sorry. Thanks!

Jack : I'll give this guy the new trip.

Houston : Sure, you will, Jack! You need more air?

Marlyn : You want an apple?

Mary : Marlyn! Hey! I hate this day.

Marlyn : You don't be in worry, aren't you?

Mary : No. I get 30 days till this launch off.

MISSION CONTROL HOUSTON, TEXAS

Houston : This is for Gene.

Jerry : Mrs. Kranzt use pulled it up old thing and sew it again.

Houston : What?

Jerry : Yes, she was buying it from a Gipsy. You can't refuse the tradition.

Houston : Happy that!

Tom : This is from your wife, Gene.

Houston : Thank you, Tom! I just gonna be worry. Here it is.

Tom : I like. I like that, Gene.

Houston : Jim, you're on set. Hi, Gene! We guess we can go now.

Gene : Save your applause then. Apollo 13 flight control, Listen up! You may go now for launch. Booster!

Houston : Go!

Gene : SCS!

Houston : Go!

Gene : FIDO!

Houston : We go, flight!

Gene : Guidance!

Houston : Guidance go.

Gene : Surgeon!

Houston : We go, flight!

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Gene : EECOM!

Houston : We go, flight!

Gene : GNC!

Houston : We go.

Gene : TELMU!

Houston : Go!

Gene : Control!

Houston : Go!

Gene : Procedure!

Houston : Go!

Gene : INCO!

Houston : Go!

Gene : FAO!

Houston : We go.

Gene : Network!

Houston : Go!

Gene : Recovery!

Houston : Go!

Gene : Cap Com!

Houston : We, flight!

Gene : Boost control, this is Houston. We go for launch.

LAUNCH CONTROL CENTER

CAPE KENNEDY, FLORIDA

Houston : Roger, Houston! Pad leader, what's your status?

Houston : We go for launch T-60 second to encourage.

Jack : Fuel pump! This is it. Fuel pump will gonna mail.

Houston : We go for launch. T minus 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, give it

start! 3, 2, 1, give it fix!

Jim : A clock is still running.

Houston : We have missed lock.

Digital Repository Universitas Jember

Jim : Houston, the tower is safe. Here 13-13!

Gene : OK, guys! We got it.

Ken : Come on, Bab! Come on!

Jack : High of the crue is on the line. The lastest high is on the line.

Jim : Role complete. We're fixing.

Houston : 13, am I phone 1-Bravo?

Gene : FIDO, how look it?

Jerry : Looks good flight. We're right on the middle.

Houston : We see you. BFC is safe,13.

Jim : Roger! EPS to manual and born. Get ready for little coerce challenge!

Jack : It's someone's joke.

Jim : Tower Jett! Houston, this is 13. We get the scenery off, go after the 4.

Houston : Roger,13! We saw the same.

Gene : Booster, can you conform that scene agent?

Booster : Roger! That flight seems will be losted.

Gene : FIDO, what's cofusing to do it?

Jerry : Same as, flight! I need to know the cracking IU of the satisfied number 5 shut down.

Jim : Houston, what's the story of engine 5?

Jerry : The guidance is good. Let's go! Let'sgo! Go! We're moving until we're going lose the other one.

Gene : Roger then!

Houston : 13, we wanna sure that the important is off. But, the other engines are goes. We should gonna burned the meaning engine for little bit long.

Jim : Roger then! The gymbal is good. A trim's is good. It's like it will be a good mission.

Houston : 13, Stay back! Stay cun!

Jim : Copy that!

Houston : S-2 shut down. S-4-B shoot. That's good flight. S-4-B will be clarifying exploded in 10 second. 13, this is Houston predict take off is 12 plus 34.

Over!

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- Jim : Coming up 12 minutes and 34. And roger!
- Fred : And SECO!
- Jim : Shut down! And that's human. It's time we do that
- Mary : Oh, boy! I hope I can sleep.
- Stephen : Mom, that was a loud.
- Mary : Here, hold my hand! I can't believe you do this 4 times.
- Marlyn : This part is over.
- Mary : Yes?
- Marlyn : This doesn't stop for me until he lands craft for carrier.
- Mary : You're just look so calm about.
- Marlyn : If the flight surgeon had to come me for this mission, I'll be grown.
- Reporter: Miss Lovell! Please, give me some minutes? Come here! Can we just have some words for you?
- Marlyn : Remember, you're proud, happy, and thrill.
- Reporter: How's your feeling?
- Mary : We're very proud, very happy, and we're thrill.
- Jim : Booster, I saw S-4-B will shut down.
- Jerry : TLI is in the mind away. Let's good, Phill!
- Gene : Roger, FIDO! OK, guys! We're going on moon.
- Houston : What we have recusion signal in Hawaii?
- Jack : OK, Houston! CMP here. I have took changes cases with Jim. I mean I'm in a pilot sheet. I can go ahead get set and transposition and dock.
- Houston : Roger then, Jack!
- Jack : Fred, are you OK?
- Houston : OK, everybody! Let's get turned around and take the lunar modul! Odyssey, you go for firement and docking repeat. Go for docking and we recommand you to secure cabin pressuratation!
- Jim : Roger then!
- Jack : OK! We're ready for CSM separation.
- Jim : OK! SMRCS balls are all great. OK, Swigert! Command modul pilot! It's only yours. Houston, we got good speratation.

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Houston : Odyssey, S-4-B is stable. Translation is good. We confirm that, 13.

Jim : OK! We get started docking with a LEM and pitching around. You know Frank Borman, Freddo. He must check it up in the moon in Apollo 8.

Fred : I know. I just too much breakfast. Let's go a work!

Jack : And pitching up, penetrate 2,5 degrees for second.

Houston : Roger, Jack! We see you pitching around. Keep an eye in Telemetry!

Roger then!

Deke : If Swigert doesn't do this thing, this mission can't get match.

Jim : How's the alignment?

Fred : GDC a line.

Jack : Trusting forward.

Fred : 100 feet.

Jim : Wacth the line on that!

Jack : Don't worry, guys! I am on the top for that.

Jim : How's looking, Freddo? That hole there yet?

Fred : 40 feet, 20.

Deke : Come on lucky pack! Think that thing!

Fred : 10 feet.

Jack : Catch on!

Jim : That is it. Not bad and wonderful.

Jack : Go ahead reject!

Fred : Houston, we're in a dock.

Houston : Roger, understand. Good deal, Jack!

Jim : OK, Houston! We have LEM attraction. We're confident.

Houston : 13, now you are in a Fra Mauro high island.

Jack : I must get out from here.

Jim : Houston, we're ready for getting a PTC and I think Jack and I will eat barbecue roll.

Fred : Hey, I am hungry.

Jim : Are you sure?

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Fred : I can eat the buck of the neil horses

Houston : We get the smooth one.

Sy : According to number so far, we just get the minimum test for the system.

Jim : God, it's too badly! We can't demonstrate this on TV.

Fred : Oh, sheit!

Jim : OK! Urine dump come out.

Fred : Here we come the constalation urion. Now, that's the beautiful scene.

Marlyn : Barbara, we are going to your father's broadcast.

Barbara : No, I'm never coming up. I hate Paul. No one else could play another record again.

Susan : She is still sad with stupid Beatles broken up.

Barbara : They're not stupid, you're stupid.

Marlyn : Barbara, I know you are not in mood.

Barbara : I'm not going on. Daddy even doesn't know we are on there.

Marlyn : The whole world watch this broadcast, so us. I'm sorry.

Jim : OK, good evening America and welcome for Apollo 13! I'm Jim Lovell and we broadcast in a high from almost 200,000 miles away from the surface earth and this is the pretty good show scorpion and we are going to show life 3 of us in lunar space. That spencer and I are in..... OK! The first thing we would like do is provide you with the appropriate background music. So, hit it Freddo!. Hallo earth! That was the supposed to be the thing to do 2001 an honour about the command modul, Odyssey. But this seems to a last minute changing the program.

Andy : Later in my flight 19, I take my all entire collection Johnny Cash so long.

Henry : Hi, Marlyn!

Marlyn : Where's the still broadcast?

Henry : All the members of station refuse us. One of them say we make gone to the moon better succeeding taking a trip to Pittsburg.

Blanch : My son supposed to be on. He is in outer space.

Digital Repository Universitas Jember

Nurse : This is all the channel we got, Mrs. Lovell.

Blanch : It's bad damn TV guide again.

Marlyn : They know that they are not in air?

Henry : We told them back later .

Jack : Well, If anyone from the IRS watch guide, I forget my files. My 10-40 is returned. That's I mean to do it today.

Sy : That's not a joke.

Fred : We fall down succeed. They jump point to the lunar modul. Follow me!

Jim : Now, when we get ready landing on the moon, I need Haisse and I will flought through this access tunel him into the lunar modul leaving.....

Gene : EECOM, that steward gonna be on both H₂ and on both O₂, isn't that?

Jim : The space craft will be connected. We' ll posses. You can probably tell the Aquarius it is much bigger than a couple telephone boost. The skin of the LEM in some place is only as thick as a couple of tunel voil also the protection of the vacuum space. We can get this way because the LEM is désigned only for flighting in outer space. Fred Haisse, a renaissance man! OK! We'll hit back up the tunel now to the Odyssey. All right, we will return to the command. Stand by 1, Houston!

Fred : Catch you!

Jim : Houston, the bang you heard is Fred Haisse in the cabin repress about. We're really depress hard with that one. OK! We're back close the Aquarius. And we return to the Odyssey and next broadcast maybe from the Fra Mauro on the surface of the moon. So, this is the crue of Apollo 13 and we should never everyone back honour and we will be pleasing me.

Marlyn : All right!

Henry : Might be they will turn the film in the news tonight.

Marlyn : You think so.

Jim : Between Jack, back taxes, and Fred Haisse show, I think it was the pretty successful broadcast.

Houston : That's the good show on Odyssey.

Digital Repository Universitas Jember

Jack : Thank you very much, Houston!

Andy : We had a couple course procedure for you. We like you row 0-6-0 and you now wait.

Jack : Roger then! Row and right 0-6-0.

Andy : And then, if you could, give your attention to tank O₂!

Jack : Roger then! Hey, we got a problem here.

Jim : What did you do?

Jack : Nothing. Stupid tank!

Andy : This is Houston. Say again, please!

Jim : Houston, we have a problem. We have a min B-Bus undervolt. We get a lot of pressure here, Houston.

Andy : How's the computer?

Jim : Just in off line. There's another alarm, Houston.

Jack : I'm checking quad.

Fred : There's no repress now.

Jack : I check quad C.

Fred : Our computer restart. I'll count the RCS.

Jim : We get pink stick fire. Almost the count stable worrier here, Houston. We got reset the restart.

Jack : I'm going to SCS.

Doctor : Jesus! Fight the hearth is up all over the time.

Gene : EECOM, What's data on you?

Sy : O₂ tank 2 unominal at all. Tank 1 is that 725 psi and falling. Fuels 1 and 3, oh, boy! What's going on here, flight? Let's me get back to you!

GNC : GNC flight! Flight around are all of the place and keep going gymbal locked.

Gene : One a time! One a time, people! One a time! EECOM, this is the technician problem or we look like a power loosing?

Sy : This is read a quarduple problem. I can't be happened. It can be the instrumentation.

Digital Repository Universitas Jember

- Jim : Let we get hit the LEM. It must be hitted by the meteor. Yeah, the tower is really turned in around move.
- Fred : Houston, we have a pretty lot bang here as the prime alarm rung. This is main Bus A.
- Andy : Main Bus A undervolt?
- Fred : Houston, our main Bus A undervolt now, too. It's reading 25.5 here. Main Bus B's reading 0, right now. We get an angle ship, right now.
- Gene : EECOM, GNC, they told about the bang and susceptible there. It should be not about the instrumentation for me.
- Jack : You can get the heat seal.
- Jim : Just do it! If we hit by the meteor now, we will death by now. I'll try to get out this situation from here, Fred.
- Fred : Houston, do you say changing the Omni Bravo?
- Andy : Roger,13!
- Jim : It's single stick here. What's the story here, Jack? We get trying with Gymbal locked.
- Andy : Odyssey, we need confirmation. What's the computer system off now?
- Jack : OK, Jim! SMRCS, Helium1, A and C undervolt.
- Jim : Houston, I'm striking over guad C fo Main A.
- Andy : Roger, 13!
- Jack : OK, Houston! Fuels 1, fuels3, we got Main Bus B undervolt, Cyro pressure, cloth pressure, what do we have? AC Bus 1, AC Bus2, command modul computer, and O₂ flow high. I know, this is maybe the caution warning.
- Jim : Houston, we are finding out something in the space. I can see out from the outside of the window, right now. Precisely, a gass or some source. It can be the O₂.
- Andy : Roger, Odyssey! We copy everything here.
- Gene : Quite down! Quite down! Let's stay cool, people! Procedure, I need another computer of RTCC. I want everybody to learn supporting team. Wake up every body you need! Get the minutes! Let's work the problem!

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- Fred : Sheit!
- Sy : God, damn it!
- Fred : Houston, O₂ in tank 1 is falling.
- Jim : Freddo, how long to get power of the LEM?
- Andy : 3 hours based on check list.
- Jim : We don't have that much time.
- Fred : Sheit!
- Jim : Jack, before the battery completely is dying, let the power down everything! We can care as much as you can do to the earth.
- Sy : 15 minutes O₂, that is it, the command modul will be death.
- Gene : OK! OK, guys! Listen up! Move the astronauts to the LEM! There's no enough O₂ up there. TELMU, control the emergency power! And Procedure, off the essential hardware! GNC, EECOM, let be shutting down the command modul the same time! We have to transform the computer systems we want to other computer with the number when I guide in the right position.
- Sy : Roger then.! OK! We transform all of the control to the LEM before the modul dies.
- Gene : Command modul just command to save the life, Paul!
- Andy : Odyssey, this is Houston. We need you to shut down immediately on the power of LEM the same time you move from over there .
- Jim : We have already Freddo in LEM, Houston.
- Andy : We got the serious time for you, Jim. You can take the guide program transfer. You got to do before your power out of the command modul. You can't be over there again.
- Jim : How much time? Can you give number?
- Andy : When we look it, less than 15 minutes we lose Odessey.
- Jim : We got 15 minutes. It was worst from I thought. Houston, we move to command modul from the LEM.
- Gene : If Jack can't get this guy to the computer data transfer, it will be death.
- Houston : They even don't know which they point.

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- Not make thing worst by guessing. 13, this is Houston. We go to another room now to get your answer. I'll tell you this, it is like the deadband.
- Fred : Take a look O₂ in muber 1! 200 pounds and falling.
- Sy : O₂ tank 2 still 0, tank 1 218 psi and falling. Did you get the confirm? We see something, 13.
- Gene : Can you say your status, Sy? We see from the stand point status. What we gonna space craft is good?
- Sy : I'll go back to you, Gene.
- Fred : We don't have too much power long. This phone will be death.
- Sy : Flight!
- Gene : Yes. Go, EECOM!
- Sy : I recommand we shut down reactant pause and the fuels.
- Gene : What the hell good shut gonna do?
- Sy : If that with little heat, we can isolated. If we can isolated there, we can save the reactant tank and run with a good fuselage.
- Gene : If you close the reactant tank, you can open it while landing on the moon with the other fuselage.
- Sy : Gene, the Odyssey is dying. For my care, this is the last option.
- Gene : OK, Sy! Cap Com, Let's then close the reactant value!
- Andy : 13, this is Houston. We want you to close reactant belt on self 1 and 3. Do you copy?
- Jim : You say you want to hold mess closing down for the reactant for shutting down the fuselage? Fuselage 5 shut down? Am I hearing you right?
- Gene : Yes, they're all be right. Told them this is the only way to stop it!
- Andy : Jim, we think with closing the reactant belt will stop the hole.
- Gene : Does he copy that?
- Andy : Do you copy, Jim?
- Jim : Yes, Houston. We copy. We just lose the moon. Freddo, shut this down!
- Fred : Let's see what we does!
- Jack : It doesn't work. We have not enough power to go home.

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- Gene : That's right. That's the bad way to flight. I'll be on 2-10 if you need me.
- Houston : OK.
- Jim : Houston, this is 13. Are you back with me now?
- Andy : Aquarius, this is Houston. You now have 15 minutes. Move on!
- Fred : I can't see the stars. There's a lot of broken flought up there.
- Jack : OK, Houton! We have completed the step on page 15. I'm ready to power down the computer.
- Jim : I need your gymbal ancle, Jack, before you shut down the computer.
- Jack : OK, Jim!
- Houston : Then, back it to me before they shut down.
- Andy : All right! All right! I got it, Houston. Our computer is on. Roger then!
- Houston : Ready, fred, Jack! We need the procedure of the step 12 to 17 quickly. You now have 8 minutes remain.
- Jack : Fuels is off, O₂ fan, tank 2 off.
- Jim : Houston, check me! I have completed all this gymbal conversion. But, I need the double check arithmetic.
- Andy : Go, Jim!
- Jim : The roll CAL ancle-2. Lunar modul 355.57. Pitch 1676. Correction pitch 167.78. Yaw 351.87.
- Andy : Stand by! We'll check it.
- Jim : We got unvisible scene here. If the count are not right who knows where we stop outside here.
- Houston : It's good flight. All right! It's good, Andy! We count the numbers. You're good.
- Jim : Count it, Freddo!
- Andy : Jack, off the IMU with SCS! Stand by!
- Reporter : Is it great day in New York, isn't it? And the girl watches the weather. I like the genius girl watches, supposed an end of sinyalement in the street. Speaking about the girl's watching, do you know the first bachelor astronauts is on way of the moon? Is this swigert?
- Audience : Yes.

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Reporter: And this is the kind of, say, the girls wait. He has that reputation. I think he is fool optimistic. Taking nylon and stick of Harsley to the moon. Did you read 3 million, what's you? Less viewers or few viewers? 3 million few viewers watch the space craft to the last.

Bergman: There is ABC science editor, Jules Bergman. Apollo 13 space craft has lost all lack capable power. And astronauts Jim Lovell, Fred Haise, Jack Swigert are making the way to tunel of lunar modul using the light boat. So, the electric power modul for the radio to the command. Apollo 13 powerly also loosing breathing O₂.

Marlyn : Electrical failure? What exactly it means?

Bergman: The emergency rules out any changes of landing. It could be dangerous for the life of the astronauts himself. If the LEM O₂ can't adds supply O₂ left on the command modul, it can't flash back to the earth.

Marlyn : What do you mean with no meaned data? I heard it's loosing the O₂. Could you give the back?

Bergman: We're clapping what happen now. The Apollo 13 astronauts maybe in a great dangerous.

Marlyn : No, don't give me the NASA bullshit. I wanna know what's happening with my husband.

Andy : We want to switch control with Aquarius now.

Jack : Roger then!

Jim : Houston, wait!

Andy : You will be down in 5 minutes, Jack.

Jack : RCS hasn't up yet.

Jim : Houston, be aware! RCS hasn't up yet.

Houston: They don't have control. Do we miss this step here? Control, what the hell happen?

Control : I don't know. We just need time. We are all awake.

Jim : I try to get it down. But, we turn to the left. Why can I hold it now?

Houston: He is designed to fly like this. Gravity center on our command modul.

Jim : Like flying on the elephant death in our back.

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Gene : Well! Unfortunately, we're not landing on the moon. No, I don't care what anything designs to do. I care what about can do. Let's get to work!
Let's lay out!

Houston: OK!

DAY 4

Gene : Cap Com!

Deke : After this work we got the Phill sometime get to sleep.

Houston: No, by the FAO. Specifically wants a code from flight director.

Gene : Who wanna a code?

Houston: The president.

Gene : President?

Houston: Nixon. He wants some of us. We're loosing a crue. Gene, I'm giving them 5 : 1 against, 3 : 1. I don't think it is not good.

Gene : We have not loosing these men. Control, how long they will turn the engine in PC plus 2?

Houston: Look, tell him 3 : 1! We expect losses a signal in less 1 minutes. We take the back up. We will have you in PC Plus 2 burn data.

Fred : Roger then, Houston! We hear from you again in accusation signal.

Jim : You wanna look?

Fred : Look it that!

Houston: Aquarius, that is 30 second the still lost signal.

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Andy : Aquarius, watch the middle gympal! We watch you flying in the space.

Jim : Freddo, inform Houston! I'm aware with that damn gympal.

Fred : Roger then, Houston!

Andy : I don't hear the explanation. I am feeling cold in front of me.

Sy : Andy, we are in VOX.

Houston: Aquarius, this is Houston. We catch you both in VOX. What do you want? You want we go to VOX, Andy? You are on mic. We are listening everything you say.

Fred : Sorry, Jim!

Bergman: There's only thick margin to get Lovell, Fred Haise back alive.

Stewardess: Marlyn, I'm sorry. Jeffrey's calling.

Marlyn : Jeffrey!

Jeffrey : Why so many people here?

Marlyn : Oh, boy! You know your dad flight his mission.

Jeffrey : He tells me to go to get the lunar rock.

Marlyn : Something broken in your daddy's space ship. And he has gonna turn around before he gets on moon.

Jeffrey : Is it the door?

Andy : 13, Houston. We see the finding push you around. How're you doing?

Jim : Houston, Aquarius. We had learnt to fly all over again. But, we're not at the moon. It's better up to now.

Andy : Roger then, Aquarius! I'm close it out. Jack, we're close your procedure now.

Jack : Now, do we know? We're sure that we can power the system back off. It's taking cold up here.

Andy : Copy, Jack! We set it up later. The computer's off. We're safe. We are going on the LEM. We can confirm the shut down, Jack. Lunar modul now on the control.

Jack : Roger then, Houston! This is Odyssey shining off.

Jim : Freddo, we want some execute born here. It's no matter when. Do they choose to shut down on there?

Fred : I'll survive.

Jim : There's an aspirin in medical suit.

Fred : I just take. I'm all right. That was an accident. Mary get pregnant. You should look up her face when he told me.

Jim : That's usual happen.

Fred : I wonder it's a boy or girl.

Jim : You'll get find out soon.

Fred : Sure! I have never dream get in to do some like this. Come up here with real mission. I was a guy which graduated from school, even never leaved home. Here I am.

Jim : Yeah. Here you're.

Fred : Hurt, when I'm on urinate.

Jim : You don't get too much water.

Fred : I drunk it as much as you. I thought the old Swiget give me the clap. He urinate my rim, too.

Jim : Well! It is really hot one when briefing for flight operation. That's another first man can do space program.

Fred : Listen! I'm going to full staffing. I'm worry about this cold affected our battery efficiency. We are stopping to save water and power. But, hit heat plus! It's cold, cause 1 amps to reback.

Jim : It's posiiibility.

Jack : I'll go count the numbers again. They called up about reentry plan yet? Because come it to show.

Jim : We're working something hard checked. Hold on! I don't want the racio temperature we have, no reference on boat. We see what Houston pull to know back's on.

Jack : Listen! Listen! They've given too much delata V. The heated burn too long. This rate will skip right us up to the atmosphere. We never look out back.

Fred : What are you talking about? How you figure that?

Jack : I can add.

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Jack : Yeah.

Fred : We think we will be back from here so soon. Houston, how far, of course, your project are over?

Gene : OK, people! Listen up! I want you all forget our flight plan. From this moment, I'm improvizing a new mission. How can we get out people home? They're here, turning around to feedback directable.

Houston : No!

Jerry : Announce! Announce! We get them fall returning around to rejection. The option is the confuse question mark society.

Gene : I do with Jerry. We use the moon gravity, slink them around.

Houston : No! The LEM would not support 3 guys for that manner of time. I mean we got to do direct to boat. We do the back space to get them home right now. Get it back soon, absolutely!

Jerry : We don't even know what the Odyssey engine, even work with serious damage in the space craft. They will flow up and gonna die.

Gene : Hold! Let's hold it down! Hold it down, people! The only engine we got with not enough power, for direct SPS in surface modul, what Lovell told us, it gonna be done by the explotion. So, let's consider the engine that! We like that thing up whole world. It's too risky. I can't take that change. The only thing the command modul is good force reentry. Just leave the LEM! Which mean we return with direction both. When the guys around the moon, light the LEM engine! Make it long burn! Make up the speed! Get them home as fast as we can!

Houston : Gene, I'm mood with Grunman guys about this.

Grunman: We can make it quarantee. We design the LEM land on the moon. Not burn the engine up there for the force around.

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Houston : Yes! Good job!

Andy : That's a good in hear, Aquarius. You are not silly man.

Ken : OK, space craft control computer! Damn! We are over loaded. We use too much power. It must be the stick circuit scene place between step 7 and 10.

John : Which one of the leak?

Ken : No, not know yet, John. The sequence is wrong. We just go back all over the time.

John : Do you want to break up?

Ken : Stay them on, I got won't be break up.

Blanch : If that's not worked, get me another one! My son supposed to be on.

Nurse : I know Mrs. Lovell.

Marlyn : Hi, Blanch!

Blanch : They can't fix the damn thing in this place.

Marlyn : Hi, grandma!

Blanch : I saw Christ Jimmy.

Marlyn : We came to tell you something. Jimmy is OK. He's alright. But, he isn't to walk on moon.

Blanch : Oh! They say he was.

Marlyn : Now there has been spent on explotion. And they're all OK. They're all right. But now, they just point to figure out the way to get in home. And this is little bit dangerous.

Blanch : Are you scare? Don't worry, honey! If they could a wash machine to fly, my Jimmy could land it.

Houston : Jack, you will be happy to hear we've contact the president Nixon and he will graduate next station on your income taxes, since you are most decidedly out of the country.

Jim : Roger then, Houston! That's the wonderful link.

Doctor : Tell them! They have to sleep. Haise's running the fever over 104.

Houston : 13, is there another request from flight surgeon. You must got to more sleep. He doesn't like reading down here.

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Houston: Would you, Jim, could check your CO₂?

Jim: Houston, we're just looking on that CO₂ part press jump 4 nautics miles in the last hours.

Fred: It can't be right. I've count the numbers almost 3 times.

Houston: Jim, we respect that again.

Jim: That's very accompany. You know, listen! What you do about it?

Houston: Jim, we're working on procedure in this point.

Jim: All right, Houston! We're standing by that procedure.

Fred: Guys, I know my numbers are wrong. I just count it for 2 people.

Jack: Maybe, I used to hold my breath.

Bergman: CO₂ gass is a little poison the astronauts in every breath.

Sy: Head's up. Head's up. Head's up, people. Look at now!

Andy: What's it?

Sy: That what the guys' made.

Andy: I hope you got the procedure for me.

Sy: Right here! That's it.

Andy: Aquarius, this is Houston. You got a flight plan there?

Jim: Yeah, Andy. Jack get one right here.

Andy: OK! We have unusual procedure for you here. We want you to tear the cover on.

Fred: Tearing the cover on is a flight plan.

Jack: With pleasure!

Andy: Another thing is you can need is lithium hydroxide canister.

Sy: 2.

Andy: 2 lithium hydroxide canisters. I'm sorry. A roll high tape, the dock bag, 2 LCG bags, the red pipe, and your flight cover.

Reporter: How about their level of CO₂?

Houston: It's climbing.

Reporter: You say that they almost out of breathable air?

Houston: No. Hold on! That's not what we say. He say we're working on it.

Andy: You wanna cut the dock tape 3 feet long.

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Sy : Use arm!

Andy : Just use your arm!

Jim : OK, Houston! I know what you got it. Hold on! Hey, Jack, tear it little middle down! Hold on!

Bergman: While astronauts fear to have enough O₂ to keep them alive, one thing they have to assure is their CO₂. With its breath, the 3 men exert more of the poison gass into the lunar modul constant. And schbbers, they itended to atmosphere breathable are quickly becoming constaminated.

Jack : Sheit! I tore it.

Jim : Houston, what we do with this bag? We tore it.

Andy : They tore the bag. Stand by! What do up there?

Sy : They must have another baggage. Along journey which they work on.

Bergman: The back off facility, the emergency facility, and the problem is if anything goes wrong. They'll be going in trouble. Any rescue system in space have been done. Since any rescue system as long as speculated.

Jim : One shock.

Houston: Get one shock in the right place! You can watch to every entire filter to the bulkhead. Right above the LEM.

Jack : OK, close the fresh air!

Reporter: How's this flight than other emergency situation you've faced?

Houston: Well! This is , I say, most serious situation we were accounted in the man space flight.

Jim : Houston, filter is on the place. Roger!

Houston: The cabin rock is going better. The circuit is really closed. CO₂ cluster is selected around. All right!

Jack : I can hear the moving.

Jim : Just breath normal value!

Andy : Aquarius, lead by your CO₂ status!

Jim : Houston, we just took a look at the number on them.

Andy : We are still helming close in 15? Roger then!

Jim : Houston, this CO₂ level drop to 9 and it's falling.

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Jim : We see how's feeling are these. I'm sick and tired with the west world knowing now my kidney fact you're name.

Doctor : Gene, I've just lose Lovell.

Houston : 13, this is Houston. Jim, have you dump your body censor?

Jim : I'm not wearing my body censor, Houston.

Houston : OK, Jim! Copt then!

Doctor : Right, now I lose 3 of them.

Gene : This is the little medical new in, Doc. I'm sure these guys still with us. We come so slide, OK!

DAY 6

Houston : Gene, it's not the gymbal lock system. This is the ancle. Maybe, they're still getting something match up there. Rejection and they definely shut on it again. They are up 5.9.

Gene : Damn!

Houston : And this rate, they turn out for an atmosphere and to the space back. We need another burn to make it on.

Gene : Yeah, yeah. We need another burn.

Houston : Fire the entry, of course!

Gene : Copy then!

Houston : Aquarius, this is Houston.

Jim : Houston, Aquarius.

Houston : Jim, we got another course for you.

Jack : What's up?

Fred : Somebody about another course direction.

Jim : We copy, Houston. Bit by! Just gonna take Freddo and I until the power of the computer for the lighting platform we have to fire the engine.

Houston : Negative, Jim! We can't spare power the computer.

Fred : We get to do this part.

Jim : Houston, without computer what we do used for the orientation?

Gene : Listen! Get me OK with these guys with something up there!

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Houston : Without power, we can't even read.

Gene : I'm not talking about power. I'm talking about reference.

Houston : No! No, there's no references. We have much problem right up there.

Jim : Houston, what's the story about this burn?

Houston : We have tried to has something else down, Aquarius. Stand by!

Jim : Look! Our need is the whole attitude is 1.5 in the space. Is that all are correct?

Houston : Yes. Roger then, Jim!

Jim : Well, Houston! We got one. If we keep the earth in the window, fly manually, the CO-S boat craft run of the terminator. How long to know we need to burn engine we have?

Houston : The sooner the better. Roger then, Jim!

Glen : Could we fly manually and with shut off the computer?

Houston : I guess it's the best way we can do, Glen. A run of the time, in order to entry the atmosphere safely, the crue must enter the coridor 2 or a half degrees. Why?

Bergman: If it's too stiff, the scenery will be taking the air. If it is too shut down, they make away like a look sleeping on the pool. The reentry coridor in the fact is on the narrow . If this basketball as the earth and the softball as the moon, and the two of places 14 feet in the part. The crue have to hint the target no thick as this paper.

Houston : OK, people! We were on the touch.

Gene : We were doing not in blind.

Houston : Gene, we want doing down this thing before.

Gene : Burn also cold and band manual control. Look! We really recognize or really not? Just want to know the engine never been tried like this man tell you. You know what I'm trying to do? I quarantine to you. It want be your personal responsibility. If you like, like it! Let Lovell do the rest!

Houston : OK! They will burn the engine and steer it manual passing the window

Jim : OK! I will take of these. Freddo, you handle the pitch. Put in on the traslation control! All back quick! So, the earth such seems in the down.

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You push up, not forward. I'll be the same with everything else. We will burn it 10% pressure for 39 second. Jack, Your times!

Jack : Yes.

Jim : And give count the last 10 second until 39! Don't let time is passed this! Are you ready for this, Freddo?

Fred : I'm with you.

Jim : Standing by for coridor control. Burn!

Houston : OK, Jim! You can fire when you're ready.

Jim : You can go with manual burn. X Plus! Flight it in 10 second. Mark! Come on! 1 more burn.

Jack : 9, 8, 7, 6, 5, 4, 3,

Jim : Ullage is go.

Jack : 2, 1, on! This's it. Falling out. The prime hand's off. OK! Here we go.

Jim : Regulator helium is on. RCS, 10% pressure on. 10% pressure. Bring me. Freddo!

Fred : I try. But, it's attracted.

Jack : 10 second.

Jim : Coming down, Freddo. We're strickted. Hold on! You got. I'm back off. I can be getting stable.

Fred : She dances all over the place. Come to the little right there!

Jack : 15 second.

Jim : That's it. He flought out on attitude and back off and run back.

Fred : I'm loosing it.

Jack : 20 second. Bring the earth up! Forward, Fred! Come on forward!

Fred : Damn! I lose.

Jim : Straight! Where? Where? On 7. Regulator helium is closed. Get the nose down!

Jack : 30 second.

Fred : OK! OK! I got it. Little more control, guys! Damn it! Damn it! That's mine.

Jim : That's me. Turn on little more! Hold it! Hold it!

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- Jim : Jack, they have PHd on the planet, working on this half. How can they have big mistake. And there's no way refusing us. You think they don't tell us?
- Fred : There's no reason not to tell us. What do you mean not gonna to tell us?
- Jim : This is thousand. We have in order. We are on number 8. You talk about number 692.
- Jack : And the meantime, I'm trying to tell you what coming too fast. I think they know and I think that's why we don't have got down reentry plan.
- Jim : That's the silly plan. Thanks, Jack!
- Jack : God, damn it! Sheit!
- Fred : This sheit ship gets you home. And all causes you're think we got left, Jack.
- Jack : What's you say, Fred?
- Fred : I think you know what I am saying.
- Jack : Wait a minute! What I'm all doing is I just turn those tanks.
- Fred : Get entry before you hit switch!
- Jack : Don't tell me how to fly a damn CM! They brought me to do the job. Ask me to turn the damn tank! Last starting tank.
- Jim : Jack, stop falsing yourself for me!
- Jack : This is not my false.
- Jim : No one say that. If I have left 10 sheet, when the call comes up, I steer the tank.
- Jack : Well, tell him that!
- Fred : I just ask the gate entry ring and you don't know.
- Jim : We're not doing this, Gentlemen. We can't do bounding tha wall for 10 minutes. Because we'll think end up the same problem. Now figure out how to stay alive!
- Houston : Aquarius, this is Houston.
- Jim : We're in VOX?
- Fred : No, we're not in VOX.
- Jim : Yeah, Houston. This is Aquarius. Go ahead!

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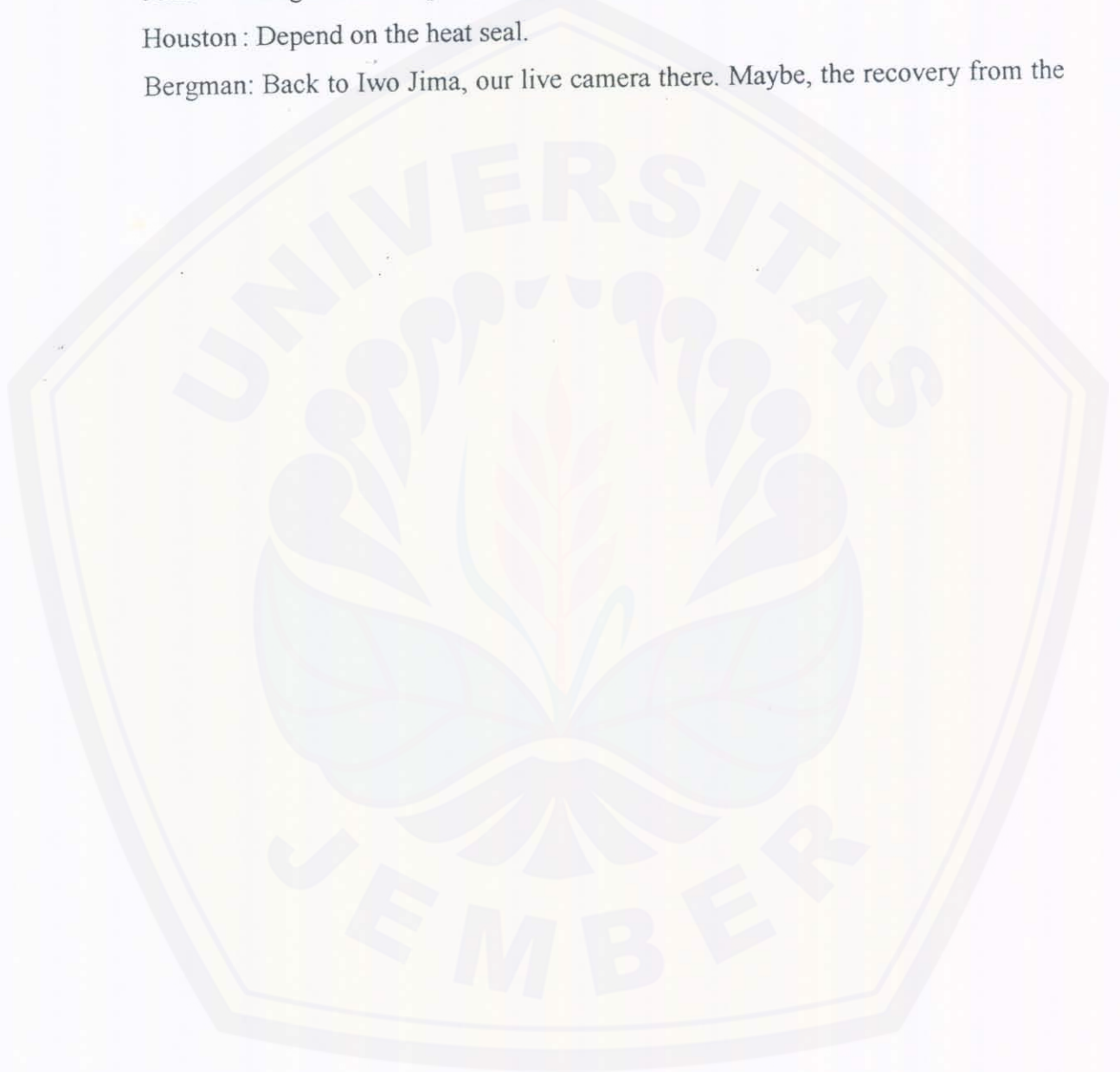
Ken : Expect reentry in a face for 45 second and in my mark, you're the last speedy for 35,245 feet per second. Mark 35 second reentry in the face, Jim! Gentleman, It's the fine perfect flying with you.

Ken : Flight! Here, we lose the radio contact.

John : Roger then! Expect to against signal in 3 minutes.

Houston : Depend on the heat seal.

Bergman: Back to Iwo Jima, our live camera there. Maybe, the recovery from the



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Jack : 35 second.

Jim : Back it off! Hold on!

Jack : 7, hold on! 8, 9,

Jim : Shut down! Death! Houston, we've shut down.

Houston: That's close enough, Jim. Good work! I know it. I know it. How about the LEM? How about it?

Gene : You do good job.

Houston: 13, stand by! We will evaluate the powering after that burn.

Jim : I hope we no need to do it again.

Gene : Gentleman, we will get them until the reentry. We'll done. And now we get those men tell me about the power.

Ken : This is the order what I wanna do. I'm powering the guide, ECS. Communication, burn the pyro parachute with the command modul pressure!

John : The pomp will be put your overweight amps, Ken.

Ken : Let's me sitting here under below 4 days! John, they get to heat it.

Ken : Fine, you take off the parachute with something. If the parachute do not open, what's the point?

John : Hey, you tell me what you need. I'm telling what we have worked with this permit. I'm not making it the stop off.

Ken : They gonna need all that system, John.

John : We do not have a power, Ken. We just don't have it.

Ken : OK! I'll go back to recognize this system and find more power. Let's start from Squash! Clean the boat!

John : I don't know where we'll find it.

Bergman: Apollo 13 commandant, Jim Lovell has more times in space 24 days than another man. I ask to him with have no scare.

Jim : On reasonly, I've flight my engine space craft and few time on my kind of curiuos which weather can't be flight like the usual thing that seems they work out. There's specific instance for the air plane number which is emergency. You're called here. Well! I tell you. I remember this one

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time. I'm the Banshee in the night running way some curious. This is Shangrila and the sea of Japan. My radar is gem. My home signal was gone with somebody in Japan was using the same frequency. So, it's leaving you away from air where you supposed to be and I'm looking back from black ocean. So, slip bound my map light and suddenly, take everything shut down and all cockpit, all my instruments are gone, my light is gone, even I can't tell my point today. I know I'm running of fuel. I'm thinking about ditching in the ocean and I'll be down this in the darkness there. This is green tail like long carpet which is laying out. Right, believe me! That was the aungy, right! And they was returned up in the weight in a big ship. And just lead me home. If my cockpit like head shouldn't up, there's no way. I did ever able to see home. You know. You never know what adventures give you transfer to get you home.

Bergman: OK! Space craft commandant, Jim Lovell, no stranger for the emergency.

Jack : How's cold, Fre?

Fred : I'm OK.

Jack : What's the hell that?

Jim : We hope it's just the broken case. Houston, can you confirm pierst helium desk?

Houston : We confirm it, Jim.

Jim : Houston, is that the gonna factor entry ancle at all?

Houston : Negative, your entry ancle still 6.24 running.

Jim : Houston, we're sure to use the reentry procedure up there. When can we expect that?

John : That's coming really soon, Aquarius.

Jim : Houston, we just can talk together for the last minutes. So, what we gonna do? You gonna got step by step. So, there is no follow up. We will tell you what's little up there. The world grow up bigger in the window.

Deke : Jim, this is Deke.

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Fred : It's Deke.

Jack : They don't know how to do it.

Fred : Maybe Jack is right.

Jim : Hallo, Deke! What's the story?

Deke : Jim, we get the added power. Procedure, we will tell you as soon as possible we can. Ken Mattingly in simulator right now.

Jim : Ken's working on it?

Ken : Look! I know this sequence works, John.

John : The sequence looks go well. We just have over amps.

Ken : How much?

John : 3 or 4 amps.

Ken : God, damn it!

John : 4

Ken : 4. We know they have power left their LEM, right!

John : Yeah.

Ken : We have caapable use power from command modul to LEM.

John : Right, that's the back off of LEM power supply.

Houston : I'm listening.

Ken : So, refuse it! We refuse the offensive and generally get a loose that 4 amps and LEM battery. Why can we do that?

John : We don't have that procedure, right! Do it!

Houston : You know we're loosing lot of transfer, Ken?

Fred : Yeah. Yeah, all right! I'll thinking about, here, 4 amps.

Gene : Whatever you, guys, got for the power procedure!

Houston : Gene!

Gene : No, I don't want talk about the holy book. Just give me a couple change! We got something and get the some way for these guys.

Houston : They're working on it now. I'll call to the simulator and get it asking.....

Gene : God, damn it! I don't want another asking. I want the procedure now.

John : IMU is on.

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Ken : How many?

John : Fine so far.

Ken : Say again?

John : You're in limit. Keep go on!

Ken : OK! The light weight is too fix. OK! I'll bring the guide . Here we go.
CMC as with IMU. CMC source. CMC made otomatic and light
computer.

John : Ken!

Ken : Go ahead!

John : Does your computer on up?

Ken : Up still running and we look, John.

John : I think we got it, body.

Ken : And then, my note is clear in my last sequence, right!

Houston : Yeah.

Ken : Even only 5, right! I'm feeling tired, Gentlemen.

Houston : Yes, so us. He's Ken. He's John. Good to see you, Ken! This is
sequence. We'll try in hardware, will you?

John : We don't have much time.

Ken : Aquarius, Houston. Do you hear it?

Jim : Yeah, we hear you, Ken. Are there flower blooming in Houston?

Ken : Negative, Jim! I don't have mizles. Jim, is Jack up there with you? You,
satnd by 1! We got the one com.

Marlyn : I think it really help her if you distract her, when having bad condition.
Come in!

Neil : Yes. Let we could try!

Marlyn : Blanch, this nice young man gonna watched television with you. This is
Neil Amstrong and this is Buzz Audrin.

Blanch : Are you, boys, from the space program, too?

Ken : OK, Jack! Give the reback on the last procedure!

Jack : Stand by, Ken! Ken, I have a trouble with my own writing. It's a ,
quess! Little more tired I thought.....

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- Ken : Don't worry, Jack! I'll talk you through it. OK, Find the main Bus B break up on panel 11!
- Jack : B-main Bus break up. I get it.
- Ken : Close main Bus B!
- Jack : I can't. There's a strange condensation in this panel. The word on this thing shouldn't count.
- Ken : Would you stay take care one a time, Jack?
- Jack : It's like ride the toaster to cars. B main Bus is closed.
- Houston : OK, 13! We are coming up in the reentry surface.
- Jerry : We're still shown up with the reentry coridor. It's almost turn underweight.
- Gene : How could be it underweight?
- Houston : We didn't land on the moon rocks. It's the form.....
- Ken : One more thing, Jim! While Jack Swigert organize the power up, would you like and Freddo transfer the balance of the command modul?
- Jim : Say again, Houston! Balance?
- Ken : That's the form we got the overweight, right! We were expecting you to be tonnage a couple hundreds pounds a moon rock.
- Jim : Right, Houston!
- Ken : Now Jack.
- Jim : Yeah.
- Ken : Go ahead, Jim!
- Jim : OK! Now, panel 5, circuit breker caution and warning main B closed.
- Jack : Main B's closed. Prime alarm's off.
- Ken : OK, Jack! Panel 7, B-MAG number 2, power for warning up.
- Jack : B-MAG number 2, power for warning up's done.
- Ken : Seamentrial logic 1 and 2 on.
- Jack : Seamentrial logic 1 and 2 on.
- Ken : CMRCS depressure on.
- Jack : CMRCS depressure on.

DAY 7

Reporter: While his husband prepares the emergency lunar modul light phone, Marlyn Lovell waits with her children and her neighbours. And we hold on the Apollo 11 Astronauts, Neil Amstrong and Buzz Audrin. Only the up level son, Jay, is absent as he hope with the school schedule with his classmate in the Saint John Millitary Academy in Wiscomsin.

Bergman: ABC news, science editor, Jules Bergman! With the couple command modul and surviving by using the LEM system, they can be easy with doing manuver. And the LEM light boat is doing thing and working long operation attended to and wait again time until the atmosphere.

John : OK, Jack! We're ready to use the computer worksheet and apply the reentry data.

Jim : OK! The IMU is off. We got it again 4 bags. Copy then!

Jack : OK, John! A link telemetry and command modul can't to accept, right!

Ken : That's the form. Go ahead and try!

Jack : Try transfer data computer. Yeah. I'm so glad we're starting. Let's go! Check of your amps! How're you doing? We get our back off, Ken.

Fred : Boy, I hope you see it.

Jack : I bet you do.

Fred : Very good, Jack!

Retro : Flight, Retro!

Gene : Go, Retro!

Retro : Flight, we're looking the warning in the top of landing zone.

Gene : Say again, Retro!

Retro : This is just the warning. You could miss then.

Gene : Only if the luck changes.

Jack : Jim, we're jumping the waste dump.

Jim : All right, Jack! On 3! 1, 2, push on! We're lost to push around.

John : We're service modul jumping. OK! The service modul is free. We'll take a look what we have here. Copy then!

Fred : There is it. I see it.

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Jim : Houston, we're getting off service modul now. 1 hole of space craft is missing. Right behind the antena and all panel is blown up. Right up our heat seal.

Ken : Copy then, Aquarius!

Fred : Like the burning engine there. Do you see that?

Jack : Oh, Man! That's a crow.

Bergman: The heat seal. The heat is mild up as much as 300 or 400 degrees Farenheit. In the lunar reentry flight the heat approximately 400,000 degrees.

Buzz : So, it gonna be..... Blanch! Blanch, did Jim make Eagle scout or not?

Blanch : Yes, he did.

Buzz : He did.

Bergman: The heat seal of the flight is cracked. Extreme cold constalated while hope. First of all, Pyrotechnics which control parachute have a damage. The parachute mean doesn't open at all. Caution the space craft in the water doesn't touch soft, not in 20 miles per hours. But it's subside of 300. Perhaps, never in human history in the entire world, been in united per subject global drama. In New York city, thousands people are gathering to watch of thing to the mission on Times Square. Many countries on offering help and the state department said if he wants asked for whatever he needed. Paus as the pastor, solution calling American people to pray tonight for the astronauts. In Rome, Paus lead 50,000 people in pray to save return for the astronauts. In Jerussalem, pray in the crying wall.

Jim : That's the time of this ship run off. Freddo, you OK?

Fred : I'm frozen.

Jim : Hold on! It's no longer.

Fred : As long as I have to.

Jim : Oh, boy! There's no longer, Freddo. No longer we will hit on water ocean Pacific. And open up their head. 80 degrees up there.

Fred : 80 degrees.

USS IWO JIMA, SOUTH PACIFIC

APRIL 9, 1970

Jerry : What's the purpose here is this way their read direction maybe off. And the pressure maybe off. Guidance system maybe off functioning. The heat seal maybe crack. And the parachute maybe locked by ice 3 block . Clear enough! We have a quessing for coming out.

Reporter: OK! And now I'm asking you when will we know?

Jerry : We have lost contact for 3 minutes. If they don't back in 4, we know.

Houston: the last speedy now reading 34,802 feet per second. Range to go 2625 nautics miles.

Gene : Copy then!

Jack : OK, Ken! We're line for reentry, Jim, I gonna back the computer reentry program. Fred, How's battery looking?

Fred : OK! Battery looks good.

Houston: Reentry in aface on 1 minute and 30 second.

Fred : B-Battery no volt. Amps meter is OK. Let's C, sheit! No volt, only 2 amps. Maybe die for the main parachute open.

Jim : Roger! Let's tie all the battery to main A and B!

Houston: Flight, they're still on narrow up there. Would you tell him?

Gene : Anything we can do about it?

Houston: Not now, flight!

Gene : Neither let him don't know about it!

Houston: Copy then!

Henry : Say Retro the flash taifun still in the place up there.

Houston: Yeah.

Henry : The parachute situation, heat seal to handle the flash taifun. This is related with someone lost.

Houston: I know the problem, Henry. Maybe, it will be the worst situation for NASA experience.

Gene : With the whole do respect sir! I believe this gonna be our best finest hours.

USS IWO JIMA, SOUTH PACIFIC

APRIL 9, 1970

Jerry : What's the purpose here is this way their read direction maybe off. And the pressure maybe off. Guidance system maybe off functioning. The heat seal maybe crack. And the parachute maybe locked by ice 3 block .
Clear enough! We have a quessing for coming out.

Reporter: OK! And now I'm asking you when will we know?



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Ken : Odyssey, this is Houston. Do you hear me?

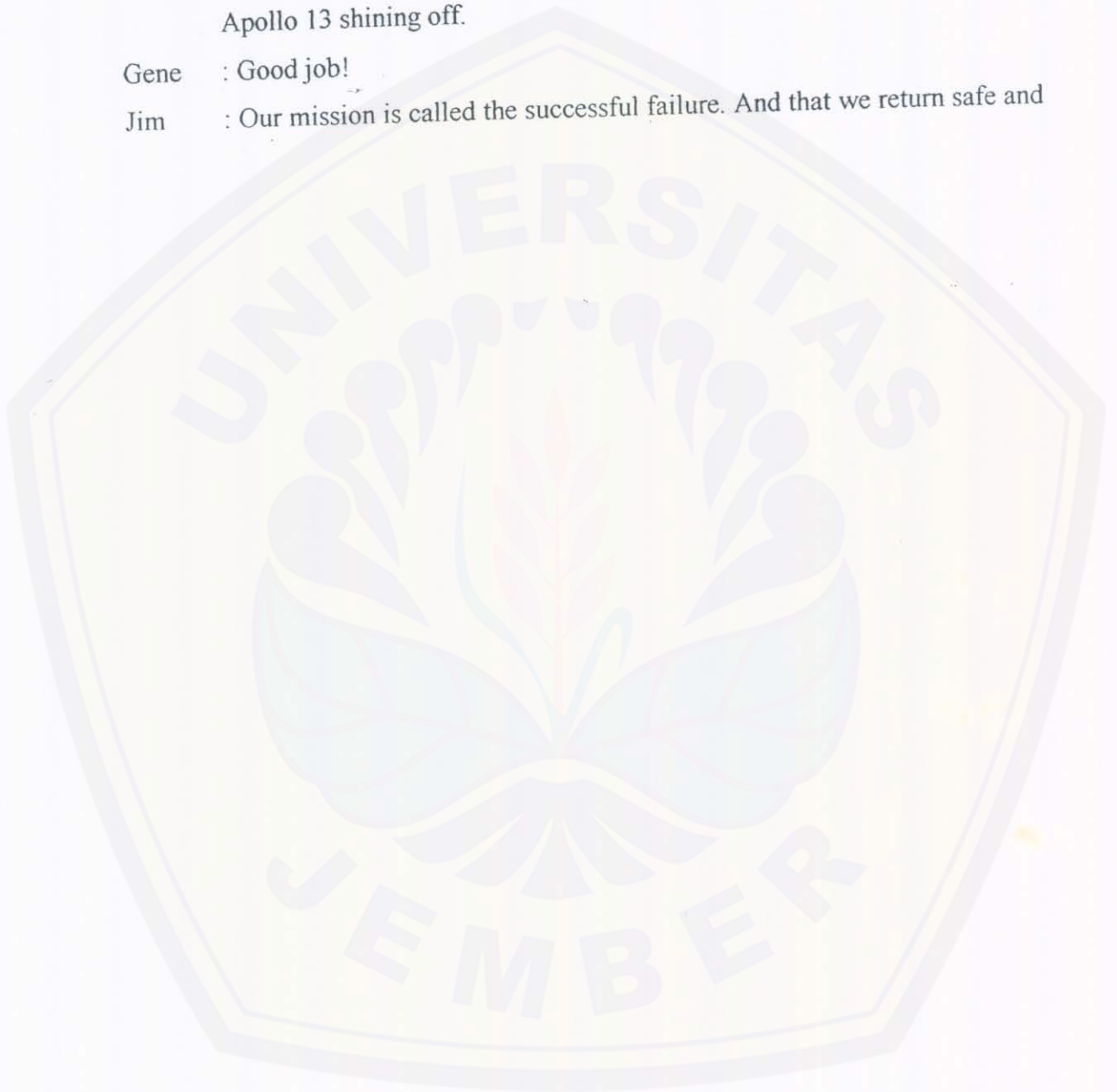
Jim : Houston, this is Odyssey. Good to see you again!

Ken : Odyssey, Houston! Welcome home! Glad to see you!

Jim : Houston, we're stable on the ship and the ship is secure. This is the Apollo 13 shining off.

Gene : Good job!

Jim : Our mission is called the successful failure. And that we return safe and



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Jim : You are on mess.

Houston: Odyssey, Houston! How many we do, guys, we 're clothing off in lunar modul galaxy? As we know, that time's predicted with check up air moving the command modul. Let's the hatch bud up and we get when you get the change what to know how're you doing?

Jim : Roger then!

Jack : Let me get thousand, Freddo!

Fred : We're coming on LEM, Jim There's one step down can get me a close.

Houston: Copy then, flight!

Ken : 13, Houston! We're coming up on LEM, Odessey. Stand by! Every guy, everybody in the Odessey.

Jack : Yeah. I gonna check this Pyro battery one more time. OK, Pyro bed! We'll think we don't need to tie other batterys.

Jim : Sorry, Jack! It's an old habit, a kind of usual pilot sheet. She is yours to fly.

Houston: OK, Odyssey! I wanna double check for some reentry procedure right up. We just take off the LEM and will be coming up on 30 second.

Jim : What's that?

Jack : I was got a little confuse and I don't wanna cut the LEM loose and you're still on it.

Jim : That's a good thing.

Jack : Stand by, Houston!

Houston: We have lunar modul off.

Fred : She was a good ship.

Houston: Very well, Aquarius! We thank.

Grandma: Mary, it's almost time, Honey.

Houston: Like ship 9-6-6-4-0-6.

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Ken : Expect reentry in a face for 45 second and in my mark, you're the last speedy for 35,245 feet per second. Mark 35 second reentry in the face, Jim! Gentleman, It's the fine perfect flying with you.

Ken : Flight! Here, we lose the radio contact.

John : Roger then! Expect to against signal in 3 minutes.

Houston : Depend on the heat seal.

Bergman: Back to Iwo Jima, our live camera there. Maybe, the recovery from the last helicopter still waiting, worrier, circle and..... Contact with radar, lose 3 minutes until time we get one. Standing by for any report accusation.

Houston : 1 and 30 second still di in the blank.

Bergman: No reentry ship has ever take longer than 3 minutes to emerge blank out. This is the critical moment. The command modul survives and checks seal in reentry. If it doesn't, there only will be silence.

Jeffry : Mommy, you're scruffing me.

Marlyn : I'm sorry. Sorry!

Houston: OK, flight then! 3 minutes we stand by for accuisition.

Gene : Copy then!

Ken : Odyssey, Houston! Do you hear me? Odyssey, this is Houston. Do you hear?

Bergman: Expect the time for react accuisition, the time only astronauts for expected to come out from the blank out as called as gone. And only everybody, you know, just listen and hope. About the learn whether or not the heat seal which is damage as you remember about the explotion 3 days ago, has misturn the formal of the reentry.

Ken : Odyssey, this is Houston. Do you hear me? Odyssey, this is Houston. Do you hear me?

Houston : 3 minutes 30 second stand by.

Ken : Odyssey, this is Houston. Do you hear? Odyssey, this is Houston. Do you hear me?

Houston: It's for 4 minutes stand by.

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Ken : Odyssey, this is Houston. Do you hear me?

Jim : Houston, this is Odyssey. Good to see you again!

Ken : Odyssey, Houston! Welcome home! Glad to see you!

Jim : Houston, we're stable on the ship and the ship is secure. This is the Apollo 13 shining off.

Gene : Good job!

Jim : Our mission is called the successful failure. And that we return safe and we never landed on the moon. In the following month, it was determined that the damage coil built inside the O₂ tank spark to during the cyro and caused the explotion, prepare the Odyssey. It was the reminder effect that dedicated 2 years before I was the name as the flight commandant. Fred Haise was going back to the moon in Apollo 18. But his mission was canceled because the budget cases. And never flought in the space again.

No with Jack Swigert, he leaved the astronauts course and selected the conggres in Colorado. But, he die for cancer before he takes to the office. Ken Mattingly, orbit to the moon as the command modul pilot in Apollo 16 and flought the space ship and never got the mizles.

Gene Kranz, retire as the director of flight operation just not longer ago. And many other members of mission control have done another thing. But someone are still there.

And then me, the 7 extraordinary day in the Apollo 13 is my last in space. My wacth the other man walk on the moon and return safely from all fine of mission control on our house in Houston. I sometime catch myself looking the moon, remembering the changing fortunately on long journey, thinking thousands people who work to bring 3 of us on. I look up to the moon and wonder when we be gone back and who there be.

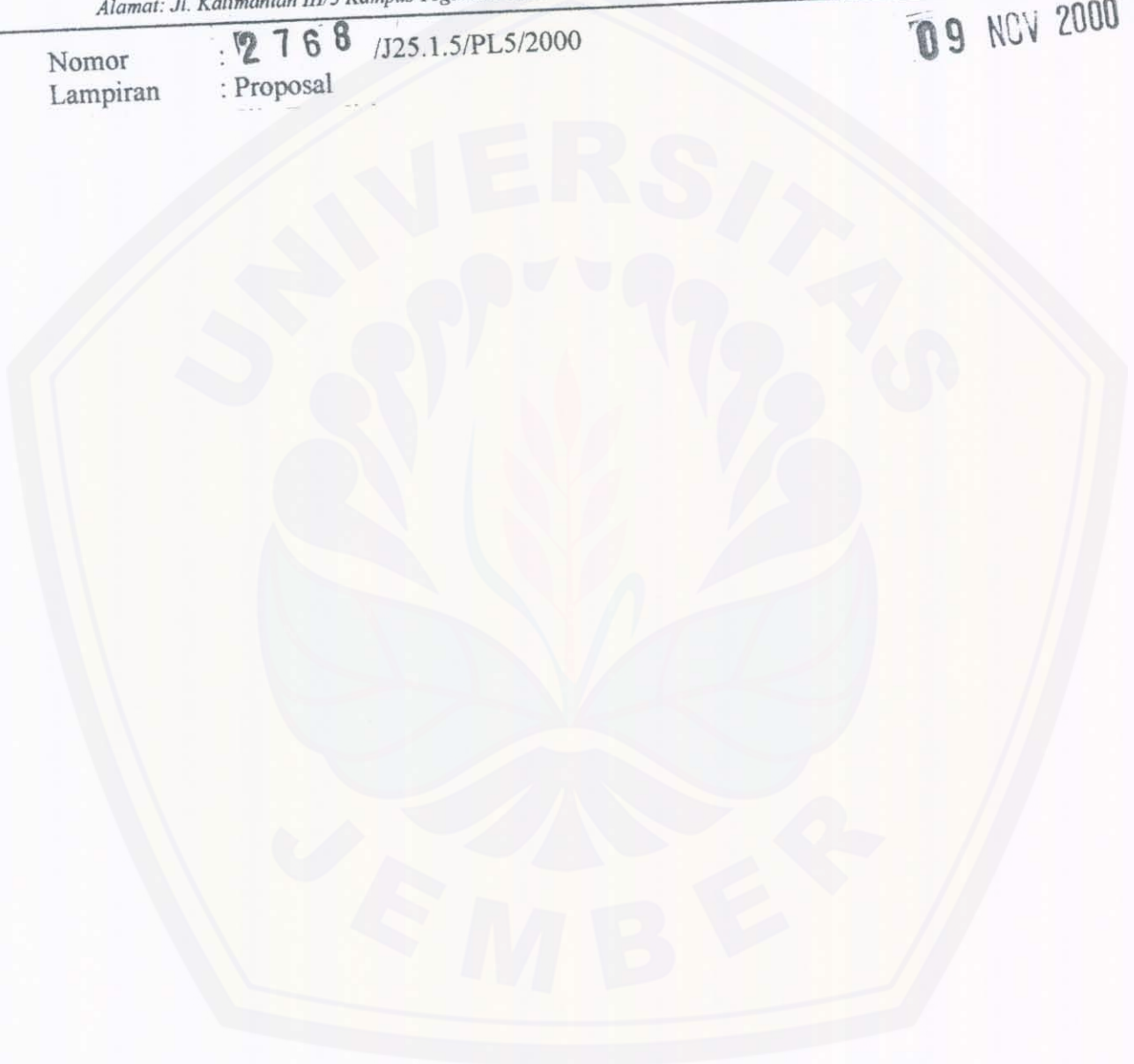
DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat: Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp/Fax (0331)334988 Jember 68121

Nomor : **2768** /J25.1.5/PL5/2000
Lampiran : Proposal

09 NOV 2000



No. : -

Lamp. : -

Hal : Permohonan Ijin Penelitian

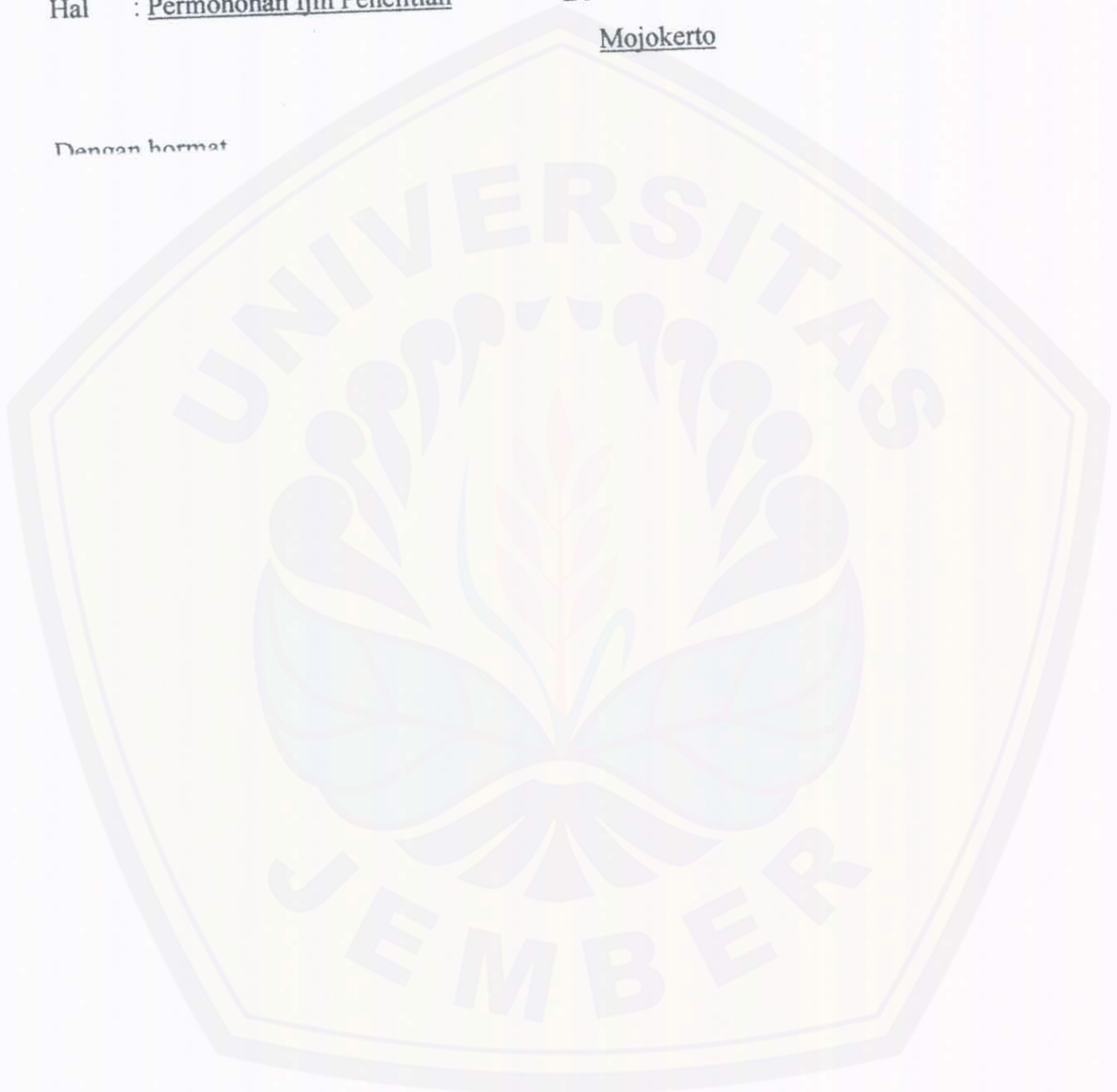
Kepada

Yth. Kepala SMU Negeri Puri

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Dengan hormat



UNIT 8

TASK 1:

How well do you know about world history? Match the following

1. Alexander the Great

2. Julius Caesar

a. Ruler of France

b. Conquered the world



- 10 conquered, Alexander used some as officers in his army and in the governments he established. He married a Persian princess and sometimes wore Persian clothes. Plutarch, the Greek historian, said of Alexander that he wished "to mix all men together as in a loving cup."

Caesar, Gaius Julius (100-44 B.C.)

Gaius Julius Caesar, whose famous victory message was: *Veni, vidi, vici*, "I came, I saw, I conquered," was one of the greatest men of history. He conquered Gaul, a vast land that covered what is today France and

- 5 Belgium. And he laid the foundation for the Roman



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plains of central Asia seeking pasture for their herds of cattle and sheep.

- 10 From 1213 until his death in 1227, Genghis Khan conquered lands in China, India, Afghanistan, Persia, and Russia. After his death, his great empire was divided among four of his many sons. Though his single empire did not last, the Mongols remained a powerful
- 15 influence in Asia for hundreds of years.

Napoleon I (1769-1821)

On August 15, 1769, in Ajaccio on the island of



TASK 3:

Now, based on what you did in Task 1 and what you read in Task 2, try to finish these sentences to make better descriptions of each of the famous men in history. Number 1 has been done for you.

1. Alexander the Great was a general in Macedonia who . . .

A possible answer:

who hoped that someday man would be united under one government

Or:

who had dreamed of spreading Greek ideas to countries under his rule.

2. Julius Caesar was a Roman ruler who . . .

3. Sir Winston Churchill was a Prime Minister of Great Britain whose career . . .



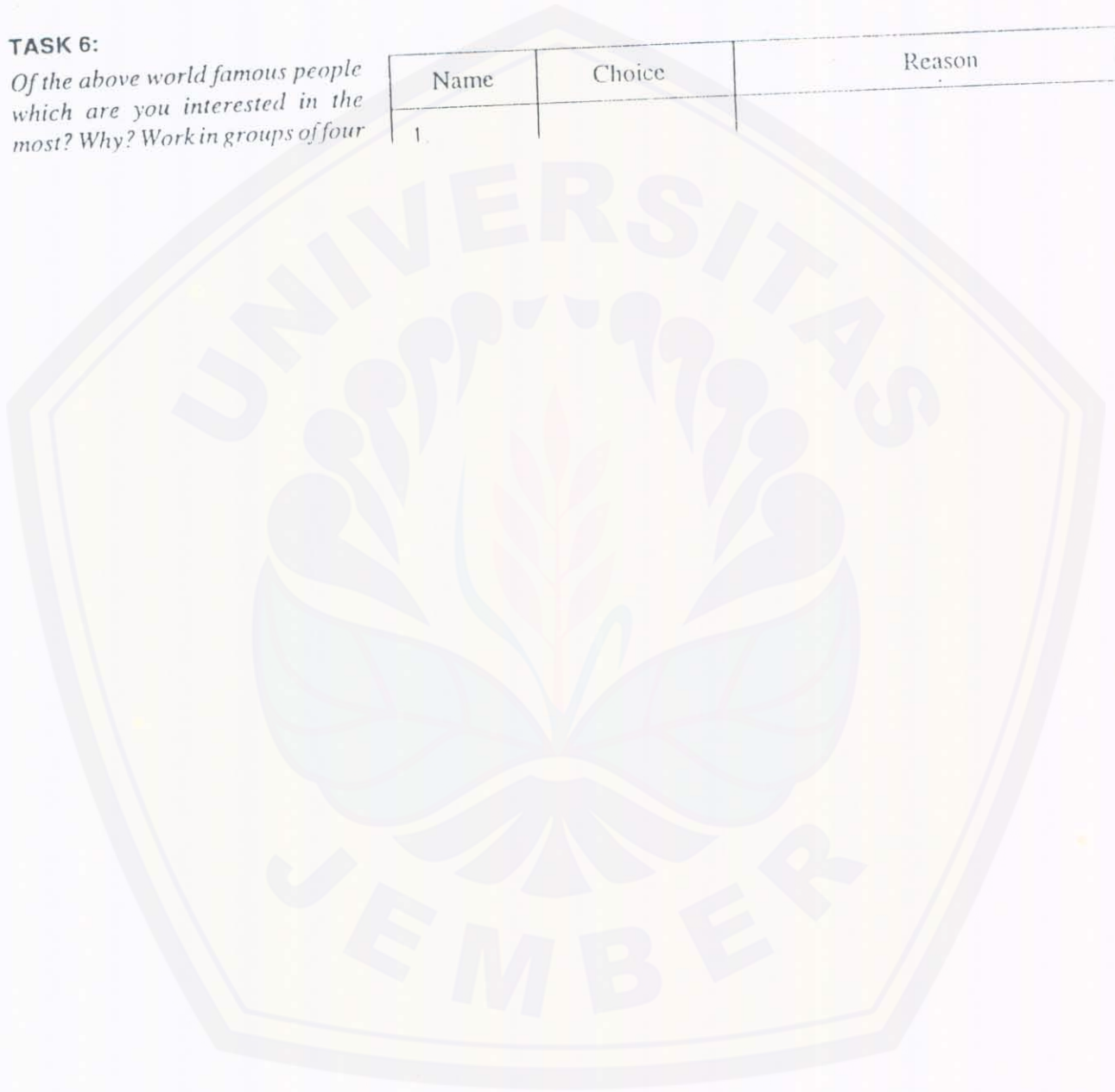
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6. An empire that stretched from China to the Caspian Sea was built by Genghis Khan.
7. Napoleon I called himself "lion of the field".
8. Napoleon I was admired by the French people.
9. Napoleon I was crowned by the Pope in 1804.
10. Josephine was crowned empress by her husband.

TASK 6:

Of the above world famous people which are you interested in the most? Why? Work in groups of four

Name	Choice	Reason
1.		

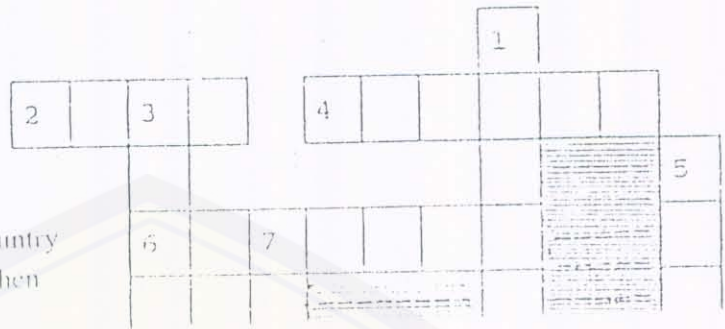


TASK 11:

Do this cross-word puzzle.

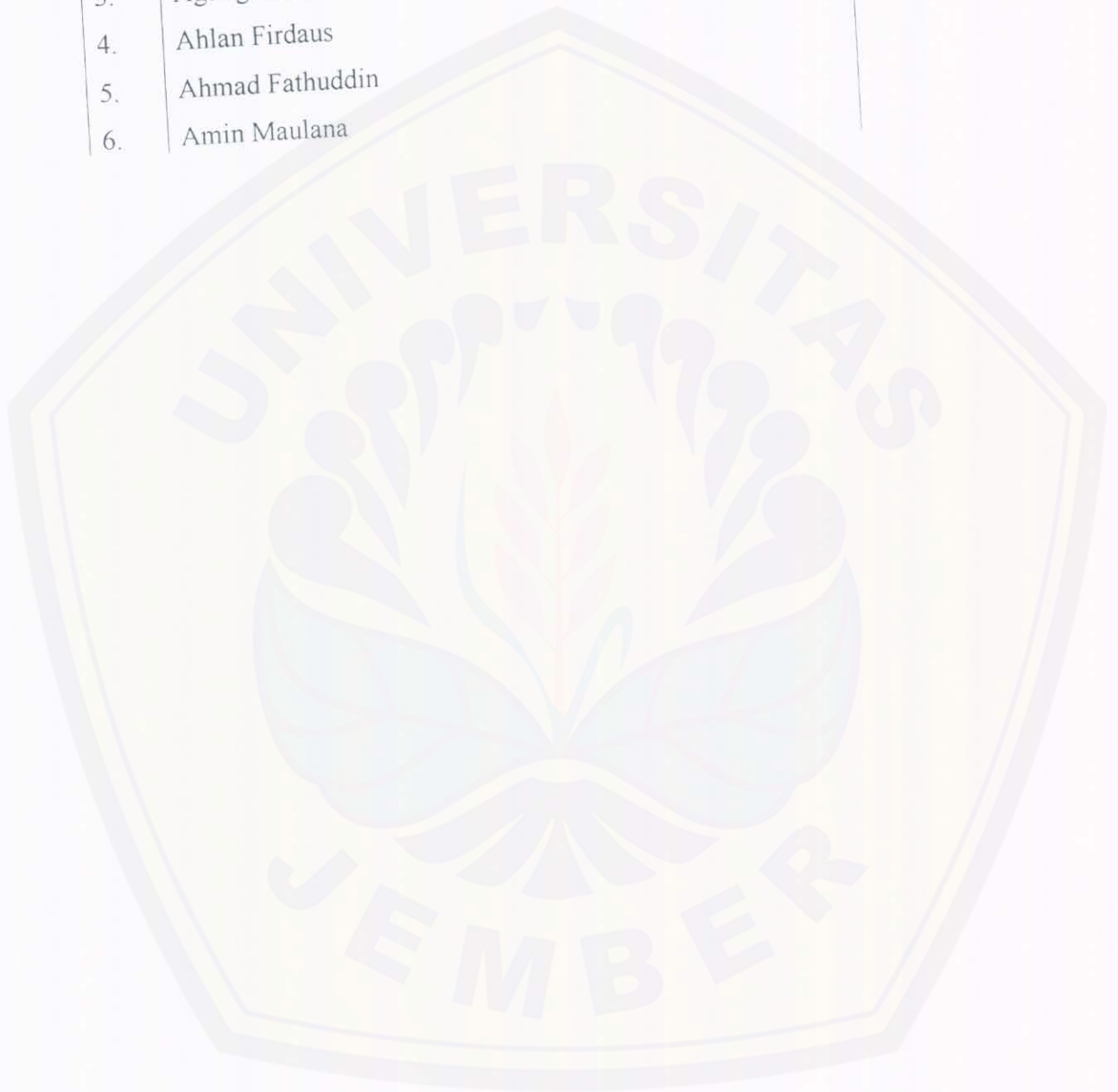
Across:

- 2. Very large
- 4. A large kingdom
- 6. Very old
- 9. Worn on a king's head
- 12. The son of a king
- 13. The person who rules the country
- 14. The word you usually use when you imagine a situation



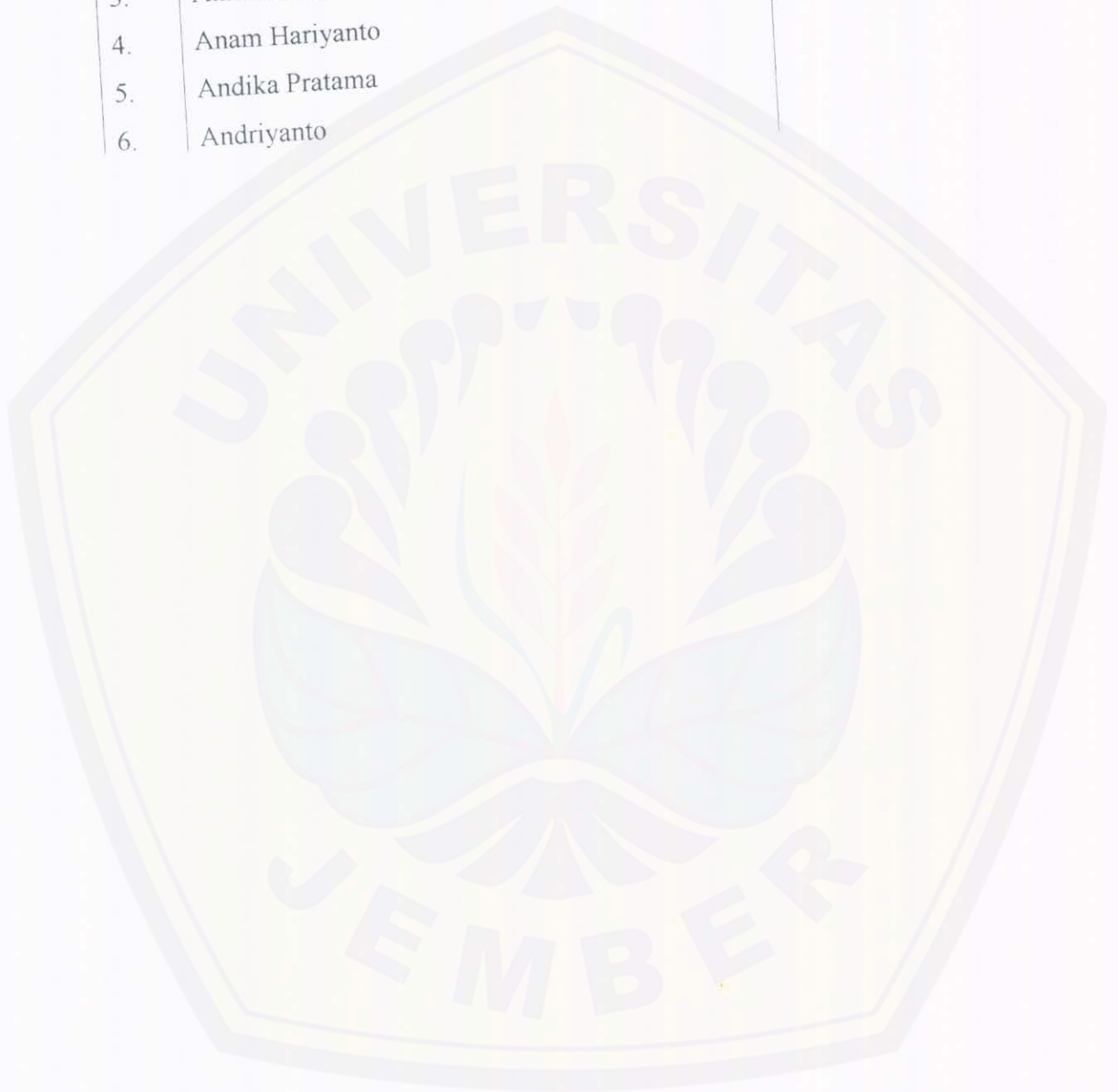
THE STUDENTS' NAME OF THE EXPERIMENTAL CLASS

NO.	NAMA
1.	Kuncoro Wisnu B
2.	Ade Chriswahyudi
3.	Agung Setiawan
4.	Ahlan Firdaus
5.	Ahmad Fathuddin
6.	Amin Maulana

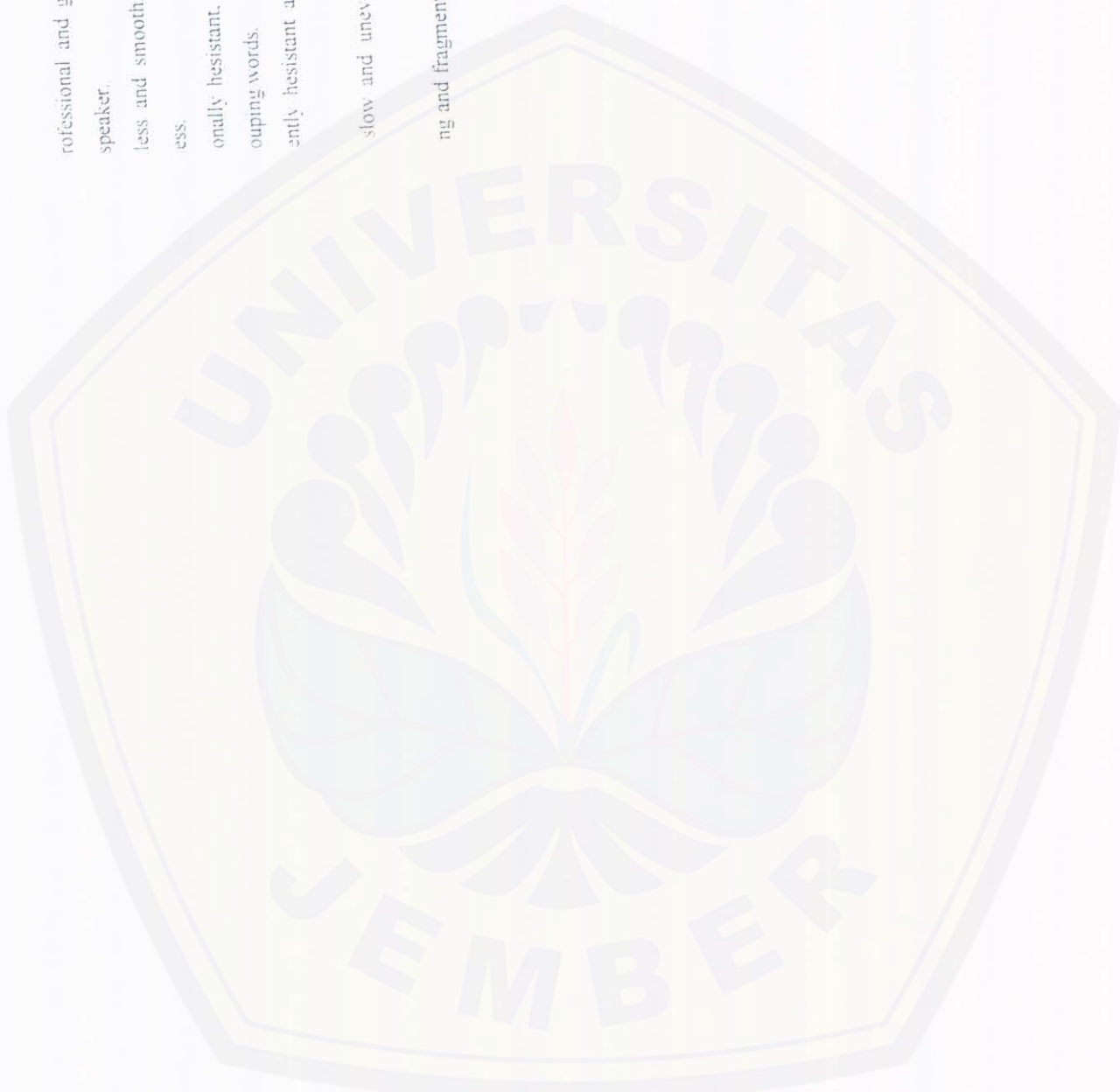


THE STUDENTS' NAME OF THE CONTROL CLASS

NO.	NAMA
1.	Abi Aulia Raditya
2.	Achmad Dani
3.	Akhmad Bakhtiar Santoso
4.	Anam Hariyanto
5.	Andika Pratama
6.	Andriyanto



professional and general topics as effortless and speakerless and smooth, but perceptibly non-native in speech. They are usually hesitant, with some evenness caused by hesitating words. They are usually hesitant and jerk; sentences may be long and slow and uneven except for short on routine topics. They are usually hesitant and fragmentary that conversation is virtually



professional and general topics as effortless and speaker.

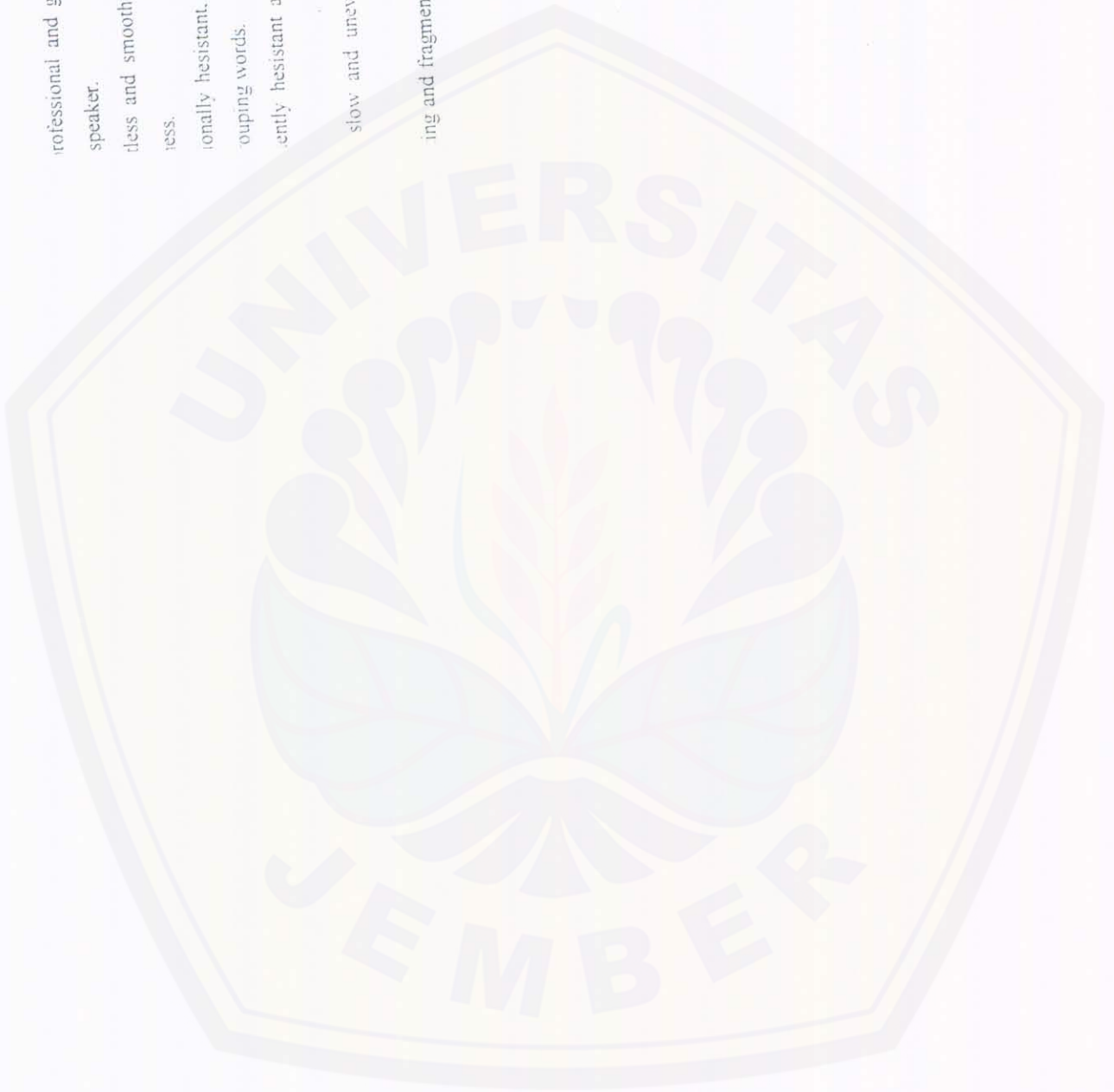
ness and smooth, but perceptibly non-native in ness.

tionally hesitant, with some evenness caused by rousing words.

ently hesitant and jerk; sentences may be left

slow and uneven expect for short on rounding

ing and fragmentary that conversation is virtually



SURAT KETERANGAN

Nomor : 870/1003/400.114.03/Sau.2001.

Mojokerto, 11 Mei 2001



The Result of Pretest on Speaking Achievement of III. Speaking Tasks on Accent and Grammar, Vocabulary, Fluency, Comprehension.

No.	S C O R E S					The 2 nd Rater					X _a
	The 1 st Rater		Total	The 2 nd Rater		Total	Total	Total	Total		
	A	V		F	C					A	
1	40	12	4	8	64	40	12	4	8	64	64
2	40	12	4	8	64	40	8	4	8	60	62
3	40	8	2	4	54	40	8	2	4	54	54
4	40	8	2	4	54	40	4	2	4	50	52
5	40	12	4	8	64	40	8	4	8	60	62
6	40	8	2	4	54	40	4	2	4	50	52
7	40	12	4	8	64	40	8	4	8	60	62
8	40	8	2	4	54	40	8	2	4	54	54
9	40	4	4	4	52	40	4	4	4	52	52



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The Result of Pretest on Speaking Achievement of II2. Speaking Tasks on Accent and Grammar, Vocabulary, Fluency, Comprehension.

No.	S C O R E S					The 2 nd Rater					X _b
	The 1 st Rater		Total	The 2 nd Rater		Total	The 2 nd Rater		Total		
	A	V		F	C		A	V		F	
1	40	12	6	12	70	40	16	6	12	74	72
2	40	12	6	8	66	40	12	6	12	70	68
3	40	8	4	8	60	40	12	4	8	64	62
4	40	8	4	4	56	40	8	4	8	60	58
5	40	12	4	8	64	40	8	4	8	60	62
6	40	4	6	4	54	40	4	6	4	54	54
7	40	4	4	4	52	40	4	4	4	52	52
8	40	8	2	4	54	40	8	2	4	54	54
9	40	12	4	8	64	40	8	4	8	60	62



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The Result of Pretest on Speaking Achievement of II3. Speaking Tasks on Accent and Grammar, Vocabulary, Fluency, Comprehension.

No.	S C O R E S					S C O R E S					X _c
	The 1 st Rater		The 2 nd Rater		Total	The 1 st Rater		The 2 nd Rater		Total	
	A	V	F	C		A	V	F	C		
1	40	8	2	4	54	40	8	2	4	54	54
2	40	12	4	8	64	40	8	4	8	60	62
3	40	8	2	4	54	40	4	2	4	50	52
4	40	12	4	8	64	40	8	4	8	60	62
5	40	8	2	4	54	40	4	2	4	50	52
6	40	12	4	8	64	40	8	4	8	60	62
7	40	4	4	4	52	40	4	4	4	52	52
8	40	8	2	4	54	40	8	2	4	54	54
9	40	4	2	4	50	40	4	2	8	54	52



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The Result of Pretest on Speaking Achievement of II4. Speaking Tasks on Accent and Grammar, Vocabulary, Fluency, Comprehension.

No.	S C O R E S					S C O R E S					X _d
	The 1 st Rater		The 2 nd Rater			The 1 st Rater		The 2 nd Rater			
	A	V	F	C	Total	A	V	F	C	Total	
1	40	12	6	12	70	40	12	6	12	70	70
2	40	8	2	4	54	40	8	2	4	54	54
3	40	4	4	4	52	40	4	4	4	52	52
4	40	4	2	4	50	40	4	2	8	54	52
5	40	8	2	4	54	40	4	2	4	50	52
6	40	8	2	4	54	40	8	2	4	54	54
7	40	4	4	4	52	40	4	4	4	52	52
8	40	12	4	8	64	40	12	4	8	64	64



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The Result of Pretest on Speaking Achievement of II5. Speaking Tasks on Accent and Grammar, Vocabulary, Fluency, Comprehension.

No.	S C O R E S					The 2 nd Rater					X _e
	The 1 st Rater		Total	The 2 nd Rater		Total	Total	Total	Total		
	A	V		F	C					A	
1	40	16	6	12	74	40	12	6	12	70	72
2	40	12	6	12	70	40	12	6	12	70	70
3	40	8	4	8	60	40	8	4	8	60	60
4	40	8	4	8	60	40	8	4	8	60	60
5	40	4	2	4	50	40	4	2	4	50	50
6	40	4	2	4	50	40	4	2	4	50	50
7	40	8	2	4	54	40	4	2	4	50	52
8	40	4	2	4	50	40	4	2	4	50	50
9	40	16	6	12	74	40	12	6	12	70	72



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The Result of Pretest on Speaking Achievement of II6. Speaking Tasks on Accent and Grammar, Vocabulary, Fluency, Comprehension.

No.	S C O R E S					S C O R E S					X _r
	The 1 st Rater		The 2 nd Rater			The 1 st Rater		The 2 nd Rater			
	A	V	F	C	Total	A	V	F	C	Total	
1	40	8	4	4	56	40	8	4	8	60	58
2	40	4	2	4	50	40	8	2	4	54	52
3	40	8	4	8	60	40	12	4	8	64	62
4	40	12	6	12	70	40	16	6	12	74	72
5	40	12	4	8	64	40	8	4	8	60	62
6	40	4	2	4	50	40	8	2	4	54	52
7	40	8	2	4	54	40	4	2	4	50	52
8	40	8	4	4	56	40	8	4	8	60	58
9	40	8	2	4	54	40	4	2	4	50	52



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The Result of Pretest on Speaking Achievement of II7. Speaking Tasks on Accent and Grammar, Vocabulary, Fluency, Comprehension.

No.	S C O R E S					S C O R E S					X _g
	The 1 st Rater		The 2 nd Rater			The 1 st Rater		The 2 nd Rater			
	A	V	F	C	Total	A	V	F	C	Total	
1	40	16	6	12	74	40	12	6	12	70	72
2	40	16	6	12	74	40	12	6	12	70	72
3	40	12	6	8	66	40	12	6	12	70	68
4	40	12	4	8	64	40	8	4	8	60	62
5	40	8	2	4	54	40	4	2	4	50	52
6	40	8	4	4	56	40	8	4	8	60	58
7	40	8	2	4	54	40	4	2	4	50	52
8	40	4	2	4	50	40	8	2	4	54	52
9	40	4	2	4	50	40	4	4	4	52	51



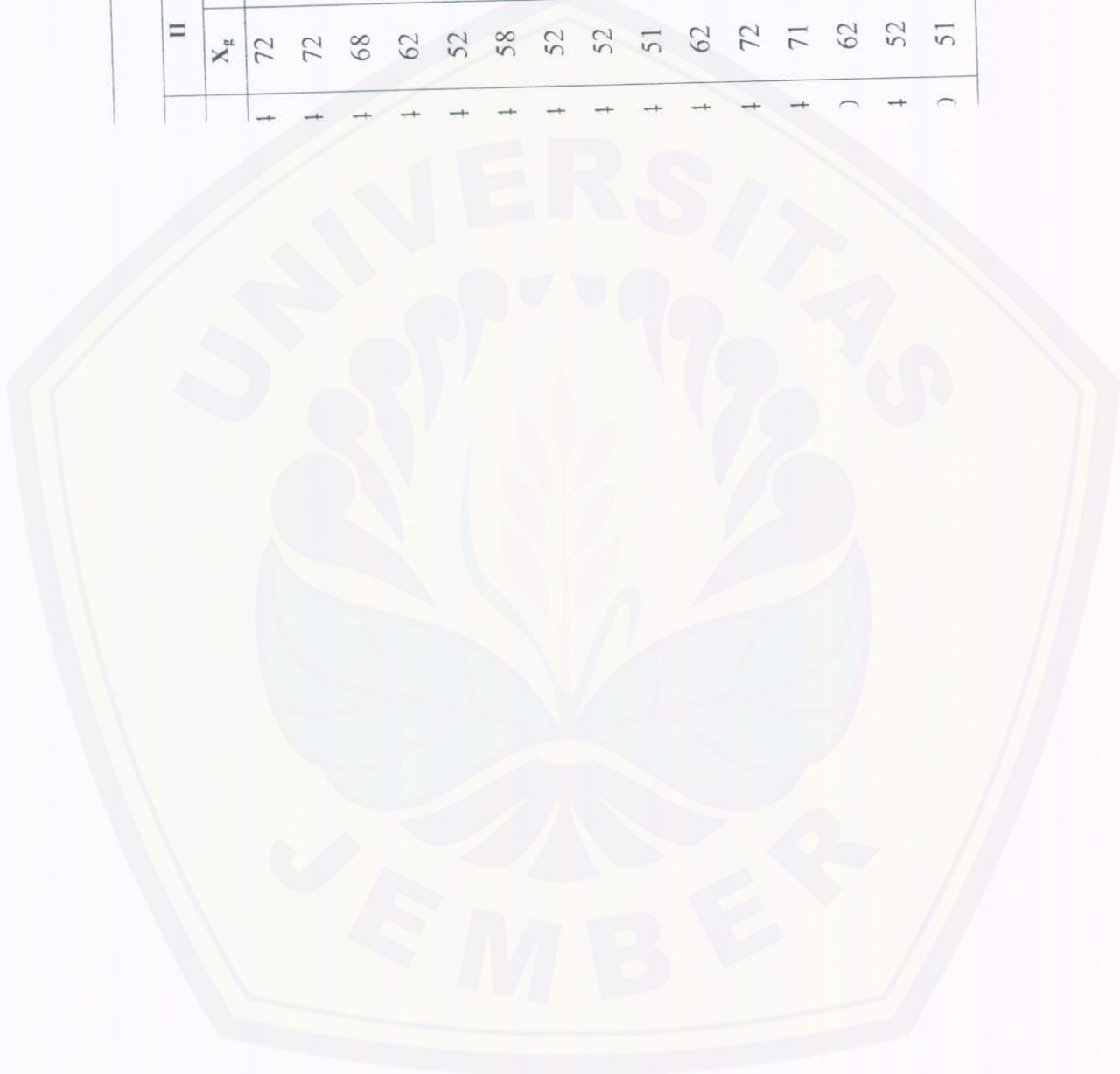
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The Result of Pretest on Speaking Achievement of II8. Speaking Tasks on Accent and Grammar, Vocabulary, Fluency, Comprehension.

No.	S C O R E S					S C O R E S					X _h
	The 1 st Rater		The 2 nd Rater			The 1 st Rater		The 2 nd Rater			
	A	V	F	C	Total	A	V	F	C	Total	
1	40	8	2	4	54	40	4	2	4	50	52
2	40	12	4	8	64	40	8	4	8	60	62
3	40	12	6	8	66	40	12	6	12	70	68
4	40	16	6	12	74	40	12	6	12	70	72
5	40	4	2	4	50	40	4	2	4	50	50
6	40	8	2	4	54	40	4	2	4	50	52
7	40	4	2	4	50	40	4	2	4	50	50
8	40	8	4	8	60	40	8	4	8	60	60
9	40	12	6	12	70	40	12	6	12	70	70



	II 7		II 8	
	X_g	X_g^2	X_h	X_h^2
+	72	5184	52	2704
+	72	5184	62	3844
+	68	4624	68	4624
+	62	3844	72	5184
+	52	2704	50	2500
+	58	3364	52	2704
+	52	2704	56	3364
+	52	2704	60	3600
+	51	2601	70	4900
+	62	3844	72	5184
+	72	5184	62	3844
+	71	5041	56	4900
)	62	3844	70	3844
+	52	2704	62	3364
)	51	2601	52	2704



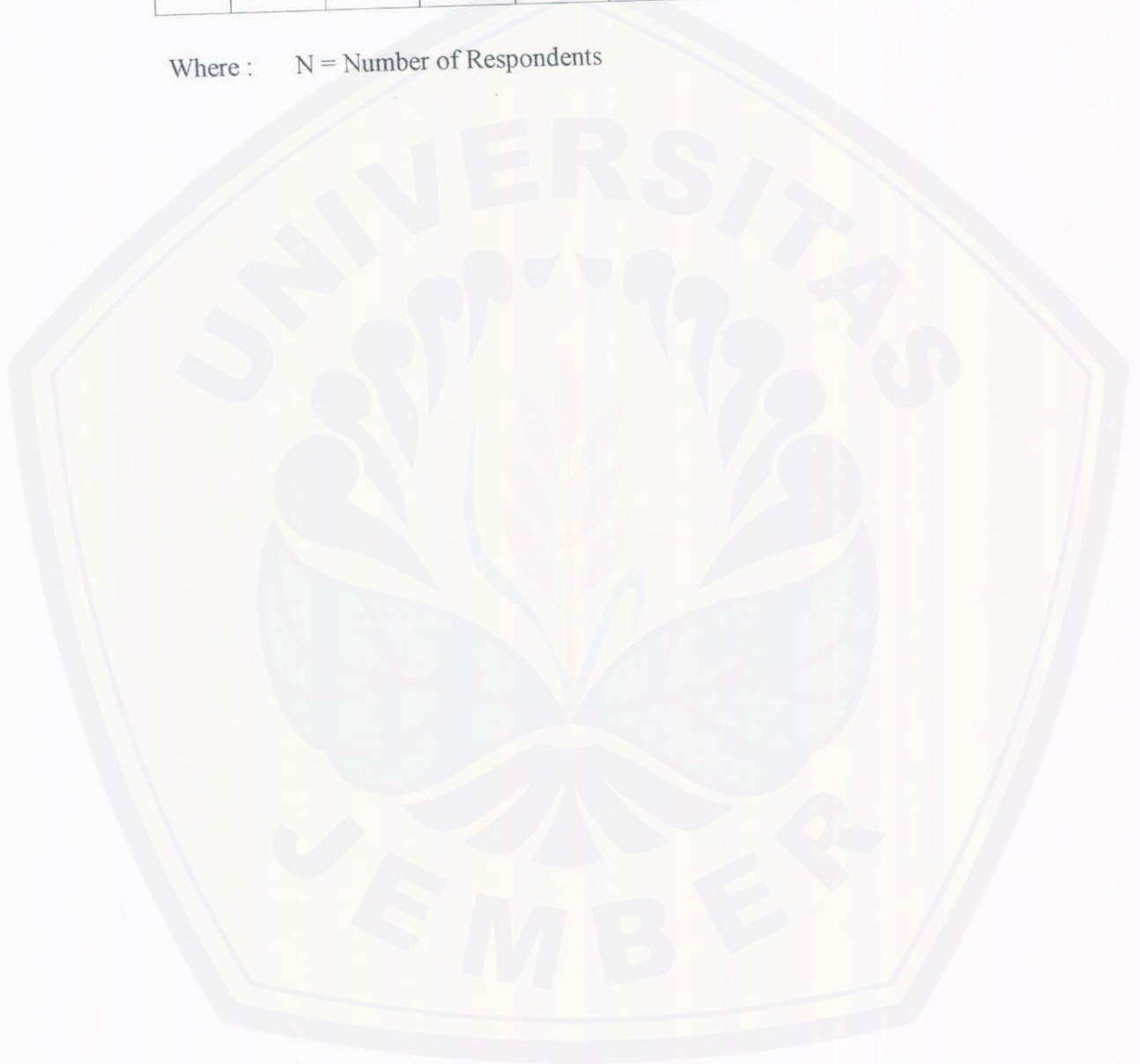
58	3364	56	3136
68	4624	52	2704
62	3844	50	2500
52	2704	62	3844
72	5184	72	5184
72	5184	72	5184
62	3844	52	2704
60	3600	62	3844
50	2500	68	4624
50	2500	72	5184
52	2704	70	4900
56	3136	60	3600
52	2704	60	3600
62	3844	50	2500
70	4900	58	3364
56	3136	52	2704
60	3600	50	2500
56	3136	72	5184
50	3600	72	5184



The Analysis Variant Computation

	X_a	X_b	X_c	X_d	X_e	X_f	X_g	X_h	Σ
N	40	40	40	40	40	40	40	40	320
ΣX	2366	2310	2290	2324	2389	2388	2387	2408	18862
ΣX^2	141906	134650	130138	136974	145235	145096	144957	146288	1125244
M	59.15	57.75	57.25	58.10	59.725	59.70	59.675	60.20	-

Where : N = Number of Respondents



$$2) \quad SS_b = \left[\frac{(\sum X_a)^2}{n_a} + \frac{(\sum X_b)^2}{n_b} + \frac{(\sum X_c)^2}{n_c} + \frac{(\sum X_d)^2}{n_d} + \frac{(\sum X_e)^2}{n_e} + \frac{(\sum X_f)^2}{n_f} + \right.$$

$$\left. \frac{(\sum X_g)^2}{n_g} + \frac{(\sum X_h)^2}{n_h} \right] - \left[\frac{(\sum_{tot})^2}{N} \right]$$

$$= \left[\frac{(2366)^2}{10} + \frac{(2310)^2}{10} + \frac{(2290)^2}{10} + \frac{(2324)^2}{10} + \frac{(2389)^2}{10} + \frac{(2388)^2}{10} + \frac{(2387)^2}{10} + \right.$$



Tasks on Accent and Grammar,

Appendix 15

group	The 2nd rater					total
	A	V	F	C	C	
79	40	16	8	15	79	
70	40	12	6	12	70	
60	40	8	4	8	60	
60	40	8	4	12	64	
50	40	4	2	4	50	
50	40	4	2	4	50	
60	40	8	4	8	60	
50	40	4	2	4	50	
79	40	16	8	15	79	
79	40	16	8	12	76	
70	40	12	6	12	70	
70	40	12	6	8	66	
60	40	8	4	8	60	

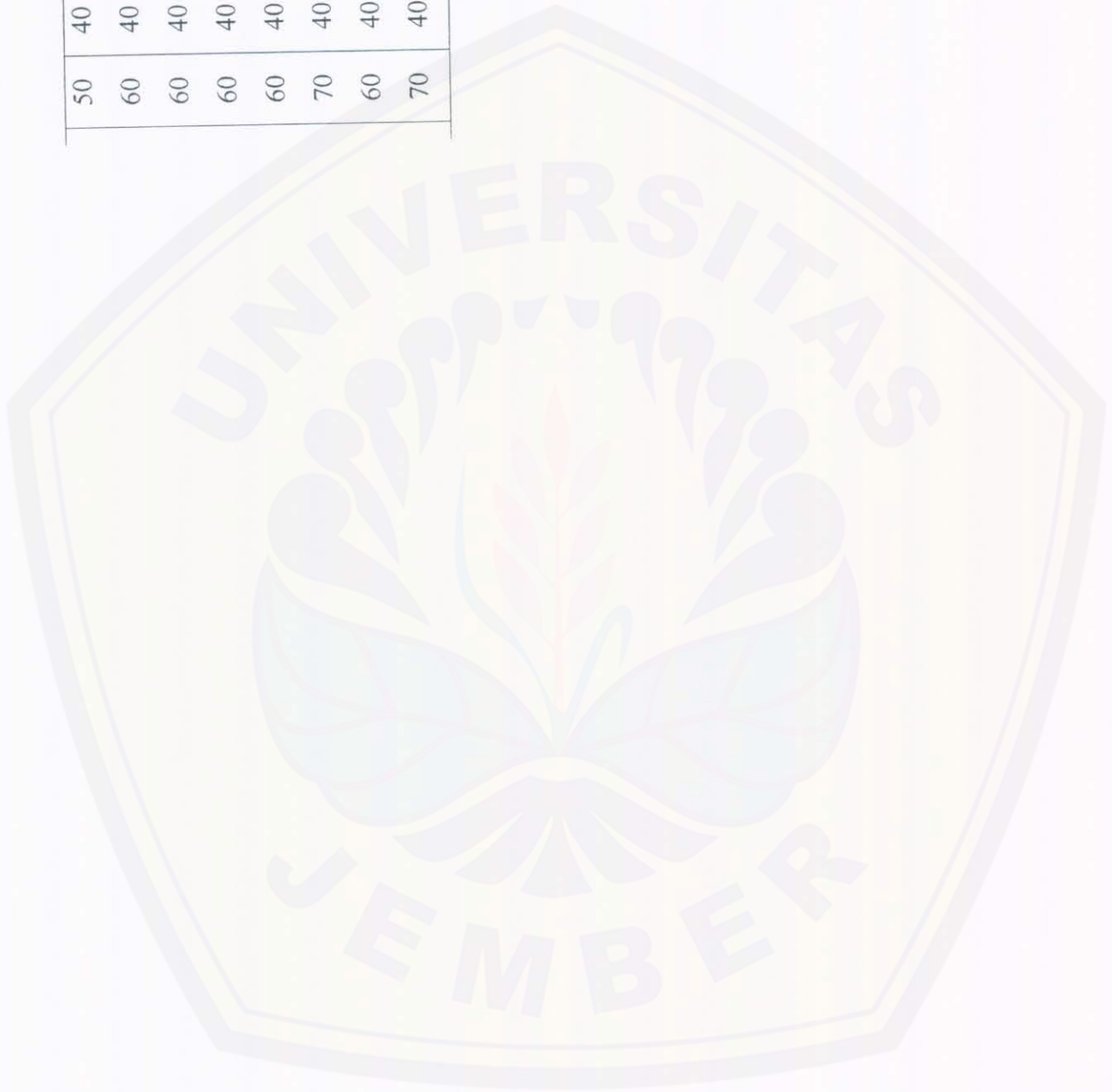


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58	56	4	4	8	40	60
59	58	8	2	8	40	60
59	54	8	2	4	40	50
59	52	4	4	4	40	50
70	70	12	6	12	40	70
71	73	15	6	12	40	71
71	72	12	8	12	40	70
6	64	12	4	8	40	60
5	54	8	2	4	40	50
5	52	4	4	4	40	50
6	60	8	4	8	40	60
7	70	12	6	12	40	70
6	66	8	6	12	40	70
6	60	8	4	8	40	60
7	79	15	8	16	40	79
7	70	12	6	12	40	70
8	84	12	4	8	40	60
8	56	4	4	8	40	60
8	50	4	2	4	40	50

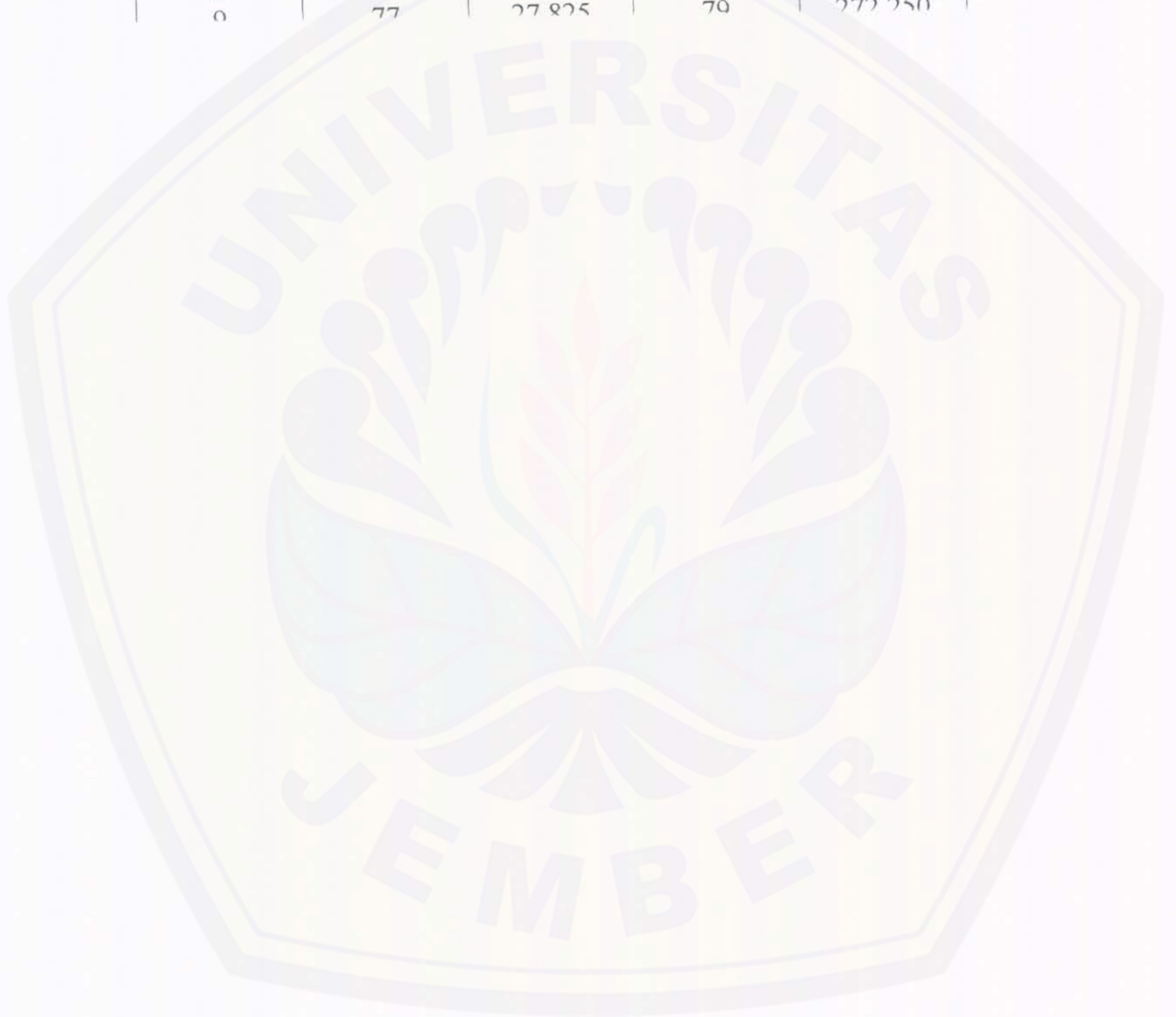


50	40	4	2	4	40	50
60	40	8	4	8	40	60
58	40	4	4	8	40	58
64	40	8	2	8	40	64
62	40	12	4	12	40	62
70	40	12	6	12	40	70
66	40	8	4	8	40	66
72	40	12	6	12	40	72



The Computation Tables of the Posttest Results of Speaking Achievement.

No.	Group A		Group B	
	X_a	x_a^2	X_b	X_b^2
1	79	52.925	79	272.250
2	70	2.955	70	56.250
3	68	13.875	60	6.250
4	60	137.475	62	0.250
5	70	2.955	50	156.250
6	68	13.875	50	156.250
7	69	7.425	60	6.250
8	79	52.925	50	156.250
9	77	27.825	70	272.250



of Signifikansi 5% (deretan atas) dan
(deretan bawah)

K Koefisien Kerata Pembilang

	12	14	16	20	24
	2,44	2,45	2,46	2,48	2,49
	6,106	6,142	6,169	6,208	6,234
	19,41	19,42	19,43	19,44	19,45
	99,42	99,43	99,44	99,45	99,46
	8,72	8,71	8,69	8,66	8,65
	27,05	26,92	26,83	26,69	26,60
	5,91	5,87	5,84	5,80	5,79
	14,37	14,24	14,15	14,02	13,93
	4,68	4,64	4,60	4,56	4,55
	9,89	9,77	9,63	9,55	9,51
	4,00	3,96	3,92	3,87	3,86
	7,72	7,60	7,52	7,39	7,33
	3,57	3,52	3,49	3,44	3,43
	6,47	6,35	6,27	6,15	6,09
	3,28	3,23	3,20	3,15	3,12
	5,67	5,56	5,48	5,36	5,28
	3,07	3,02	2,98	2,93	2,90
	5,11	5,00	4,92	4,80	4,74
	2,91	2,86	2,82	2,77	2,74
	4,71	4,60	4,52	4,41	4,33
	2,79	2,74	2,70	2,65	2,63
	4,40	4,29	4,21	4,10	4,02
	2,69	2,64	2,60	2,54	2,51
	4,16	4,05	3,98	3,86	3,78
	2,60	2,55	2,51	2,46	2,43
	3,96	3,85	3,78	3,67	3,59
	2,53	2,48	2,44	2,39	2,35
	3,80	3,70	3,62	3,51	3,43
	2,48	2,43	2,39	2,33	2,29
	3,67	3,56	3,48	3,36	3,29
	2,42	2,37	2,33	2,28	2,24
	3,55	3,45	3,37	3,25	3,18

(bersambung)

APENDIKS II

TABEL NILAI-NILAI - t

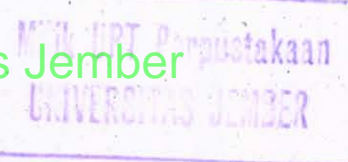
Basis Signifikansi Nilai-t pada pelbagai Taraf Signif

t	Taraf Signifikansi				
	40%	30%	10%	5%	2%
0,001	1,376	1,673	6,314	12,706	31,821
0,005	1,661	1,850	2,920	4,304	6,965
0,010	2,078	1,859	2,353	3,182	4,541
0,020	2,941	1,853	2,132	2,776	3,747
0,025	3,220	1,876	2,015	2,571	3,365
0,050	3,905	1,840	1,843	2,447	3,143
0,100	4,899	1,845	1,845	2,365	2,998
0,200	6,889	1,897	1,850	2,306	2,896
0,300	8,833	1,881	1,833	2,262	2,821
0,400	10,879	1,872	1,812	2,228	2,764
0,500	12,876	1,863	1,796	2,201	2,718
0,600	14,873	1,856	1,782	2,179	2,681
0,700	16,870	1,850	1,771	2,160	2,650
0,800	18,866	1,845	1,761	2,145	2,624
0,900	20,863	1,840	1,753	2,131	2,602
1,000	22,860	1,836	1,746	2,120	2,583
1,200	26,857	1,831	1,740	2,110	2,567
1,400	30,854	1,826	1,734	2,101	2,552
1,600	34,851	1,821	1,729	2,093	2,539
1,800	38,848	1,816	1,725	2,086	2,526
2,000	42,845	1,811	1,721	2,080	2,518
2,500	50,842	1,806	1,717	2,074	2,508
3,000	58,839	1,801	1,714	2,069	2,500
3,500	66,836	1,796	1,711	2,064	2,492

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