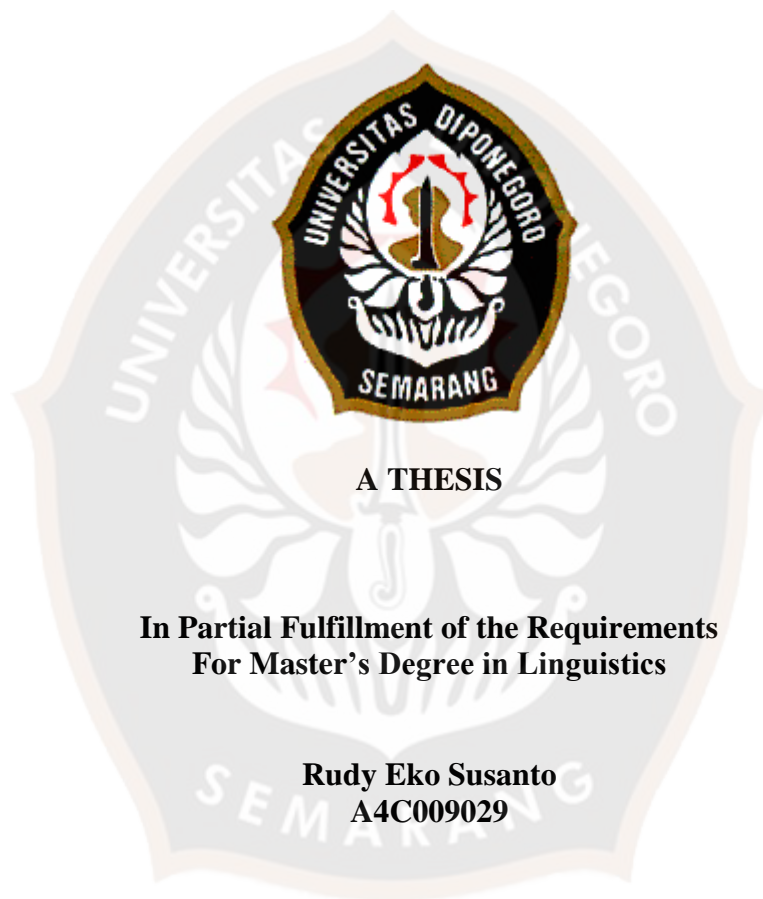


**IMPROVING STUDENTS' SPEAKING ABILITY  
THROUGH PAIR WORK TECHNIQUE,  
(A CLASSROOM ACTION RESEARCH, FOR THE 7<sup>TH</sup> GRADE STUDENTS  
OF SMP KRISTEN GERGAJI SEMARANG IN THE ACADEMIC  
YEAR 2011/2012)**



**A THESIS**

**In Partial Fulfillment of the Requirements  
For Master's Degree in Linguistics**

**Rudy Eko Susanto  
A4C009029**

**FACULTY OF HUMANITIES  
DIPONEGORO UNIVERSITY  
SEMARANG  
2013**

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**VALIDATION**

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Strata II Thesis Examination Committee Master's Degree in Linguistics

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On Tuesday, April 16, 2013

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6. His colleagues in Master Program in Linguistics of Diponegoro University Semarang
7. His beloved wife MM. Tutik Nurhajati, his sons: Bruce Soekarno SP, Mahatma Rajesh SP. STP, George Washington SP, his daughter-in-law Inggriyani Kurniasari and his grandchildren: Glyn Serafine Natalia Santopoetri and Giosia Siegfried Octovio Santopoetro.

He realizes that this thesis is still far from being perfect. Corrections, comments, and constructive criticism are greatly accepted for the improvements of this thesis. He hopes that this thesis will give benefits to the readers who wishes to learn something about Pair Work Technique and Classroom Action Research.

Semarang, 28th February 2013

The writer

## **CERTIFICATION OF ORIGINALITY**

I certify that this thesis entitled “Improving Students’ Speaking Ability Through Pair Work Technique, ( Classroom Action Research, for the 7th Grade Students of SMP Kristen Gergaji Semarang in the Academic Year 2011/2012)” is original. I am completely responsible for the content of the thesis. Other writers’ opinions or findings included in this thesis are quoted or cited in accordance with the ethical standard of writing.

Semarang, 28th February 2013

Rudy Eko Susanto



## **MOTTO and DEDICATION**

**“ Science without Religion is Lamé,  
Religion without Science is Blind.”**

### **The writer dedicates this thesis to:**

- ❖ His beloved wife, MM. Tutik Nurhajati
- ❖ His beloved sons: Bruce Soekarno SP.,  
Mahatma Rajesh SP., STP.,  
George Washington SP.
- ❖ His beloved daughter-in-law,  
Inggriyani Kurniasari
- ❖ His beloved grandchildren:  
Glyn Serafine Natalia Santopoetri  
Giosia Siegfried Octovio Santopoetro.

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## ABSTRACT

This research was an attempt to find an evidence of the influence of Pair Work Technique on speaking competence. It was done at SMP Kristen Gergaji with the total of 34 students. This study was carried out as an Action Research (AR) for it was done in the classroom. It was conducted in 3 cycles.

To determine whether the Pair Work technique for the teaching of speaking was effective, a test was given in every cycle, in cycle 1, 2 and 3.

In cycle 1, it was found that: 1) the percentage of the students' speaking competence was 44 %. (The students who got the passing grade were only 15 out of 34 students). 2) the percentage of students' activity was 61 %. In cycle 2, it was found that: 1) the percentage of the students' speaking competence was 76 %. (The students who got the passing grade were 26 out of 34 students). 2) the percentage of students' activity was 71 %.

In cycle 3, it was found that: 1) the percentage of the students' speaking competence was 91 %. (The students who got the passing grade were 31 out of 34 students). 2) the percentage of students' activity was 82 %.

So, it can be concluded that Pair Work Technique can improve the students' speaking competence for the 7th grade students of SMP Kristen Gergaji Semarang in the academic year 2011/2012.

**Key words:** Pair Work Technique, Action Research (AR).

## INTISARI

Penelitian ini merupakan upaya untuk menemukan bukti adanya pengaruh penggunaan Teknik Kelompok Berpasangan terhadap peningkatan Kemampuan Siswa dalam Berbicara Bahasa Inggris. Penelitian ini adalah Penelitian Tindakan Kelas karena dilaksanakan di kelas, khususnya kelas 7 A SMP Kristen Gergaji Semarang Tahun Ajaran 2011/2012 dengan jumlah sampel 34 siswa. Dan penelitian ini dilakukan dalam 3 (tiga) periode.

Untuk mengetahui apakah Teknik Kelompok Berpasangan ini efektif dalam mengajar Berbicara Bahasa Inggris, dilakukan sebuah tes dalam setiap periode, yaitu pada periode 1, 2 dan 3. Hasil penelitian pada periode 1 adalah:

- 1) Prosentase Pencapaian Nilai Kemampuan Berbicara Siswa sebesar **44 %** (hanya 15 dari 34 siswa yang nilainya melampaui Kriteria Ketuntasan Minimal).
- 2) Prosentase Keaktifan Siswa dalam kelas adalah 61 %.

Pada periode 2 diperoleh prosentase Nilai Kemampuan Berbicara sebesar **76 %** (26 dari 34 siswa yang melampaui KKM) dan prosentase Keaktifan Siswa menjadi 71 %. Dan pada periode 3 diperoleh hasil prosentase Nilai Kemampuan Berbicara Siswa sebesar **91 %** (31 dari 34 siswa melewati KKM) sedangkan prosentase Keaktifan Siswa dalam kelas meningkat menjadi 82 %.

Dari hasil analisis data diperoleh temuan penelitian bahwa Penggunaan Teknik Kelompok Berpasangan ternyata dapat meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa kelas 7 A SMP Kristen Gergaji Semarang tahun ajaran 2011/2012 secara signifikan.

**Kata kunci:** Teknik Kelompok Berpasangan, Penelitian Tindakan.

# CHAPTER I

## INTRODUCTION

This chapter deals with the background of the study, problem statement, purpose of the study, significance of the study, and the organization of writing.

### A. Background of the Study

Speaking as one of the English skills can be created from good pronunciation, because with good pronunciation, slip of the ear of the user and the listener of the language can be eliminated. Four skills of English, Speaking, Listening, Reading, and Writing should be an integrated lesson. Although some of the students have possessed good interest in this language, they still are not able to learn it successfully, especially in spoken one. Students in Indonesia are having difficulties in pronouncing English words, because English is not the same as the students' daily language or their mother language. Moreover, Ramelan (2003: 5) states: "If the foreign language were exactly the same in its sound system and its grammatical system as the students own language which is, of course, impossible, there would be no learning problem at all"

Some factors that may cause the difficulties are the differences between spelling and pronunciation, grammar, and the chances to practice the target language in the society.

Furthermore, Scott Thornbury (2008: 127-129) stated: "There are three categories of Certificate in English Language Speaking Skills (CELS).

They are: ‘Grammar and Vocabulary’, Pronunciation’, and Interactive Communication’’. They are described in the following terms:

1. Grammar and Vocabulary

On this scale, candidates are awarded marks for the accurate and appropriate use of syntactic forms and vocabulary in order to meet the task requirements at each level. We know that English grammar is more difficult than Indonesian grammar. People will easily study Indonesian grammar because it is very simple both in form and the meaning.

2. Pronunciation:

This refers to the candidate’s ability to produce comprehensible utterances to fulfil the task requirements, i.e. it refers to the production of individual sounds, the appropriate linking of words, and the use of stress and intonation to convey the intended meaning. L1 accents are acceptable provided communication is not impeded. Schoenberg (2004: 82) said: “The intonation, or the way a sentence is spoken, can change the meaning of the sentence.”

3. Interactive Communication:

This refers to the candidate’s ability to interact with the interlocutor and the other candidate by initiating and responding appropriately and at the required speed and rhythm to fulfil the task requirements. It includes the ability to use functional language and strategies to maintain or repair interaction, e.g. in conversational turn-taking, and a willingness to develop the conversation and move the task towards a conclusion.

Candidates should be able to maintain the coherence of the discussion and may, if necessary, ask the interlocuter or the other candidate for clarification.

The writer found that the seven – A class of SMP KRISTEN GERGAJI Semarang in the academic year of 2011 / 2012 had the problem in speaking, especially in their speaking (based on the previous score and information from the English teacher).

Based on the explanations above, the writer interested in improving the students' speaking ability of seventh grade students of SMP KRISTEN GERGAJI Semarang in the academic year of 2011 / 2012 by using Pair Work. It was a classroom action research. The writer chose Pair Work technique because it was applicable for Junior High School students. Pair Work technique was face to face conversation, simple conversation for beginners, and does need any discussion. The writer chose the seventh grade students of SMP KRISTEN GERGAJI Semarang in the academic year of 2011 / 2012 to be investigated in this research with some considerations :

1. The writer considered that most of seventh grade students of SMP KRISTEN GERGAJI Semarang in the academic year of 2011 / 2012 faced some troubles when they wanted to communicate in English.
2. The seventh grade students of SMP KRISTEN GERGAJI Semarang in the academic year of 2011 / 2012 were not busy in preparing the National Final Examination, because they were the first year in Junior High School.

3. The writer thought that Pair Work was a simple and applicable technique for Junior High School students.

## **B. Problem Statements**

The statements of the problems can be formulated as follows:

1. How is the students' speaking competence **before** being taught using Pair Work Technique in teaching speaking for the seventh grade students of SMP Kristen Gergaji Semarang in the academic year 2011/2012?
2. To what extent is the students' speaking competence **after** being taught by using Pair Work Technique in teaching speaking for the seventh grade students of SMP Kristen Gergaji Semarang in the academic year 2011/2012 ?
3. To what extent is the students' motivation **after** being taught using Pair Work Technique in teaching speaking for the seventh grade students of SMP Kristen Gergaji Semarang in the academic year 2011/2012?

## **C. Purposes of the Study**

1. To find out the students' speaking competence **before** being taught using Pair Work Technique in teaching speaking of the seventh grade students of SMP Kristen Gergaji Semarang in the academic year 2011/2012.
2. To find out the students' speaking competence **after** being taught using Pair Work Technique in teaching speaking for the seventh grade students of SMP Kristen Gergaji Semarang in the academic year 2011/2012.

3. To find out the students' motivation **after** being taught using Pair Work Technique in teaching speaking for the seventh grade students of SMP Kristen Gergaji Semarang in the academic year 2011/2012.

#### **D. Significances of the Study**

It is expected that this study will give some theoretical and practical benefits.

##### **a. Theoretical Benefit**

From the scientific point of view, this research result can give contribution to the development of teaching speaking of Junior High School students.

##### **b. Practical Benefits**

###### **1. For the students**

- a) By using Pair Work technique, the students will be more active in practicing their speaking as they are involved in pairs.
- b) The students will feel free to express their ideas.
- c) The students will have fun in practicing their speaking skill.
- d) The students will be aware of what TO DO and NOT TO DO in pronouncing words as they train in pairs under the supervision of their teacher.
- e) Finally, the students will realize that speaking is very easy and interesting after the teacher gives the feedback

###### **2. For the teachers**

- a) It is hoped that the result of the study can be used as a reference for better teaching, especially in teaching speaking.

- b) The teacher can encourage the students to speak English by using Pair Work technique.
- c) The teacher can easily make the students more active in speaking through Pair Work technique.

### **3. For the readers**

The result of this research hopefully will be useful for the readers such as English teachers, headmasters, students, or the community in the same field.

### **E. Organization of Writing**

This research will be divided into 5 chapters. Chapter I provides Background of the Study, Problem Statement, Purpose of the Study, Significance of the Study. Chapter II presents the Literary Review which consists of Description of Theory of Second Language Learning, Theoretical Description which consists of three main topics: Definition of Speaking, Pair Work Technique and Teaching Speaking using Pair Work Technique and Hypothesis. Chapter III then provides: the research methods which discusses: Research Design, Procedure of Action Research, Population and Sample, Instrument of Data Collection, Data Collecting and Schedule of the Research. This is followed by Chapter IV that presents the detailed Findings and Discussion while Chapter V goes on The Conclusion and Suggestion.

## CHAPTER II

### LITERARY REVIEW

#### A. Theory of Second Language Learning.

Second language learning is learning a nonnative language on one's own culture with few immediate and widespread opportunities to use the language within the environment of one's own culture. This means that the target language has no established function inside the learners' community, but it is used for communication with outsiders or foreign people.

Richards & Rodgers (2001: 1)

“Reflective Teaching in second language Classrooms is designed for use in pre-service and in-service teacher education programs offering a teaching practicum or courses on classroom observation, theories of teaching, or language teaching methods and approaches. Instructors can use the book as a basis for either individual or collaborative teacher development activities, including peer observation, self-evaluation, program evaluation, and action research”

If this is so, it is important that the learners have access to situation where the language is used as a natural means of communication. The above statement means that second or foreign language can be mastered through natural learning mechanisms.

Curriculum of SMP:

#### **Curriculum (KTSP-Kurikulum Tingkat Satuan Pendidikan)**

Language learning is expected to help learners know themselves their culture, and other cultures. English is a tool to communicate orally and in writing. Communicating is to understand and express information, thoughts,

feelings, and develop science, technology, and culture. Ability to communicate in the sense of an intact is the ability to discourse, namely the ability to understand and / or produce spoken text and / or written to be realized in the four language skills, namely listening, speaking, reading, and writing. Therefore, the English subjects are directed to develop these skills for graduates able to communicate and to discourse in English at a certain level of literacy.

The Standard and Basic Competence of class VII, Semester 2 based on the KTSP are as follows:

Standard Competence	Basic Competence
3.Reveal the functional meaning in the oral text and simple form of short monologues recount, and narrative to interact with their surroundings.	10.1. Reveal a functional meaning in a short oral text using a variety of simple spoken language accurately, fluently and thankful to interact with their surroundings 10.2. Reveal the meaning of a simple short monologue using a variety of oral language accurately, fluently, and grateful to interact with their surroundings in the form of recount and narrative text

English subject in Junior High School is intended to make learners have the following capabilities:

- 1) Develop an understanding of learners of the links between language and culture.
- 2) Develop communication competence both in oral and in written form to reach the level of functional literacy.

- 3) Having awareness of the nature and importance of English to improve the competitiveness of nations in a global society.

The scope of English subjects in Junior High School include:

- 1) Ability to understand and create a variety of functional text and monologues and short essay form procedure, descriptive, recount, narrative, and the report.
- 2) Discourse ability, ability to understand and / or produce spoken text and / or written to be realized in the four language skills namely, listening, speaking, reading, and writing in an integrated manner to achieve the level of functional literacy.
- 3) Supporting competences; **linguistic competence** ( using grammar and vocabulary, spatial sound, good writing), **socio cultural competence** (using the expression and action are acceptable language in various contexts of communication), **competency strategies** (to overcome problems that arise in the communication process in different ways for fixed communications in progress), and **competence building discourse** (using the tool forming the discourse).

## B. Theoretical Description

### 1. Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1987). Its form and meaning are dependent on the context in which it

occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted. <http://area.dgicd.min-edu.pt/GramaTICa/whatspeakingis.htm>. Accessed on 12th. November 2012.

In order to teach speaking successfully, a teacher has to be careful in choosing the teaching technique. We have to know that the result of the teaching learning process is determined not only by the teachers' and the students' competence, but also the technique used. Therefore, the teachers have to pay more attention to the teaching technique in order to get a good result in teaching speaking.

There are many kinds of teaching techniques that can be executed in teaching speaking. The technique should be suitable with the purpose of teaching and make speaking lesson something interesting. So, the technique used should be communicative, stimulative, and able to give knowledge and skills. The technique should be more attractive and interesting for students. They do not need to avoid speaking subject any more.

One of the techniques which is suitable here is pair work technique. By using pair work technique in teaching speaking, the students will become

more communicative and more active to improve their skills and knowledge. This technique is very interesting because it is conducted by simple teaching process. While Thornbury (2008: 124) says: “Conversation must not only be considered one of the aims of an English course. It is the means to the desired end. Only by speaking a language can we ever hope to learn it.”

The purposes for which we wish to communicate with others are so large that they are innumerable, and as this is not a book about human needs and desires we will not even attempt to provide examples. The outward manifestation of speech is found in sound waves. Its meaning lies in the structure and meaning of all languages, whether this is written or spoken. Mostly, the problem of learning English as a second language is a matter of understanding and producing sound.

Gass and Selinker (2008: 34) say that some sounds are distinguished quite early (e.g., the difference between the consonants in [ ta ] and [ da ]); others are of course learned later ( wabbit for rabbit ). Even when children start using words that more or less resemble adult words, at least in meaning, there are pronunciation difference.

## **2. How to assess speaking Competence for Junior High School students?**

We can assess speaking competence especially for the 7th grade Junior High School students by doing these categories:

No.	Technique	Instruments form	Time Allocation	Learning Source
9.1	Oral Test	Performance: perform the dialogue with your friend in front of the class	2x45 minutes	- Speaking script from the text - Record
9.2	Oral Test	Performance: perform a dialogue about asking and giving information with your own words.	2x45 minutes	- Speaking script - Record

(Depdiknas: 2004).

As the first foreign language, English is taught from junior school, or even in elementary school, to the level of university. English is one of the international languages which is used by more than half of all people in the world. That is why our government has put English as local subject for students of elementary school.

Language has an important role to increase students' intellectual, social, and emotional development. Furthermore, it functions as a determining key to gain success in learning all subjects. Thus, English learners must have a competence that makes them be able to reflect both their own experiences and others, express ideas and feelings, and understand some discourse competences. As Stringer (1999: 32) says: "Understanding is the situation when the receiver can understand what is being communicated." In other words, it is hoped that language is able to help the learners to be able to recognize their own culture and others', recognize themselves, express ideas and feelings, and participate in the society in which the language is used.

*Standar Kompetensi untuk SMP kurikulum 2004 DEPDIKNAS* (2004: 2) says that language is a means of communication. It is not only a set of rules. The implication of this statement is a model of language competence that must be formulated, the model which prepares students to communicate with the language to participate in the society which uses the language. Later on the model is called communicative competence.

From the illustration given above the writer comes up with his opinion that learning English, as foreign language, one should learn four skills, they are listening, speaking, reading and writing. The four skills above should be mastered by those who learn English as a foreign language. As one of the International languages in the world, English is very important. The importance of English can be seen from its large usage for communication among its native and non-native speakers and writers all over the world. For that reason, the Indonesian government has chosen English as the first foreign language taught in Junior High School (SMP). In line with this statement, Ramelan (2003: 2-3) states that :

“When a student wants to learn a foreign language, in this case, English, he will have to learn to speak it. He has to try to speak in the way the native speakers speak the language. This can be achieved by closely imitating and mimicking them untirelessly until his pronunciation is satisfactory and acceptable to them.”

Although English has been taught for six years as a compulsory subject in Junior High School, the fact that most of SMP graduates cannot speak English. This is because many English teachers neglect the oral aspect of teaching English; while teaching, they emphasize only on the

development of written skill in their English learning process, and as a matter of fact teachers find it difficult to teach their students to speak.

As an English teacher, the writer considers that English has to be applied in daily conversation so that the mastery of spoken English can be improved well; it seems that the result in learning English can be shown by the way someone speaks English.

The language components related to the effectiveness of students learning in speaking include pronunciation, knowledge of grammar, and vocabulary. How to solve the speaking problems? One of the ways mentioned above is using Pair Work Technique.

### **3. Pair Work Technique**

Pair work is a way — the only way, I believe — of getting everyone in a classroom speaking and listening at the same time. In other words, it is an efficient, productive way of spending precious classroom time. If a teacher were to spend, say, three minutes talking individually to each student in a class of, say, twenty students, the whole procedure would take an hour. Working in pairs, those twenty students can get the same amount of practice in three minutes. [http://flesl.net/Teaching/pair\\_work.html](http://flesl.net/Teaching/pair_work.html). Accessed on 12th. November 2012

Pair Work is an effective technique for taking students' focus on the teacher as the center of attention and for getting them into an interactive frame of mind even at the beginning level. It means that there

are some activities that could be used in pair work to improve the students' speaking ability.

#### **4. Teaching Speaking Using Pair Work Technique**

Some researchers state the importance of students' interaction in the teaching learning process. Based on their research in English teaching, they found that most students seemed to like and enjoy the activity as there were a lot of interactions among them.

Pair Work is an activity when learners working together in pairs. One of the main goals of pair work in the English language teaching in the classroom is to improve the learners' opportunities to use English.

According to Brown (1987:182) "Pair Work is more appropriate than Group Work for tasks that are (a) short, (b) linguistically simple, (c) quite controlled in terms of the structure of the tasks"

Appropriate pair activities include:

- 1) Practicing dialogues with a partner
- 2) Simple questions and answer exercises
- 3) Performing certain meaningful substitution "drills"
- 4) Quick (one minute or less) brainstorming activities

There are some activities that can be used in pair work to improve the students' speaking ability.

##### **4.1 The advantages of pair work**

Harmer (2007: 116) tells that Pair Work may give some advantages as follows:

- a. It increases students' participation in the class.
- b. It allows the students to work and interact independently without necessary guidance of the teacher, thus, promoting learner's independence.
- c. It allows the teacher to work with one or two pairs of students while the other students may continue working.
- d. It is relatively quick and easy to organize.
- e. It recognizes the old maxim that "two heads are better than one", and in promoting cooperative helps the classroom to become a more relaxed and friendly place.

If teachers ask the students to make decision in pairs (such as deciding on the correct answer to questions about reading text), teachers allow them to share responsibility rather than having to bear the whole weight themselves.

#### **4.2 The disadvantages of Pair Work**

Harmer (2007: 116-117) says that there are some disadvantages of Pair Work Technique in teaching speaking as follows:

- 1) Pair Work is frequently very noisy. Teacher is worried to lose control of his class.
- 2) It is not always popular among students, many of whom feel that they would rather relate to the teacher as individuals than interact with another learner who may be just as linguistically weak as they are.

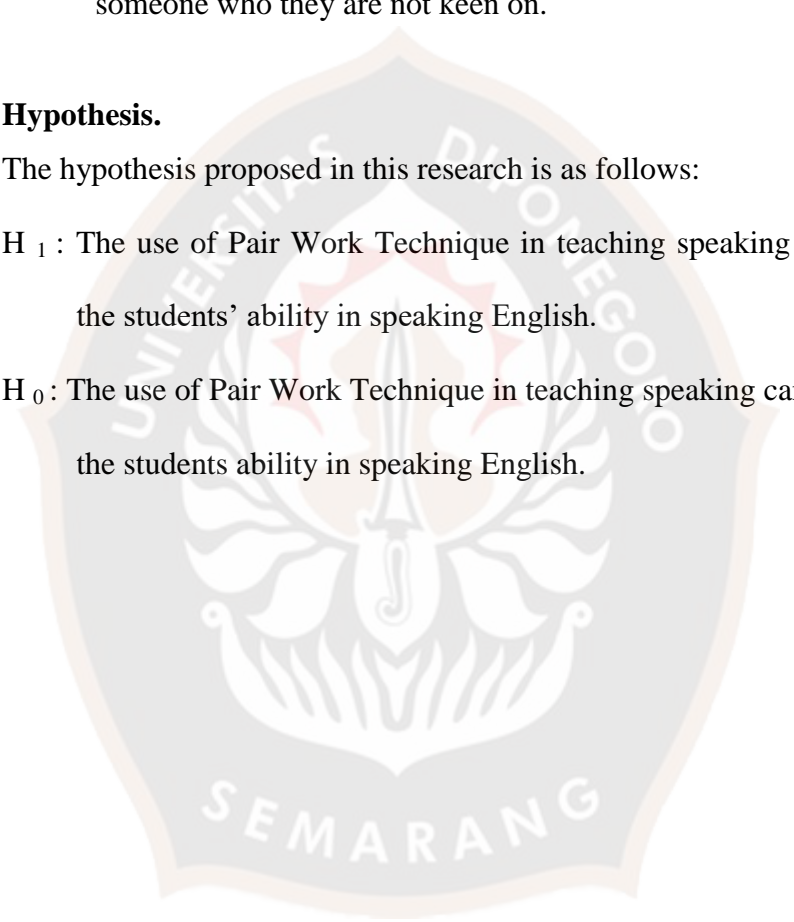
- 3) It can arouse a problem to the actual choice of paired partner, especially if students frequently find themselves working with someone who they are not keen on.
- 4) Will make problem to the actual choice of paired partner, especially if students frequently find themselves working with someone who they are not keen on.

### **5. Hypothesis.**

The hypothesis proposed in this research is as follows:

$H_1$  : The use of Pair Work Technique in teaching speaking can improve the students' ability in speaking English.

$H_0$  : The use of Pair Work Technique in teaching speaking cannot improve the students ability in speaking English.



## **CHAPTER III**

### **RESEARCH METHODS**

This chapter discusses Research Design, Population/Sample, the instrument of data collection, data collection, the data analysis, and the schedule of the research.

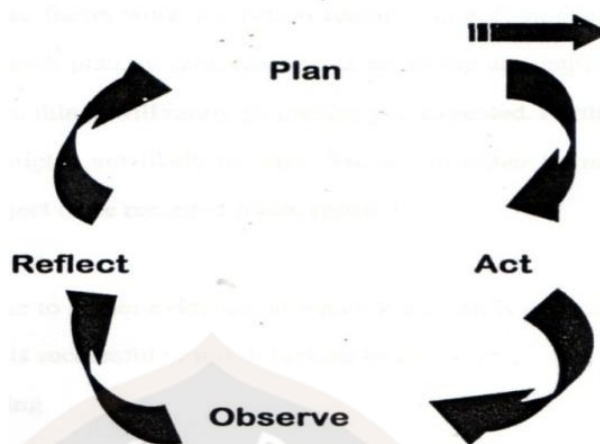
#### **A. RESEARCH DESIGN**

This research has been carried out under Action Research method. Hopkins (1985: 32) suggests that the combination of action and research renders that action a form of disciplined inquiry, in which a personal attempt is made to understand, improve and reform practice. Furthermore Greenwood and Levin (1998: 4) stated:

“Action Research (AR) is social research carried out by a team encompassing a professional action researcher and members of an organization or community seeking to improve their situation.”

For it has been conducted in the classroom, this action research was called a classroom action research (CAR). The writer has conducted this research at least in three cycles, each cycle consisted of 4 steps. These steps were: planning, acting, observing, and reflecting. After doing reflecting in the first cycle, the researcher revised the plan in order to get the better result in the second cycle. When it was still needed to obtain the better performance in the third cycle, the researcher had to make up the achievement based on the result in the second cycle.

The Basic Cycle can be showed below:



Steps of Action Research (cited in McTaggart, R. , 1992)

Kemmis and McTaggart (1982: 22) adds: “Action Research starts with small cycles of planning, acting, observing and reflecting which can help to define issues, ideas and assumptions more clearly so that those involved can define more power questions for themselves as their work progresses”.

The relationship among the four components is as one of the main characteristics of action research. In other words, action research must be done in cycles, not only for one intervention.

#### 1) Planning

Plan means identifying the problem area. Here, teacher as a researcher should narrow it down, so it will be manageable. Then, he/she has to investigate the problem. He/she thinks about what might be causing the problem and then tries to find the solution by talking to other teacher to get other idea. He/she also has to think about evidence that he/she will collect to decide whether his/her action is successful or not.

## 2) Actuating/Teaching

Building the frame work for action research is accomplished by developing an action research plan. In fact, reality can be messy and unpredictable. In carrying out the plan, things will rarely go precisely as expected. Furthermore, in this case the new insights are likely to arise. These can be either be more incorporate into current project or be recorded in future research.

## 3) Observing

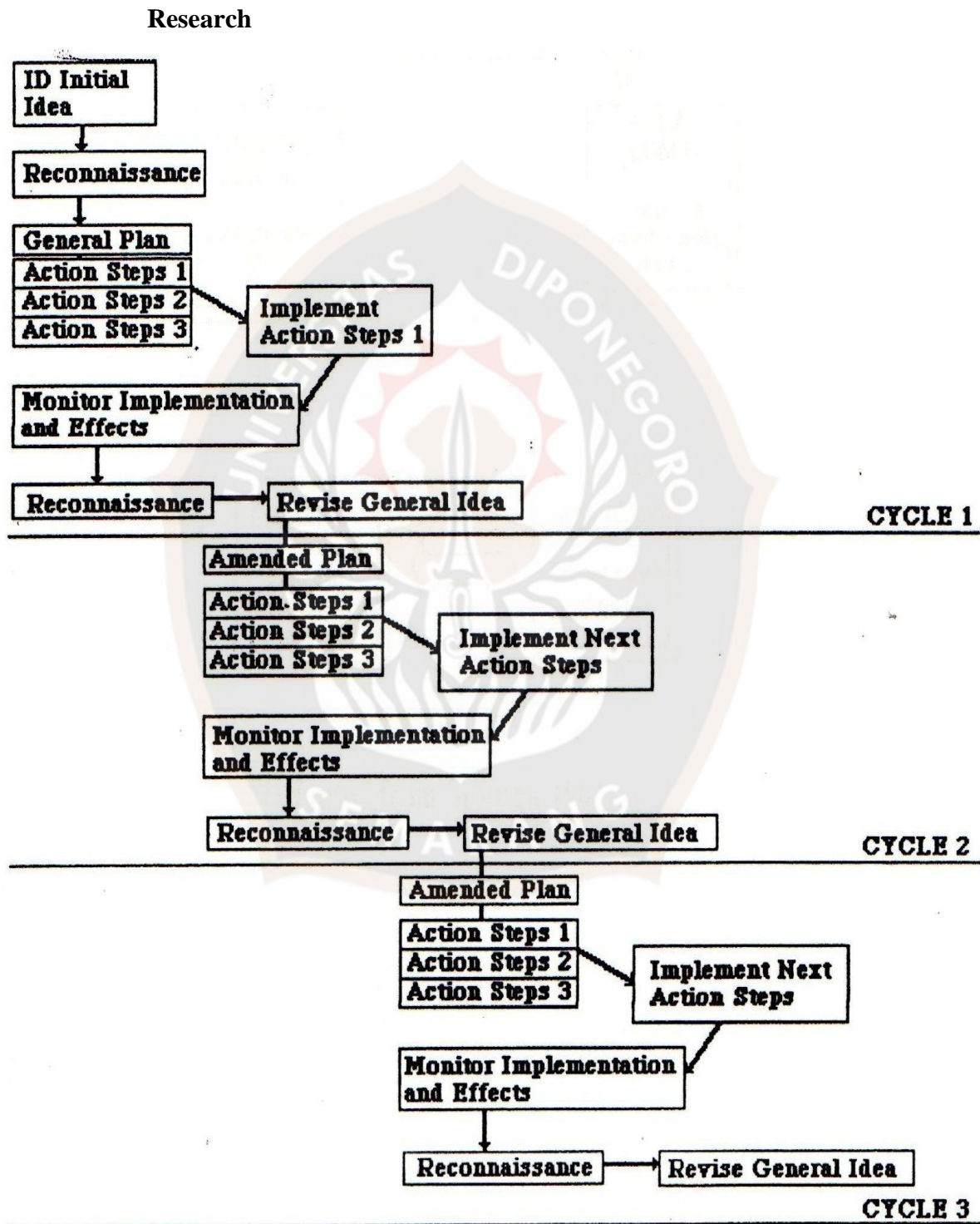
It the period to gather evidences, at which the result is analyzed to decide whether the solution is successful or not. It is done by the observer.

## 4) Reflecting

The teacher has to analyze the evidence that the teacher has gathered. Have the problems been solved or not. If the answer is not, what steps should be done next? If yes, what problems will be tried to solve. In the end of his period of reflection, ideas will usually arise for further cycle of action research. If in the first cycle or in the first plan there are no significant improvements of the result of the research, the researcher can renew the method by doing the second cycle to get the better result until he/she gets the satisfied one.

Action Research Protocol after Kemmis (cited in Hopkins, 1985: 98)

Diagram 1. The Evolution of the General Idea of Action



The essentials of action research design are as follows:

- 1) Initially an exploratory stance is adopted, where an understanding of a problem is developed and plans are made for some forms of interventionary strategy. (*The Reconnaissance & General Plan*).
- 2) Then the intervention is conducted. (*The Action* ).
- 3) During the time of the intervention, pertinent observations are collected in various form. (*Monitor the Implementation and Effect*).
- 4) The next interventional strategies are conducted, and the cyclic process repeats, continuing until sufficient understanding of the problem is obtained. (*Reflection and Revision*).

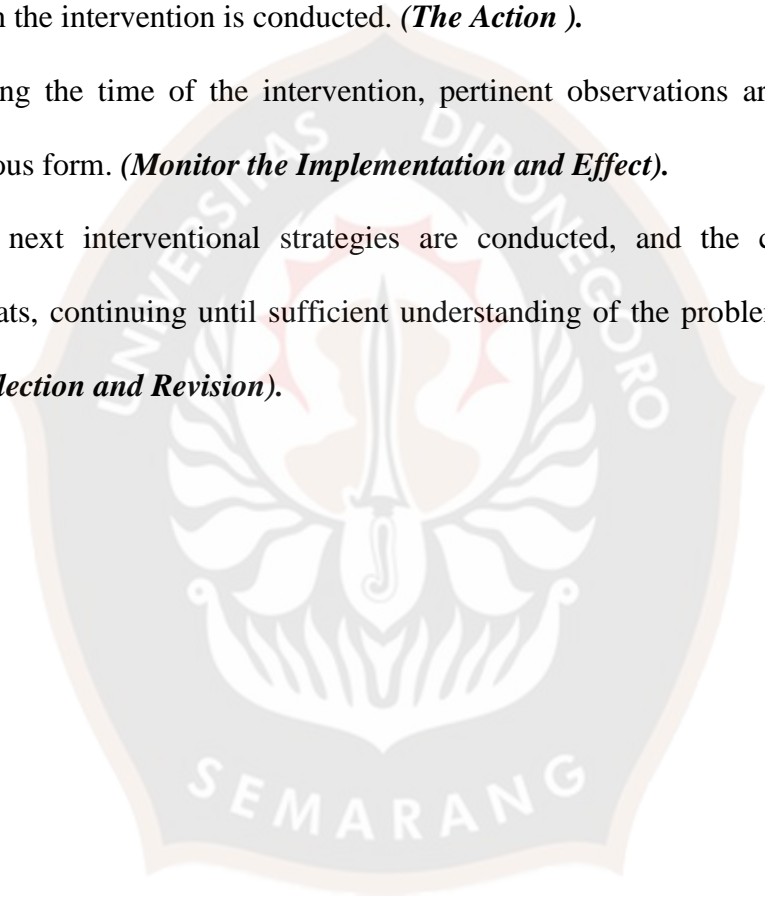
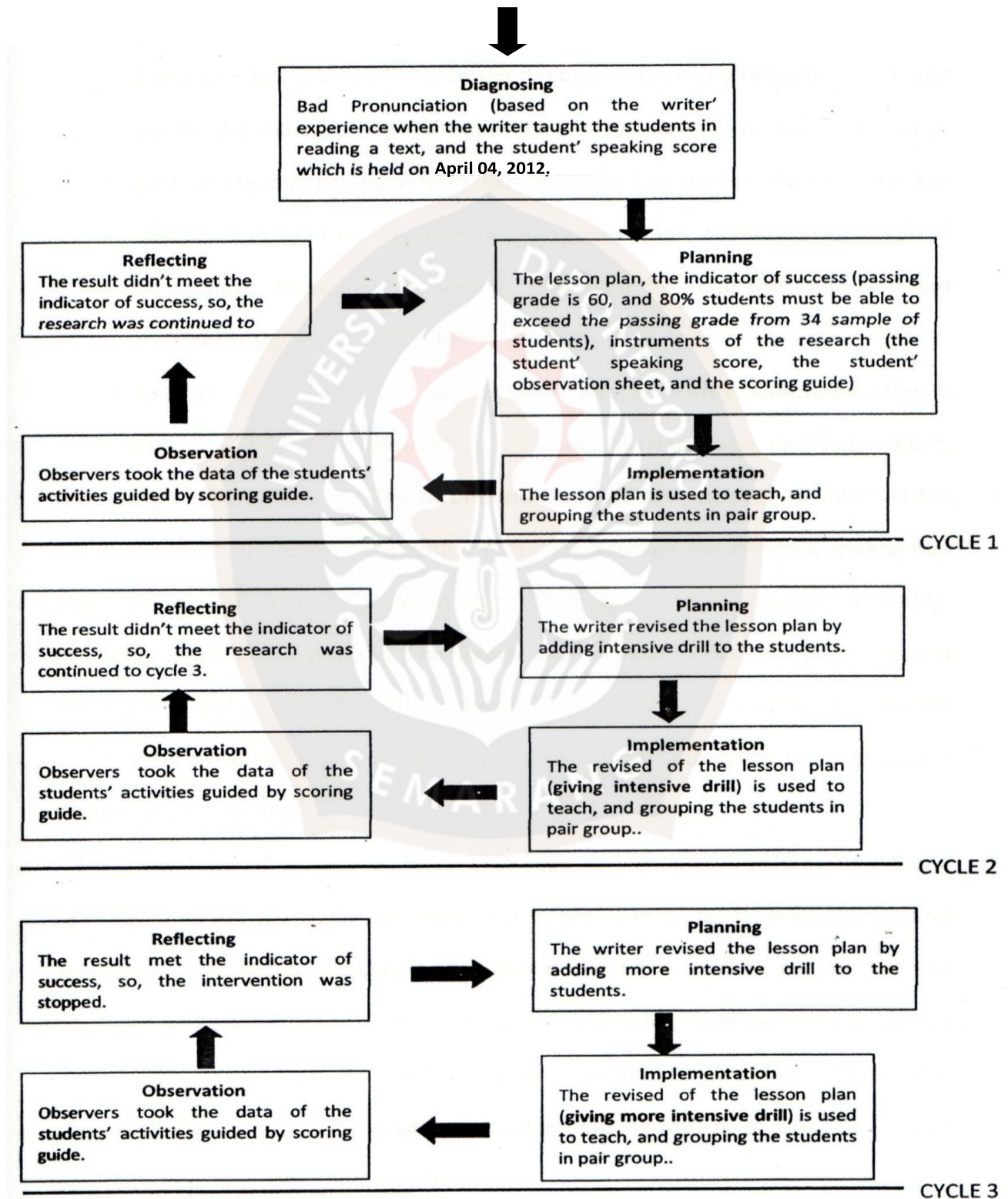


Diagram 2. Procedure of Action Research (Hopkins, 1985)

One of the objectives of the research is to improve pronunciation.



## **B. Procedure of Action Research**

The procedure the writer takes in this study consists of five stages, namely:

- 1) Identifying the problems which is done through observation, and using test
- 2) Planning the action
- 3) Implementing the action
- 4) Observing the action
- 5) Reflecting the observation results

## **C. Instrument of Data Collection**

Instrument of the research was a tool, means, or facility, which was used in collecting the data of the research (Arikunto, 1998:155). There were many instruments of the research such as: interview, test observation and questionnaire (Arikunto, 1998:145-148). In this research the writer used a test for the instrument. Arikunto explained that a test is a sequence of questing or exercise or other tools which are used to measure skills, knowledge, intelligence or talent of individual or group (Arikunto, 1998: 139). The test materials were taken from the teaching material taught at the seventh grade of Junior High School. In this research the researcher used two kinds of tests. They were pre-test and post-test.

### **1. Pre-test**

Pre-test was a test given before the treatment. It was conducted to know the ability of the students before they got the treatment. It was given to know their English speaking before the treatment.

## 2. Post-test

Post-test was a test given after the treatment. It was conducted to know the ability of the students after they got the treatment. It was given to know their English speaking abilities after the treatment.

This research had the objective that was to know the students ability of speaking, The researcher chose the objective test because it would not make the examiners have different interpretation of students answer, and it would be easier to score the students' works.

To make a good test, some qualifications were naturally needed, such as validity and reliability.

### 1. Validity

Validity means the degree of instrument stability, which was used. To know the validity or invalidity of the test, the writer used the formula as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Where :

X = the number of the students who answered correctly

Y = the sum of total scores

$r_{xy}$  = coefficient correlation x and y variable

N = the number of students

$\sum X$  = the sum of students

$\sum X^2$  = the sum of the sequence of x scores

$\Sigma Y$  = the sum of y scores

$\Sigma Y^2$  = the sum of the sequences of y scores

$\Sigma XY$  = the sum of the product each score that corresponded to y scores  
for the same students.

## 2. Reliability

Reliability of the test was one of important things of the characteristics of a good test. A test can be called reliable if the result of the test at different time, is the same.

The writer used the formula as follows:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Where :

$r_{11}$  = the reliability of the test

$r_{xy}$  = the validity

To know reliability of the test the computation above, the  $r_{11}$  calve was consulted to the category as follows :

0,80 – 1,00 = very high

0,60 – 0,80 = high

0,40 – 0,60 = sufficient

0,20 – 0,40 = low

0,00 – 0,20 = very low

The writer held a try out of the test to measure the validity and reliability of the instrument. If the instrument is valid and reliable it can be used to collect the data.

From the oral proficiency scoring categories (Brown, 2004: 406-407), the subcategories of oral proficiency scores are as follows:

**Table of the subcategories of Oral Proficiency**

<b>Level</b>	<b>Description</b>
1	Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics.
1+	Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands.
2	Able to satisfy routine social demand and limited work requirements.
2+	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective.
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversation on practical, social and professional topics.
3+	Often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.
4	Able to use the language fluently and accurately on all levels normally pertinent to professional needs.
4+	Speaking proficiency is regularly superior in all respect, usually equivalent to that of a well-educated, highly articulate native speaker.
5	Speaking proficiency is functionally equivalent to that of a highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is spoken.

The qualitative data dealt with any events and changes happened during the classroom activities, and put it in the students observation sheet. The qualitative data were collected by using observation and the scoring rubrics.

#### **D. Data Collection**

The researcher collected two kinds of data. The first was quantitative data and the second was qualitative data. The quantitative data referred to the students' speaking score which has been submitted after the lesson has finished. The qualitative data dealt with the process of teaching speaking in the classroom. To analyze qualitative data (students' motivation and students' attitude) the researcher used the observation sheets, beginning from pre-test, test cycle 1, cycle 2, and cycle 3. The observation sheets were used to note the students' motivation and attitude while they were having the lesson.

#### **E. Data Analysis**

According to Hatch and Farhady (1982: 39):

“The statistics used to summarize data are called descriptive statistics.”

Once the data have been coded, descriptive statistics will be used to help organize the data.

In this research, the data were analyzed by using non-statistical analysis data and statistical analysis.

The statistical analysis was used to analyze the quantitative data.. The statistical analysis was used to analyze the result of the students' speaking

score. It was done with the statistics computer program: SPSS version 19,0. Non-statistical analysis was used to know the students' activity during teaching speaking. The writer gained quantitative and qualitative data. Quantitative data were gained from students' speaking scores of the pre-test and post-test.

There were two kinds of data that researcher collected. The first data were quantitative data and the second one were qualitative data. The quantitative data referred to students' speaking score: grammar, fluency, content, and pronunciation which the writer took both in pre test ( cycle 1, April 04, 2012) and in post test ( cycle 2, May 30, 2012, and cycle 3, June 06, 2012 ). The writer referred to the score with criteria of scoring. It consisted of aspects in spoken English. The score of each aspect was described in the range of rating scale.

The statistical data were used to analyze the descriptive data. The presentation of the descriptive data were also called 'data analyze'.

The statistical analysis were used to analyze the result of the students' speaking score, the students' activities value, and the action hypothesis. It was done by using the statistics computer program: SPSS version 19,0.

It was analyzed as follows:

### **1) Students' speaking score**

To describe the students' speaking score, the researcher used the statistical analysis technique: **One sample t-test**. To see the linearity of the students'

speaking score, the researcher used the statistical analysis technique:

**Anova.**

## 2) Students' observation sheet

To see the impact of the students' activities on the result of the students' speaking score, the researcher used the statistic analysis technique: **Simple linear regression.**

The model equation is as follows:

$$Y = a + b_1X_1$$

Y : The students' speaking score (**Dependent variable value**)

X<sub>1</sub> : The students' activities score (**Independent variable value**)

a : Coefficient value of Y

b : Coefficient value of X

Actually, there were two predictions of the model above.

**The first** was the increasing one unit of the students activities score (X<sub>1</sub>) value would increase the value of the students' speaking score as much as the value of **b<sub>1</sub>**.

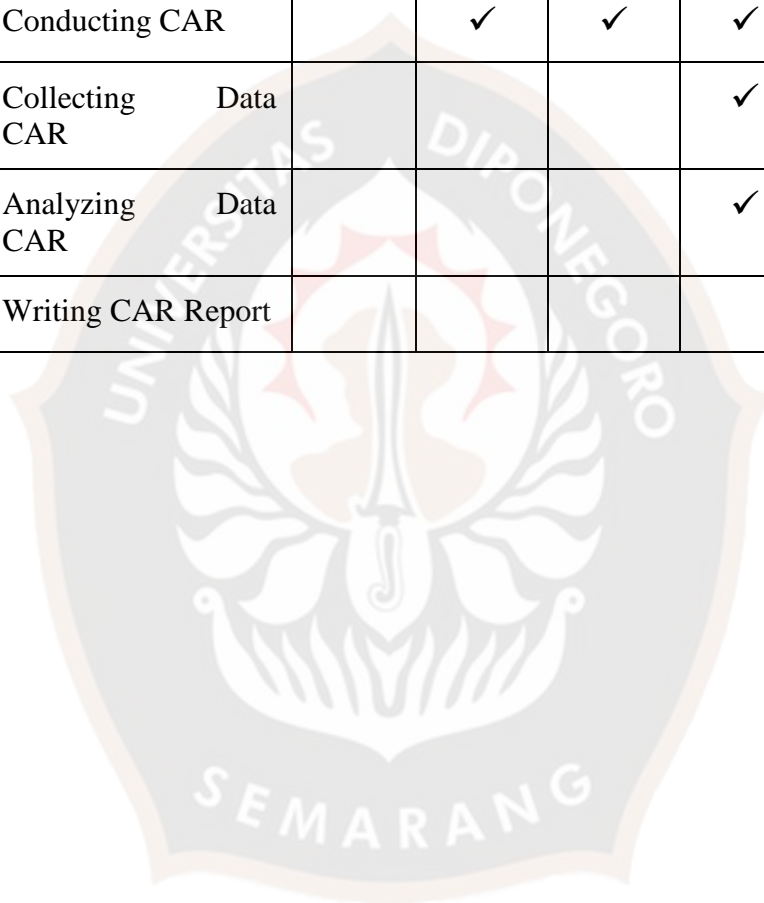
**The second.** When the value of the students' activities score (X<sub>1</sub>) was equal to **zero**, the value of the students' speaking score (Y) will be equal to the value of **a**.

## F. Schedule of the Research

This research was conducted in three months, and it started from April 2012 to June 2012.

The following is a schedule in doing the research:

No	Activities	Mar'12	Apr'12	May'12	June '12	Jul'12
1	Planning CAR	✓				
2	Preparing CAR Documents		✓			
3	Conducting CAR		✓	✓	✓	
4	Collecting Data CAR				✓	
5	Analyzing Data CAR				✓	
6	Writing CAR Report					✓



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter reports the result of the implementation of the action of cycle 1, cycle 2, and cycle 3.

#### FINDINGS

All these issues were presented respectively in the following sections:

##### A. Findings and Analysis of Cycle 1

###### 1. Cycle 1

###### a. Planning

###### Lesson Plan of Cycle 1

<b>Subject</b>	<b>: English</b>
<b>Main Content</b>	<b>: Recount</b>
<b>Class / Program / Semester</b>	<b>: VII / SMP / 2</b>

Reveal meaning in conversation transactional (to get things done) and interpersonal (social) using a simple short range of spoken language accurately, fluently, and wishes to interact with the immediate environment that involves speech acts: request, member approval, to respond to the statement, giving attention against the speaker, start, renew, and close the conversation, and initiate, extend and close the speech.

###### Basic Competence

Reveal meaning in conversation transactional (to get things done) and interpersonal (social) using a simple short range of spoken language accurately, fluently, and wishes to interact with the immediate environment that involves speech act: request, number approval, to respond to the statement, giving attention against the speaker, start, renew, and close the conversation, and initiate, extend and close the speech.

**Time Allocation : 2 x 45 minutes**

**a) Learning Objectives**

Students can reveal the expression initiate, extend and close the speech

**Learning Material**

Speaking Material

Reveal the expression started, extend and close the speech

**Cycle 1**

**b) Learning Scenarios**

1) Initial activity

Aperseption :

Students are reminded about the way to: initiate, extend, and close the speech

Motivation :

Motivating the importance of mastering the material well, to assist the students in understanding spoken and written texts.

2) Core activities

- (a) Students can understand the conversations which in turn by using a tape recorder media
- (b) Students can follow the example of speech sentence by sentence exemplified in a conversation that exemplified by the teacher
- (c) Students can conduct a conversation in pairs

### 3) End Activity

(a) Students can conduct a conversation in pairs in front of the class to be assessed

(b) Students can create content summary of the conversation

### c) Source of Learning

1) Tape Recorder

2) Learning Resources : English LKS for Class VII Semester II

### d) Rating

1) Conversation Techniques

2) Shape of the Instruments: Speaking Test (Roll play in pair in front of the class)

The researcher tried to teach speaking by grouping the students in pairs (a deskmate each). The teaching method applied to the class was giving a dialogue text that should be spoken by two students, A and B. Students who were sitting on the right side should play the roll of A and they who were sitting on the left side should play tehe roll of B.

First, teacher pronounced the first sentence and the students on the right side repeated the first sentence. Then teacher pronounced the second sentence, it was followed by the students who were sitting on the left side. It went on untill the last sentence. Teacher gave the correction when the students' pronunciation was incorrect. This method was never given by the teacher in the previous periode. Students had to read a text loudly in front of the class (last periode method).

**SPEAKING TEST SCORE****CYCLE 1**

School : SMP Kristen GERGAJI

Subject : English

Class : 7 A

Semester : 2

Date : May 16, 2012

Time : 09:15 - 10:45

No	Students	Elements of Speaking				Mean	Remark
		Pronun- ciation	Grammar	Content	Fluency		
1	Aldo Setya Utama	55	55	50	45	51	Not Completed
2	Isnan Duwi Yulianto	50	60	55	50	54	Not Completed
3	Ainaya Septi Dwi Shava	55	50	55	45	51	Not Completed
4	Andrianto Anang Wibowo	55	60	50	45	53	Not Completed
5	Bagas Dwi Prayoga	65	70	70	60	66	Completed
6	Bagas F.Nugroho	50	60	60	50	55	Not Completed
7	Cahyo Catur Wibowo	50	65	60	55	58	Not Completed
8	Debby Novitasari	60	70	70	60	65	Completed
9	Desinta Widyaningtyas	55	60	65	60	60	Completed
10	Edo Awan Anarki	60	70	60	65	64	Completed
11	Egita	50	65	60	55	58	Not Completed
12	Eno Pramita Wijaya	60	60	60	60	60	Completed
13	Eunike Gabriela Putri	55	60	60	55	58	Not Completed
14	Eunike Leony Mahardika	65	70	70	60	66	Completed
15	Evalda Nadia Septia R.	60	70	60	65	64	Completed
16	Fajar Fahrozi	65	60	60	55	60	Completed
17	Febrian Nevi Yudha P.	65	70	70	65	68	Completed
18	Ilia Ambarwati	60	65	60	60	61	Completed
19	Ivan Pratama	50	60	60	50	55	Not Completed
20	Ivan Viga Pravitama	60	65	70	65	65	Completed
21	Jatni Priyaningrum	55	60	60	55	58	Not Completed
22	Kristin Hardina Rahayu	55	65	60	55	59	Not Completed
23	Lucy Prasista	60	70	65	60	64	Completed
24	Maria Dwi Jayanti	55	60	60	50	56	Not Completed
25	Muhammad Ariyanto	50	60	50	50	53	Not Completed
26	Nugroho Adi Utomo	50	55	55	50	53	Not Completed
27	Panji Prakarsa Segara W.	50	60	60	55	56	Not Completed
28	Retno Wahyuningsih	55	60	60	50	56	Not Completed
29	Satria Chandra Putra	50	50	55	50	51	Not Completed
30	Septa Mellyana N.	60	70	65	60	64	Completed
31	Sindu Prastyo	55	60	60	50	56	Not Completed
32	Yedija Yohanes Pangestu	60	70	65	60	64	Completed
33	Yosephine Putri Perdana	50	65	65	50	58	Not Completed
34	Yudha Wahyu Krismawan	65	60	60	65	63	Completed
COMPLETED							15
NOT COMPLETED							19

The speaking score which was held on May 16, 2012 showed the problems of speaking of the 7 A class students of SMP Kristen GERGAJI in the academic year of 2011/2012, because **19** students (**56%**) from 34 sample of students did not complete the passing grade. There were 3 students who got score 51; 3 students got score 53; 1 student got score 54; 2 students got score 55; 4 students got score 56; and 6 students got score 58. Then he prepared the lesson plan (Learning activities; 1) Students can listen to telephone conversations which in turn by using a tape recorder media. 2) Students can follow the example of speech sentence by sentence exemplified in a telephone conversation that exemplified by the teacher. 3) Students can conduct a phone conversation in pairs) including the indicators of success (Passing Grade was 60, and 80% : 27 students of the students must be able to exceed the passing grade from 34 sample of students), and the instruments of the research were student speaking score and student observation sheet.

#### **b. Implementation**

In this first cycle, the lesson plan was used to teach to the students of 7-A, and grouped the students in pair group to follow the teaching learning process.

### c. Observation

Two observers took the data of students activities guided by scoring guide of students observation sheet in the teaching learning process.

### d. Reflecting

The result of speaking test score of cycle 1 and students observation sheet 1 showed that there were 15 students; 14 students got score 60 and 65; 1 student got score 70, who passed the passing grade from 34 sample of students (**44%**). Their activities gave positive influence to the result of speaking score. There were **3** students got score 51, 3 students got score 53, 1 student got score 54, 2 students got score 55, 4 students got score 56, and 6 students got score 58.

The implementation of cycle 1 was based on the lesson plans. The findings of the result was as follows:

#### 1) The Students' Speaking Score analysis

The table of Speaking Test of cycle 1 showed that 15 students got score 60 up to 68, those who achieved the passing grade from 34 sample of students, and it meant that the students who completed the passing grade were **44 %**. (See appendix 5)

**Table 1: Speaking Score in Cycle 1**

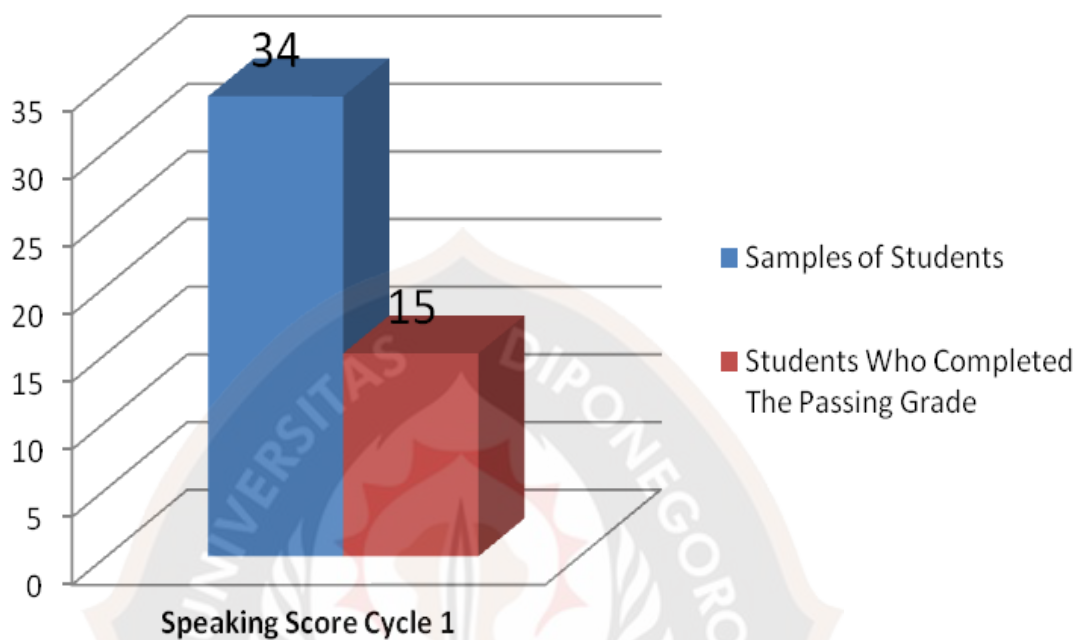
Criteria	Score	Number of Students	Percentage
Excellent	81 – 100	--	--
Good	60 – 80	15	44
Fair	56 – 59	10	29
Poor	51 – 55	9	27
Very Poor	41 – 50	--	--
TOTAL		34	100

**Table 2; Speaking Score**

Passing Grade = 60

	Number of Students	Sample of Students	Percentage
Completed	15	34	44 %
Not Completed	19	34	56 %

The number of students who completed the passing grade were showed in the diagram below :

**Diagram 3: Speaking Score of Cycle 1**

To describe the students' speaking score, the researcher used one sample t-test analysis technique in SPSS (statistic computer program) as follows:

**Table 3: One Sample t-test****One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
Speaking Score Of Cycle 1	34	58,8824	4,91605	,84310

**Table 4 One-Sample Test**

<b>One-Sample Test</b>						
	Test Value = 60					
	t	df	Sig. (2- tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Speaking Score Of Cycle 1	-1,326	33	,194	-1,11765	-2,8329	,5976

The Mean (the average score of the students' speaking test ) was 58,8824, and this score did not meet the test value that has been planned as the indicator of success.

The significance of the average score above was supported by sig. (2-tailed) was 0,194, and it was  $> 0,005$  the critical rejected level value. It means the average of the students' speaking test did not meet the test value.

The data of speaking score 1 and activity 1 below were used to see the linearity of the data in SPSS, and the percentage of the active students

**Table 5: Compare Score of Speaking Score Cycle 1 And Activity Cycle 1**

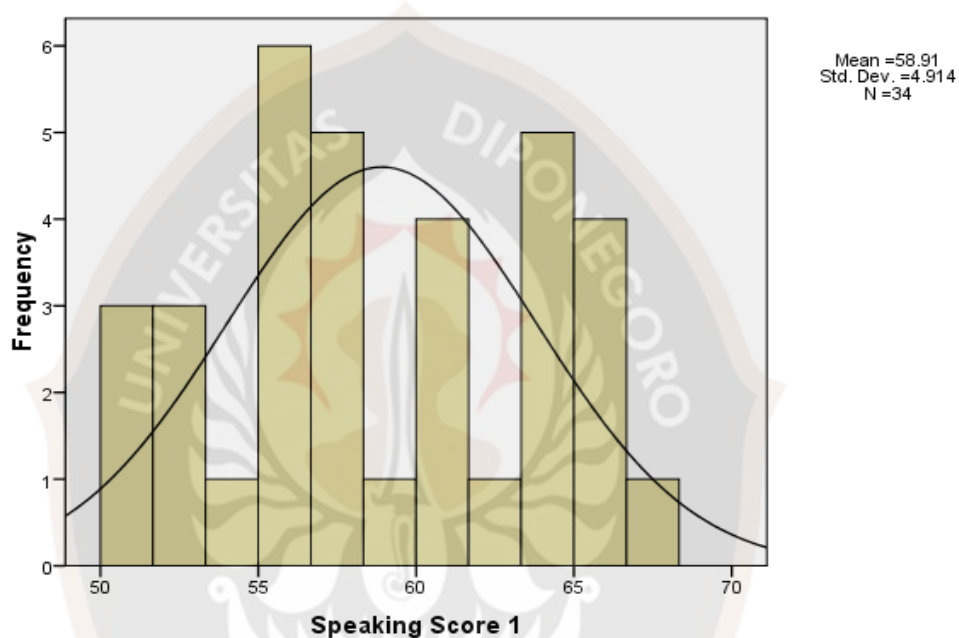
Number	Student	Speaking Score Cycle 1	Activity
1	Aldo Setya Utama	51	3
2	Isnan Duwi Yulianto	54	3
3	Ainaya Septi Dwi Shava	51	3
4	Andrianto Anang Wibowo	53	3
5	Bagas Dwi Prayoga	66	3
6	Bagas F.Nugroho	55	2
7	Cahyo Catur Wibowo	58	3
8	Debbi Novitasari	65	3
9	Desinta Widyaningtyas	60	3
10	Edo Awan Anarki	64	3
11	Egita	58	2
12	Eno Pramita Wijaya	60	3
13	Eunike Gabriela Putri	58	2
14	Eunike Leony Mahardika	66	3
15	Evalda Nadia Septia R.	64	3
16	Fajar Fahrozi	60	3
17	Febrian Nevi Yudha P.	68	3
18	Ilia Ambarwati	61	3
19	Ivan Pratama	55	2
20	Ivan Viga Pravitama	65	3
21	Jatni Priyaningrum	58	2
22	Kristin Hardina Rahayu	59	3
23	Lucy Prasista	64	3
24	Maria Dwi Jayanti	56	2
25	Muhammad Ariyanto	53	2
26	Nugroho Adi Utomo	53	2
27	Panji Prakarsa Segara W.	56	2
28	Retno Wahyuningsih	56	3
29	Satria Chandra Putra	51	2
30	Septa Mellyana N.	64	2
31	Sindu Prastyo	56	3
32	Yedija Yohanes Pangestu	64	2
33	Yosephine Putri Perdana	58	2
34	Yudha Wahyu Krismawan	63	3
<b>Active</b>			<b>21</b>
<b>Not Active</b>			<b>13</b>

The percentage of the active students in cycle 1 was 62 %

The following is the graph of the students's speaking score which showed the spread of the score

**Diagram 4: Speaking Score cycle 1**

**Histogram**



## 2) Students' Participation in the class

### Motivation:

The students' motivation was low, there were only a few students who participated in the Teaching Learning Process.

### Attitude:

A few students didn't pay attention to the teacher. The others were talking by themselves during the Teaching Learning Process.

**Table 6: The Active and Not Active Students**

	Number of Students	Sample of Students	Percentage
Active	21	34	62 %
Not Active	13	34	38 %

**Table 7:Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43,614	1,872		23,294	,000
	Activity 1	5,307	,628	,831	8,448	,000

Dependent Variable: Speaking Score 1

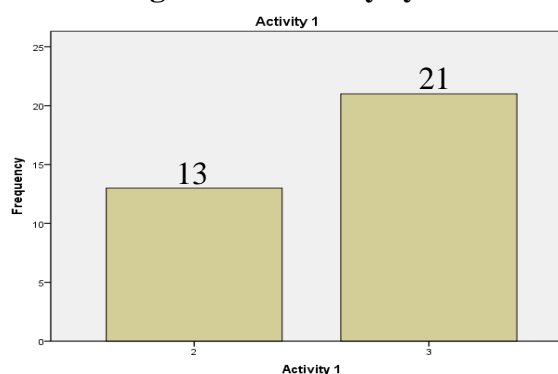
The model from the data was :

$$Y = 43,614 + 5,307 X$$

Y was Speaking Score

X was Students' Activity Score

The coefficient of the regression model meant that the increasing one unit of X positively increased the value of Y. When the value of X was equal to zero, the value of Y was equal to 43,614. The Number of students who Active and Not Active showed in the list below:

**Diagram 5: Activity cycle 1**

**The diagram of activity 1 showed that :**

21 students were Active; 13 students were not active.

To test the linearity of the data, the researcher used the significant value in anova's table below:

**Table 8: ANOVA**

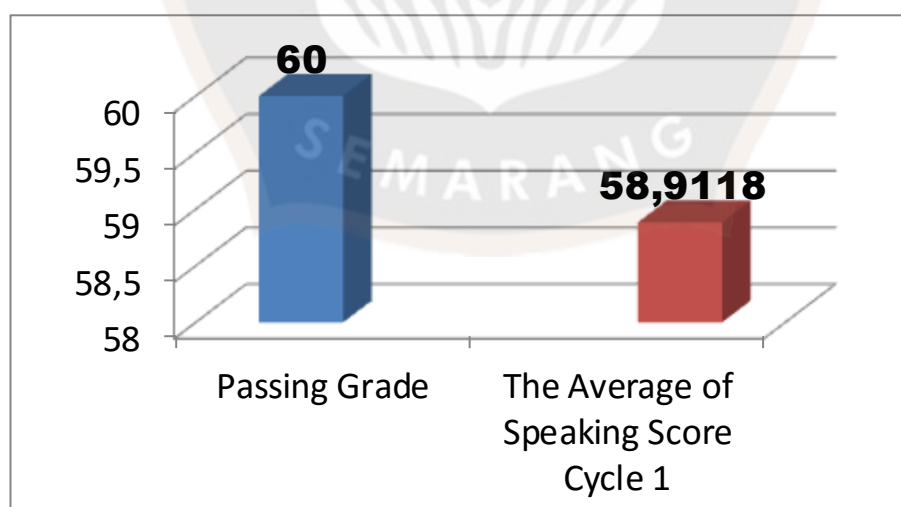
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	550,079	1	550,079	71,364	,000 <sup>a</sup>
	Residual	246,657	32	7,708		
	Total	796,735	33			

- a. Predictors: (Constant), Activity 1  
 b. Dependent Variable: Speaking Score 1

The sig. Value was 0,000, and it was  $< 0,005$  the critical rejected value. It meant that the data were linear, and the linearity of the data showed in the scatter plot below:

**Diagram 6:**

**The Average of Speaking Score Cycle 1**



## B. Findings and Analysis of Cycle 2

### 1. Planning

The researcher collected some data related with the students speaking problems : students speaking score of cycle 1 ; there were: 3 students got score 51, 3 students got score 53, 1 student got score 54, 2 students got score 55, 4 students got score 56, and 6 students got score 58 of 34 sample of students who did not complete the passing grade, and he revised the lesson plan (Learning activities; 1)Students can listen to telephone conversations which in turn by using a tape recorder media. 2)Students can follow the example of speech sentence by sentence exemplified in a telephone conversation that exemplified by the teacher; drills the students: individual and classical intensively. 3)Students can conduct a phone conversation in pairs for cycle 2.

### 2. Implementation

The revised lesson plan: **giving intensive drill** to teach in cycle 2, and the students were grouped in pairs to follow the teaching learning process.

### 3. Observation

Two observers took the data of students' activities guided by scoring guide of students observation sheet in the teaching learning process.

### 4. Reflecting

The result of speaking test score of cycle 2 and students observation sheet 2 showed that there were 26 students; 11 students who

got score 60; 3 students got score 61; 3 students got score 63; 3 students got score 64; 3 students got score 65; 2 students got score 66, and 1 student got score 69, who achieved the passing grade from 34 sample of students (**76 %**). Their activities gave positive influence to the result of speaking score. There were 8 students (**24 %**); 3 students got score 55, 2 students got score 56, and 3 students got score 58 of 34 sample students who did not complete the passing grade. So the research was continued to cycle 3.

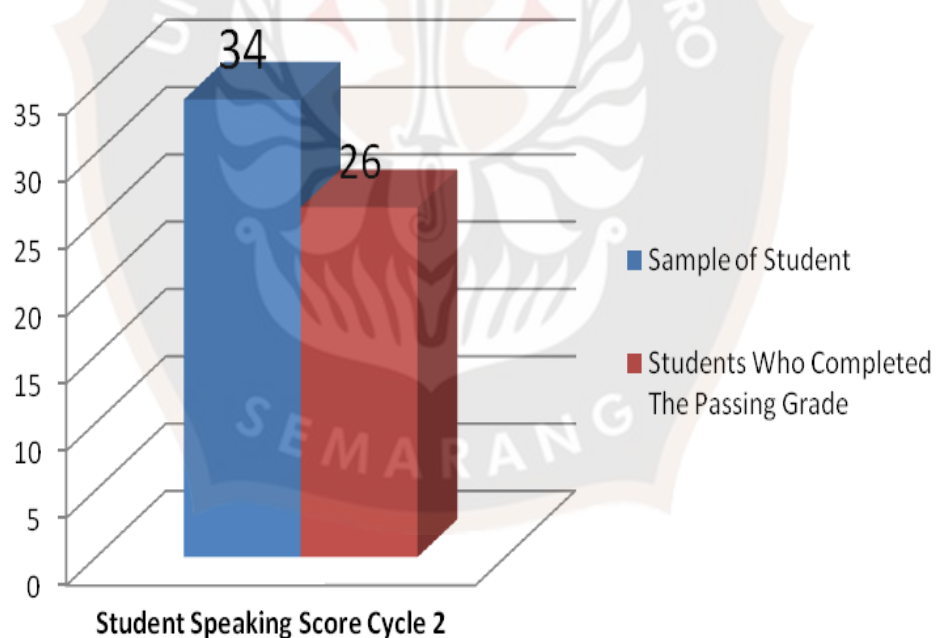
The implementation of cycle 2 was based on the lesson plans. The finding of the result is as follows:

### **1. The Students' Speaking Score analysis**

The data of speaking test, in cycle 1 and the data of speaking test in cycle 2 showed an increase in students' speaking from **15** to **26** students (the percentage of speaking competence was 61 %), 11 students got score 60, 3 students got score 61, 3 students got score 63, 3 students got score 64, 3 students got score 65, 2 students got score 66, and 1 student got score 69, those who exceed the passing grade from 34 sample of students, and it meant that the students who achieved the passing grade were **76 %**.

**Table 9: Speaking Score in Cycle 2**

Criteria	Score	Number of Students	Percentage
Excellent	81 – 100	--	--
Good	60 – 80	26	76
Fair	56 – 59	5	15
Poor	51 – 55	3	9
Very Poor	41 - 50	--	--
TOTAL		34	100

**Diagram 7: Student Speaking Score Cycle 2**

To describe the students' speaking score, the researcher used one sample t-test analysis technique in SPSS (Statistic computer program) as follows:

**Table 10: One-Sample Statistics****One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
Speaking Score of Cycle 2	34	60,9118	3,46732	,59464

**Table 11: One-Sample Test**

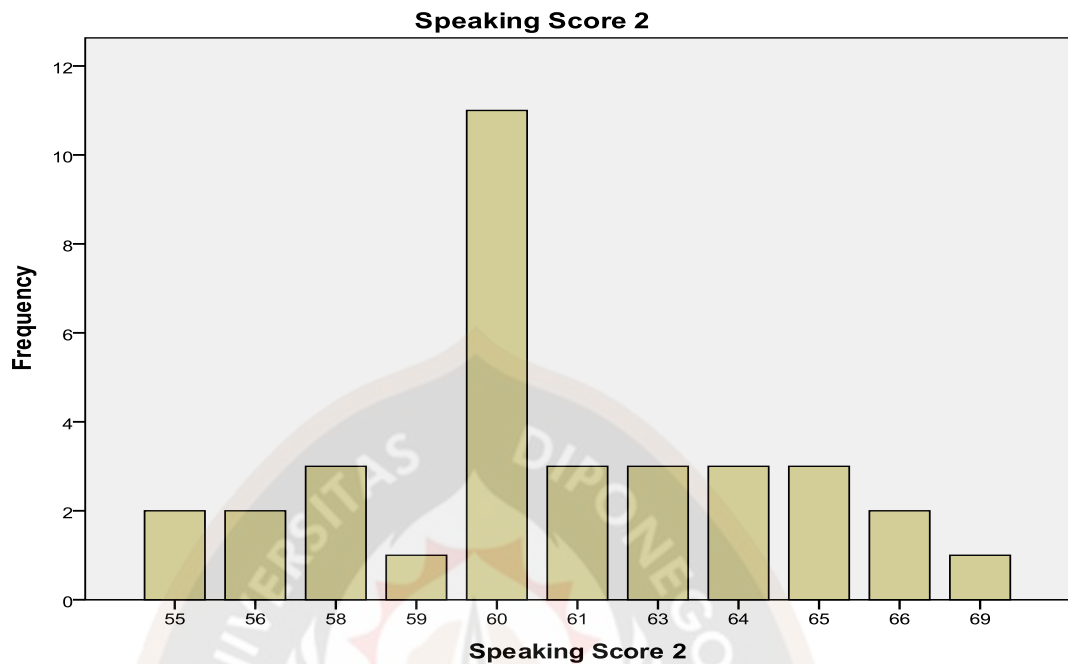
	Test Value = 60					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Speaking Score of Cycle 2	1,533	33	,135	,91176	-,2980	2,1216

The mean (the average score of the students' speaking test 2) was 60.9118, and this score met the test value that has been planned as the indicator of success. The data of speaking score 2 and activity 2 below were used to see the linearity of the data in SPSS, and the percentage of active students.

Table 12: Speaking Score Cycle 2 and Activity Cycle 2

<b>COMPARE SCORE of SPEAKING Cycle 2 and ACTIVITY Cycle 2</b>			
<b>Number</b>	<b>Students</b>	<b>Speaking Score Cycle 2</b>	<b>Activity Cycle 2</b>
1	Aldo Setya Utama	56	2
2	Isnan Duwi Yulianto	60	3
3	Ainaya Septi Dwi Shava	55	2
4	Andrianto Anang Wibowo	56	2
5	Bagas Dwi Prayoga	65	4
6	Bagas F.Nugroho	60	3
7	Cahyo Catur Wibowo	60	3
8	Debbi Novitasari	66	4
9	Desinta Widyaningtyas	63	3
10	Edo Awan Anarki	64	3
11	Egita	60	3
12	Eno Pramita Wijaya	61	3
13	Eunike Gabriela Putri	60	3
14	Eunike Leony Mahardika	65	4
15	Evalda Nadia Septia R.	61	3
16	Fajar Fahrozi	63	4
17	Febrian Nevi Yudha P.	69	4
18	Ilia Ambarwati	61	3
19	Ivan Pratama	60	3
20	Ivan Viga Pravutama	66	3
21	Jatni Priyaningrum	60	2
22	Kristin Hardina Rahayu	60	2
23	Lucy Prasista	63	3
24	Maria Dwi Jayanti	60	3
25	Muhammad Ariyanto	58	2
26	Nugroho Adi Utomo	55	2
27	Panji Prakarsa Segara W.	60	3
28	Retno Wahyuningsih	60	3
29	Satria Chandra Putra	58	2
30	Septa Mellyana N.	64	3
31	Sindu Prastyo	59	2
32	Yedija Yohanes Pangestu	65	3
33	Yosephine Putri Perdana	58	2
34	Yudha Wahyu Krismawan	64	3
<b>Active</b>			<b>24</b>
<b>Not Active</b>			<b>10</b>

The percentage of the active students in cycle 2 was **71 %**

**Diagram 8: Speaking Score Cycle 2**

**The diagram of Speaking Score Cycle 2 showed that:**

2 students got score 55, 2 students got score 56, 3 students got score 58, 1 student got score 59, 11 students got score 60, 3 students got score 61, 3 students got score 63, 3 students got score 64, 3 students got score 65, 2 students got score 66, 1 student got score 69

## 2. Students' Participation in the class.

**Table 13: Active and Not Active Students**

	Number of Students	Sample of Students	Percentage
Active	24	34	71 %
Not Active	10	34	29 %

Motivation: the students' motivation increased for they were more active in participating the class activities. Attitude: more students paid attention

to the teacher; 71 % of them asked the questions. It seemed that their attitude had changed to be positive.

Coefficient table was used to see the impact of student activity on the result of cycle 2 speaking test.

**Table 14: Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	50,000	1,861		26,874	,000
	Activity 2	3,750	,618	,731	6,066	,000

a. Dependent Variable: Speaking Score 2

The model from the data was:

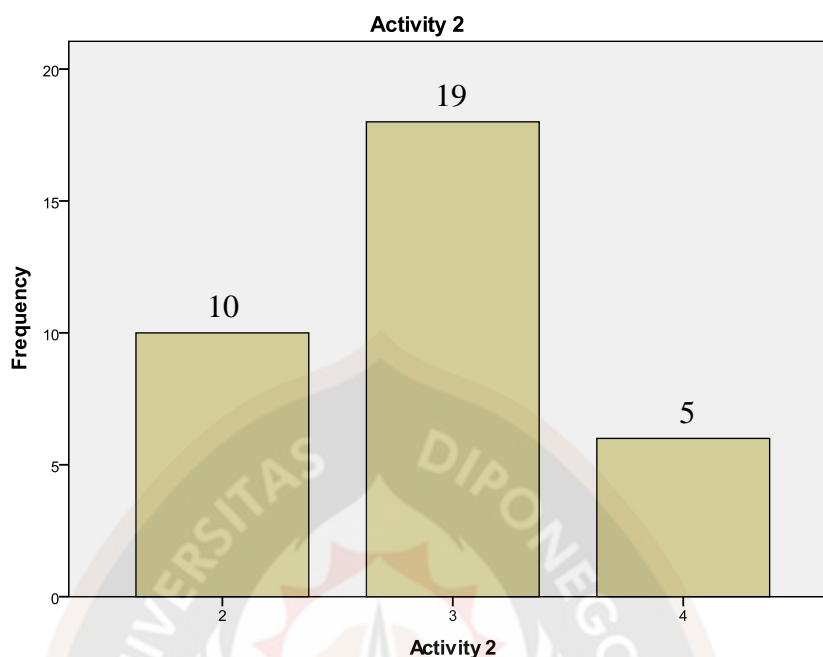
$$Y = 50.000 + 3.750 X$$

Y was Speaking Score

X was Students' Activity Score

The coefficient of the regression model meant that the increasing one unit of X positively increased the value of Y. When the value of X was equal to zero, the value of Y was equal to 50.000.

The graph of students' activities 2 below showed the spread of the score.

**Diagram 9: Activity cycle 2**

The diagram of Activity 2 showed that:

24 students were active, 10 students were not active.

To test the linearity of the data, the researcher used the significant value in Anova's table below:

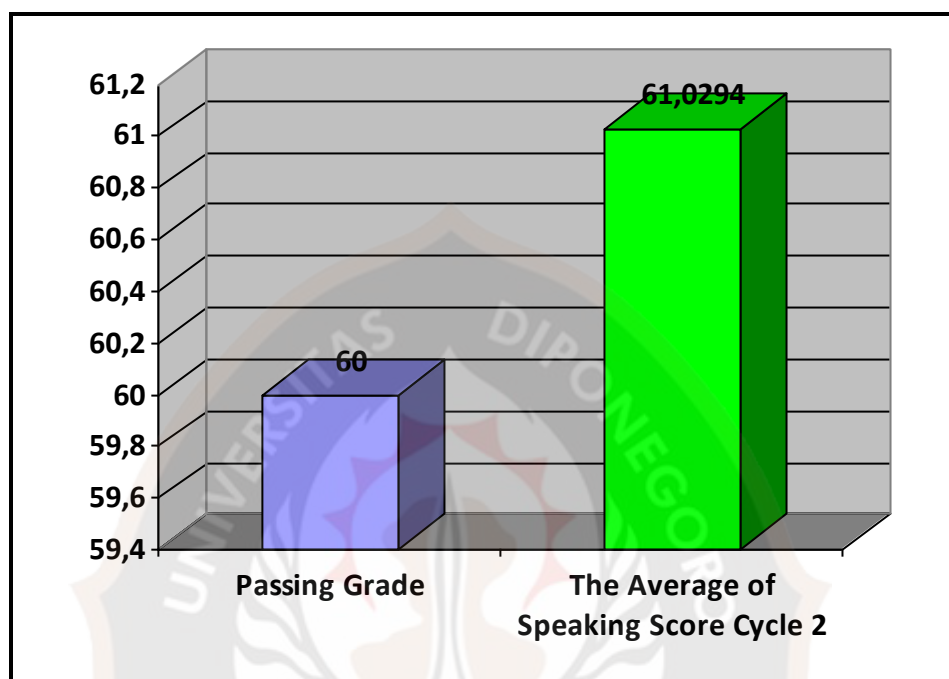
**Table 15: ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	195,221	1	195,221	36,802	,000 <sup>a</sup>
	Residual	169,750	32	5,305		
	Total	364,971	33			

a. Predictors: (Constant), Activity 2

b. Dependent Variable: Speaking Score 2

The sig. Value was 0.000, and it was  $< 0.005$  the critical rejected value. It meant that the data was linear, and the linearity of the data were showed in the scatter plot below:

**Diagram 10:****The Average of Speaking Score Cycle 2**

### 3. The Students' Speaking Score Cycle 1 and the Students' Speaking Score Cycle 2

The table below was the table of speaking score 1 and speaking score 2, and it was used to see the different means between the speaking score 1 and the speaking score 2. The result which was showed in this table was calculated by using SPSS, those were paired sample statistic, paired sample correlation, and paired sample test.

**Table 16: Speaking Score Cycle 1 and Speaking Score Cycle 2**

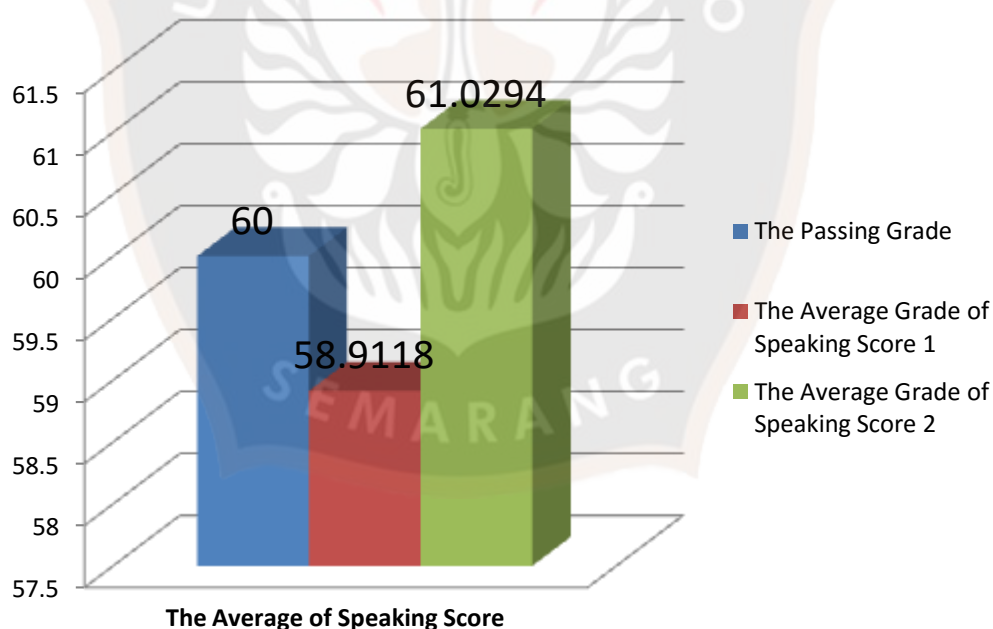
Number	Students	speaking score cycle 1	speaking score cycle 2
1	Aldo Setya Utama	51	56
2	Isnan Duwi Yulianto	54	60
3	Ainaya Septi Dwi Shava	51	55
4	Andrianto Anang Wibowo	53	56
5	Bagas Dwi Prayoga	66	65
6	Bagas F.Nugroho	55	60
7	Cahyo Catur Wibowo	58	60
8	Debby Novitasari	65	66
9	Desinta Widyaningtyas	60	63
10	Edo Awan Anarki	64	64
11	Egita	58	60
12	Eno Pramita Wijaya	60	61
13	Eunike Gabriela Putri	58	60
14	Eunike Leony Mahardika	66	65
15	Evalda Nadia Septia R.	64	61
16	Fajar Fahrozi	60	63
17	Febrian Nevi Yudha P.	68	69
18	Ilia Ambarwati	61	61
19	Ivan Pratama	55	60
20	Ivan Viga Pravutama	65	66
21	Jatni Priyaningrum	58	60
22	Kristin Hardina Rahayu	59	60
23	Lucy Prasista	64	63
24	Maria Dwi Jayanti	56	60
25	Muhammad Ariyanto	53	58
26	Nugroho Adi Utomo	53	55
27	Panji Prakarsa Segara W.	56	60
28	Retno Wahyuningsih	56	60
29	Satria Chandra Putra	51	58
30	Septa Mellyana N.	64	64
31	Sindu Prastyo	56	59
32	Yedija Yohanes Pangestu	64	65
33	Yosephine Putri Perdana	58	58
34	Yudha Wahyu Krismawan	63	64

**Table 17: Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Speaking Score 1	58,9118	34	4,91360	,84268
	Speaking Score 2	61,0294	34	3,32561	,57034

The mean of speaking score 2 (61.0294) was better than the mean of the speaking score 1 (58.9118).

The average grades of the speaking score 1 and the speaking score 2 were showed in the diagram below

**Diagram 11: The Average Grade of Speaking Score 1 and 2**

**Table 18: Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 Speaking Score 1 & Speaking Score 2	34	,918	,000

The correlation between speaking score 1 and speaking 2 was linear, and it was showed in column sg. = 0.000. It was < 0,005 the critical rejected level value.

**Table 19: Paired Samples Test**

Paired Samples Test		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Speaking Score 1 - Speaking Score 2	-2,11765	2,27988	,39100	-2,91314	-1,32216	-5,416	33	,000

The paired sample test, in the mean column, showed the value = - 2,11765. It means that the average score of the students' speaking score 1 and the students' speaking score 2 has the range of = - 2,11765. The column sig. (2-tailed) showed the value = 0,000. It means that the value was < ),005 the critical rejected level value. So the data were significant.

Based on the tables mentioned above, the result of the students' speaking test of cycle 2 met the passing grade, and the students' activities provided a positive influence to the results of the speaking test of cycle 2. Even the average score of the students' speaking test of cycle 2 was 61.9412, but there were just 26 students (76 %); 11 students who got score

60; 3 students got score 61; 3 students got score 63; 3 students got score 64; 3 students got score 65; 2 students got score 66; and 1 student got score 69, who completed the passing grade from 34 sample of students. This process did not achieve **80 % (27 students)** of the minimum passing grade as the indicator of success. So, the researcher continued to cycle 3.

### C. Findings and Analysis of Cycle 3

#### 1. Planning

The researcher collected some data related with the students' speaking problem (students speaking score of cycle 2): 3 students who got score 55; 2 students got score 56; and 3 students got score 58 of 34 sample of students who did not complete the passing grade, and he revised the lesson plan/the way of teaching: 1) Students can listen the conversations which in turn by using a tape recorder media. 2) Students can follow the example of speech sentence by sentence exemplified in the conversation that exemplified by the teacher, drills the students, individual and classical more intensively. 3) Students can conduct the conversation in pairs. They were given in cycle 3.

#### 2. Implementation

He revised the lesson plan and gave **more intensive drills** to teach in cycle 3, and the students were grouped in pairs to follow the teaching learning process.

### 3. Observation

The researcher took the data of the students' activities guided by the scoring guide of students observation sheet in the teaching learning process.

### 4. Reflecting

The result of speaking test score of cycle 2 and students observation sheet 2 showed that there were 12 students who got score 60; 8 students got score 61; 2 students got score 63; 1 student got score 64; 6 students got score 65; 1 student got score 66; and 1 student got score 68. Their activities gave the positive influence to the result of speaking score. There were 2 students who got score 58, and 1 student got score 59 out of 34 sample of students who did not complete the passing grade. So, their achievement fulfilled the indicator of success, and the research was stopped.

The implementation of cycle 3 based on the lesson plans. The findings of the result was as follows:

#### 1. Students' Speaking Score analysis

From the data of speaking test cycle 1, cycle 2, and cycle 3, it showed that there was an increase in the number of students from **15** to **31** students who got passing grade, and it means that the students who achieved the passing grade were **91 %** from 34 sample of students.

**Table 20: Speaking Score in Cycle 3**

Criteria	Score	Number of Students	Percentage
Excellent	81 – 100	--	--
Good	60 - 80	31	91
Fair	56 – 59	2	6
Poor	51 – 55	1	3
Very Poor	41 - 50	--	--
TOTAL		34	100

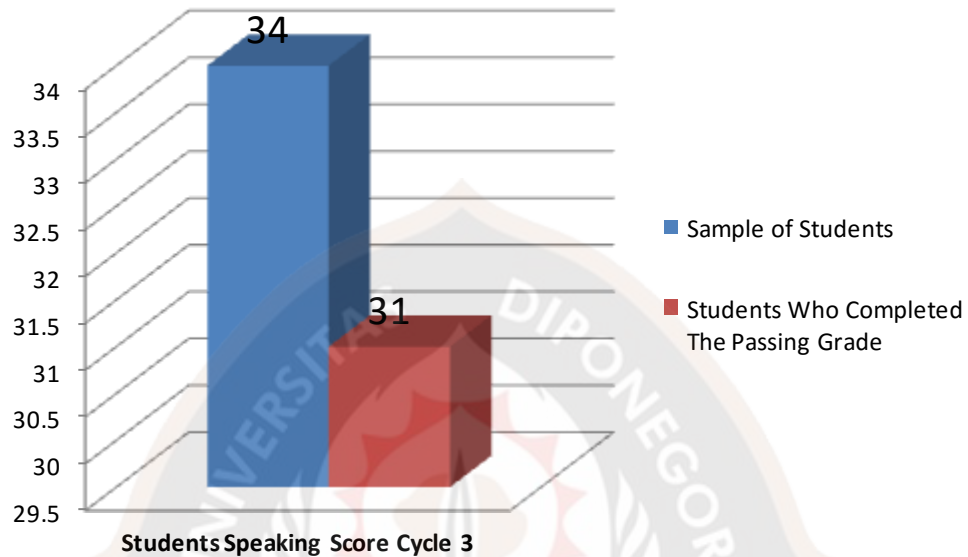
From the data of speaking test in cycle 1, cycle 2, and cycle 3, it showed that there was an increase in number of students from **15** to **31**; 13 students who got score 60; 6 students got score 61; 2 students got score 64; 6 students got score 65; 1 student got score 66; and 1 student got score 69; who exceed the passing grade, and it means that the students who achieved the passing grade were **92%** out of 34 sample of students.

**Table 21: Speaking Score Cycle 3**

Passing Grade = 60

	Number of Students	Sample of Students	Percentage
Completed	31	34	92 %
Not Completed	3	34	8 %
TOTAL	34	34	100%

The number of students who completed the passing grade were showed in the diagram below:

**Diagram 12: Student Speaking Score Cycle 3**

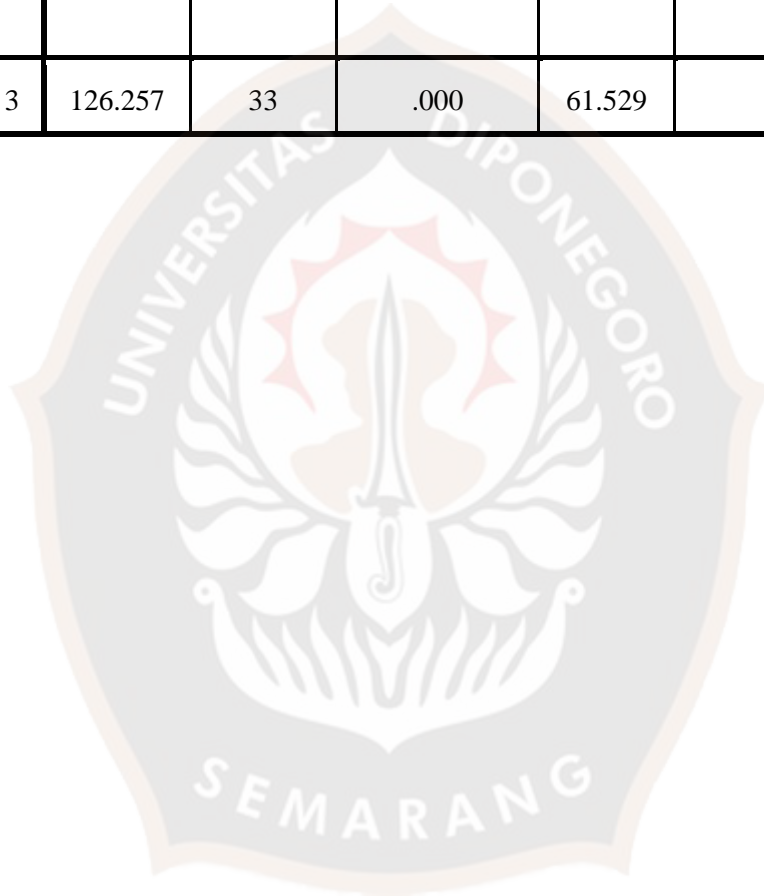
To describe the students' speaking score, the researcher used one sample t-test analysis technique in SPSS (statistic computer program) as follows:

**Table 22: One-Sample Statistics****One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
Speaking Score 3	34	61.53	2.842	.487

**Table 23: One-Sample Test****One-Sample Test**

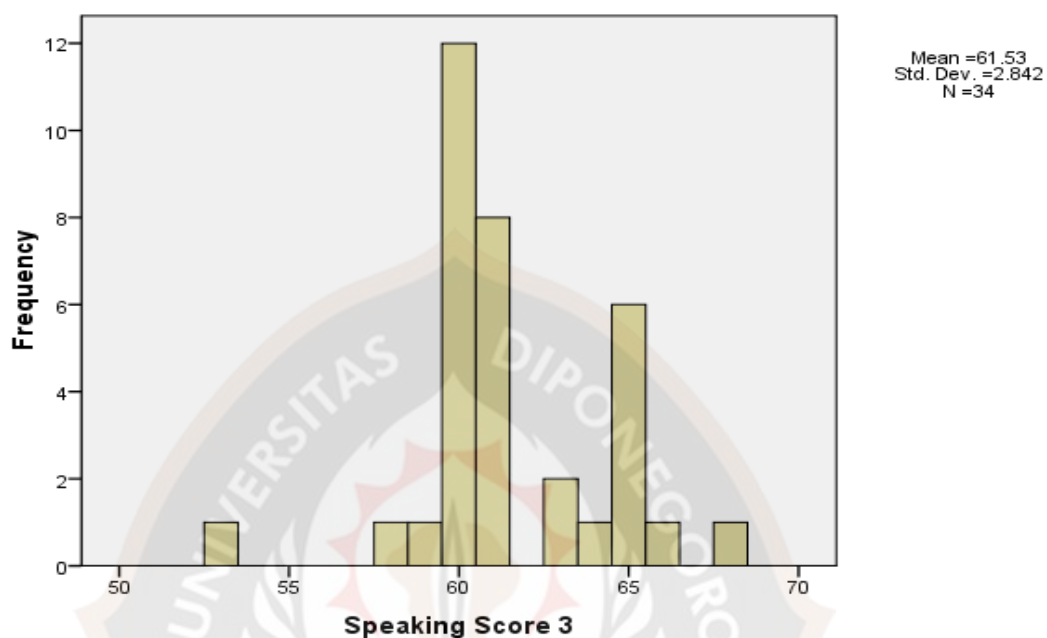
	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Speaking Score 3	126.257	33	.000	61.529	60.54	62.52



**Table 24: Compare Score of Speaking Score Cycle 3 And Activity Cycle 3**

Number	Students	speaking score cycle 3	activity cycle 3
1	Aldo Setya Hutama	60	3
2	Isnan Duwi Yulianto	60	3
3	Ainaya Septi Dwi Shava	60	3
4	Andrianto Anang Wibowo	60	3
5	Bagas Dwi Prayoga	65	3
6	Bagas F.Nugroho	60	3
7	Cahyo Catur Wibowo	60	3
8	Debbi Novitasari	66	3
9	Desinta Widyaningtyas	63	3
10	Edo Awan Anarki	65	3
11	Egita	61	3
12	Eno Pramita Wijaya	61	3
13	Eunike Gabriela Putri	60	3
14	Eunike Leony Mahardika	65	4
15	Evalda Nadia Septia R.	61	3
16	Fajar Fahrozi	60	3
17	Febrian Nevi Yudha P.	68	4
18	Ilia Ambarwati	63	3
19	Ivan Pratama	61	3
20	Ivan Viga Pravitama	65	4
21	Jatni Priyaningrum	61	3
22	Kristin Hardina Rahayu	61	3
23	Lucy Prasista	61	3
24	Maria Dwi Jayanti	60	3
25	Muhammad Ariyanto	61	2
26	Nugroho Adi Utomo	58	2
27	Panji Prakarsa Segara W.	60	3
28	Retno Wahyuningsih	60	2
29	Satria Chandra Putra	53	2
30	Septa Mellyana N.	65	3
31	Sindu Prastyo	60	2
32	Yedija Yohanes Pangestu	64	3
33	Yosephine Putri Perdana	59	2
34	Yudha Wahyu Krismawan	65	3
	<b>Active</b>		<b>28</b>
	<b>Not Active</b>		<b>6</b>

**Diagram 13: Speaking Score Cycle 3  
Histogram**



**Table 25: The Active and Not Active Students**

	Number of Students	Sample of Students	Percentage
Active	28	34	82 %
Not Active	6	34	18 %

The percentage of the active students in cycle 3 was **82 %**

## 2. Students' Participation in the class

Motivation:

The students' motivation increased when the teacher gave drilled-conversation. The students should speak in pair in front of class. They had to speak well because they did not want to be ashamed.

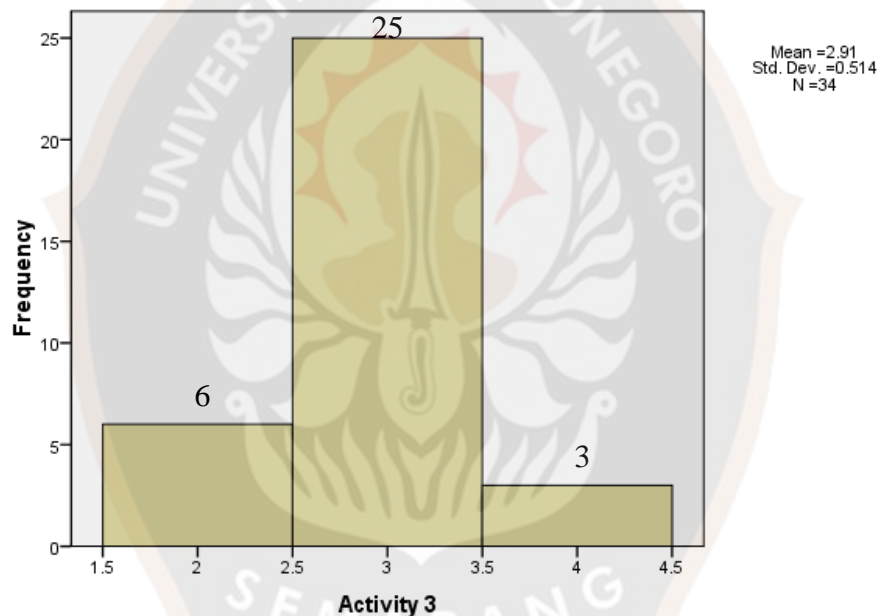
Attitude:

Finally 82 % of the students took part in the teaching learning process.

**Table 26: Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	51.000	2.181		23.382	.000
	Activity 3	3.616	.738	.655	4.900	.000

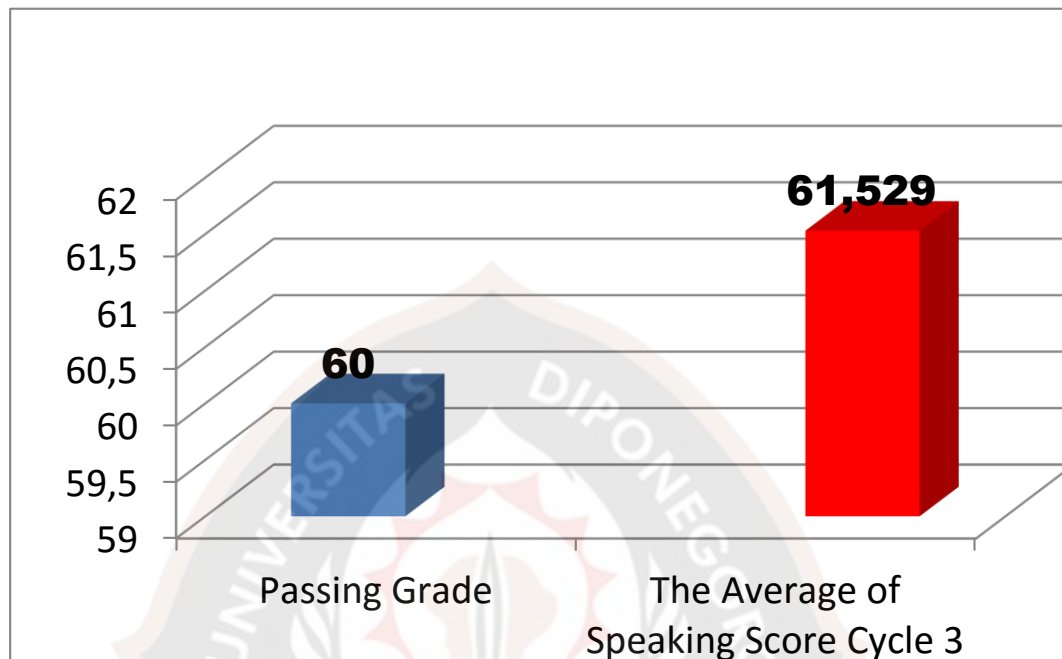
a. Dependent Variable: Speaking Score 3

**Diagram 14: Activity cycle 3****Histogram****Table 27: ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	114.228	1	114.228	24.010	.000 <sup>a</sup>
	Residual	152.242	32	4.758		
	Total	266.471	33			

a. Predictors: (Constant), Activity 3

b. Dependent Variable: Speaking Score 3

**Diagram 15:****The Average of Speaking Score Cycle 3**

**Table 28: Speaking Score 2 and Speaking Score 3**

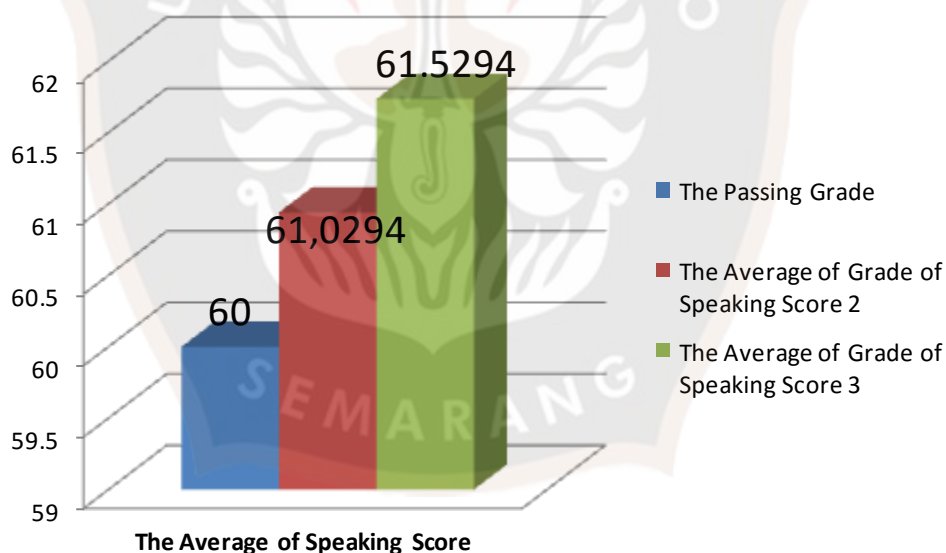
Number	Student	Speaking Score Cycle 2	Speaking Score Cycle 3
1	Aldo Setya Utama	56	60
2	Isnan Duwi Yulianto	60	60
3	Ainaya Septi Dwi Shava	55	60
4	Andrianto Anang Wibowo	56	60
5	Bagas Dwi Prayoga	65	65
6	Bagas F.Nugroho	60	60
7	Cahyo Catur Wibowo	60	60
8	Debby Novitasari	66	66
9	Desinta Widyaningtyas	63	63
10	Edo Awan Anarki	64	65
11	Egita	60	61
12	Eno Pramita Wijaya	61	61
13	Eunike Gabriela Putri	60	60
14	Eunike Leony Mahardika	65	65
15	Evalda Nadia Septia R.	61	61
16	Fajar Fahrozi	63	60
17	Febrian Nevi Yudha P.	69	68
18	Ilia Ambarwati	61	63
19	Ivan Pratama	60	61
20	Ivan Viga Pravutama	66	65
21	Jatni Priyaningrum	60	61
22	Kristin Hardina Rahayu	60	61
23	Lucy Prasista	63	61
24	Maria Dwi Jayanti	60	60
25	Muhammad Ariyanto	58	61
26	Nugroho Adi Utomo	55	58
27	Panji Prakarsa Segara W.	60	60
28	Retno Wahyuningsih	60	60
29	Satria Chandra Putra	58	53
30	Septa Mellyana N.	64	65
31	Sindu Prastyo	59	60
32	Yedija Yohanes Pangestu	65	64
33	Yosephine Putri Perdana	58	59
34	Yudha Wahyu Krismawan	64	65

**Table 29: Paired Sample Statistics**

	Mean	N	Std. Deviation	Std. Error
Pair 1 Speaking Score 2	61.03	34	3.326	.570
Speaking Score 3	61.53	34	2.842	.487

The mean of speaking score cycle 3 (61,53) was better than the mean of speaking score cycle 2 (61,03).

While the average of speaking score cycle 2 and speaking score cycle 3 were showed in the diagram below:

**Diagram 16:****The Average Grade of Speaking Score cycle 2 and Speaking Score cycle 3****Table 30: Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 Speaking Score 2 & Speaking Score 3	34	.819	.000

The correlation between speaking score in cycle 2 and speaking score in cycle 3 was linear, and it was showed in column sig. that was 0.000. It was  $< 0.005$  the critical rejected level value.

**Table 31: Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Speaking Score 2 - Speaking Score 3	-.500	1.911	.328	-1.167	.167	-1.526	33	.137

The paired sample test, in the mean column, showed the value that was  $-5.00$ . It means that the average score of the students' speaking score in cycle 2 and speaking score in cycle 3 has the range of  $-5.00$ . The column sig.(2-tailed) showed the value that was  $0.137$ . It means that the value was  $> 0.005$  the critical rejected level value. So, the data wasn't significant.

Based on the tables mentioned above, the result of the students' speaking test of cycle 3 met the passing grade, and the students' activities provided a positive influence to the result of speaking test of cycle 3. The average score of the students' speaking test of cycle 3 was  $61.5294$ , and there were just 31 students (**91%**); 13 students who got score 60; 6 students got score 61; 2 students got score 63; 2 students got score 64; 6 students got score 65; 1 student got score 66; and 1 student got score 68; those who completed the passing grade from 34 sample of students. The achievement was 91 %, so the research was stopped.

## **D. DISCUSSION**

### **a. Cycle 1.**

The average score of Speaking was **44 %** (15 out of 34 students). The students' motivation was low. The students' observation sheet showed that the students' participation was too low. There were only a few active students, while the others had no response. The students' attitude was low too. They didn't pay attention to the teacher and were talking by themselves.

### **b. Cycle 2.**

The Speaking Score became **76 %** after the teacher had done the exercises. The students' participation increased; most of them gave the active responses. Their attitude was also more positive; the students have already prepared their material books before the teacher entered the classroom.

### **c. Cycle 3**

In this cycle, the students were more relax. This condition gave them significant progress. The Students' Speaking Score reached **91 %** (31 out of 34 students) and most of the students were active in the Teaching Learning Process.

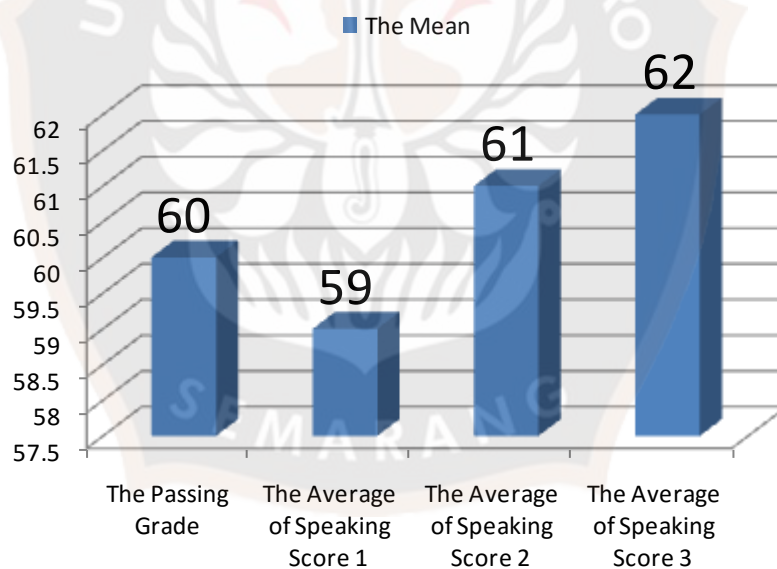
## THE OVERALL RESULT

The overall result of Cycle 1, Cycle 2, and Cycle 3 was described as follows:

Cycle	Number of Students	Completed Students	Percentage
1	34	15	44
2	34	26	76
3	34	31	91

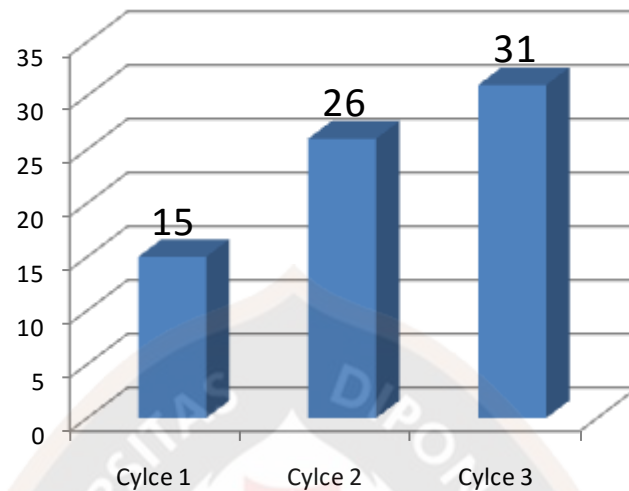
### 1. The Students Speaking Score

**Diagram 17: The Average of Speaking Score of Cycle 1, 2, 3**



The diagram shows that there was an increase of the average of speaking score from **59** in cycle 1 to become **61** in cycle 2, and finally it became **62** in cycle 3 and it belongs to the Passing Grade.

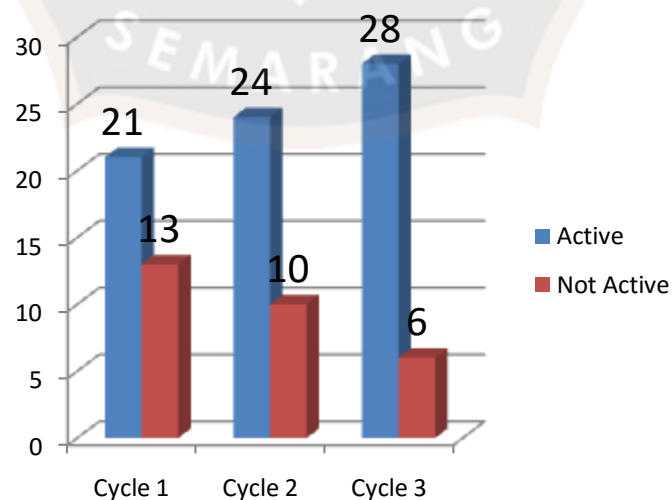
**Diagram 18: The Number of Students Who Completed The Passing Grade of Cycle 1, 2, 3**



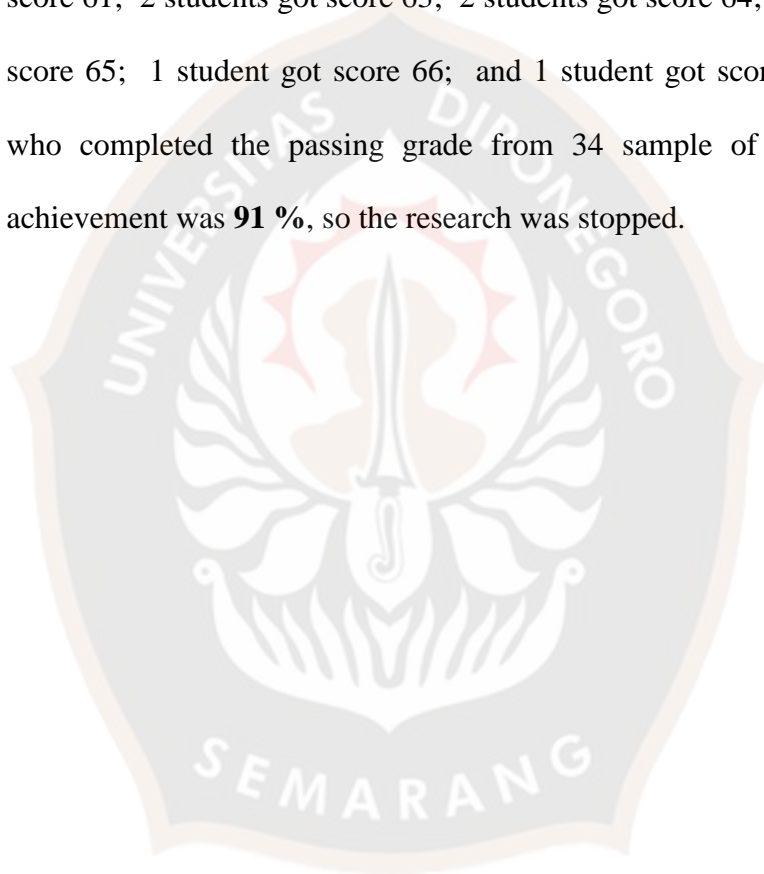
And the diagram above proved that the number of completed students increased from 15 students in cycle 1 to become 26 students in cycle 2, and finally became 31 students in cycle 3.

While the increasing number of active students was showed at Diagram 19 below.

**Diagram 19: The Number of Active and Not Active Students**



Based on the tables mentioned above, the result of the students' speaking test of cycle 3 met the passing grade, and the students' activities provided a positive influence to the result of speaking test of cycle 3. The average score of the students' speaking test of cycle 3 was 61.5294, and there were 31 students (91%); 13 students got score 60; 6 students got score 61; 2 students got score 63; 2 students got score 64; 6 students got score 65; 1 student got score 66; and 1 student got score 68 of those who completed the passing grade from 34 sample of students. The achievement was **91 %**, so the research was stopped.



## CHAPTER V

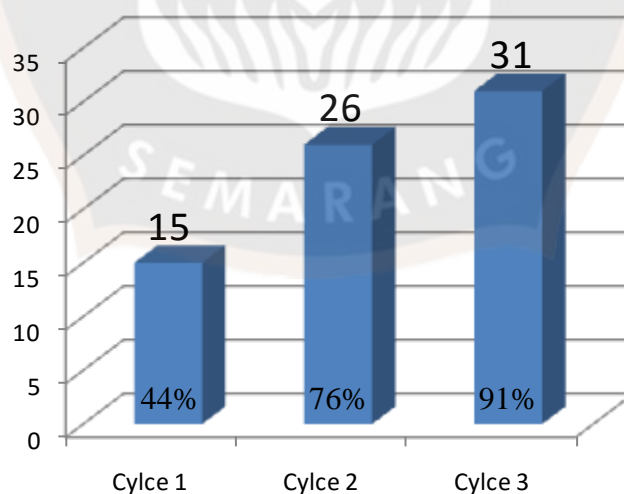
### CONCLUSION AND SUGGESTION

Everything discussed in this chapter is the conclusions and suggestions. The conclusions were drawn referring to the findings of this study presented in the previous chapter. The suggestions dealt with several recommendations addressed to the academic writing learners and teachers in particular and other researches in general.

#### A. CONCLUSION

##### 1. Students' Speaking Score

After conducting the tests (test 1 up to test 3), the researcher found that there was a significant grade increase.



Cycle 1 = **15** students got the passing grade → the percentage is **44 %**,

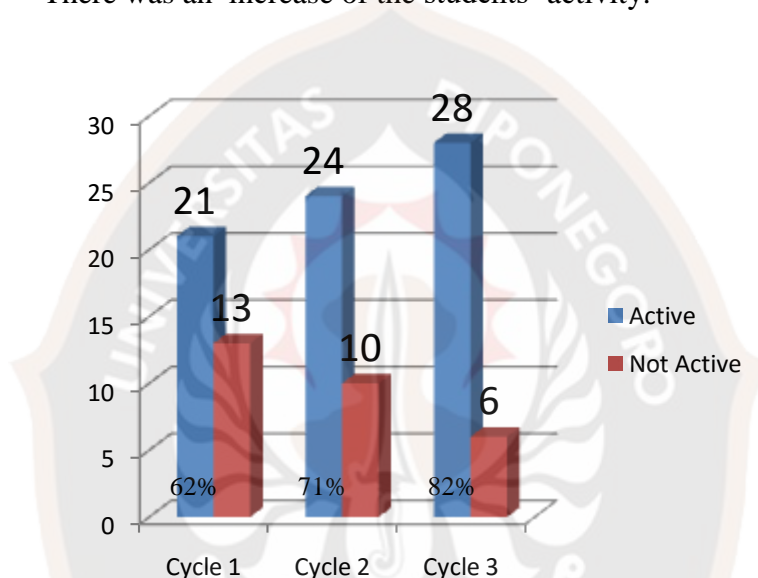
Cycle 2 = **26** students got the passing grade → (increased to **76 %**);

Cycle 3 =31 students got the passing grade → (Finally the percentage is **91%**).

It means that only 3 students failed (their speaking scores were under 60)

## 2. Students' Participation in the class

There was an increase of the students' activity.



In Cycle 1, 21 students out of 34 students (**62 %**) didn't use to share with their friends so that they got difficulties in adapting one to another. In Cycle 2, 24 out of 34 students (**71 %**) began to be able to adapt. They felt free to share their ideas. In this cycle, their motivation and attitude increased well.

Finally, the students' activity in cycle 3 were 28 out of 34 students (**82%**).

Pair Work technique implemented in the class during the research had developed the students' participation in the classroom of

7-A students of SMP Kristen GERGAJI Semarang in the academic year 2011/2012. They were more active after the teacher gave more intensive drills to the students. The students' activities gave positive influence to the students' speaking score, and it was proved in the model of regression in all cycles.

According to the explanation above, Pair Work technique proved in improving the students' speaking ability of the 7-A students of SMP Kristen GERGAJI Semarang in the academic year 2011/2012.

## **B. SUGGESTION**

After finding that there is significant differences in teaching speaking after using Pair Work technique, the writer would like to give some suggestions based on the result computation. The suggested solutions are as follows:

### **a) To Students**

1. To improve speaking ability, the students have to practice in pairs regularly.
2. Students should do practice in speaking, because it will make the students accustomed in pronouncing many words precisely.
3. The students needed to be supported and encouraged, so they would be sure that they could do their roles well.

b) To Teachers

1. The teachers who teach speaking should give interest lessons because it can give motivation to the students in order to help the students understand the materials more easily.
2. The teachers should encourage themselves to look for the best method of teaching speaking to the students.
3. The teachers should help the students to solve the problems they faced especially in speaking English. The teachers must be friendlier to the students, so they feel that English is not a monster and they can get the good image first from the friendly teachers. To be patience is a must in teaching English for the beginners.

c) To Institution

Schools should provide more educational facilities like: Language Laboratories, English Books in the Libraries etc. To improve The English classes.

d) To the Readers.

The writer awares that his thesis is not perfect and this thesis is not final. There are so many weaknesses which are out of observation, theory, methodology, and thought which must be completed. So the writer needs corrections and suggestion because of his limited ability and skill. Hopefully this thesis will be useful in the near future.

Using pair work technique in speaking is very helpful, because the students speak in pair, and they do not feel afraid of making

mistakes. Besides, it creates interesting atmosphere in which the students enjoy the teaching learning process.

Therefore, it is suggested that Pair Work Technique is applied by the teacher in teaching speaking. Pair Work should be set in the lesson plan (Syllabus) and last but not least, the Head Masters had to emphasize their English teachers to carry out Pair Work Technique especially in teaching English speaking.



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# APPENDICES



<b>APPENDIX 1</b>							
<b>LIST OF PRE-TEST SCORE IN PRE-CYCLE</b>							
<b>SPEAKING TEST SCORE</b>							
	School	: SMP Kristen GERGAJI					
	Subject	: English					
	Class	: 7 A					
	Semester	: 2					
	Date	: April 04, 2012					
	Time	: 09.15-10.45					
No	Students	Elements of Speaking				Mean	Remark
		Pronunciation	Grammar	Content	Fluency		
1	Aldo Setya Utama	50	50	55	50	51	not completed
2	Isnan Duwi Yulianto	50	50	60	55	54	not completed
3	Ainaya Septi Dwi Shava	55	50	55	50	53	not completed
4	Andrianto Anang Wibowo	50	50	45	55	53	not completed
5	Bagas Dwi Prayoga	60	65	55	60	60	completed
6	Bagas F.Nugroho	55	60	60	45	55	not completed
7	Cahyo Catur Wibowo	55	65	55	60	59	not completed
8	Debbi Novitasari	50	55	65	55	56	not completed
9	Desinta Widyaningtyas	60	55	50	60	56	not completed
10	Edo Awan Anarki	55	60	60	70	61	completed
11	Egita	60	65	60	55	60	completed
12	Eno Pramita Wijaya	60	55	55	50	55	not completed
13	Eunike Gabriela Putri	70	65	65	55	64	completed
14	Eunike Leony Mahardika	65	65	60	60	63	completed
15	Evalda Nadia Septia R.	70	70	60	60	65	completed
16	Fajar Fahrozi	60	55	60	65	60	completed
17	Febrian Nevi Yudha P.	45	45	55	65	53	not completed
18	Ilia Ambarwati	60	55	60	45	55	not completed
19	Ivan Pratama	60	55	50	65	58	not completed
20	Ivan Viga Pravitama	55	60	60	70	61	completed
21	Jatni Priyaningrum	60	65	60	55	60	completed
22	Kristin Hardina Rahayu	60	55	50	60	56	not completed
23	Lucy Prasista	60	55	60	65	60	completed
24	Maria Dwi Jayanti	45	45	55	65	53	not completed
25	Muhammad Ariyanto	60	55	60	45	55	not completed
26	Nugroho Adi Utomo	55	60	60	45	55	not completed
27	Panji Prakarsa Segara W.	55	65	55	60	59	not completed
28	Retno Wahyuningsih	70	65	65	55	64	completed
29	Satria Chandra Putra	65	65	60	60	63	completed
30	Septa Mellyana N.	70	70	60	60	65	completed
31	Sindu Prastyo	50	50	60	55	54	not completed
32	Yedija Yohanes Pangestu	55	50	55	50	53	not completed
33	Yosephine Putri Perdana	60	50	45	55	53	not completed
34	Yudha Wahyu Krismawan	50	55	50	55	53	not completed
COMPLETED						<b>13</b>	
NOT COMPLETED						<b>21</b>	

## APPENDIX 2

### SCORING GUIDE OF STUDENTS OBSERVATION SHEET

#### A. Ready to follow the teaching learning process

1. Not ready to follow the teaching learning process
2. Ready to follow the teaching learning process but still sleepy
3. Ready to follow the teaching learning process but still talking with friends
4. Ready to follow the teaching learning process intensively
5. Ready to follow the teaching learning process highly intensive

#### B. Enthusiastic in following the teaching learning process

1. Not enthusiastic in following the teaching learning process at all
2. Just little enthusiastic in following the teaching learning process
3. Less enthusiastic in following the teaching learning process
4. Enthusiastic in following the teaching learning process
5. Very enthusiastic in following the teaching learning process

#### C. Pay attention to the teacher's explanation about the activities in teaching learning process

1. Not pay attention to the teacher's explanation about the activities in teaching learning process
2. Listen but not follow to the teacher's explanation about the activities in teaching learning process
3. listen and follow to the teacher's explanation about the activities in teaching learning process
4. Listen and follow seriously to the teacher's explanation about the activities in teaching learning process
5. Listen follow with highly attention to the teacher's explanation about the activities in teaching learning process

#### D. Pay attention to the conversation displayed through Audio CD

1. Not listen to the conversation displayed through the Audio CD
2. Listen to the conversation displayed through the Audio CD, but not pay attention
3. Listen to the conversation displayed through the Audio CD while talking to partner
4. Listen to the conversation displayed through the Audio CD, sometimes talking to partner
5. Pay attention seriously

**E. Pay attention to the teacher's explanation about the material from Audio CD ( The teacher drills the conversation material to the students )**

1. Not listen either follow the teacher's explanation by drilling the material of the conversation to the students
2. Listen but not follow the teacher's explanation by drilling the material of the conversation to the students
3. Listen and follow to the teacher's explanation by drilling the material of the conversation to the students
4. Listen follow seriously to the teacher's explanation by drilling the material of the conversation to the students
5. Listen and follow with highly attention to the teacher's explanation by drilling the material of the conversation to the students

**F. Practice in pair work**

1. Not practice in pair work
2. Practice with partner but not intensively
3. Practice with partner less intensively
4. Practice with partner intensively
5. Practice with partner seriously intensive

**G. Ready in facing the speaking test**

1. Not ready in facing the speaking test
2. Ready in facing the speaking test but not completely in doing the conversation
3. Ready in facing the speaking test but making many mistakes in doing the conversation
4. Ready in facing the speaking test completely in doing the conversation
5. Ready in facing the speaking test correctly and completely in doing the conversation

**H. Making summary of the conversation material**

1. Not making the summary of the conversation material
2. Making the summary of the conversation material but not by himself / herself
3. Making the summary of the conversation material but incompletely
4. Making the summary of the conversation material completely
5. Making the summary of the conversation material completely on time

**I. Observation Role :**

1. There are two observers
2. Observers sit on the provided chairs behind all the students
3. Observers observe the students' activities by scoring in the provided columns

## APPENDIX 3

## Curriculum of Teaching (Silabus Pembelajaran)

Dr. Dwi Anggani L.B., MPd, Bahasa Inggris

## Syllabus of KD 8.2B and 10.2B Semester 2 Year VII

Standar Kompetensi	Kompetensi Dasar	Materials	Learning Activities	Indicators	Evaluation	
					Technique	Instrument
<p>Mendengarkan</p> <p>8. Memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.</p> <p>Berbicara</p> <p>10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.</p>	<p>8.2.b. Merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure.</p> <p>10.2.b. Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar,</p>	<p>➤ Expressions</p> <ul style="list-style-type: none"> <li>• First, ...</li> <li>• Second, ..</li> <li>• Next, ...</li> </ul> <p>➤ Vocabulary and difficult words</p> <p>➤ Pronunciation, intonation, and Stress</p> <p>Grammar</p> <p>Model of spoken procedure</p> <p>Do you always go to school on time? Maybe some of you will say, "yes, I do", but some will say, "not". So, I will give you the procedure "How to get to school on time". First you need an alarm clock. Repeat it. "an alarm clock". But, the night before you have to prepare your school bag and clothes for the next day. Next, set your alarm clock at 06.30 a.m" and put it next to your bed. Remember do not go to bed too late, say it once more, "do not go to bed too late". Then, when the alarm rings, get out from your bed immediately. After that, take a bath and get dressed. Don't forget to have your breakfast. Go to the bus station before</p>	<ul style="list-style-type: none"> <li>- Students are given an introduction about the material.</li> <li>- Students listen to the model of spoken procedure given by the teacher.</li> <li>- Students repeat after the teacher.</li> <li>- Students learn the expressions of a procedure text.</li> <li>- Students imitate the expressions after the teacher.</li> <li>- Students learn vocabulary.</li> <li>- Students learn pronunciation.</li> <li>- Students practice pronunciation.</li> <li>- Students learn stress and intonation.</li> <li>- Students practice stress</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to complete the missing words or expressions in the procedure text orally.</li> <li>• Students are able to make a procedure text and perform it in front of the class, with the right: <ul style="list-style-type: none"> <li>- Expressions</li> <li>- Pronunciation</li> <li>- Stress</li> <li>- Intonation</li> </ul> </li> </ul>	<p>Spoken test</p> <p>Spoken test</p>	<p>Respons</p> <p>Performs</p>

		06.30 a.m. At last, catch the first bus, so that you won't be late. Isn't It easy, right?	and intonation. - Students learn grammar. - Students practice grammar. - Students practice to make a procedure text orally.			
--	--	---	--	--	--	--



## APPENDIX 4

### LESSON PLAN OF CYCLE 1

<b>Subject</b>	<b>: English</b>
<b>Main Content</b>	<b>: Recount</b>
<b>Class / Program / Semester</b>	<b>: VII / SMP / 2</b>
<b>Standard Competence</b>	<b>: Speaking</b>

Reveal meaning in conversation transactional ( to get things done ) and interpersonal (social) using a simple short range of spoken language accurately, fluently, and wishes to interact with the immediate environment that involves speech acts: request, member approval, to respond to the statement, giving attention against the speaker, start, renew, and close the conversation, and initiate, extend and close the speech.

#### Basic Competence

Reveal meaning in conversation transactional (to get things done) and interpersonal (social) using a simple short range of spoken language accurately, fluently, and wishes to interact with the immediate environment that involves speech act: request, number approval, to respond to the statement, giving attention against the speaker, start, renew, and close the conversation, and initiate, extend and close the speech.

**Time Allocation** : 2 X 45 minutes

#### A. Learning Objectives

Students can reveal the expression initiate, extend and close the speech

#### Learning Material

Speaking Material

Reveal the expression started, extend and close the speech

#### Cycle 1

#### B. Learning Scenarios

##### 1. Initial activity

Aperseption :

Students are reminded about the way initiate, extend, and close the speech

Motivation :

Motivating the importance of mastering the material well, to assist the students in understanding spoken and written texts.

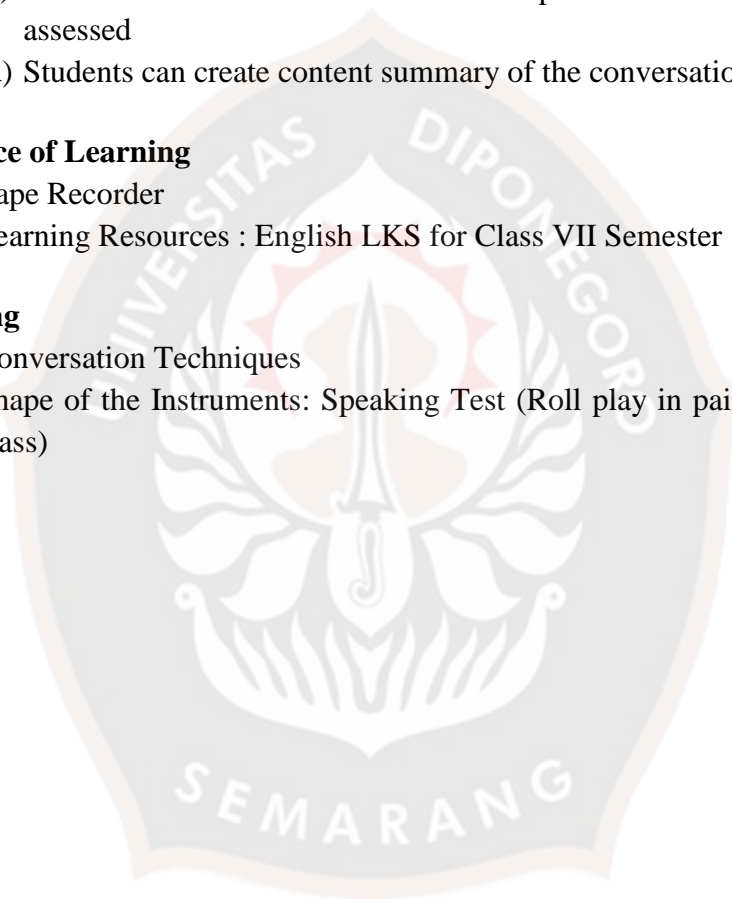
2. Core activities
  - (d) Students can understand the conversations which in turn by using a tape recorder media
  - (e) Students can follow the example of speech sentence by sentence exemplified in a conversation that exemplified by the teacher
  - (f) Students can conduct a conversation in pairs
3. End Activity
  - (c) Students can conduct a conversation in pairs in front of the class to be assessed
  - (d) Students can create content summary of the conversation

### **C. Source of Learning**

1. Tape Recorder
2. Learning Resources : English LKS for Class VII Semester

### **D. Rating**

1. Conversation Techniques
2. Shape of the Instruments: Speaking Test (Roll play in pair in front of the class)



APPENDIX 5								
THE RESULT OF SELF-ASSESSMENT OF SPEAKING IN CYCLE 1								
SPEAKING TEST SCORE CYCLE 1								
		School	: SMP Kristen GERGAJI					
		Subject	: English					
		Class	: 7 A					
		Semester	: 2					
		Date	: May 16, 2012					
		Time	: 09:15 - 10:45					
No	Students	Elements of Speaking				Mean	Remark	
		Pronunciation	Grammar	Content	Fluency			
1	Aldo Setya Utama	55	55	50	45	51	Not Completed	
2	Isnan Duwi Yulianto	50	60	55	50	54	Not Completed	
3	Ainaya Septi Dwi Shava	55	50	55	45	51	Not Completed	
4	Andrianto Anang Wibowo	55	60	50	45	53	Not Completed	
5	Bagas Dwi Prayoga	65	70	70	60	66	Completed	
6	Bagas F.Nugroho	50	60	60	50	55	Not Completed	
7	Cahyo Catur Wibowo	50	65	60	55	58	Not Completed	
8	Debbi Novitasari	60	70	70	60	65	Completed	
9	Desinta Widyaningtyas	55	60	65	60	60	Completed	
10	Edo Awan Anarki	60	70	60	65	64	Completed	
11	Egita	50	65	60	55	58	Not Completed	
12	Eno Pramita Wijaya	60	60	60	60	60	Completed	
13	Eunike Gabriela Putri	55	60	60	55	58	Not Completed	
14	Eunike Leony Mahardika	65	70	70	60	66	Completed	
15	Evalda Nadia Septia R.	60	70	60	65	64	Completed	
16	Fajar Fahrozi	65	60	60	55	60	Completed	
17	Febrian Nevi Yudha P.	65	70	70	65	68	Completed	
18	Ilia Ambarwati	60	65	60	60	61	Completed	
19	Ivan Pratama	50	60	60	50	55	Not Completed	
20	Ivan Viga Pravitama	60	65	70	65	65	Completed	
21	Jatni Priyaningrum	55	60	60	55	58	Not Completed	
22	Kristin Hardina Rahayu	55	65	60	55	59	Not Completed	
23	Lucy Prasista	60	70	65	60	64	Completed	
24	Maria Dwi Jayanti	55	60	60	50	56	Not Completed	
25	Muhammad Ariyanto	50	60	50	50	53	Not Completed	
26	Nugroho Adi Utomo	50	55	55	50	53	Not Completed	
27	Panji Prakarsa Segara W.	50	60	60	55	56	Not Completed	
28	Retno Wahyuningsih	55	60	60	50	56	Not Completed	
29	Satria Chandra Putra	50	50	55	50	51	Not Completed	
30	Septa Mellyana N.	60	70	65	60	64	Completed	
31	Sindu Prastyo	55	60	60	50	56	Not Completed	
32	Yedija Yohanes Pangestu	60	70	65	60	64	Completed	
33	Yosephine Putri Perdana	50	65	65	50	58	Not Completed	
34	Yudha Wahyu Krismawan	65	60	60	65	63	Completed	
COMPLETED						59	15	
NOT COMPLETED							19	
COMPARE MEAN and KKM of SPEAKING SCORE CYCLE 1								
<b>KKM</b>	<b>MEAN</b>							
<b>60</b>	<b>59</b>							

APPENDIX 6					
THE RESULT OF OBSERVATION IN CYCLE 1					
STUDENTS OBSERVATION SHEET					
CYCLE 1					
		School	: SMP Kristen GERGAJI		
		Subject	: English		
		Class	: 7 A		
		Semester	: 2		
		Date	: May 16, 2012		
		Time	: 09.15 – 10.45		
No	Students	OPENING ACTIVITIES			MEAN
		Ready to follow the teaching learning process	Enthusiastic in following the teaching learning process	Pay attention to the teacher's explanation	
1	Aldo Setya Utama	4	3	3	3
2	Isnan Duwi Yulianto	4	3	3	3
3	Ainaya Septi Dwi Shava	3	3	3	3
4	Andrianto Anang Wibowo	3	3	3	3
5	Bagas Dwi Prayoga	4	3	4	4
6	Bagas F.Nugroho	3	2	3	3
7	Cahyo Catur Wibowo	3	3	3	3
8	Debbi Novitasari	4	3	4	4
9	Desinta Widyaningtyas	3	3	4	3
10	Edo Awan Anarki	4	3	4	4
11	Egita	3	2	3	3
12	Eno Pramita Wijaya	3	3	4	3
13	Eunike Gabriela Putri	3	2	2	2
14	Eunike Leony Mahardika	4	3	4	4
15	Evalda Nadia Septia R.	4	3	3	3
16	Fajar Fahrozi	4	3	3	3
17	Febrian Nevi Yudha P.	4	3	4	4
18	Ilia Ambarwati	4	3	3	3
19	Ivan Pratama	3	2	2	2
20	Ivan Viga Pravutama	4	3	4	4
21	Jatni Priyaningrum	3	2	3	3
22	Kristin Hardina Rahayu	3	3	3	3
23	Lucy Prasista	4	3	4	4
24	Maria Dwi Jayanti	4	2	3	3
25	Muhammad Ariyanto	3	2	3	3
26	Nugroho Adi Utomo	3	2	2	2
27	Panji Prakarsa Segara W.	3	2	2	2
28	Retno Wahyuningsih	4	3	3	3
29	Satria Chandra Putra	3	2	2	2
30	Septa Mellyana N.	3	2	2	2
31	Sindu Prastyo	4	3	4	4
32	Yedija Yohanes Pangestu	4	2	2	3
33	Yosephine Putri Perdana	4	2	3	3
34	Yudha Wahyu Krismawan	4	3	3	3

STUDENTS OBSERVATION SHEET					
CYCLE 1					
		School	: SMP Kristen GERGAJI		
		Subject	: English		
		Class	: 7 A		
		Semester	: 2		
		Date	: May 16, 2012		
		Time	: 09.15 – 10.45		
No	Students	MAIN ACTIVITIES			
		Pay attention to the conversation displayed through the Audio CD	Pay attention to the teacher's explanation about the material from Audio CD	Practice in pair work	MEAN
1	Aldo Setya Utama	3	2	3	3
2	Isnan Duwi Yulianto	3	2	2	2
3	Ainaya Septi Dwi Shava	2	3	2	2
4	Andrianto Anang Wibowo	2	3	2	2
5	Bagas Dwi Prayoga	4	3	4	4
6	Bagas F.Nugroho	2	2	3	2
7	Cahyo Catur Wibowo	3	2	3	3
8	Debbi Novitasari	4	3	4	4
9	Desinta Widyaningtyas	3	3	3	3
10	Edo Awan Anarki	4	3	4	4
11	Egita	2	2	3	2
12	Eno Pramita Wijaya	3	3	3	3
13	Eunike Gabriela Putri	2	2	2	2
14	Eunike Leony Mahardika	4	3	4	4
15	Evalda Nadia Septia R.	4	3	3	3
16	Fajar Fahrozi	4	3	3	3
17	Febrian Nevi Yudha P.	4	4	4	4
18	Ilia Ambarwati	4	3	3	3
19	Ivan Pratama	2	2	2	2
20	Ivan Viga Pravutama	4	3	4	4
21	Jatni Priyaningrum	3	2	3	3
22	Kristin Hardina Rahayu	3	2	3	3
23	Lucy Prasista	4	3	4	4
24	Maria Dwi Jayanti	2	2	3	2
25	Muhammad Ariyanto	2	2	2	2
26	Nugroho Adi Utomo	2	2	2	2
27	Panji Prakarsa Segara W.	3	2	2	2
28	Retno Wahyuningsih	3	2	2	2
29	Satria Chandra Putra	2	2	2	2
30	Septa Mellyana N.	4	3	4	4
31	Sindu Prastyo	3	2	2	2
32	Yedija Yohanes Pangestu	4	3	4	4
33	Yosephine Putri Perdana	2	2	2	2
34	Yudha Wahyu Krismawan	4	3	3	3

STUDENTS OBSERVATION SHEET				
CYCLE 1				
		School	: SMP Kristen GERGAJI	
		Subject	: English	
		Class	: 7 A	
		Semester	: 2	
		Date	: May 16, 2012	
		Time	: 09.15 – 10.45	
No	Students	CLOSING ACTIVITIES		
		Ready in facing the speaking test	Making summary of the conversation material	MEAN
1	Aldo Setya Utama	2	2	2
2	Isnan Duwi Yulianto	2	2	2
3	Ainaya Septi Dwi Shava	2	2	2
4	Andrianto Anang Wibowo	2	2	2
5	Bagas Dwi Prayoga	4	4	4
6	Bagas F.Nugroho	2	3	3
7	Cahyo Catur Wibowo	2	3	3
8	Debby Novitasari	4	4	4
9	Desinta Widyaningtyas	4	3	4
10	Edo Awan Anarki	4	4	4
11	Egita	2	3	3
12	Eno Pramita Wijaya	3	4	4
13	Eunike Gabriela Putri	2	2	2
14	Eunike Leony Mahardika	4	4	4
15	Evalda Nadia Septia R.	3	4	4
16	Fajar Fahrozi	3	3	3
17	Febrian Nevi Yudha P.	4	4	4
18	Ilia Ambarwati	3	3	3
19	Ivan Pratama	2	2	2
20	Ivan Viga Pravutama	4	4	4
21	Jatni Priyaningrum	2	3	3
22	Kristin Hardina Rahayu	2	3	3
23	Lucy Prasista	4	4	4
24	Maria Dwi Jayanti	2	2	2
25	Muhammad Ariyanto	2	2	2
26	Nugroho Adi Utomo	2	2	2
27	Panji Prakarsa Segara W.	2	3	3
28	Retno Wahyuningsih	2	2	2
29	Satria Chandra Putra	2	2	2
30	Septa Mellyana N.	4	4	4
31	Sindu Prastyo	2	3	3
32	Yedija Yohanes Pangestu	4	4	4
33	Yosephine Putri Perdana	2	2	2
34	Yudha Wahyu Krismawan	3	3	3

SCORING	
1	Very Bad
2	Bad
3	Enough
4	Good
5	Very Good

Semarang, May 16, 2012

Observer 1



NR. Nike Sartika, S.Pd.

Observer 2



Ririn Mufarrokah, S.Pd.



## APPENDIX 7

### LESSON PLAN OF CYCLE 2

Subject	: English
Main Content	: Recount
Class / Program / Semester	: VII / SMP / 2
Standard Competence	: Speaking

Reveal meaning in transactional and interpersonal conversations short and simple of narrative monologues and recount to interact in the context of daily life

#### Basic Competence

Reveal meaning in conversations transactional (to get things done) and interpersonal (social) using a simple short range of spoken language accurately, fluently, and wishes to interact with the immediate environment that involves speech acts: request, member approval, to respond to the statement, giving attention against the speaker, start, renew, and close the conversation, and initiate, extend and close the speech.

**Time Allocation : 2 x 45 minutes**

#### A. Learning Objectives

Students can reveal the expression of introduction.

#### Learning Material

Speaking Material

Reveal the expression of introduction

#### Cycle 2

- Rudy : Hello, this is Rudy. May I speak to Eko, Please?**  
**Eko : Here Eko's speaking. What's up Rudy?**  
**Rudy : I want to tell you that we are going to Palembang next holiday. Will you join us?**  
**Eko : Really? I'd like to, but I have to tell my parents. I'll tell you later.**  
**Rudy : All right. I'll wait for your call.**  
**Eko : Thanks for calling, Rudy. Bye.**  
**Rudy : Bye**

#### B. Learning Scenarios

##### Initial activity

##### Apersepsi:

Students are reminded about the way how to introduce to someone else

##### Core activities

- Students can listen the conversations which in turn by using a tape recorder media

- b. Students can follow the example of speech sentence by sentence exemplified in the conversation that exemplified by the teacher (drills the students: individual and classical more intensively).
- c. Students can conduct the conversation in pairs

**End Activity**

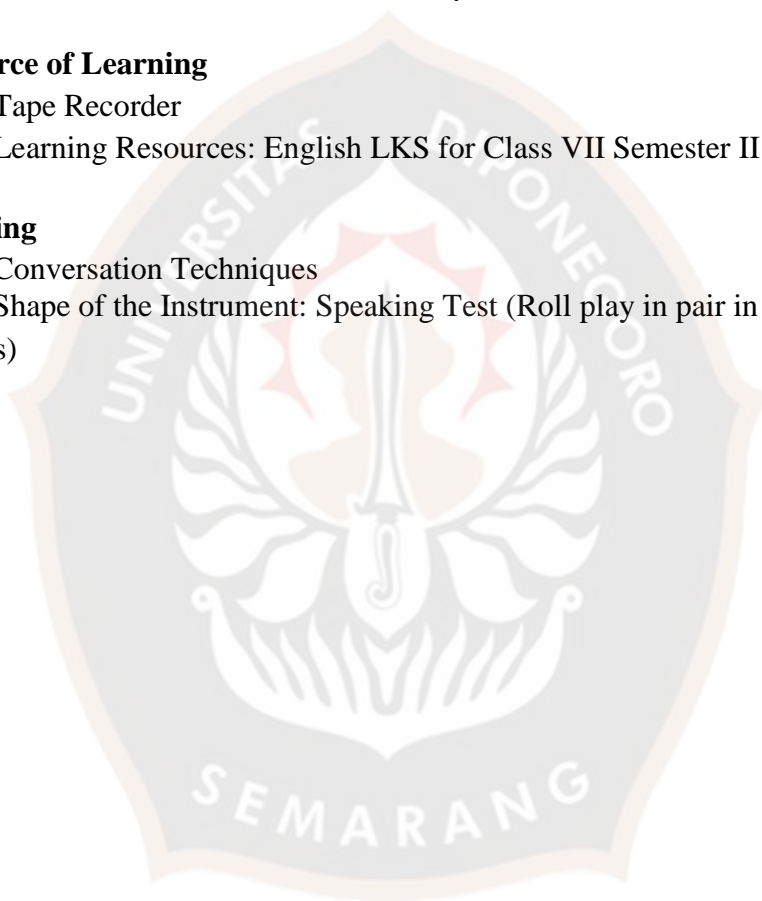
- a. Students can conduct a conversation in pair in front of the class to be assessed
- b. Students can create content summary of the conversation

**C. Source of Learning**

1. Tape Recorder
2. Learning Resources: English LKS for Class VII Semester II

**D. Rating**

1. Conversation Techniques
2. Shape of the Instrument: Speaking Test (Roll play in pair in front of the class)



APPENDIX 8							
THE RESULT OF SELF-ASSESSMENT OF SPEAKING IN CYCLE 2							
SPEAKING TEST SCORE							
CYCLE 2							
		School	: SMP Kristen GERGAJI				
		Subject	: English				
		Class	: 7 A				
		Semester	: 2				
		Date	: May 30, 2012				
		Time	: 09:15 - 10:45				
No	Students	Elements of Speaking				Mean	Remark
		Pronunciation	Grammar	Content	Fluency		
1	Aldo Setya Hutama	55	55	60	55	56	Not Completed
2	Isnan Duwi Yulianto	55	70	65	50	60	Completed
3	Ainaya Septi Dwi Shava	50	60	60	50	55	Not Completed
4	Andrianto Anang Wibowo	55	60	60	50	56	Not Completed
5	Bagas Dwi Prayoga	60	70	70	60	65	Completed
6	Bagas F.Nugroho	55	65	65	55	60	Completed
7	Cahyo Catur Wibowo	50	70	55	65	60	Completed
8	Debbi Novitasari	65	70	70	60	66	Completed
9	Desinta Widyaningtyas	55	70	65	60	63	Completed
10	Edo Awan Anarki	55	70	70	60	64	Completed
11	Egita	50	65	65	60	60	Completed
12	Eno Pramita Wijaya	60	65	60	60	61	Completed
13	Eunike Gabriela Putri	55	65	65	55	60	Completed
14	Eunike Leony Mahardika	65	70	65	60	65	Completed
15	Evalda Nadia Septia R.	55	65	65	60	61	Completed
16	Fajar Fahrozi	60	65	65	60	63	Completed
17	Febrian Nevi Yudha P.	65	70	70	70	69	Completed
18	Iliia Ambarwati	55	65	65	60	61	Completed
19	Ivan Pratama	55	65	65	55	60	Completed
20	Ivan Viga Pravutama	60	70	70	65	66	Completed
21	Jatni Priyaningrum	55	65	60	60	60	Completed
22	Kristin Hardina Rahayu	50	65	65	60	60	Completed
23	Lucy Prasista	55	70	65	60	63	Completed
24	Maria Dwi Jayanti	55	65	65	55	60	Completed
25	Muhammad Ariyanto	50	65	60	55	58	Not Completed
26	Nugroho Adi Utomo	50	60	60	50	55	Not Completed
27	Panji Prakarsa Segara W.	55	70	60	55	60	Completed
28	Retno Wahyuningsih	55	65	55	65	60	Completed
29	Satria Chandra Putra	50	60	65	55	58	Not Completed
30	Septa Mellyana N.	55	70	70	60	64	Completed
31	Sindu Prastyo	55	65	60	55	59	Not Completed
32	Yedija Yohanes Pangestu	55	70	70	65	65	Completed
33	Yosephine Putri Perdana	50	65	60	55	58	Not Completed
34	Yudha Wahyu Krismawan	60	70	65	60	64	Completed
COMPLETED						61	26
NOT COMPLETED							8
COMPARE MEAN and KKM of SPEAKING SCORE CYCLE 2							
<b>KKM</b>	<b>MEAN</b>						
<b>60</b>	<b>61</b>						

APPENDIX 9					
THE RESULT OF OBSERVATION IN CYCLE 2					
STUDENTS OBSERVATION SHEET					
CYCLE 2					
		School	: SMP Kristen GERGAJI		
		Subject	: English		
		Class	: 7 A		
		Semester	: 2		
		Date	: May 30, 2012		
		Time	: 09.15 – 10.45		
No	Students	OPENING ACTIVITIES			MEAN
		Ready to follow the teaching learning process	Enthusiastic in following the teaching learning process	Pay attention to the teacher's explanation about the activities in teaching learning process	
1	Aldo Setya Utama	3	2	4	3
2	Isnan Duwi Yulianto	4	3	4	4
3	Ainaya Septi Dwi Shava	3	2	4	3
4	Andrianto Anang Wibowo	3	2	3	3
5	Bagas Dwi Prayoga	4	4	4	4
6	Bagas F.Nugroho	3	4	4	3
7	Cahyo Catur Wibowo	3	3	4	3
8	Debbi Novitasari	4	4	4	4
9	Desinta Widyaningtyas	4	3	4	4
10	Edo Awan Anarki	4	3	4	4
11	Egita	3	3	3	3
12	Eno Pramita Wijaya	3	3	3	3
13	Eunike Gabriela Putri	3	3	3	3
14	Eunike Leony Mahardika	4	4	4	4
15	Evalda Nadia Septia R.	3	3	3	3
16	Fajar Fahrozi	3	4	4	3
17	Febrian Nevi Yudha P.	4	4	4	4
18	Ilia Ambarwati	4	3	3	3
19	Ivan Pratama	3	3	3	3
20	Ivan Viga Pravitama	4	4	4	4
21	Jatni Priyaningrum	3	2	4	3
22	Kristin Hardina Rahayu	3	2	4	3
23	Lucy Prasista	4	3	4	4
24	Maria Dwi Jayanti	4	3	4	3
25	Muhammad Ariyanto	3	2	3	3
26	Nugroho Adi Utomo	2	2	2	2
27	Panji Prakarsa Segara W.	2	3	4	3
28	Retno Wahyuningsih	2	3	4	3
29	Satria Chandra Putra	2	2	3	2
30	Septa Mellyana N.	4	3	3	3
31	Sindu Prastyo	3	2	2	2
32	Yedija Yohanes Pangestu	3	3	4	3
33	Yosephine Putri Perdana	2	2	4	3
34	Yudha Wahyu Krismawan	3	3	4	3

STUDENTS OBSERVATION SHEET					
CYCLE 2					
		School	: SMP Kristen GERGAJI		
		Subject	: English		
		Class	: 7 A		
		Semester	: 2		
		Date	: May 30, 2012		
		Time	: 09.15 – 10.45		
No	Students	MAIN ACTIVITIES			
		Pay attention to the conversation displayed through the Audio CD	Pay attention to the teacher's explanation about the material	Practice in pair work	MEAN
1	Aldo Setya Utama	2	2	3	2
2	Isnan Duwi Yulianto	3	3	4	3
3	Ainaya Septi Dwi Shava	2	3	3	3
4	Andrianto Anang Wibowo	3	2	3	3
5	Bagas Dwi Prayoga	3	4	4	4
6	Bagas F.Nugroho	3	2	3	3
7	Cahyo Catur Wibowo	3	3	3	3
8	Debbi Novitasari	3	4	4	4
9	Desinta Widyaningtyas	3	3	4	3
10	Edo Awan Anarki	3	3	4	3
11	Egita	3	2	3	3
12	Eno Pramita Wijaya	4	2	3	3
13	Eunike Gabriela Putri	3	2	3	3
14	Eunike Leony Mahardika	3	3	4	3
15	Evalda Nadia Septia R.	3	3	3	3
16	Fajar Fahrozi	4	3	4	4
17	Febrian Nevi Yudha P.	4	3	4	4
18	Ilia Ambarwati	3	3	3	3
19	Ivan Pratama	3	2	3	3
20	Ivan Viga Pravitama	3	3	4	3
21	Jatni Priyaningrum	3	1	3	2
22	Kristin Hardina Rahayu	3	1	3	2
23	Lucy Prasista	3	1	3	2
24	Maria Dwi Jayanti	4	1	4	3
25	Muhammad Ariyanto	3	1	3	2
26	Nugroho Adi Utomo	2	2	2	2
27	Panji Prakarsa Segara W.	3	2	3	3
28	Retno Wahyuningsih	3	1	3	2
29	Satria Chandra Putra	2	2	2	2
30	Septa Mellyana N.	3	3	4	3
31	Sindu Prastyo	2	2	2	2
32	Yedija Yohanes Pangestu	3	3	4	3
33	Yosephine Putri Perdana	2	1	2	2
34	Yudha Wahyu Krismawan	3	2	4	3

STUDENTS OBSERVATION SHEET				
CYCLE 2				
		School	: SMP Kristen GERGAJI	
		Subject	: English	
		Class	: 7 A	
		Semester	: 2	
		Date	: May 30, 2012	
		Time	: 09.15 – 10.45	
No	Students	CLOSING ACTIVITIES		
		Ready in facing the speaking test	Making summary of the conversation material	MEAN
1	Aldo Setya Utama	2	1	2
2	Isnan Duwi Yulianto	3	2	3
3	Ainaya Septi Dwi Shava	2	1	2
4	Andrianto Anang Wibowo	2	1	2
5	Bagas Dwi Prayoga	3	3	3
6	Bagas F.Nugroho	3	2	3
7	Cahyo Catur Wibowo	3	2	3
8	Debbi Novitasari	4	4	4
9	Desinta Widyaningtyas	3	3	3
10	Edo Awan Anarki	3	3	3
11	Egita	3	2	3
12	Eno Pramita Wijaya	3	3	3
13	Eunike Gabriela Putri	3	2	3
14	Eunike Leony Mahardika	4	3	4
15	Evalda Nadia Septia R.	3	3	3
16	Fajar Fahrozi	4	3	4
17	Febrian Nevi Yudha P.	4	4	4
18	Ilia Ambarwati	3	3	3
19	Ivan Pratama	3	2	3
20	Ivan Viga Pravitama	4	3	4
21	Jatni Priyaningrum	2	2	2
22	Kristin Hardina Rahayu	2	2	2
23	Lucy Prasista	3	3	3
24	Maria Dwi Jayanti	3	1	2
25	Muhammad Ariyanto	2	2	2
26	Nugroho Adi Utomo	2	2	2
27	Panji Prakarsa Segara W.	3	2	3
28	Retno Wahyuningsih	3	2	3
29	Satria Chandra Putra	1	2	2
30	Septa Mellyana N.	3	4	4
31	Sindu Prastyo	2	3	3
32	Yedija Yohanes Pangestu	3	4	4
33	Yosephine Putri Perdana	1	2	2
34	Yudha Wahyu Krismawan	3	3	3

SCORING	
1	Very Bad
2	Bad
3	Enough
4	Good
5	Very Good

Semarang, May 30, 2012

Observer 1



NR. Nike Sartika, S.Pd.

Observer 2



Ririn Mufarrokah, S.Pd.



**APPENDIX 10****LESSON PLAN OF CYCLE 3**

Subject	: English
Main Content	: Recount
Class / Program / Semester	: VII / SMP / 2
Standard Competence	: Speaking

Reveal meaning in transactional and interpersonal conversations short and simple of narrative monologues and recount to interact in the context of daily life

**Basic Competence**

Reveal meaning in conversations transactional (to get things done) and interpersonal (social) using a simple short range of spoken language accurately, fluently, and wishes to interact with the immediate environment that involves speech acts: request, member approval, to respond to the statement, giving attention against the speaker, start, renew, and close the conversation, and initiate, extend and close the speech.

**Time Allocation : 2 x 45 minutes**

**A. Learning Objectives**

Students can reveal the expression of introduction.

**Learning Material**

Speaking Material

Reveal the expression of introduction

**Cycle 3**

- Andi : Where do you live?  
 Berti : I live at Jl. Veteran number 40.  
 Andi : Is it far from the General Hospital?  
 Berti : Just five minutes walk  
 Andi : What is your telephone number?  
 Berti : Please dial, 3555777  
 Andi : Thank you  
 Berti : Ok

**B. Learning Scenarios****Initial activity****Aperseption:**

Students are reminded about the way how to introduce to someone else

**Motivation:**

Motivating the importance of mastering the material well, to assist students in understanding spoken and written texts

**Core activities**

- a. Students can listen the conversations which in turn by using a tape recorder media
- b. Students can follow the example of speech sentence by sentence exemplified in the conversation that exemplified by the teacher (drills the students: individual and classical more intensively).
- c. Students can conduct the conversation in pairs

**End Activity**

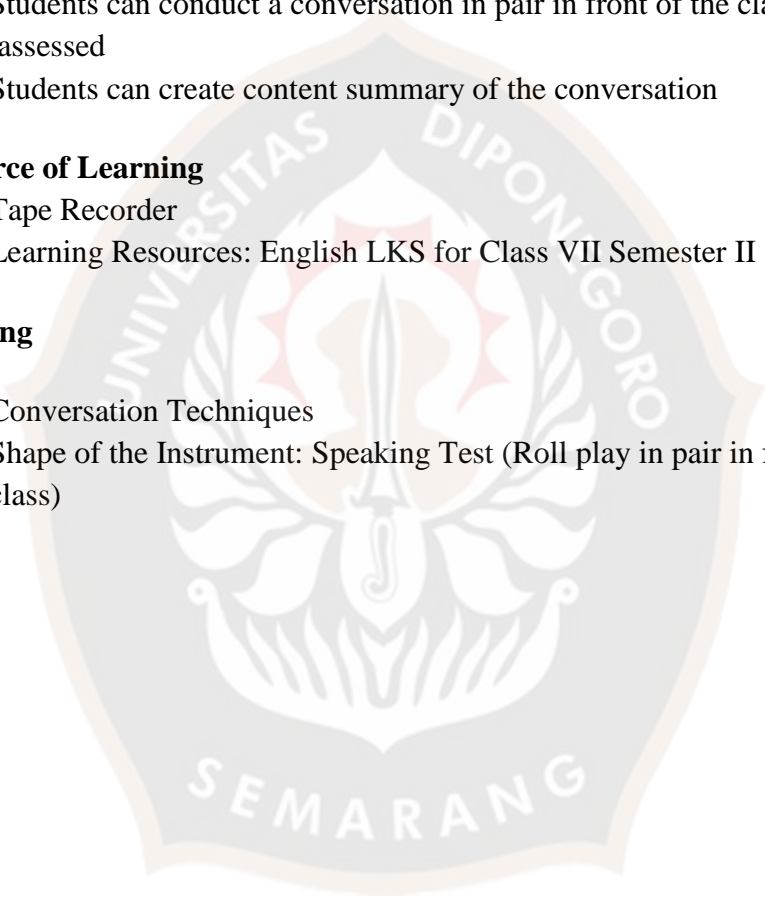
- a. Students can conduct a conversation in pair in front of the class to be assessed
- b. Students can create content summary of the conversation

**C. Source of Learning**

1. Tape Recorder
2. Learning Resources: English LKS for Class VII Semester II

**D. Rating**

1. Conversation Techniques
2. Shape of the Instrument: Speaking Test (Roll play in pair in front of the class)



APPENDIX 11							
THE RESULT OF SELF-ASSESSMENT OF SPEAKING IN CYCLE 3							
SPEAKING TEST SCORE CYCLE 3							
		School	: SMP Kristen GERGAJI				
		Subject	: English				
		Class	: 7 A				
		Semester	: 2				
		Date	: June 06, 2012				
		Time	: 09:15 - 10:45				
No	Students	Elements of Speaking				Mean	Remark
		Pronunciation	Grammar	Content	Fluency		
1	Aldo Setya Utama	60	65	55	60	60	Completed
2	Isnan Duwi Yulianto	50	70	65	55	60	Completed
3	Ainaya Septi Dwi Shava	50	65	65	60	60	Completed
4	Andrianto Anang Wibowo	55	65	65	55	60	Completed
5	Bagas Dwi Prayoga	55	70	65	70	65	Completed
6	Bagas F.Nugroho	50	65	65	60	60	Completed
7	Cahyo Catur Wibowo	50	65	65	60	60	Completed
8	Debby Novitasari	60	70	70	65	66	Completed
9	Desinta Widyaningtyas	50	70	70	60	63	Completed
10	Edo Awan Anarki	60	70	70	60	65	Completed
11	Egita	50	70	65	60	61	Completed
12	Eno Pramita Wijaya	55	65	65	60	61	Completed
13	Eunike Gabriela Putri	50	65	65	60	60	Completed
14	Eunike Leony Mahardika	60	70	70	60	65	Completed
15	Evalda Nadia Septia R.	50	70	65	60	61	Completed
16	Fajar Fahrozi	50	65	65	60	60	Completed
17	Febrian Nevi Yudha P.	60	70	70	70	68	Completed
18	Ilia Ambarwati	55	70	65	60	63	Completed
19	Ivan Pratama	50	70	65	60	61	Completed
20	Ivan Viga Pravitama	55	70	70	65	65	Completed
21	Jatni Priyaningrum	55	70	60	60	61	Completed
22	Kristin Hardina Rahayu	55	65	65	60	61	Completed
23	Lucy Prasista	55	70	60	60	61	Completed
24	Maria Dwi Jayanti	50	65	65	60	60	Completed
25	Muhammad Ariyanto	50	65	65	65	61	Completed
26	Nugroho Adi Utomo	50	65	60	55	58	Not Completed
27	Panji Prakarsa Segara W.	50	70	65	55	60	Completed
28	Retno Wahyuningsih	50	70	60	60	60	Completed
29	Satria Chandra Putra	50	50	55	55	53	Not Completed
30	Septa Mellyana N.	55	70	70	65	65	Completed
31	Sindu Prastyo	50	65	65	60	60	Completed
32	Yedija Yohanes Pangestu	50	70	70	65	64	Completed
33	Yosephine Putri Perdana	50	65	60	60	59	Not Completed
34	Yudha Wahyu Krismawan	60	70	60	70	65	Completed
COMPLETED						62	31
NOT COMPLETED							3
COMPARE MEAN and KKM of SPEAKING SCORE CYCLE 3							
<b>KKM</b>	<b>MEAN</b>						
60	62						

APPENDIX 12					
THE RESULT OF OBSERVATION IN CYCLE 3					
STUDENTS OBSERVATION SHEET					
CYCLE 3					
		School	: SMP Kristen GERGAJI		
		Subject	: English		
		Class	: 7 A		
		Semester	: 2		
		Date	: June 06, 2012		
		Time	: 09.15 – 10.45		
No	Students	OPENING ACTIVITIES			MEAN
		Ready to follow the teaching learning process	Enthusiastic in following the teaching learning process	Pay attention to the teacher's explanation about the activities in teaching learning process	
1	Aldo Setya Utama	2	3	4	3
2	Isnan Duwi Yulianto	2	3	4	3
3	Ainaya Septi Dwi Shava	3	3	3	3
4	Andrianto Anang Wibowo	2	3	3	2
5	Bagas Dwi Prayoga	4	3	4	3
6	Bagas F. Nugroho	2	3	4	3
7	Cahyo Catur Wibowo	2	3	4	3
8	Debby Novitasari	3	3	3	3
9	Desinta Widyaningtyas	3	3	3	3
10	Edo Awan Anarki	3	3	4	3
11	Egita	2	3	3	2
12	Eno Pramita Wijaya	2	3	3	2
13	Eunike Gabriela Putri	2	3	3	2
14	Eunike Leony Mahardika	3	4	4	3
15	Evalda Nadia Septia R.	2	3	3	3
16	Fajar Fahrozi	3	3	4	3
17	Febrian Nevi Yudha P.	3	4	4	3
18	Ilia Ambarwati	3	3	3	3
19	Ivan Pratama	3	3	3	2
20	Ivan Viga Pravitama	3	4	4	3
21	Jatni Priyaningrum	2	3	4	3
22	Kristin Hardina Rahayu	2	3	4	3
23	Lucy Prasista	3	3	4	3
24	Maria Dwi Jayanti	3	3	4	3
25	Muhammad Ariyanto	2	2	3	2
26	Nugroho Adi Utomo	2	2	2	2
27	Panji Prakarsa Segara W.	2	3	3	2
28	Retno Wahyuningsih	2	2	4	2
29	Satria Chandra Putra	2	2	3	2
30	Septa Mellyana N.	3	3	4	3
31	Sindu Prastyo	3	2	2	2
32	Yedija Yohanes Pangestu	3	3	4	3
33	Yosephine Putri Perdana	2	2	4	2
34	Yudha Wahyu Krismawan	4	3	3	3

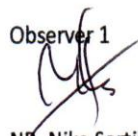
STUDENTS OBSERVATION SHEET					
CYCLE 3					
	School	: SMP Kristen GERGAJI			
	Subject	: English			
	Class	: 7 A			
	Semester	: 2			
	Date	: June 06, 2012			
	Time	: 09.15 – 10.45			
No	Students	MAIN ACTIVITIES			
		Pay attention to the conversation displayed through the Audio CD	Pay attention to the teacher's explanation about the material from the Audio CD	Practice in pair work	MEAN
1	Aldo Setya Utama	3	2	3	3
2	Isnan Duwi Yulianto	3	3	3	3
3	Ainaya Septi Dwi Shava	2	3	3	3
4	Andrianto Anang Wibowo	2	2	3	2
5	Bagas Dwi Prayoga	3	3	4	3
6	Bagas F.Nugroho	2	2	3	2
7	Cahyo Catur Wibowo	2	3	3	3
8	Debbi Novitasari	3	3	4	3
9	Desinta Widyaningtyas	3	2	3	3
10	Edo Awan Anarki	3	2	4	3
11	Egita	3	1	3	2
12	Eno Pramita Wijaya	3	2	3	3
13	Eunike Gabriela Putri	1	2	3	2
14	Eunike Leony Mahardika	3	3	4	3
15	Evalda Nadia Septia R.	3	2	3	3
16	Fajar Fahrozi	3	3	4	3
17	Febrian Nevi Yudha P.	4	4	4	4
18	Ilia Ambarwati	2	3	3	3
19	Ivan Pratama	2	2	3	2
20	Ivan Viga Pravitama	3	2	4	3
21	Jatni Priyaningrum	2	2	3	2
22	Kristin Hardina Rahayu	2	2	3	2
23	Lucy Prasista	3	2	4	3
24	Maria Dwi Jayanti	3	3	3	3
25	Muhammad Ariyanto	1	1	2	1
26	Nugroho Adi Utomo	1	2	3	2
27	Panji Prakarsa Segara W.	3	1	3	2
28	Retno Wahyuningsih	2	1	3	2
29	Satria Chandra Putra	2	3	2	2
30	Septa Mellyana N.	3	4	4	4
31	Sindu Prastyo	2	1	2	2
32	Yedija Yohanes Pangestu	3	4	4	4
33	Yosephine Putri Perdana	1	1	2	1
34	Yudha Wahyu Krismawan	2	2	4	3

STUDENTS OBSERVATION SHEET				
CYCLE 3				
		School	: SMP Kristen GERGAJI	
		Subject	: English	
		Class	: 7 A	
		Semester	: 2	
		Date	: June 06,2012	
		Time	: 09.15 – 10.45	
No	Students	CLOSING ACTIVITIES		
		Ready in facing the speaking test	Making summary of the conversation material	MEAN
1	Aldo Setya Utama	2	2	2
2	Isnan Duwi Yulianto	2	2	2
3	Ainaya Septi Dwi Shava	2	2	2
4	Andrianto Anang Wibowo	2	2	2
5	Bagas Dwi Prayoga	3	4	4
6	Bagas F.Nugroho	3	3	3
7	Cahyo Catur Wibowo	3	3	3
8	Debbi Novitasari	3	4	4
9	Desinta Widyaningtyas	2	3	3
10	Edo Awan Anarki	2	3	3
11	Egita	2	2	2
12	Eno Pramita Wijaya	2	3	3
13	Eunike Gabriela Putri	2	2	2
14	Eunike Leony Mahardika	3	3	3
15	Evalda Nadia Septia R.	3	2	3
16	Fajar Fahrozi	2	2	2
17	Febrian Nevi Yudha P.	4	3	4
18	Ilia Ambarwati	3	2	3
19	Ivan Pratama	2	2	2
20	Ivan Viga Pravitama	2	3	3
21	Jatni Priyaningrum	3	2	3
22	Kristin Hardina Rahayu	2	2	2
23	Lucy Prasista	3	4	4
24	Maria Dwi Jayanti	3	2	3
25	Muhammad Ariyanto	2	2	2
26	Nugroho Adi Utomo	1	1	1
27	Panji Prakarsa Segara W.	3	3	3
28	Retno Wahyuningsih	3	3	3
29	Satria Chandra Putra	1	1	1
30	Septa Mellyana N.	3	3	3
31	Sindu Prastyo	2	2	2
32	Yedija Yohanes Pangestu	3	3	3
33	Yosephine Putri Perdana	1	1	1
34	Yudha Wahyu Krismawan	3	3	3

SCORING	
1	Very Bad
2	Bad
3	Enough
4	Good
5	Very Good

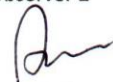
Semarang, June 06, 2012

Observer 1



NR. Nike Sartika, S.Pd.

Observer 2



Ririn Mufarrokah, S.Pd.

