

**INCREASING STUDENTS' SPEAKING ABILITY BY USING PICTURE
OF FLASH CARD OF SMPN I TINGGIMONCONG**

SKRIPSI

By
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**FACULTY OF TEACHER TRAINING AND THE EDUCATION
ENGLISH EDUCATION DEPARTMENT
UNIVERSITY BOSOWA "45" MAKASSAR
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Submitted in Partial the Fulfillment of the Requirements
for the Sarjana Degree (S.Pd)

UNIVERSITAS

BOSOWA

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY "45" MAKASSAR
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OF FLASH CARD OF SMPN 1 TINGGIMONCONG

Arranged and submitted by

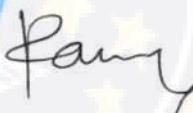
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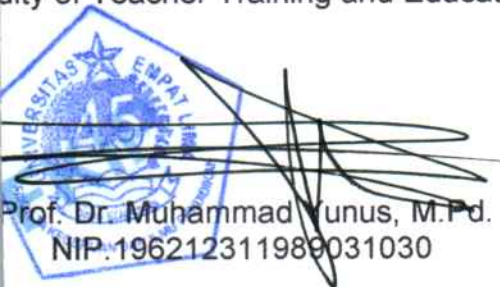
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul *"Increasing Students' Speaking Ability by Using Picture Of Flash Card of SMPN 1 Tinggimoncong"* beserta seluruh isinya adalah benar- benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/ sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 16 September 2014

Yang membuat pernyataan,



Kurnia B.

ABSTRAK

Kurnia B. 2014. *Increasing Students' Speaking Ability by Using Picture of Flash Card of SMPN I Tinggimoncong*. Skripsi, Program Studi Pendidikan Bahasa Inggris. Dibimbing oleh Hj. St. Haliah Batau, S.S., M.Hum., dan Rampeng, S.Pd., M.Pd.

Penelitian ini dirancang untuk mengetahui peningkatan kemampuan berbicara siswa dengan menerapkan gambar pada *flash card* dan untuk mengetahui kondisi kelas dalam penerapan gambar *flash card* dalam proses pembelajaran.

Penelitian ini dilaksanakan pada bulan April 2014 dan subjek penelitian ini adalah siswa kelas VII- 4 SMPN I Tinggimoncong. Penelitian ini terdiri dari dua siklus, setiap siklus terdiri dari empat tahap yakni: perencanaan, tindakan, observasi dan refleksi. Data diperoleh melalui hasil survey dan pengamatan.

Hasil analisis data menunjukkan peningkatan kemampuan berbicara siswa melalui gambar pada *flash card*. Hal ini dapat dilihat pada nilai rata-rata siswa pada setiap siklus. Pada siklus I nilai rata-rata siswa adalah 35,53 dan pada siklus II mengalami peningkatan yaitu 64,53. Di samping itu, suasana kelas menjadi lebih aktif. Siswa menjadi lebih aktif mengikuti kegiatan yaitu berani bertanya pada guru tentang kesulitan yang dialami, dan meningkatnya motivasi siswa dalam belajar bahasa Inggris. Dari penelitian ini, peneliti menarik kesimpulan bahwa penggunaan gambar pada *flash card* dapat meningkatkan kemampuan berbicara siswa kelas VII- 4 SMPN I Tinggimoncong.

Kata Kunci: berbicara, kartu pengingat



ABSTRACT

Kumia B. 2014. *Increasing Students' Speaking Ability by Using Picture of Flash Card of SMPN 1 Tinggimoncong*. Skripsi, English Education Department. Supervised by Hj. St. Haliah Batau, S.S., M.Hum., dan Rampeng, S.Pd., M.Pd.

This research aims to know the increasing students speaking ability by using picture of flash card and to know the condition of class by using picture of flash card in learning process.

This research held on April 2014. The subject of this research was the students of class VII- 4 SMPN 1 Tinggimoncong. It was conducted in two cycles, every cycle consist of four stages namely: planning, action, observation, and reflection. The data collected by survey and observation.

The result of data pointed increasing of students' speaking ability by using picture of flash card. It can be seen from students' achievement in every cycle. In cycle I, the students' achievement was 35,53 and in cycle II, the students' achievement became 64,53. Besides of that, the situation of the class was more active. The students were more active to follow the lessons. They become brave to give questions to teacher about their problem in learning process and also the motivation in study English become increase. From these research, the researcher made conclusion that by using picture of flash card can increase students speaking ability in class VII- 4 SMPN 1 Tinggimoncong.

Keyword: speaking, flash card

ACKNOWLEDGEMENT

Praised be to Allah Swt, lord of the worlds, who has given the writer His love and compassion to finish the last assignment in her study. Peace and salutation be upon to the prophet Muhammad Saw, his family, his companion, and his adherence.

It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this skripsi is processed until it becomes a complete writing which will be presented to requirements for sarjana degree.

The writer gives grateful appreciation to rector of Bosowa "45" University Prof. Dr. Ir Muhammad Saleh Pallu, M.Eng., and Dean of Faculty of Teacher training and Education Prof. Dr. Muhammad Yunus, M.Pd.

In the process of writing this final project, the writer is very thankful to Hj. St. Haliah Batau, S.S., M.Hum., and Rampeng, S.Pd., M.Pd., her two wonderful advisors. Without their help, constant encouragement, and inspiring ideas, this final project would have never been completed. All lecturers who have provided education and science that are very useful for the researcher and will not be forgotten. Thank you to all staffs for their service of Faculty of Teacher Training and Education.

Most of all, the writer would like also to express how grateful the writer is to the folks around her especially, her father and mother, Bundu Beta, S.Pd and Hamsinah, daughter, Adibah Puanrafani, her husband

Arlint Patarai, for their endless spirit and affection, her parents-in-law, Achmad Sijaya and Sasse, her brothers and sisters whom she cannot mention one by one and also her beloved friends, Amelia, Indah and Widi. The writer also expresses thanks to all students of class VII-4 SMPN 1 Tinggimoncong.

The writer realizes that this skripsi far from being perfect. So that the writer expects to get some criticisms and suggestions in order to make this writing better. Hopefully, this writing will be beneficial for everyone.

Makassar, 16 September 2014



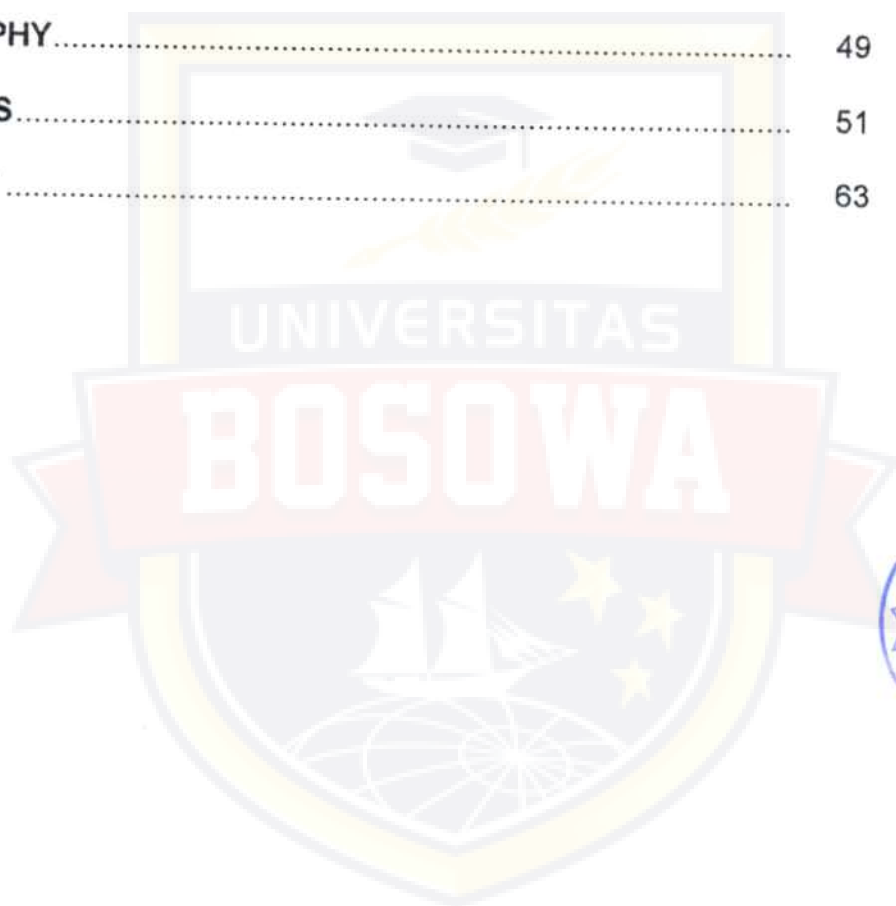
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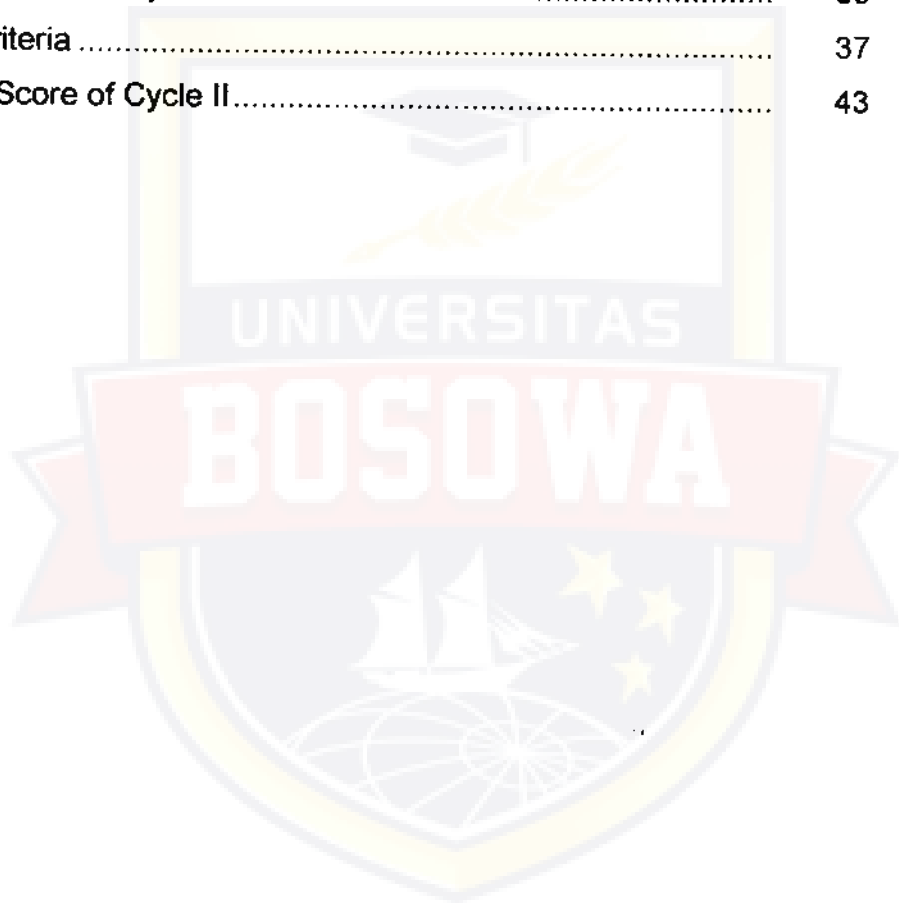
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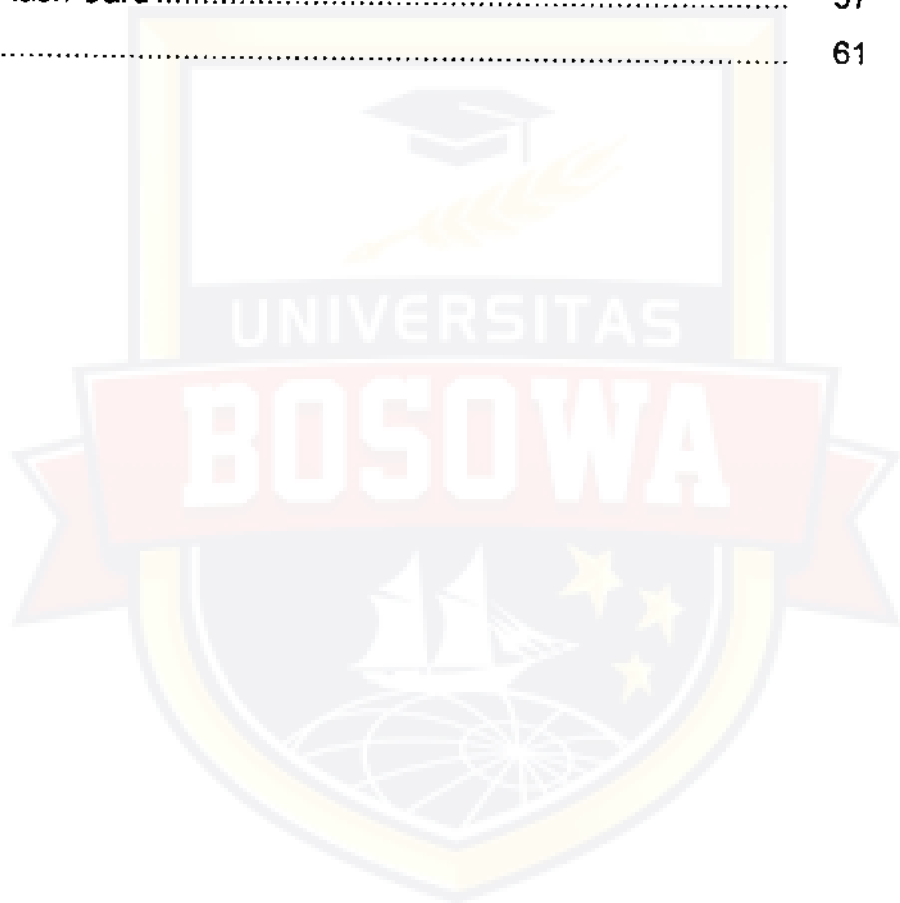
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CHAPTER I

INTRODUCTION

This chapter consists of some sections, namely, Background, Problem statement, Objective of the research, and Significance of the research.

A. Background

One of the objectives of teaching English is to make the learners able to communicate using the language in the form of oral and written communication. One of the objectives of teaching foreign language is to provide the students with skills which enable them to communicate orally with the speakers of other nationality who have also learned the language.

Speaking is one of oral communication that is learned by students from elementary school until senior high school. It is useless to master so much vocabularies and grammar if they cannot use them in communicating and interacting with others. Speaking is a process of communication between at least two people and speaking is a way to express someone's idea. For students in junior high school speaking is one of skill in English lesson. In speaking class, the students of junior high school learn how to pronounce the words in English, learn how to describe person, place, thing, introduce themselves fluently and make a

dialogue, and the students can understand about the meaning of the English.

The objective of teaching speaking in the junior high schools is to enable the students to describe person, place, make a conversation, and introduce them. Now, English is one of the subjects in Junior high School. The English lesson has been taught since at the elementary school. Ideally the students at the junior high school first grade can introduce themselves in English, they can describe something like person and place, or they can use English when they speak with their friends. In fact there are many students at the junior high school cannot introduce themselves, describe something, and speak with their friends in English.

The students of the first grade at SMPN I Tinggimoncong had some difficulties in speaking. They get difficulties in using English when their teacher ask them to come in front of the class to speak, such as to describe something, to introduce, or to make a dialogue with their friends. One of the problems faced by students of the first grade at SMPN I Tinggimoncong is the low quality of speaking ability.

There are many aspects that cause their difficulties such as shyness, nervousness, feeling afraid of making mistake, not knowing the way how to pronounce certain words, are potential problems that can hinder the students to speak. The using of media can be made the



difficulties for students in the speaking class. Those factors may be the reason why the pupils of Junior high School get problem.

In teaching learning process, students of the first grade at SMPN I Tinggimoncong class VII - 4 not only feel difficult but also make a noise and permit to go out of class; even they are bored following English teaching learning in classroom. Commonly English teaching learning process in many schools focuses on grammar. There is little chance for students to practice English orally. In teaching learning process it is better to give much chance for students to develop their communicative skill.

The process of English teaching learning at SMPN I Tinggimoncong class VII - 4 is just mastering the subject itself as a material for final test. The role of the teacher is also very significance. Students just accept what the teachers teach and they can not apply it to the real situation. According to the Competence Level Based Curriculum students are the central of teaching learning process to develop their competence.

That is why the writer must have good strategy or approach to teach English, so that students will enjoy with English teaching learning process and will be serious to study. It can be done by applying picture of flash card. A flashcard is used as a learning tool. It usually has a question on one side and an answer on the other side. People usually use flashcards to help them memorize learning materials, such as



vocabulary and formula. Flash cards can be effective teaching tools for many types of skills for junior high students.

If the students are provided or shown some pictures which they might have seen before, automatically most of them try to express some word or sentences about those pictures. They will produce words, sentences or even short description. Flashcards remain one of the best tools for memorizing information. Students can simply make the question on one side and the answer on the opposite side and test themselves repeatedly. However, there are several ways to modify this process to enhance the learning experience.

Speaking has a quite important role in the transferring of the information that is a direct way of giving information from the speaker to the listener. That is why English learning is expected to develop all skills in English so that the students are able to communicate in English as well in certain literacy degrees.

Teacher should find the interesting techniques that can make the students are motivated to practice their speaking in front of the class or out of class. Based on the writer's pre-survey of the first grade at SMPN 1 Tinggimoncong, the students' speaking ability is poor, because for speaking class, teachers only use old method which makes the students become inactive learner. The method is not suitable or does not match anymore with the students' need in the real communication.

The writer in this research used picture of flash card media. A picture usually contributes to understanding by being a part of a context. Picture as sufficient essential visual aids can be used as a tool of communication between teacher and pupils in teaching learning process. The writer tried to investigate whether picture media could also be used in teaching speaking and whether there was significant increase of students' speaking ability. Vocabulary is very important thing in speaking. The students cannot speak if they do not know the vocabulary.

Based on the background above and the difficulty that was faced by students in junior high school in speaking, the writer concerned to find out whether picture can significantly increase the students speaking ability through her research entitled "Increasing Students' Speaking Ability by Using Picture of Flash Card of SMPN 1 Tinggimoncong".

B. Identification of the Problem

Based on the background above, the problem was formulated as is Flash Card can increase the students' speaking ability of SMPN 1 Tinggimoncong?

C. Objective of the Research

The objective of this research is to find out whether or not picture of flash card can increase students' speaking ability at SMPN I Tinggimoncong.

D. Significant of the Research

The significant of this research are:

1. Theoretically

The significant of this research is to contribute useful information for the future research of teaching speaking.

2. Practically

As consideration for English teachers that picture of flash card can be used as an alternative to increase students' speaking ability, and to promote picture of flash card in the classroom.



E. Scope of the Research

This research conducted at SMPN I Tinggimoncong class VII- 4. This research intended merely "to know whether there is an increasing students' speaking ability using picture of flash card at the seventh years of SMPN I Tinggimoncong class VII - 4"

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss about concept of speaking, concept of picture, and criterion of good picture, concept of flash card, procedure of teaching speaking, theoretical assumption and hypothesis.

A. Concept of Speaking Skill

Speaking is an effective and efficient way used in real communication. It is impossible if someone understands English in written but he or she does not understand the productive abilities, especially speaking. So, speaking is one of four ability which has important role in daily life, even as a main ability in communication among human beings. Moreover, speaking is a productive ability in which speaker produces and uses the language to express sequence ideas and at the same time he tries to get the idea or the message. In this situation, there is a process of giving or transpiring, encoding and understanding the messages.

Speaking is oral communication. It is a two – way process between speaker and listener and involves productive and receptive skills of understanding.¹ Speaking is encoding process where we communicate our ideas, thought and feeling through one or the other forms of language. Speaking is the main skill in communication. Based

on these ideas, it is understood that through speaking one can communicate or express what he wants in order to understand one another. Furthermore, someone can communicate or express what he wants from other and responds to the speaker. It means that in order to speak or to express one's ideas, the speaker must attend the aspects of speaking, in order that the message is understandable to the listener.

Speaking is the primary element of language and it can be developed from the beginning when someone was born, from the first contact with the language. From the statement, we know that speaking develops since one's birth, even though it only occurs for the first language. Speaking as the ability to express oneself in life situation, or the ability to converse, or the ability to express a sequence of ideas fluently.¹ It means that in the process of speaking there must be at least two people, one is the speaker and the other is the listener. Based on the ideas, speaking is very important in daily activities, because we can react to other person and situation and express our ideas, thought and feeling through spoken language.

From the definition above the writer can conclude that speaking is an ability to express idea, feeling and emotions to other person. The language is used to express oneself to be understood by other. Speaking is a process of communication to express our idea among people in society to keep the relationship going well. Welty states that speaking is one of four basic skills of language and it has important role

in daily life because it is the main skill in communication. According to Douglas (2004: 140) Speaking must fulfill these following criteria, they are:

1. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation. There are 3 basics of the main range of the teaching technique which can be invoked to assist pupils in learning pronunciation. The first is exhortation, exhortation is the instructions to imitate and mimic, to make such a sound, without further explanation. For example the students say *Like /lek/* and then the writer asks the students *not /lek/ but /laik/*. The second is speech training, it is the construction of special games and exercises which entail the use of word or sentence so as to practice particular sounds, sequences of sounds, stress-patterns, rhythm, and intonation. The writer asks the students to practice how to pronounce sentences. The third is practical phonetics which including description of the organ of speech, description of the articulation of sounds, description of stress, rhythm and intonation.

2. Grammar

The study of how words and their component parts combine to form sentences, structural relationships in language or in a language, sometimes including pronunciation, meaning, and linguistic history. Grammar is the set of logical and structural rules

that govern the composition of sentences, phrases, and words in any given natural language. Grammar refers to the study of language rules it is a kind of regularity of sound structure that nobody could learn language without grammar.

3. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Vocabulary refers to the selection of words that suitable with content. Vocabulary is divided by two part close class and open class. Close classes is consist of preposition, pronoun, and conjunction.

4. Fluency

Fluency is the smoothness of flow with which sounds, syllables, words and phrases are joined together when speaking. Brumfit in Nation sees fluency as the maximal effective operation of the language system so far acquired by the students. Besides that it refers to the one who express a language quickly and easily without any difficulty.

5. Comprehension

Comprehension is the study how well students understand a language, or that helps them to improve their understanding of it, in which they read a piece of writing or listen to someone speaking, and then answer questions. Besides that, comprehension is the ability to understand completely and be familiar with a situation,



facts, etc It refers to the ability of understanding the speakers' intension and general meaning.

From the explanation above, it is clear that students should be careful in choosing words and styles in communication. Somebody who wants to speak English well, she/he has to know the ways of speaking English. Speaking is really different from writing. In speaking students need to know pronunciation, grammar, vocabulary, fluency, comprehension, having interaction with listeners and can speak English as well as native speakers do.

B. Type of Speaking

Brown (2004: 140) classifies the type of oral language in two parts, monologue and dialogue. Monologue is divided in two parts planned and unplanned. Dialogue is divided in two parts interpersonal and transactional. The first is monologues. Monologues means that when one speaker uses spoken language, as in speeches, lectures' readings, news broadcast, and the like, the hearer must process long stretches of speech without interrupting – the stream of speech will go on whether or not the hearer comprehends. In planned, as it opposed to unplanned, monologue differs considerably in their discourse structures.

The second is dialogue, dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to

convey proportional or factual information (transactional). Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech.

C. Concept of Picture

In teaching learning process of second foreign language, including the learners should be given how to learn English and the teacher should be able to create interesting situation so that the students can learn and understand the materials. Therefore picture as a kind of visual aids are expected to be able to help the students in learning the target language.

Picture is a representative on canvas, paper or surface produce by painting, drawing or photography. Picture is as a media to attach any objects which are considered valuable to support presentation of a lesson. Based on the statement above, picture media will be helpful to learn speaking because picture can give the meaning of something and increase their way of thinking which is orderly and continuously. A picture is a flat visual representation of an object, person, or view and its main purpose is to draw attention to or emphasize a certain thing.

Literally, picture is painting, drawing, sketch of something especially work of art, Picture functions as media to attack any object

which are considered valuable to support presentation of the lesson. The purpose of using pictures is to gain students' interest toward the lesson taught not only in class but also outside the class.

Based on the theory above, picture is a two-dimensional visual that is used to clarify or show things, person, and place from area far outside students' experiences. Picture will be very useful in the teaching learning processes if the teachers carefully and creatively prepare them, and then, they are used effectively to support the presentation of the lesson. The picture can give a good impression on students. Picture is one kind of media that can be used in teaching learning. The students especially in Junior high School interest with the lesson if the teacher uses media especially picture media in teaching language.

The Criterion of Good Picture are:

- a. The size of picture is about 30cm x 30cm so the students can see the picture clearly.
- b. The picture must be clear and interesting so the students who sit in the back can see the picture clearly.
- c. The picture must be simple, natural and appropriate to the level of the students so the students will not bore.
- d. The picture should be familiar to the students so the students enjoy in the teaching learning process.

D. Concept of Flash Card

A flash card is used as a learning tool. It usually has a question on one side and an answer on the other side. People usually use flashcards to help them memorize learning materials, such as vocabulary, etc. In 1970, a German writer, Sebastian Leitner, proposed the Leitner system, which uses flashcards efficiently. The system sorts flashcards into groups depending on how well the learner knows each card. The learner tries to recall the solution written on the flash card. If the answer is correct, learner puts the card into the next group.

Flash cards are a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle vocabulary and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. The writer gets the students to make their own short dialogue based on the flash cards. Multiple intelligence theory reminds teachers that there are many types of learners within any one class. Gardner's research indicates that teachers should aim to appeal to all the different learner types at some point during the course. It is particularly important to appeal to visual learners, as a very high proportion of learners have this type of intelligence.

A flashcard or flash card is a set of cards bearing information, as words or numbers, on either or both sides, used in classroom drills



learn), while the SuperMemo program and algorithm (specifically the SM-2 algorithm, which is the most popular in other programs) was introduced on December 13th, 1987 by Polish writer Piotr Woźniak.

b. Steps of Using Flash Card

1. Sit comfortably facing the students.
2. Arrange the flash cards in the order to present them.
3. Starting with the first flash card, hold it up so students can clearly see the front.
4. Give students 5 minutes to see the flash card clearly. After 5 minutes, ask students to raise their hands who can describe the picture.
5. If students give a correct answer, the writer will place the correctly answer flash card in a pile on the writer's left.
6. After the writer finish showing students all of the flash cards, the writer may continue flash card teaching session by using the stack of incorrectly answered cards. Continue in the same manner, placing correctly answered flash cards on the left and incorrectly answers flash cards on the right.
7. Once students are master the full set of flash cards, practice the students periodically to ensure students to remember the flash cards.

E. Concept of Media

The word media comes from the Latin *medius*, which literally means the middle, intermediate, or an introduction. But more specifically, understanding the media in the learning process is defined as the means graphic, photographic, or electronic means to capture, process, and rearrange the visual or verbal information. Media also can be defined as everything that can be used to distribute messages, stimulate thoughts, feelings, concerns, and the willingness of students, so that they can engage in a process driven learning. Media is anything that can be used to send messages and can stimulate the mind can generate excitement, attention, and the willingness of students that can foster students' self learning process.

F. Concept of Teaching Speaking

At the junior high school level, the first priorities in English classes are for students to gain a lasting interest in the English language and to speak as much as possible. Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. Speaking is developed from the first contact with the language that we learn, because by speaking we can transfer out idea to order people. It is clear that language is very important. We cannot only teach what will be spoken but also the situation that we deal with. The teacher

teaches speaking by carry out the students in certain situation concerning the topics discusses. The topic must be familiar to the students, so that ideas and the organization are clear and the learners have an oral command of the language need to describe the topic.

From the explanation above, the writer assumed that in teaching speaking, teacher should give the situation and opportunity to students in order that they will see the real think because any single utterance always reflect to condition of speaker without being afraid to communicating with other students to tell their ideas, experience or feeling in this case the writers propose teaching speaking by using picture media.

G. Theoretical Assumption

Based on the description about relate theories and advantages of using picture of flash card in teaching speaking, the writer assumes that picture of flash card gives positive influence in increasing students' speaking ability of SMPN I Tinggimoncong class VII - 4.

H. Hypothesis

Referring to the theories and the theoretical assumption above the writer formulates hypothesis action: that picture of flash card can increase students' speaking ability of SMPN I Tinggimoncong class VII-4.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research design, research variables, population and sample, research instrument, procedure of collecting data, and technique of data analysis.

A. Research Design

The method used in this research is Classroom Action Research (CAR). This study would be taken to obtain detail information by doing some actions which is deal with the problems occur. Action research is any systematic inquiry conducted by writer to gather information with the goal improving students' outcome this study also attempted to describe the events or the real conditions that happened in junior high school of SMPN I Tinggimoncong class VII - 4.

Action research is usually a collaborative activity - involving input from people who are likely to be affected by the research. Action research is the application of fact finding into problem solving to improve the quality of action within it, which involve the collaboration of writer, practitioners and laymen. Action research is a process by which change and understanding can be pursue at the one time; usually described as cyclic. Kemmis and McTaggart suggest that the fundamental components of action research include the following:

1. developing a plan for improvement,



2. implementing the plan,
3. observing and documenting the effects of the plan, and
4. reflecting on the effects of the plan for further planning and informed action.

Cycle 1

1. Planning

The writer prepared the material by picture of flash card. Then introduced about picture. The writer checked the condition of students, take the absence and say greeting.

2. Acting

The writer put the picture of flash card on the blackboard and the students pay attention for every picture. The writer asked students who can describe one of the pictures.

3. Observing

In this part the writer observed how many students can speak fluently and how far is the appreciation of students with the method.

4. Reflecting

Reflection would be used to know the effectiveness of cycle

1. The lack and goodness that happen in cycle 1 become a lesson to do in the cycle 2.

Cycle 2

1. Planning

The writer made lesson plan based on the reflection from the first cycle.

2. Acting

The writer conducted teaching learning process through picture of flash card based on the reflection result in the first cycle.

3. Observation and evaluation

The writer conducted the observation toward students' learning activity through picture of flash card.

4. Reflecting

The writer conducted the reflection toward the second cycle, analyze and conclude the conduction Increasing Students' Speaking Ability through Picture SMPN I Tinggimoncong clas VII -

4.

B. Population and Sample

1. Population

The population of this research was the students of SMPN I Tinggimoncong 2013/ 2014 academic year. The total of population was 150 students and each class consisted of 30 students. It is applied based on the consideration that every student has the same opportunity to be selected and in other to avoid the subjectivity in the research.

2. sample

In this research, the sample of the research was students of SMPN 1 Tinggimoncong class VII - 4. There are 16 male students and 14 female students. The writer observed that the students of this class have good discipline and they can manage better than the other classes.

C. Research Procedure

According to Lewin that is explained by Kemmis said that: cycle in the spiral form of CAR can be stopped if substantive action has been evaluated well. Either writer or collaborator has mastered the teaching skill that is implemented in the research. For the writer, cycle can be stopped if the data is saturated or class is stable.

On this session the writer explained the set of planning action, involving: what, why, when, where, who, and how concerning the action that was carried out. The writer had set the planning action two weeks before implemented the action.

1. Planning

In the classroom action research, teacher and observer are two different persons. That is why CAR considered collaborative research. It is intended for maintain the objectivity in measuring, valuing, and deciding actions in achieving the best result. There should be an agreement between the writer and the observer when planning the

action research. The plan should be implemented together by the writer who is conducting the action and the observer who is observing the research process. It is aimed at avoiding observation subjectivity and assuring the quality of the research. In implementing the action research, the writer performed as teacher while the English teacher performed as observer. On this planning session the writer decided which phenomenon needs special attention. After that the writer made the research instruments as tools of observation to record findings and evidence along the action research. Next, the findings and evidence of the research are called data. The activities of this session involve the followings:

- a. Identifying and analyzing problem. The writer has found that the lack of students' speaking skill in SMPN 1 Tinggimoncong class VII - 4 is a main problem in English learning.
- b. Determining reason. It would be described why the writer is conducting the action research. The research is conducting because the writer found many serious problems, that is, if the students cannot answer, respond, get or share information with the teacher or peers using speaking skill sufficiently the teaching and learning process will be obstructed.
- c. Arranging problem solving. The writer chooses Picture of flash card as the solution to enhance the students' speaking skill in the classroom.

- d. Arranging tools on how to examine the action hypothesis. The writer will use discussion and spoken test to examine the action hypothesis. The writer will also use class discussion to measure the students' progress.
- e. Making action plan. This main action plan is used to avoid a waste of time in implementing the actions of the research.

2. Action

On this session, the Picture of flash card and the lesson plan for the instructional process was implemented. The procedure of the lesson plan includes the followings:

- a. step by step procedure of the instructional process using Picture of flash card
- b. activities that will be taken by the teacher along the instructional process using Picture of flash card
- c. activities that would be conducted by the students along instructional process using Picture of flash card
- d. the details of the instructional media and procedure on how to use them in the instructional process using Picture of flash card
- e. type of the instruments and observation forms that is used to collect information and data of the research.

3. Observation

This session was conducted along with the implementation of the action research. On this session the observer conducted the

observation and take notes all of things needed for data analysis. Data collection was conducted by the observer using observation forms which are filled in along the instructional process. The data are involves the followings:

- a. the progress of students' English speaking in the classroom
Picture of flash card,
- b. the instructional process using Picture of flash card,
- c. the result of students' learning
- d. the students' learning behavior and response toward the instructional process using Picture of flash card Data collection were both quantitative (score of the students' discussion and spoken test result) and qualitative (the students' activities, enthusiasm, and the comprehension of learning strategy taught by the writer to the students in instructional process using Picture of flash card).

4. Reflection

This session would be conducted by the writer to comprehensively examine, investigate, and analyze the action results that will be collected by the reseacrher. The reflection results or conclusions would be used as the source for the next action cycle.

D. Data Collecting Technique

To sustain the validity of the research result, the writer collected data which are derived from several ways (David P. Harris: 1998) such as observation and test:

1. Observation

Observation involved some forms of observation of learning process. The first is observation which was conducted before the cycle to reveal the real condition in the class and problems faced by the students in learning speaking. Then observation during the cycle, it was used to establish objective data concerning what happens in the classroom. It was chosen because it is suitable to enclose the whole observation aspects in the research. It concerns to the improvement of teaching and learning in classroom. For the students, it used table of students' activities in learning process. It concerns to their engagement during the learning process.

2. Test

Spoken tests were administered to measure the improvement of the students' speaking skill including fluency, pronunciation, grammar, vocabulary and comprehension. The assessment of speaking performance needed to be tested to investigate the validity and reliability. It should be tried out before the teaching learning process. According to Richards the assessment becomes valid when the test assesses what it claims to assess and what has been taught.

Face and content validity were used in the research to find out the validity of the assessment. Actual speaking sample and the relevantly to the students' speaking needs becomes the basic of the assessment that indicate the face validity. Then, to check the content validity, the task should be appropriate with the students' level of proficiency which is assessed by an objective comparison in the test with content-based in curriculum. For the reliability, it can be done by choosing the topic and genre, giving clear instruction and ensuring the assessment is familiar for the students.

The scoring system employed to assess the students' speaking skill. It can help pinpoint the student's strengths and weakness even though the conversation isn't long enough.

Concerning with validity test, Harris proposed criteria of how to measure of oral test, the description likely mention in the following figures:

Table 1. Scores Criteria

S C O R E	Description of the criteria				
	Pronunciation	Grammar	vocabulary	fluency	Comprehension
5	Has few traces of foreign language	Makes few (if any) noticeable errors of grammars or word order	Use of vocabulary and idioms is virtually that of the native speaker	Speech as fluent and effortless as that of a native speaker	Appear to understand everything without difficulty
4	Always intelligible, though one is conscious of a	Occasionally make grammatical and/ or	Sometimes uses inappropriate terms	Speed of speech seems	Understands nearly everything at normal speed,

	definite accent	word order errors which do not, however, obscure meaning	and/ or must rephrase ideas because of lexical inadequacies	to be slightly affected by language problem	though occasionally repetition may be necessary
3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding	Make frequent errors of grammar and word order which occasionally obscure meaning	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary	Speed and fluency are rather strongly affected by language problem	Understand most of what is said at slower- than- normal speed with repetition
2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/ or restrict himself to basic pattern.	Misuse of words and very limited vocabulary make comprehension quite difficult	Usually hesitant; often forced into silence by language limitations	Has great difficulty following what is said. Can comprehend only "social comprehension" spoken slowly and with frequent repetition.
1	Pronunciation problems so severe as to make speech virtually unintelligible	Errors in grammar and word order so severe as to make speech virtually unintelligible	Vocabulary limitations so extreme as to make conversation virtually impossible.	Speech is so halting and fragmentary as to make conversation virtually impossible	Cannot be said to understand even simple conversational English.



E. Data Analysis

In order to be easy in analyzing the data, the writer tends to use techniques as follow:

1. Organizing the data

The qualitative data that derived from teaching and learning process observation toward student activities in the classroom and from interviewing students and teacher as well are organized systematically. In this case, the whole data is selected and summarized in the form of description. So that, from these depicted description, the data would be obviously understandable.

2. Verifying the data

The quantitative data's that derived from students' test result is classified based on students' speaking score per meeting or action within the cycle, so writer will probably know the improvement from cycle to cycle. To make it easier to analyze, the writer make criteria that would be the guideline in scoring the test, it called 'holistic grading'; it is a scoring technique that indicate students' general impression performance. The formula present as follow (Harold, 1983: 168):



Table 2. Holistic Grading

Aspects	Score per aspect				
	1	2	3	4	5
	poor	Fair	good	great	Excellent
Pronunciation	1- 29	30- 49	50- 59	60- 79	80- 100
Grammar					
Vocabulary					
Fluency					
Comprehension					

Table 3. the Criteria of The Holistic Grading per Score

5	Students speak English without any mistake
4	Students speak the language not completely fluent, and no considering errors
3	Students can make themselves understood but obscured in language used
2	The language used definitely unsatisfactory; frequently needs to rephrase construction
1	Errors in language used which make comprehension quite difficult

After gaining the data, firstly, the writer tried to find the average of students test result by using this formula bellow (Sudjana, 2005: 67):

$$\bar{X} = \frac{\sum x}{n}$$

\bar{X} = mean
 Σ = sum (or add)
 x = individual score
 n = number of students

$$M = \frac{\sum x}{N}$$

M = mean
 Σ = sum
 x = scores
 N = number of students

This is to know how well students achievement on speaking skill through analyzing the throughout score.

Then, the writer tempted to find the class percentage of students' who pass score the criterion minimum of completeness (KKM), so the writer can identify the techniques successful implementation. In this case, the writer uses this formula below (Sudijono, 2008: 43):

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

P = the class percentage

F = total percentage

N = number of students

CHAPTER IV

FINDING AND DISCUSSION

This classroom action research conducted in two cycles. The writer decided to hold it in two cycles since the indicators of the research had already been achieved at the second cycle. The finding of the research will be discussed in this chapter.

A. Result of Cycle I

The objective of this research was to find out whether or not there is a significant difference of the increasing of students' speaking ability using picture of flash card. This research was conducted at SMPN 1 Tinggimoncong class VII- 4. The class consists of 30 students.

1. Planning Action in Cycle I

Based on the pre-observation and diagnostic result on the students' speaking skill at SMPN 1 Tinggimoncong class VII- 4, the writer decided to use picture of flash card to enhance the students' speaking skill. Before implementing the action cycle I, the writer had already arranged the action plan.

In the action of cycle I the writer implemented picture of flash card approach involving constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment to subject material. The action plan procedure in the action of cycle I as follows:

- a. Arranged the lesson plan considering the schedule of English lesson in the class.
- b. Prepared English speaking material, instructional media, and task
- c. Prepared observation forms to record and observe the students' behavior toward the instructional process using Picture of flash card.

2. The Implementation of Action in Cycle I

The implementation of classroom action research in cycle I was conducted at SMPN 1 Tinggimoncong class VII- 4. The implementation of the actions in cycle I are the followings:

a. Pre Activity

On pre activity session, the writer arranged the class to make sure about the readiness of teaching and learning process. On this session, the writer performed as a teacher and observer. At the beginning of the teaching and learning process, the writer greeted the students, followed by asking news. This session was a chance for the writer to attract the students' attention and give them motivation to get through the instructional activity.

Then, the writer checked the students' attendance list. When conducted the action in cycle I there were 30 students present in the classroom. Next, to attract the student's attention, the writer asked their news and feelings. The writer also asked the students' readiness to follow the lesson activities using motivating



utterances, such as: "How are you doing now? Unfortunately, at first the writer found some students uncomfortable to start studying. The writer thought that they were just tired because the English lesson started after the other lesson. So, to refresh the students' energy and spirit, the writer asked them to get relaxation. The writer asked them to stand up, stretch their bodies and take a deep breath. After that, the writer prepared the instructional media, observation forms, and instruments to encourage the process of instruction and the research progress. After the situation had been under control, the writer tactically drew upon the students into apperception session. The writer asked the students about the last meeting materials in order to review and connect it to that day's lesson material. Afterward, the writer gave the students lesson reference that will be taught in the instructional process.

b. Main Activity

Generally, the implementation of picture of flash card in the instructional process to enhance the students' speaking skill went into some steps. They are the followings:

1. Motivated the students;
2. Prepared instructional media;
3. Implemented the picture of flash card to enhance the students' speaking skill
4. Conducted test;

5. Conducted reflection.

c. Closing Activity

Before closing the class, firstly the writer asked students regarding their difficulties during the teaching and learning process. If it might there some questions concerning with the materials, the writer give a bit explain and give the answer. Some advices are also given to students to motivate them to always practice their English. At the last, the writer gave the students reference for the next meeting material. And finally, the class was closed by praying and greeting.

3. Observation Result of Action Cycle I

Based on the observation of the writer for cycle I, some students did not pay attention to the instruction given and did not actively participate in the learning process. The classroom condition still uncontrolled yet. Still there was some trouble maker who disturbed the other students while the learning process was processing.

Table 4. Students' Score of Cycle I

No.	Students' Name	P	G	V	F	C	TOTAL SCORE	FINAL SCORE
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	Student A	60	50	60	60	60	290	58*
2	Student B	40	20	30	30	40	160	32*
3	Student C	70	70	60	65	70	335	67
4	Student D	40	30	30	40	40	180	36*
5	Student E	70	60	70	60	60	320	64
6	Student F	60	65	60	60	60	305	61

to be continued...

continuation

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7	Student G	40	30	30	30	40	170	34*
8	Student H	60	60	60	60	60	300	60
9	Student I	80	80	85	80	80	405	81
10	Student J	40	40	30	30	20	160	32*
11	Student K	50	50	40	45	50	235	47*
12	Student L	50	50	45	40	50	235	47*
13	Student M	70	70	60	60	50	310	62
14	Student N	70	60	60	65	65	320	64
15	Student O	85	80	80	80	80	405	81
16	Student P	70	70	70	70	70	350	70
17	Student Q	40	50	40	30	40	200	40*
18	Student R	50	60	60	50	50	270	54*
19	Student S	60	60	60	60	60	300	60
20	Student T	40	50	40	30	40	200	40*
21	Student U	50	50	55	50	50	255	51*
22	Student V	40	45	50	45	50	230	46*
23	Student W	40	50	45	45	50	230	45*
24	Student X	60	60	60	65	60	305	61
25	Student Y	70	70	70	70	70	350	70
26	Student Z	50	40	30	30	20	170	34*
27	Student AB	65	70	70	60	65	330	66
28	Student CD	70	70	75	70	65	350	70
29	Student EF	60	70	60	60	60	310	62
30	Student GH	60	70	70	70	65	335	67

*Student who does not pass the KKM

Explanation:

P = pronunciation

G = grammar

V = vocabulary

F = fluency

C = comprehension

60 = Criterion Minimum of Completeness (KKM)

Table 5. Score's Criteria

The criteria of students' score					
Scores	Pronun.	Gramma r	Vocab.	fluency	Compre.
(1)	(2)	(3)	(4)	(5)	(6)
60- 79	Always intelligible	Occasion ally make grammati cal errors.	Sometime uses inappropria te terms and need rephrase.	Speed of speech seems to be slight.	Understa nd at normal speed.
40- 59	Occasional ly lead to misunderst anding	Make frequent errors	Frequently uses the wrong words	Speed and fluency are rather strong	understa nd at slower than normal speed.
20- 39	Very hard to understand	Hard to comprehend	Make conversati on quite difficult.	Usually hesitant.	Compreh end in slow speed with repetition.
1- 19	Speech virtually unintelligibl e.	Speech virtually unintelligi ble.	Make conversati on virtually impossible.	Make conversati on virtually impossible.	Cannot be understo od even in simple conversat ion.

The average of those students' score is:

$$\Sigma \text{ final score} = 1066$$

$$\begin{aligned} \text{Final score} &= \frac{\Sigma x}{N} \\ &= \frac{1066}{30} \\ &= 35, 53 \end{aligned}$$

After calculating students' score in the form of average, then the writer calculates it in the form of percentage, it is done to know the

total student who passes the criterion minimum of completeness (KKM) by dividing the number of students who passes the test with the total students who takes the test itself, and then multiplied by 100%, by which the total number of students who passes the KKM in percentage will be as follows:

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

$$P = \frac{16}{30} \times 100\%$$

$$P = 53, 33\%$$

From the data of the students' test result above, the average score of class VII- 4 was 35, 53. There were 14 students did not pass the KKM. It showed that the students' speaking skill and comprehension unsatisfied. The minimum score was 32 got by another 2 students. From the data above the writer concluded that the students' speaking skill was not good enough and need to be enhanced. It was proven by the only 2 students who got score 81 and the low of minimum score was at 60. It was not fulfill the minimum completion score (KKM).

4. Reflection of Action in Cycle I

The conclusions of the action in cycle I result are the following:

First, the writer has to make the students more aware about the important of English speaking skill and its benefits. The writer also

has to encourage the students to participate actively in the class activities to enhance their speaking skill. Second, the writer has to design the picture of flash card to be more comfortable for teaching and learning activities in order to support the process of instructions. Third, the writer has to adjust the time allocation in using the instructional media properly to avoid a waste of time. Forth, along the instructional process, the students have to be more active, creative, and brave in expressing feeling and ideas. Fifth, the students who can state their opinions, express ideas, or give conclusion in front of the class should be given extra reward (for example candy or pen) in order to support the students' motivation. Sixth, to increase the students' motivation and appreciation, the writer should patch the best instructional media or paper which considered interesting on the wall.

B. Result of Cycle 2

1. Planning of Action In Cycle 2

Based on the reflection result in the action cycle I, the writer acquired the conclusion and recommendation. The writer used them as the source to design the planning action for the cycle 1. Like on the cycle I the action plan in cycle II also implemented the picture of flash card in the instructional process to enhance the students' speaking skill. Below is the action plan procedure in the action of cycle 2:

- a. Arranged the lesson plan about the schedule of English lesson in the class.
- b. Prepared English speaking material, instructional media, and task
- c. Prepared test (spoken test) to measure the students' achievement and learning progress in the instructional process using picture of flash card in the action cycle 2.
- d. Prepared the observation form to record and observe the teacher (the writer) and the students' activities in the instructional process using picture of flash card.

2. Implementation of Action in Cycle 2

The implementation of the classroom action research in cycle 2 was conducted at SMPN 1 Tinggimoncong class VII- 4. The implementation of the action in cycle 2 are follows:

a. Pre Activity

On this session, the writer arranged the class situation in order to make sure the readiness of teaching and learning process. On this session, the writer performed as teacher and observer. At the beginning of the teaching and learning process, the writer greeted the students, followed by asking news. This session was a chance for the writer to attract the students' attention and give them motivation to get through the instructional activity. Then, the writer checked the students' attendance list. When conducting the action cycle 2 there were 30 from 30



students present in the classroom. Next, to attract the student's attention, the writer asked their news and feelings. To refresh the students' energy and spirit, the writer asked them to get relaxation. The writer asked them to stand up, stretch their bodies and take a deep breath. After that, the writer prepared the instructional media, observation forms, and instruments to support the process of instructional and the research progress. The media and instrument for the cycle 2 are picture of flash card, paper tape, board marker, the students' attendance list, score board, and camera to take the students picture. After the situation had been under control, the writer tactically drew upon the class into apperception session. The writer asked the students about the last meeting materials in order to review and connect it to that day's lesson material. Afterward, the writer gave the students lesson reference that would be taught in the instructional process.

b. Main activity

As the planning action cycle I designed by the writer before, the implementation of picture of flash card process in the cycle 2 went into some steps, the steps are the followings:

1. Motivated the students;
2. Prepared picture of flash card;
3. Implemented the picture of flash card in enhancing the students' speaking skill;

4. Conducted test;

5. Conducted reflection.

Such as in cycle 1, to measure the students speaking progress, the material was about occupation. For this cycle, the writer combined picture of flash card with interactive game. The name of the game is "Tom and Jerry". At the beginning, the writer asked the students question about what occupation was. After that, the writer put the 10 pictures of flash card on the white board by using paper tape. The writer divided students into 5 groups. So, one student had to explain 2 pictures. To do "Tom and Jerry" game, the writer asked students to make circle by their own chairs. After that, the writer changed the students' names with Tom and Jerry according to their chair, the name of the first student in the circle was Tom, next was Jerry until all students had their own names. When the writer said Tom, all Tom's names had to stand up, run and found another chairs. While the writer took a chair, it means there was a student who did not get a chair. The student who did not get chair had to explain about the picture on the white board. The writer realized that every students had a different ability and characteristic in study English especially speaking. In order that, the action cycle 2 was aimed to improve the students' motivation and input for the next learning process.

c. Closing

On closing activity the writer gave the students score and reward for all students. The reward given by the writer was a pen. On this cycle 2, the teaching and learning process showed the significant improvement. It was proven by the high of the students' activity, participation and speaking intensity combined to the action cycle I. Next, the writer asked some students to conclude the lesson and that day's picture of flash card in enhancing the students' speaking skill. Finally, the class was closed by praying and greeting.

3. Observation of Action In Cycle 2

After finishing the implementation of picture of flash card in enhancing the students' speaking skill in cycle 2, the writer conducted test results. The test result as follow:

Table 6. Students' Score of Cycle II

No.	Students' Name	P	G	V	F	C	TOTAL SCORE	FINAL SCORE
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	Student A	60	70	60	60	60	310	62
2	Student B	40	50	40	40	50	220	44*
3	Student C	85	85	85	85	80	420	84
4	Student D	60	60	60	60	60	300	60
5	Student E	70	70	70	70	70	350	70

to be continued....

Continuation

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6	Student F	60	65	70	70	65	330	66
7	Student G	50	50	55	50	50	255	51*
8	Student H	70	70	70	70	70	380	76
9	Student I	90	80	90	90	90	440	88
10	Student J	60	60	60	60	60	300	60
11	Student K	65	70	70	70	70	345	69
12	Student L	70	75	70	70	75	360	72
13	Student M	80	80	60	60	70	350	70
14	Student N	70	70	70	75	75	360	72
15	Student O	85	80	90	90	90	435	87
16	Student P	80	80	80	75	75	390	78
17	Student Q	60	60	60	60	60	300	60
18	Student R	70	60	60	65	70	325	65
19	Student S	75	85	80	70	70	380	76
20	Student T	60	60	60	60	60	300	60
21	Student U	80	60	65	70	70	345	69
22	Student V	60	60	65	60	65	310	62
23	Student W	70	70	75	70	75	360	72
24	Student X	85	80	80	85	80	410	82
25	Student Y	85	80	80	85	80	410	82
26	Student Z	50	50	60	60	50	270	54*
27	Student AB	70	80	80	60	65	355	71
28	Student CD	70	80	75	70	80	375	75
29	Student EF	80	70	70	75	75	370	74
30	Student GH	75	70	80	70	75	370	74

*Student who does not pass the KKM

Explanation:

P = pronunciation

G = grammar

V = vocabulary

F = fluency

C = comprehension

60 = Criterion Minimum of Completeness (KKM)

The average of those students' score is:

$$\Sigma \text{ final score} = 1936$$

$$\begin{aligned} \text{Final score} &= \frac{\Sigma x}{N} \\ &= \frac{1936}{30} \\ &= 64, 53 \end{aligned}$$

After calculating students' score in the form of average, then the writer calculates it in the form of percentage, it is done to know the total student who passes the criterion minimum of completeness (KKM) by dividing the number of students who passes the test with the total students who takes the test itself, and then multiplied by 100%, by which the total number of students who passed the KKM in percentage will be as follows:

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

$$P = \frac{27}{30} \times 100\%$$

$$P = 90\%$$

From the calculation of students score, it can be inferred that there are some improvement towards students' speaking score from cycle I to cycle II. The average of cycle I was 35, 53 and the average of cycle II was 64, 53. From the percentage, only 53,33% students can passed the KKM on cycle I and increased on cycle II which is 90%. There were only 3 students did not pass the KKM on this cycle.

It showed that the students' speaking skill and comprehension satisfied than the cycle I. The maximum score was. The minimum score was 88 and got by one student. While the minimum score was 44 and got by one student. From the data above the writer concluded that the students speaking' skill was good and enhanced. It was proven by the average score which was got higher than minimum completion score (KKM) was 90%.

4. Reflection of Action Cycle II

Acting phase within the second cycle is completely accomplished. Data that were obtained from test and observations also have been collected. It is the time to analyze those data, reflects the all activities, and proves the students progress in learning English by using picture of flash card. From the observation data and test result of the second cycle, the writer felt satisfied to the action research result, because the implementation of flash card in teaching English especially teaching speaking showed amount changes than before CAR. For example, student who is at the first time feeling afraid of making mistake in grammatical and the vocabulary, after learning by using picture of flash card, now they begin to understand the use of simple present in speaking even in simple sentence by which students can use the vocabularies that have been stored in their brain.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having conducted the research at SMPN I Tinggimoncong class VII- 4 and analyzing the data, the writer would like to state some conclusions as follows:

1. There was a significant difference of the students' speaking ability through picture of flash card. It can be proved from the students' mean score in the second cycle.
2. There was an increasing from the mean of the cycle 1 (53,33 % of students who got score higher than KKM) to cycle 2 (90% of students who got score higher than KKM).
3. Based on this result, the writer concluded that teaching speaking through picture of flash card was considered better in increasing the students' speaking ability.

B. Suggestion

Considering the findings of the research, the writer would like to purpose some suggestions as follows:

1. Since there is increase on the students' speaking ability taught through picture, English teacher are suggested to use this media as variation in teaching Speaking skill, so the students are not bored to

learn. For example, using interesting and colorful picture as a media in the teaching learning process. Then the teacher may ask the students to describe about the picture familiar to them.

2. The teacher should be given more attention to students who face the difficulty. For example, the teacher can combine picture and cassette when she teaches pronunciation or fluency. In the teaching learning process, the teacher plays the cassette so the students can hear the pronunciation. It is better if the teacher uses the voice of native speaker.
3. As soon as possible, the school should provide the class with more learning equipment, such as books, pictures, and other kinds of audiovisual aids, especially for English learning. Such equipment will make the teaching-learning English more interesting and more effective. It is recommendable that the teacher train herself in the use of such materials to maximize the result.

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APPENDICES



APPENDIX 1. RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMPN I TINGGIMONCONG
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII (Tujuh) / 2
 Standar Kompetensi : 9. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 9.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

Aspek/Skill : Berbicara
 Alokasi Waktu : 4 x 40 menit (2 X Pertemuan)

Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- memahami teks percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

- ❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
 Rasa hormat dan perhatian
 (*respect*)
 Tekun (*diligence*)
 Tanggung jawab (*responsibility*)

Materi Pembelajaran : occupations
Metode Pembelajaran : Classroom Action Research (CAR)



Langkah-Langkah Kegiatan

Pertemuan Pertama Dan Kedua.

A. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab mengenai percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Motivasi :

- menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Menirukan ungkapan-ungkapan yang digunakan dalam percakapan sesuai materi
- ☞ Berlatih dengan teman menggunakan ungkapan-ungkapan yang ada dalam percakapan sesuai materi
- ☞ Bermain peran menggunakan ungkapan yang telah dipelajari
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - Membantu menyelesaikan masalah;
 - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - Memberi informasi untuk bereksplorasi lebih jauh;
 - Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Sumber Belajar

Buku teks yang relevan:

- contextual teaching and learning bhs. Inggris by Kumalarini.
- English in Focus by Artono.

Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrument/ Soal
1. pronunciation 2. grammar 3. vocabulary 4. fluency 5. comprehension	Tes Lisan	<i>Gambar pada flash card</i>	<i>Picture of flash card about occupations</i>

Instrumen:

Please answer the questions in the picture!

Rubrik Penilaian

Pronun.	Grammar	Vocab.	fluency	Comprehen.

Malino, 14 Januari 2014

Mengetahui,

Kepala SMPN I Tinggimoncong

Guru Mata Pelajaran

APPENDIX 2. Attendance List of Students Class VII- 4

SMPN I Tinggimoncong

NO.	NAME OF STUDENT	CYCLE I	CYCLE II
1	Andi Nursalasabila	✓	✓
2	Andre Gideon	✓	✓
3	A. Nur Afni	✓	✓
4	M. Alnawary	✓	✓
5	Didit Cahyadi	✓	✓
6	Dimas Pramudya	✓	✓
7	Elisya Meilani	✓	✓
8	Fairuz Adi Mulya	✓	✓
9	Fauzan	✓	✓
10	Fardian	✓	✓
11	Firmansyah	✓	✓
12	Firman Hidayat	✓	✓
13	Hadjar Aswad	✓	✓
14	Haryandini	✓	✓
15	Iin Fatimah	✓	✓
16	Mariana	✓	✓
17	Muh. Azizul	✓	✓
18	Muh. Faqihul	✓	✓
19	Mutiara Pratiwi	✓	✓
20	Muh. Nur Isnaenul	✓	✓
21	Natalia Rante	✓	✓
22	Nur Annisa	✓	✓
23	Nur Isfah Wahyuni	✓	✓
24	Nurul Fitri	✓	✓
25	Nurni	✓	✓
26	Pandi Pratama	✓	✓
27	Rasul Fahrezi	✓	✓
28	Rezki Meilani	✓	✓
29	Satria Nurfadillah	✓	✓
30	Sofwan Azwatullah	✓	✓



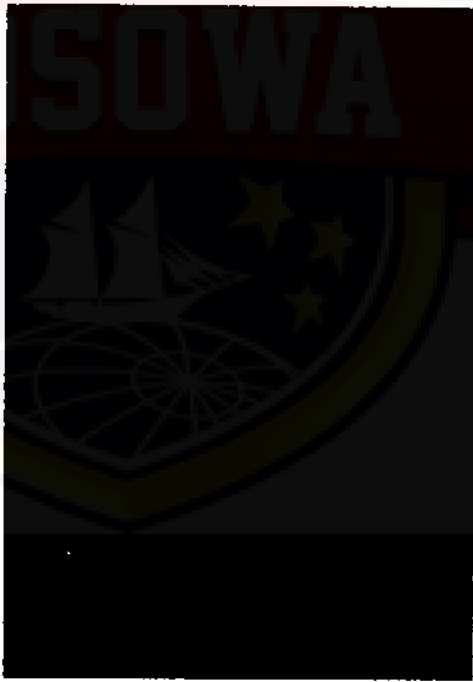
APPENDIX 3.

Picture of Flash Card in Cycle I

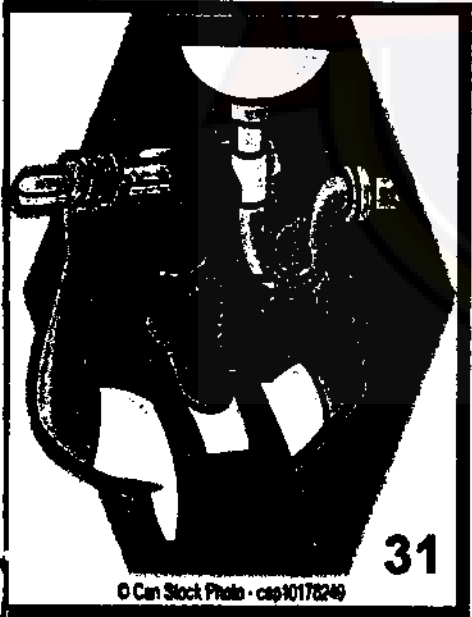
Listen to your teacher's instructions and answer the questions according to the picture below!

1. Who is she/ he?
2. Where does she/ he work?
3. What does she/ he do?
4. Is she/ he wearing uniform?
5. How old is she/ he?





Picture of Flash Card in Cycle II





Appendix 4. SCRIPT

Script in Cycle I

Name of student	Speaking
Student A	Hi work lalalala.
Student B	He is army, hi work in de ofis. He is ticher,he work in de skul. He wir uniform.
Student C	He is a fire fighter,hi works at fild,hi faight with faer, he wearing uniform,hi is thirty yers old. shi is a dentist he work at hospital,she examine the patien mouth,she wearing uniform.shi is forty yers old.

Script in Cycle 2

Name of student	Speaking
Student A	He is dentis.
Student B	She is dentist, he wers unifrom,he is twenty five years old.he is ticher, he tich student,he wers uniform, he is twenty five yers old.
Student C	He works at department, his faight with faer, he wirs uniform.

He is thirty yers old. he is
dentist, he eksamin pasien
mouth, he wirs uniform,he is
forty yers old.



CIRICULUM VITAE



Kurnia B. She was born on June, 26th 1986 in Malino, Gowa, South Sulawesi. She is the fourth daughter from Bundu Beta, S.Pd and Hamsina R. She started her study when she was six years old in SDN 02 Malino in her village and she continued her study at SMPN 1 Tinggimoncong.

In 2001, she continued her study at SMAN 1 Sungguminasa. She finished her study in 2004 and continued again for her first degree (S1) in Hasanudin University, in South Sulawesi. She took English Department on Faculty of Letters.

In 2012, she continued her study again in University 45 Makassar and took English Education Department, Faculty of Teacher Training and the Education. Now, she is the last semester at the university. Now, she is teaching at SMPN 1 Tinggimoncong as an English teacher and lives with her husband Arlint Patarai and her cute baby, Adiba Puanrafani.