



# **“PAPER FOLDING” AS A MEDIUM IN TEACHING SPEAKING TO YOUNG LEARNERS**

**(An Action Research at the Fifth Grade Students of State Elementary School 01  
Mojolawaran Gabus Pati in the Academic Year of 2011/2012)**

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by

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## PERNYATAAN

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Fakultas : Bahasa dan Seni, Universitas Negeri Semarang, menyatakan dengan sebenarnya bahwa skripsi yang berjudul:

**Paper Folding as a Medium in Teaching Speaking to Young Learners (An Action Research at the Fifth Grade Students of State Elementary School 01 Mojolawaran Gabus Pati in the Academic Year 2011/2012)**

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan melalui penelitian, pembimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan baik langsung maupun tidak langsung, baik yang diperoleh melalui sumber kepustakaan, wahana elektronik, maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dilakukan dalam penulisan karya ilmiah. Dengan demikian walaupun tim penguji dan pembimbing penulisan final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang, November 2011

Yang membuat pernyataan,

Gusnita Ernawati

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**While we stop to think, we often miss our opportunity.**

**(Publilius Syrus)**



**To:**

**My beloved parents**

**My wonderful husband**

**My little star “de’ firsta”**

## ABSTRACT

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Key words: paper folding, medium, speaking, young learners.

This final project was conducted to explain and describe the use of Paper Folding as a medium in teaching speaking to the fifth grade students of State Elementary School 01 Mojolawaran and to know the students' behavior changes in learning after using paper folding.

The subject of this study was the fifth grade students of State Elementary School 01 Mojolawaran which consisted of 29 students. In gathering the data, the writer used students' observation checklist and questionnaire.

This study was conducted in the form of classroom action research. The writer divided the treatment into two cycles; they were cycle 1 and cycle 2. Based on the students' observation checklist, there were many improvements in students' behavior during the teaching learning process. In cycle 1 and cycle 2 there were 29 students who were present. In cycle 1 there were only 8 students who asked question to the teacher, while in cycle 2 there were 20 students who asked questions about the material actively. Students' participation in answering questions from the teacher also improved. There were only 10 students who answered teacher's questions in cycle 1, while in cycle 2 there were 19 students who answered the teacher's question correctly. All students did the activities given by the teacher very well. All students paid attention during the teaching learning process of cycle 1 to cycle 2. They were also cooperative enough in the class by showing good attitude when the teacher delivered the lesson. From the result of students' observation checklist the writer concludes that the use of paper folding can improve the students' behavior. The result of questionnaire also showed that the students' interest toward paper folding was high.

To support the data result the writer also gave speaking test to the students. Based on the speaking test results, the writer concluded that the students' speaking achievements also improved after using paper folding as a medium. The impact of paper folding itself in improving the students' speaking skill could be shown by the use of this activity in this research. By paper folding the students could learn about how to give instruction correctly and respond to it clearly both verbally and in action. The students could also learn about how to pronounce words correctly, how to speak fluently and comprehensibly. From the findings the writer concluded that there was a contribution of paper folding to teach speaking to the students.

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Semarang, 18 November 2011

Writer

Gusnita Ernawati

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# CHAPTER I

## INTRODUCTION

This chapter consists of six sections. The first section is the background of the study. The next sections are the reasons for choosing the topic, the statement of the problem, the objectives of the study, the significance of the study, and the last section is the outline of the research report.

### 1.1 Background of the Study

People can not live alone without others. They need other people's company in their life. Ramelan (1992:7) states that "In reality, people always live together in groups since they each other help and company." As human beings, they have many necessities of life that should be fulfilled to sustain their life. Therefore they need to cooperate and get along with one another. In order to establish a good cooperation, they have to communicate with others. Because of that, they need a means of communication which is called language.

Language helps people to communicate what they want and express their feelings, thoughts and opinions to others. It is in line with Ramelan's statement (1992:8) that says "With language, man can express his ideas and wishes to other people, such as when he needs their help so that close operation among the members of the groups can be carried out." That is why we can not deny that language has an important role in our life.

Language is also important for children. As children grow older and develop more vocabularies, they become capable of expressing their emotions through language. Many people believe that children learn language better at the young age. Their brain can more easily accept a new thing before puberty than after ( Brumvit: 1991). Most of the people say that childhood is a golden age.

Learning a foreign language is different from learning the first language even for children because the young learners already learned the first language in their surroundings and it has different patterns within foreign language. In addition to developing a lifelong ability to communicate with more people in foreign language, children may derive some advantages in learning a foreign language. There are some advantages for children in learning a foreign language early (<http://www.kidsource.com>):

- (1) Children are more creative and better solving complex problems.
- (2) Children are more likely to have native-like pronunciation.
- (3) Children are improving their skills in global communication.

Every child has his own mental characteristics. It can be seen from the way he behaves and learns something in his surroundings. There are children who are quick in learning something and others who develop slowly. In line with Harmer (2003: 38), young children, especially those up the ages nine or ten, learn differently from older children, adolescents, and adults in the following ways:

- (1) They often learn indirectly rather than directly.
- (2) Their understanding comes not just from explanation, but also from what they see and hear.

- (3) They generally display an enthusiasm for learning and curiosity about the world around them.
- (4) They have need for individual attention and approval from teacher.
- (5) They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- (6) They have limited attention span.

Indonesians learn English as a foreign language not as a second language. As a consequence, the students find English difficult to learn, since it is different from their mother tongue. It is in line with Setiyadi (2006:23) who states that, "The more different the target language is from the mother tongues, the more problems language learners may face in learning the target language." In addition, English is not spoken in our daily life.

Teaching English in elementary school has been accepted in Indonesia in line with the government's plan on the nine years basic education. In the elementary school, English is taught as one of the local content. In 2004, English has been taught for the students in Elementary School as a primary content.

The objective of teaching English in Elementary School is that the students have ability as the following:

- (1) To develop their communication competence orally in language accompanying action in school context.
- (2) To motivate students about the meaning and the importance of English in global community. ( Depdiknas, 2006)

Teaching English for children is different from teaching English to adults. Many elementary schools and their teacher are not aware of this. When some elementary schools include English as one of their school subjects, there are some English teachers who have not mastered teaching English for children, they teach their students like teaching to adults. They also teach their students as their teachers taught them in the past without thinking about appropriate methods, techniques, and topics. Then they feel satisfied when their students pass the examination set by the government.

Apart from mastering techniques, methods, materials, etc, one of the important things is that teaching English to children at the elementary schools is meant to make them able to be involved in simple English communication. People know that the emphasis of language teaching today has changed into greater attention to the main skill in elementary schools. Halliwell (1992: 8) states that children need to talk. Without practice, they cannot become fluent speakers of the language. They can learn about the language, but the only way to learn to use it for communication.

Many elementary schools are not aware that speaking is important for the children. The teachers do not encourage their students to practice their speaking in the real life. Most of them emphasize their English teaching and learning process on introducing vocabulary.

In fact, what has happened to our English teachers of elementary schools is they lack of creating the interesting techniques for teaching English to children at elementary schools. Most of them still focus only on the text books which seem to

be not interesting for children. Sometimes the teachers give instruction to the children to translate the sentences into Indonesian. This kind of teaching would not increase desirable effects on the students' English skill, especially in speaking.

In teaching-learning process there is an instructional material which is used for teaching and learning language, those materials divided into two major parts. The first is materials which are used in teaching and learning the language skills. They are listening, speaking, reading, and writing. The second is materials which are used in teaching and learning the language elements. They are vocabulary (concerned with word meaning and word arrangements), grammar, pronunciation, and spelling (Freudenstein in Alatis, 1981: 275).

As a matter of fact, teacher must be creative in selecting the teaching methods and techniques. Teachers are responsible for making a good atmosphere in the classroom to promote the students motivation and better attitude toward learning. It is because children are much more dependent at the teacher. The teacher's skills influence very much the students' attitude towards learning (Underwood, 1987:34). Children also acquire their first language through speaking to the people around them. In line with this condition, it is very interesting to seek what technique is good for teaching English to children.

In this study the writer tries to use "paper folding" as a medium in teaching speaking to young learners. By this activity, it is hoped that the teaching English will be more interesting, challenging and fun.

In the area of teaching speaking, there are a number of researchers conducted some studies which are similar with my study. One of the studies is



conducted by Lasriati Manulang (2010) who writes about “The Use of Language Chunk to Develop Elementary School Students’ Speaking Skill.” She wants to prove whether the use of language chunks is effective in teaching instruction to the fifth year students. It is different from this study because the writer prefers to use paper folding activity in improving students’ speaking skill. The next research is conducted by Heni Purwo Astuti (2010) who writes about “The Use of Word Wall as Media to Improve Students’ Speaking Ability.” She investigates about the effectiveness of Word Wall to improve students’ speaking ability. It is different from this study since it uses the different media. It investigates about the students’ ability in describing pictures orally. Whereas this study is more focusing on simple instructions. Another research is also conducted by Dyah Rizqi Nurul Hidayati (2009) who writes about “Teaching English for Young Learners by Using “Guessing” Games in Students’ Speaking Skill”. She concluded that there were advantages of using the guessing game to teach speaking to young learners. This study is not the same with the writer’s ways in doing research. She prefers to choose Guessing Game where the students try to use a simple question to guess the secret word.

Based on the elaboration above and because there is no method that is the same with this study in investigating improving speaking skill, the writer wants to know how effective using paper folding activity in teaching speaking to the fifth year students especially to teach simple class instruction.

## **1.2 Reasons for Choosing the Topic**

I choose the topic “ PAPER FOLDING” AS A MEDIUM IN TEACHING SPEAKING TO YOUNG LEARNERS” for the following reasons:

- (1) Speaking skill is important for young learners because it introduces them to the other skills such as reading and writing.
- (2) The children’s world is still full of enjoyable activities. If English is taught more interestingly, it will motivate them to study it better.
- (3) Students usually get bored in learning foreign language because of the conventional method used by the teacher which is not interesting because there is no media. Folding paper can be an alternative medium to teach English for young learners.

## **1.3 Statement of the Problem**

The problems to solve are formulated as follows:

- (1) How is the Paper Folding applied in teaching speaking to the fifth grade students of State Elementary School 01 Mojolawaran?
- (2) Does the use of Paper Folding in teaching speaking to the fifth grade students of State Elementary School 01 Mojolawaran change the students’ behavior in learning speaking?
- (3) How can the Paper Folding influence the students’ mastery of speaking skill?

## **1.4 Objectives of the Study**

The purposes of the study are:

- (1) To describe the use of paper folding in teaching speaking to the fifth grade students.
- (2) To find out whether paper folding can change the students' behavior in learning speaking.
- (3) To find out the impact of paper folding on students' speaking skill.

### **1.5 Significance of the Study**

There are some expected advantages that the writer hopes from this paper:

- (1) It could provide the teachers and English department students with information on how to make the teaching and learning speaking skill at elementary schools more effective, useful, and interesting for the students.
- (2) It could provide the researchers with information for their research on the effectiveness of paper folding to develop the speaking skill of the students at elementary schools.

### **1.6 Outline of the Research Report**

This discussion is divided into five chapters. The first chapter deals with the introduction, which consists of general background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, and the outline of the research report.

Chapter II presents the review of related literature. It contains of review of previous studies and review of theoretical background.

Chapter III describes method of investigation which consists of approach, source of data, type of the data, role of the researcher, procedures of collecting data, and procedures of analyzing data.

Chapter IV explains the results of the study. It describes general description, data interpretation and the discussion.

Chapter V states conclusion of the study and suggestion on the basis of the result of the study.

The report is also completed by bibliography and appendices.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of three sections. The first section presents the previous studies in subjects related to this topic. The next section talks about the theoretical background which is used as basis of this study. And the last section talks about the theoretical framework of the study.

#### **2.1 Review of the Previous Study**

In the area of language learning, there have been a number of researchers conducted with the purpose of improving of the students' ability in speaking. One of such studies was conducted by Andriani (2009) who wrote about "The Use of Cue Cards of Transportation Pictures in Teaching Spoken Descriptive Text". She discussed the significance of teaching spoken descriptive text using picture media in case of the first year of Junior High School students. The result shows that it successfully influenced the students' ability to write the descriptive text well. The media used here was also easily found.

A study conducted by Manulang (2010) told about "The Use of Language Chunk to Develop Students' Speaking Skill". At the end of the research can be drawn a conclusion that Language Chunk was good media in improving students' speaking skill.

The next researcher is Astuti (2010) who wrote about “The Use of Word Wall as Media to Improve Students’ Speaking Ability.” The result of the study showed the improvement of the students’ speaking skill after being taught by Word Wall media. It can be suggested as an alternative media to be implemented in the teaching learning process, especially in speaking activities.

The other researcher is Hidayati (2009) with the study about “Guessing” Game in teaching speaking to young learners. The writer concluded that there were some advantages of using the game of *Guessing game* such as enlarging knowledge, enriching vocabulary, receiving and sending message, and also problem solving. It is a simple interesting game and can motivate the students’ speaking habit to communicate in English with each other.

The last is Handayani (2010) with her study that aimed to improve the students’ spelling skill using Chopstick Game. The study showed that it is good media in improving students’ speaking skill, especially to make them confidence to speak first.

Considering all of the studies above, the writer views that there is still an area of studies has not been explored yet. This area is the application of Paper Folding to teach speaking to young learners. Then the review of the theoretical background will be elaborated in the next section.

## **2.2 Theoretical Background of the Study**

In this section the writer will discuss about speaking skill, teaching speaking, young learners, paper folding, paper folding as a medium in teaching speaking to young learners, and action research.

### 2.2.1 Speaking Skill

There are some definitions about the term speaking. Bygate (1987: vii) defines speaking as a skill which derives attention very bit as much as literary skill in both first and second language. While, Fulcher (2003: 23) defines speaking as the verbal of language to communicate with others. Its function is to convey message which lies in the structure and meaning of all languages, whether this is written or spoken.

Another definition is argued by Bailey (2005: 2) who states that speaking is such fundamental human behaviors that do not stop to analyze it unless there is something noticeable about it.

In communication, speaking is one of four skills beside writing, reading, and listening. It is also one of productive skill besides writing that use to express meaning, so the other people can make sense of them. Florez as cited by Bailley (2005: 1-2) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. It is “often spontaneous, open-ended, and evolving.”

Many people regard that speaking in foreign language is not easier than speaking in mother tongue. Those are because “first, unlike reading or writing, speaking happens in real time. Usually the person you are talking to is waiting for you to speak right away to them. Second, when you speak you cannot edit and revise what you wish to say, as you can if you are writing.” (Bailley, 2005: 42).

According to Brown (2004: 141) there are five basic types of speaking, as follows:

- (1) Imitative, the ability to parrot back (imitate) a word or phrase or possibly a sentence.
- (2) Intensive, the production of short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.
- (3) Responsive, the interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments and the like.
- (4) Interactive, the differences between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchange and/or multiple participants.
- (5) Extensive (monologue), Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listener is either highly limited or ruled out altogether.

Cameron (2001: 40) suggests that “to construct understanding in a foreign language, learners will use their existing language resource...speaking is much more demanding than listening on language, learners’ language resources and skills...require careful and plentiful support of various types...support for production.”

According to Harmer (2001: 270), there are four elements of speaking that necessary for spoken production. Those are as following:



(1) Connected Speech

In connected speech sounds are modified (assimilation), omitted (elision), added (linking *r*), or weakened (through contractions and stress patterning).

(2) Expressive Device

Speakers change the pitch and stress of particular [parts of utterances], vary volume and speed, and show by other physical and non-verbal means how they are feeling. The use of these devices contributes to the ability to convey meaning. They allow the extra of emotion and intensity.

(3) Lexis and Grammar

Spontaneous speech is marked by the use of a number of common lexical phrases especially in the performance of certain language functions.

(4) Negotiation language effective speaking benefits from the negotiatory [sic] language we use to seek clarification and to show the structure of what we are saying.

### **2.2.2 Teaching Speaking**

Speaking as one of language skills plays an important role in teaching English. It is aimed at enabling students to apply their English in real life for communication. Communication can occur everywhere. One of the communication settings is in the classroom. There are teacher, students and educational media which can promote communication among students in the classroom.

In a language classroom, students should be active participants. To conduct a successful communication activity, the attention should be focus on the four aspects of classroom interaction that enhance communication, they are: social

climate, variety in the learning activities, opportunity for the students participation, feedback and correction. (Murcia, 1984: 4)

Harmer (2001: 271) mentions some activities that can be done in the speaking classroom:

- (1) Acting for script: the students are asked to act out scenes from plays and/or their course book, sometimes filming the result. Students will often act dialogues they have written themselves. This frequently involves them in coming out in front of the class.
- (2) Communication games: games which are designed to provoke communication between students frequently depend on information gap, so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and arrange), or find similarities and differences between pictures.
- (3) Discussion: one of the reasons that discussion fail is that students. Many students fell extremely exposed in discussion situations. The 'buzz group' is one way in which a teacher can avoid such difficulties. All it means is that students have a chance for quick discussions in small groups before any of them are asked to speak in public.
- (4) Prepared talks: a popular kind of activity is the prepared talk where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather than from script.

- (5) Questionnaires: they are useful because, by being pre-planned, they ensure that both questionnaire and respondent have something to say each other.
- (6) Simulation and Role-play: in simulation students 'simulate' a real-life encounter as if they were doing so in the real world. According to Ken Jones, for a simulation to work it must have the following characteristics: First is reality of function, the students must not think of themselves as students, but as real participants in the situation. Second is a simulated environment, the teacher says that the classroom is an airport check-in area, for example. And the last one is the structure, students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively. Jones (1982:4-7). In a role-play the teacher adds the element of giving the participants information about who they are, and what they think and feel.

### **2.2.3 Young Learners**

Young learners are referring to a student in five to ten-years-old (Scott and Ytreberg 1993: 1). Reilly and Sheila (2003: 3) define young learners as children who have not yet started compulsory schooling and have not yet started to read and can mean children up to the age of seven.

<http://www.ials.ed.ac.uk/teacher/course/Summer07/YoungLearners.htm>

states that young learners the students in eight to eleven years old. But [www.teyl.com](http://www.teyl.com) has a different meaning about young learners. It states that young learners as children aged six to twelve.

[http://www.york.ac.uk/celt/teyl/ma\\_teyi.htm](http://www.york.ac.uk/celt/teyl/ma_teyi.htm) defines young learners as the students in aged six to sixteen years old.

Based on the consideration above, the writer can conclude that young learners are the children up to the age six years old and who have not yet started compulsory schooling and also have not yet read. But, in our country (Indonesia) the children up to six years old mostly already started to school and have already read also.

### ***2.2.3.1 Characteristic of Young Learners***

Teaching a foreign language especially English to young learners is different with teaching a foreign language to adults or adolescents students. Cameron (2001: 1) states that some differences in teaching a foreign language to young learners are immediately obvious:

Children are more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children do not find it easy to use language to talk about grammar/discourse. Children often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get a more native-like accent.(Cameron (2001: 1))

Scott and Ytreberg (1993: 2-4) define some characteristics concerning with the characteristics of young learners:

Some characteristics of young learners are they know that the world is governed by rules; they use language skills before they aware of them, they are very logical, have short attention and concentration span, love to play and learn best when they are enjoying themselves, very enthusiastic and positive learning...they ask question all the time, rely on the spoken word as well as the physical word to convey and understand meaning, they are able to

work with others and learn from others...(Scott and Ytreberg(1992:2-4))

So the characteristics of young learners as learners based on the consideration above are that they love to play and learn best when they are enjoying themselves, they either pretend to understand, or they understand in their own terms and do what they think you want them to do, they also have a very short attention and concentration span. But, actually as we know that children as a learner have a high imagination about what they thought, they saw and they heard. And also they can tell you what they have done or heard or what they are doing.

Play with language in teaching language for young learners introduce them about meaning, and it is a first stage in learning language. It means students must know about spoken language first because “meaning must come first: if children do not understand the spoken language, they cannot learn about it.” (Cameron 2001:36)

Becoming aware of language as something separate from events taking place takes time. Most eight to ten years old already have this awareness in their own language. The spoken word is often accompanied by other clues to meaning- facial expression, movement, etc. We should make full of these clues. (Scott and Ytreberg 1993: 5)

Young learners world are cheerful, joyful, fun and the first stage of their learning life. Make up their education environment more exciting, attractive, and active can give them unforgettable memories about their learning and they will enjoy their study.

Uchida ([http://www.ektnews.com/features/kids/007\\_hu.shtml](http://www.ektnews.com/features/kids/007_hu.shtml)) gives some tips for teachers of children, especially elementary school children. Because in this level, three very important conditions before them even enter the classroom: they are naturally cooperative, curious, the least self-conscious of all levels, and also they are learn very quickly. Twelve tips for teaching children are:

- (1) Make the rules, which should be fair and consistent, clear from the first day of class.
- (2) Remember the students' names the first time you meet them. Encourage all students to remember their classmates' names. Use their names often when teaching.
- (3) Show your students what to do. Don't explain. Just be. They will follow your lead. English needs to be experienced, not explained.
- (4) Nourish trust between you and the students with each class. Through your action let them know what you will never embarrass them for making a mistake in English.
- (5) Use eye contact to communicate your praise and disappointment.
- (6) Create well-planned, consistent lesson with a predictable format which gives the students a sense of security and balance. Students feel more confident if they know what to expect.
- (7) Always be pleasantly surprised when students interact with each other or you in English.
- (8) Reassure your students that you understand their English and you approve of their attempts.

- (9) Show respect to the children (since they are worth of it) and let them sometimes be the teacher.
- (10) Use English as a tool to build their self-esteem.
- (11) Be their 'sensei' not their parent.
- (12) Remember childhood through your students.

### ***2.2.3.2 Teaching Speaking to Young Learners***

The principle of teaching English speaking for beginning learners is dissimilar with the principles of teaching speaking for intermediate or advanced learners. And according to Bailey (2005: 36-40) there are three principles for teaching English speaking for beginning learners. Those are providing something for learners to talk about, creating opportunities for students to interact by using group work or pair work, and manipulating physical arrangement to promote speaking practice.

Teaching speaking especially English for young learners has different way with teaching speaking for adults or adolescents. Because, their undeclared statement that the foreign language is just another way of expressing what they want to express, but there are limitations because of their lack of actual language. Although in their mother tongue language children are able to express emotions freely and communicate intentions. So, they expect to be able to do the same in English. There are so many techniques in teaching speaking to young learners that can be applied, Scott and Ytreberg (1993: 34-48) gives some of them:

- (1) Through the Pupils

The teacher knows what his or her pupils can do, so she or he gives the example of sentences by using his/her name of students.

(2) Using a Mascot

One of the most successful ways of presenting language to young learners is through puppets or a class mascot. Having 'someone' familiar constantly on hand with whom you can have conversations about anything and everything is a wonderful way of introducing new subject and new language to young children.

(3) Drawings, silhouettes, puppets, telling the time, what's s/he doing?

Activities like these provide the basis for oral work, but do not always produce 'real' language at once. Their purpose is to trail pupils to use context. Pupils may have to repeat sentences, be corrected and go through the same thing several times. Familiarity and safety are necessary to help build up security in the language.

(4) Chain work

Chain work uses picture card or words cards. Put all the cards face down in a pile. Pupil 1 picks up a card on which there are some bananas. Turning to pupil 2 he or she says 'Do you like bananas?' pupil 2 then picks up the next card on which there are some apples and answer, 'No, I don't like bananas, but I like apples.' Pupil 2 turns to pupil 3 and says 'Do you like apples?' to which pupil 3 replies, "No, I don't like apples, but I like..." so on. Obviously, this activity can be used to practice whatever vocabulary or structure you are working on at the time-it is not limited to bananas and apples.



(5) Dialogue and Role-Play

Working with dialogue is a useful way to bridge the gap between guided practice and freer activities. Controlled dialogue can easily develop into freer work when the pupils are ready for it. Putting pupil into pairs for doing the dialogue is a simple way of organizing even large classes.

(6) Pair works

Pair work is a very useful and efficient way of working in language teaching. It is simple to organize and easy to explain, and group work should not be attempted before the children are used to working in two first.

### ***2.2.3.3 Teaching Speaking to Elementary School Students***

In Indonesia, English firstly thought in the elementary school, it means elementary school students are beginning learners in learning English. According to Bailey (2005: 36) there are three principles which can influence and inform the decisions of teaching speaking to beginning learners, they are:

- (1) Provide something for learners to talk about.
- (2) Create opportunities for students to interact by using group work or pair work.
- (3) Manipulate physical arrangements to promote speaking practice.

There are some levels of literacy of Language. Wells as quoted by Hammond (1992: 9) describes a number of levels literacy, each of which represents different view of literacy, they are:

- (1) Performative level

The emphasis of this level is on the code as code. Becoming literate, according to this perspective, is simply a matter of acquiring those skills that allow a written message to be decoded into speech in order to ascertain its meaning and those skills that allow a spoken message to be encoded in writing, according to the conventions of letter formation, spelling and punctuation. At the performative level it is tacitly assumed that written messages differ from spoken messages only in the medium employed for communication.

(2) Functional level

The perspective emphasizes the uses that are made of literacy in interpersonal communication. To be literate, according to this perspective, is to be able as a member of that particular society to cope with demands of everyday life that involve written language.

(3) Informational level

At this level, then, the curriculum emphasizes on reading and writing – but particularly reading – is on the students' use for accessing the accumulated knowledge that is seen as the function of the school to transmit.

(4) Epistemic level

At each of the preceding levels, but particularly at the second and third, the concern is with literacy as a mode of communication. However, to focus only on the interpersonal communicative function of literacy is to fail recognize the changes that reading and writing can make in the mental lives of the individuals, and by extension, of the societies to which those individuals belong. To be literate, according to this fourth perspective, is to have

available ways of acting upon and transforming knowledge and experience that are in general unavailable to those who have never learned to read and write.

Based on the level of literacy above elementary school students include in performative level, because at this level people are able to read, write, listen, and speak by using codes which are used.

Setiyadi (2006: 174) states “language learners begin to speak in the teaching language by producing one or two words”. In this case , elementary school teacher is suggested to give material by eliciting yes or no responses, for example:”Is the boy tall?”;”Are you happy?”etc. This simple question will make the students feel comfortable like in listening class. After achieving such a simple question, teacher may continue to introduce more complex utterances. As quoted by Setiyadi from Krashen and Terrel (1983: 79) “The suggested materials to learn are “either-or’ and then identification of item”. For example: “Is this a dog or a cat?”; “Is a woman tall or short?”, etc, the students may answer “a dog”; “short” etc. The examples of identification question are “what is this?”; “What color is her skirt?” etc, the students may say a single word: “a book”; “red” etc, and this procedure to encourage early production of the students.

According to Setiyadi (2006: 179) in Language learning context it is believed that children will learn a foreign more effectively under certain conditions. Therefore, there are some assumptions about language learning that should be considered when teaching English as a foreign language to children.

The assumption bellows are adapted from different sources (Larsen- Freeman 200; Mackey, 1975 and Richard and Rodgers, 2001):

- (1) Learning should be fun and natural for children. In order for them to be successful in teaching the target language, there must be the absence of stress.
- (2) The language should be first presented through sounds, not written symbols.
- (3) Children are more sensitive to anything that touches the senses; they react easily to physical objects. Language is taught by having the students use their senses; touch, see, listen, smell, and even taste if necessary.
- (4) Meaning should be made perceptible through concrete object by presentation of experience
- (5) The idea that teaching should start from what the students already know in order to encourage association process seems to favor children.

According to School Based Curriculum (KTSP 2006: 403) the objectives of English subject in the Elementary School in Indonesia are the students are hoped to have ability as follows:

- (1) Developing communication competence in the form of limited orally as language accompanies action in the context of school.
- (2) Realizing about the essence and significance of English to increase the ability of competence in the global society.

From the objectives above, English subject in the Elementary school includes the ability of limited verbal communication in the context of school; it comprises four major aspects of language: listening, speaking, reading, and

writing. Writing and reading skills are directed to support verbal communication learning.

#### ***2.2.3.4 Speaking for the Fifth Grade Students***

The objective of teaching English in Elementary School is that the students have ability as the following:

- (1) To develop their communication competence orally in language accompanying action in school context.
- (2) To motivate students about the meaning and the importance of English in global community. (Depdiknas, 2006)

The standard of competence of speaking for the fifth grade students is expressing the simple instruction and information in the school context.

The basic competences of speaking for the fifth grade students are:

- (1) Talking accompanying action in relevant which involving language features in giving example to do something, giving instructions, and giving directions.
- (2) Talking to take/give services/good which is relevant and involving giving and taking assist, giving and taking directions and also giving and taking good.
- (3) Talking to take/give information which relevant and involving: introduction, prohibition, and also agreement.
- (4) Expressing the politeness which relevant and involving the expression of *Do you mind....and Shall we....*( Depdiknas, 2006)

### 2.2.4 Paper Folding

When a child is faced with a piece of a blank paper, he/she has an urge to write or draw on it, but very rarely does the child use the paper itself as a creative medium. There is some definition about paper folding. According to [www.zhe-zhi.com/index3.htm](http://www.zhe-zhi.com/index3.htm) paper folding is an art to make all kinds of shapes of things with paper. A simple piece of paper, when folded a few times by an artist, will deliver lively objects. Paper folding which is known by its Japanese name- Origami -is the only technique that uses a manipulation of papers without any other materials and thus considered by many as a non-threatening activity. Wikipedia defines paper folding as an art of folding object out of paper without cutting, pasting or decorating. Some objects have amusing action features; best known is the bird that flaps its wings when its tail is pulled.

Origami can be also defined as the art of creating recognizable objects by means of folding a sheet of paper. Origami can be learned by almost anyone. In recent years, Origami has been used educators in many applied setting. Teachers have discovered that Origami is an activity that fits ideally into interdisciplinary and multi-cultural programs.

From the definition mentioned above the writer has defined paper folding as an activity to fold a piece of paper into many different paper objects based on creativity we have. In this study paper folding is used as media in teaching speaking to the elementary school students. By this activity the students can learn to create some lively objects such as paper house, paper cat, paper frog, etc so that the students will be enjoy and attractive to follow the teaching learning process.

### **2.2.5 Paper Folding as a Medium in Teaching Speaking to Young Learners**

A medium, broadly conceived, is any person, material or event that establishes conditions which enables the learners to acquire knowledge, skills and attitudes. However, <http://education.yahoo.com/reference/dictionary/entry/medium> define a medium as the graphic, photographic, electronic, or mechanical means for arresting, processing, and reconstructing visual or verbal information. Edling and Paulson as cited in Handayani (2008:10) said that every medium is a means to an end or to a goal.

One of the medium that can be used to know how far the students are able to speaking well is paper folding. In this activity the teacher guides the students to make a paper object. This activity stimulates the students to listen carefully so they can follow the teacher's instruction well. When the students have heard some words, they actually can say what they have heard before. This activity can also stimulate the students to speak up with asking some question when they do not understand about the instructions which are given. The students will enjoy their activity in making some paper objects because it is relax and easy to be done. In paper folding there will be a good interaction between the teacher and the students. With paper folding the teacher can also introduce some new vocabularies which can enrich the students' knowledge about English words. The application of paper folding in this study will be explained further in chapter III and IV.

### 2.2.6 Action Research

Humans being have a sense of curiosity toward everything happening in this universe. It leads them to do observation. Observation is considered to be more formal, systematic, and intensive process of carrying on scientific methods of analysis. Therefore it is called research.

There are some kinds of research; one of them is action research. According to Mc Niff (1997: 2) action research is the name given to an increasingly popular movement of educational research. It encourages a teacher to be reflective of his own practice in order to enhance the quality of education for himself and his pupils.

Watts (2007) stated that action research is a process in which participants examine their own educational practice systematically and carefully using the technique of research. (<http://www.madison.k12.wi.us/sod/car/carisandisnot/html>).

In another term, Murcia (2001: 490) states that action research as an approach to collecting and interpreting data that involves a clear, repeated cycle of procedures.

From some terms above, action research has characteristics. Henry and Kemmis (2007) quoted the characteristics of action research as follows:

- (1) Action research is systematic and involves collecting evidence on which to base rigorous reflection.
- (2) Action research involves problem-posing, not just problem-solving.



- (3) Action research is research by particular people on their work to help them improve what they do, including how they work with and for others.
- (4) Action research is concerned with changing situation, not just interpreting them. (<http://www.madison.k12.wi.us/sod/car/carisandisnot/html>).

According to Suhardjono (2007: 57) based on the purpose of action research, it is divided into four categories as follows:

- (1) Participatory action research, it is emphasized in society participation to take part in having the activity program and intends to be active to participate in solving society problem.
- (2) Critical action Research, it is emphasized in the existence of high intention to act in solving crisis problem.
- (3) Institutional Action Research, it is done by school manager as an educational organization to increase institution work, process, and productivity.
- (4) Classroom Action Research, it is a research which is done by teacher, working together with researcher (or doing by teacher itself who also act as researcher) in the classroom or in the school where he/she teach with emphasized on process of perfecting or improving and learning practice.

In this study the writer uses the last category, it is classroom action research. The writer as a teacher also acts as researcher conducted observation in the classroom.

The meaning of “classroom” in the classroom action research is group of students are not only learning in a room, but also when they are doing some activities outside of classroom. Suhardjono (2007: 58-59) states the components

of a classroom can be used as an action research, they are: students, teacher, subject matter, instrument or instructional media, result of the study, location, and management.

The components above can be used to conduct a classroom action research by using one of the components as topic of the research, for example: classroom management.

### ***2.2.6.1 Design of Action Research***

There are some experts show different models of action research. According to Arikunto (2007: 16) the chart of classroom action research consists of four steps, it can be seen below:

(1) Planning

In this step, the observer explains about what, why, when, where, whom, and how action is done.

(2) Acting

The second step of the observation is acting as an implementation of planning, it implements of the treatment in the classroom.

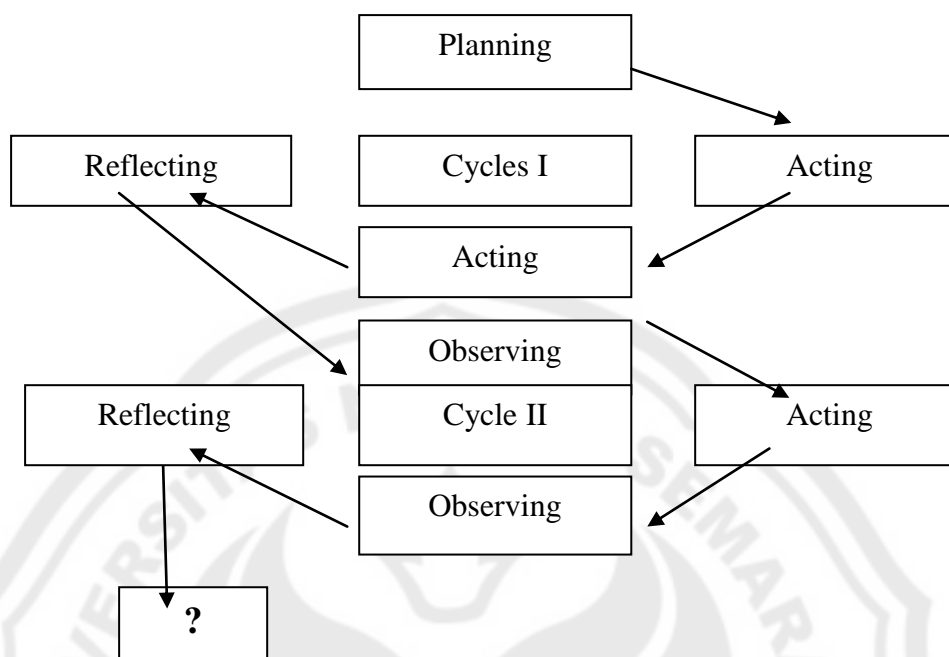
(3) Observing

The third step is an observation which is done in the same time with acting.

(4) Reflecting

The last step is reflection. This activity is done after the implementation of treatment. It is used to evaluate the treatment that has been done by the teacher.

**Figure 2.1 Steps of Action Research**



The writer used this process to conduct the research to the fifth graders of State Elementary School 01 Mojolawaran by using “paper folding” as a medium in teaching speaking. The research was conducted in two cycles.

### ***2.2.6.2 Objectives and Benefits of Classroom Action Research***

Suhardjono (2007: 60) views that the main objective of classroom action research is to solve real problem which occurs in the classroom. This research is not only problem solving, but also to find out scientific answer why the problem can be solved by using action which is done.

In detail, Suhardjono (2007: 61) states the objectives of classroom action research as follows: First is increasing the quality of content, input, process, and result of teaching learning process in the school. Second is helping the teachers and the staff of education to solve teaching and learning problems inside or

outside of the classroom. Third is increasing professionalism of teacher and staff of education. And last one is developing academic culture in the school atmosphere, therefore create proactive attitude in restore the quality of education and learning sustainability.

Moreover, in Supardi's opinion (2007: 107) there are many benefits of conducting classroom action research. The benefits among other can be seen in some components of education and learning in the classroom, some of them are: learning innovation, curriculum development in the regional/national level, and increasing education professionalism.

By understanding and trying to do classroom action research, it is expected the ability and quality of educators in the teaching learning process will be increase. And also there will be more learning innovation to make the quality of education increase.

### **2.3 Theoretical Framework of the Research**

Every teaching learning process has its own goal or objective. In achieving their goal, teacher use many activities and strategies based on some consideration, such as, verbal abilities, visual and audio perception skills, experience, intelligence, motivation, personality, social skill, and so on. Some teachers use some kinds of media as their tool.

In this final project, the writer uses paper folding as a medium to teach speaking to the fifth grade students. Her objective of the teaching learning process

in this study is finding the students' behavior change and the problems which were faced by the students in learning speaking. By using media, the teaching learning process will go more effectively and efficiently than teaching without media. Moreover the students also will be interested in following the lesson. Teaching speaking through paper folding also will not make them bored, even they will enjoy it.

Speaking is the productive skill in the oral mode. It is like the other skills, it is more complicated than it seems at first and involves more than just pronouncing words.

Speaking has several meanings, like Bygate (1987: viii) describes that speaking is a skill deserves attention every bit as much as literary skills, in both first and second language. There are two ways in which speaking can be seen as a skill, they are as follow:

(1) Motor perceptive skills

This includes articulating, perceiving, recalling in the correct order sounds and structure of the language.

(2) Interaction skills

It covers making decision about communication, such as what to say, how to say and whatsoever to develop it, in accordance with one's intentions, while maintaining the desired relation with others.

In finding the students' behavior changes the writer uses students' observation checklist which observes students' attendance, students' action in answering question to the teacher, students' action in asking question to the

teacher, students' participation in doing every activity which is given by the teacher, students' attention during the lesson, and the students' cooperation during the lesson. The writer also uses questionnaire which contained the information about students' interest, students' motivation, the importance of paper folding, the relevancy of teaching material and the sustainability of the activity.

To support the result of the data the teacher also gives the speaking test, the writer asks the students to come in front of the class and ask them to give and respond to some instructions by turn. While they are performing their speaking performance, the writer records it and takes some notes about their performances.

In analyzing and scoring the students' speaking performance, the writer uses the scoring system from Harris (1969) as her consideration which measures the pronunciation, fluency and comprehension aspects. The rating scale of each aspect is started from 1 up to 5.

The objective of this study is to find out the students' behavior changes of using paper folding in teaching speaking to the fifth grade students of the State Elementary School 01 Mojolawaran. The writer will decide whether her method is effective or not based on the result of the instrument that she uses, they are students' observation checklist, questionnaire, and also test.

## CHAPTER III

### METHOD OF INVESTIGATION

To pursue the objectives of the study, the writer applies the following methodology which is divided into five sections: (1) research design, (2) subject of the study, (3) instrument for collecting data, (4) procedures of collecting data, (5) method of analyzing the data.

#### 3.1 Research Design

The writer designed the research of this study in the form of classroom action research. It was divided into three activities. The first activity was pre-test. It was conducted before the treatments. Second and third activities were treatments. They consisted of two cycles; in every cycle there were four steps: planning, acting, observing and reflecting. The research was designed as follow:

Pre-test	Before conducting cycle 1, the writer gives a pre-test in order to identify the ability of students' speaking skill before using paper folding activity.
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Cycle 1	1. Planning	<p>After pre-test, the first cycle is conducted as follows:</p> <ul style="list-style-type: none"> <li>• Determining the material.</li> <li>• Arranging lesson plan.</li> <li>• Preparing learning resource.</li> <li>• Developing format of evaluation.</li> <li>• Developing format of teaching and learning observation.</li> </ul>
	2. Acting	Implement the treatment based on scenario in the lesson plan.
	3. Observing	Observe the teaching and learning process in the classroom focusing in the students' activity.
	4. Reflecting	Analyze the observation result to find out the description of treatment that has been done. And gives a test to know the students' achievement after using paper folding activity.
Cycle 2	1. Planning	From the result of reflection, the writer arranges second treatment with some revisions.
	2. Acting	Implement second treatment with



	some revisions.
3. Observing	Observe the second treatment.
4. Reflecting	Analyze the observation result to find out the description of treatment that has been done. The writer gives a post-test in order to know the students' achievement after using paper folding activity in the second cycle.

### 3.2 Subject of the Study

The subject of this study was the fifth year students of State Elementary School 01 Mojolawaran in the academic year 2011/2012. This school is located in Mojolawaran, Gabus, Pati. There are 29 students in the fifth grade of State Elementary School 01 Mojolawaran. It consists of 14 boys and 15 girls.

### 3.3 Instrument for Collecting Data

According to Arikunto (2006: 149), research instrument is “a device used by the researchers while collecting the data to make his work becomes easier and to get the better result, complete, and systemic in order to make the data easy to process.” In accordance to Arikunto, Elliot (1991: 77-83) suggests that instrument is “the techniques and methods which can be used to gather evidence in action

research. They are as follows: diaries, profiles, document analysis, tape or video recording and transcription, use an outside observer, interviewing, running commentary, shadow study, questionnaire, inventories, triangulation, and analytic memos.”

In this research, the writer gathered the data by using several instruments; they were tests, questionnaires, observation checklist and a recorder.

### **3.3.1 Tests**

In order to know the effectiveness of teaching speaking conventionally, the writer gave a pre-test at the prior of teaching learning process before using paper folding activity. Therefore, in order to evaluate the effectiveness of using paper folding activity, the writer gave a test namely the achievement test. The achievement test is to determine whether course objectives have been met with an appropriate knowledge and skills acquired by the end of a period of instruction. This test was given at the end of the teaching learning process after using paper folding activity, as a post-test. The test was done twice at the end of cycle 1 and cycle 2.

### **3.3.2 Scoring Technique**

In this study, the writer used the direct test that measured five elements of speaking; they were pronunciation, grammar, vocabulary, fluency and comprehension. In assessing the students' speaking ability, the writer referred to the rating scale modeled by curriculum 2004 which adopted by Testing English as a Second Language, Harris D. P. as cited in Afiati (2008: 38). She used this criterion of assessment because it is easy and simple to use.

**Table 3.1 Criterion of the Assessment**

Comprehension	5	Appear to understand everything without difficulty.
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Has great difficulty following what is said can comprehend only social spoken slowly and with frequent repetition.
	1	Can not be said to understand even simple conversation in English.
Fluency	5	Speech is fluent and effortless.
	4	Speed of speech seems slightly affected by language problems.
	3	Speed and fluency seem strongly affected by language problems.
	2	Usually hesitant, often force into silence by language problems.
	1	Speech is so halting and fragmentary as to make the conversation impossible.
Pronunciation	5	Has few of foreign accent.

	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to be repeated.
	1	Pronunciation problems are severe.

### 3.3.3 Questionnaire

Questionnaire was presented to get the students feedback and their perception towards paper folding activity used as learning media in this study. Arikunto (2006: 151) states” questionnaire is a number of written questions which are used to get information from respondent.”

By using the questionnaire, it can be obtained information from the students about the interest of the students, motivation of the students, the advantages of the paper folding activity, the relevancy of teaching learning material and the sustainability of the game. The questionnaire was given to the students in the last meeting after the post-test conducted. The result of the questionnaire for each issue was classified into a range of mean based on the classification of graded scores offered by Heaton as cited in Transinata (2010: 29).

**Table 3.2 Classification of Graded Score**

Range of Mean	Students' Interest	The Advantage	Students' Achievement	The Relevancy	Sustainability
0.00-1.00	Low	Not helpful	Low	Not relevant	Not necessary
1.01-2.00	Medium	Helpful	Medium	Relevant	Necessary
2.01-3.00	High	Very helpful	High	Very Relevant	Very Necessary

(Heaton, 1975:

172)

### 3.3.4 Observation Checklist

In this study, an observation checklist was used to observe the subject of the study in some aspects. The aspects observed were the students' attendance, the students' action in asking questions to the teacher, the students' action in answering questions, the students' ability in doing assignment from the teacher, the students' attention during the lesson, and the students' cooperative attitude during the lesson.

### 3.4 Procedures of Collecting Data

In this study the writer divided the procedure of data collection into three activities; they were pre test, cycle 1, and cycle 2. The explanation of the three activities is as follows:

#### 3.4.1 Pre Test

The writer conducted a pre-test to know the quality of the students' speaking skill before they got the treatment. The test was about giving instructions.

### 3.4.2 Cycle 1

#### (1) Planning

After observing the classroom and giving the pre-test, the writer identified and analyzed the problem encountered in the classroom. The writer as a teacher then determined the material and arranged lesson plan to be used in the teaching learning process. In this first cycle, the students were given a media, namely folding paper. In the first treatment the writer prepared some folding paper as media in teaching learning process in the first cycle. Besides that the writer also arranged format of observation and evaluation.

#### (2) Acting

The acting of the first cycle was done in the second and third meeting. The elaboration of teaching steps in the first cycle was as follows: At the first time the teacher gave some question related to the topic which was going to be discussed. Then the teacher began to introduce paper folding to the students. In this activity the teacher distributed the colored folding paper to all of the students. Then she began to give instruction to the students to make a paper object. The teacher asked the students to follow her instruction and made the object too. While giving the instruction in making a paper object the teacher also wrote down the list of instructions she gave to the students. She also told the students about the meaning of each instruction in Indonesia so the students would know what they must do. Afterwards the teacher gave a drill to the students in order to make them understood how to pronounce it well. The teacher asked the students to repeat after her for several times until the

students could pronounce each instruction well. To improve the students' speaking knowledge the teacher also told them how to respond the instructions verbally. The next activity was assessing the students' speaking achievement. The teacher asked the students to work in pairs to practice to give instructions to make a paper object like what the teacher did. Because there were several instructions in making the paper object, the teacher asked the students to give the instructions by turn so that the students would not feel difficult. One paper object instructions were divided for two students. When the first student gave instructions, the second student responded it verbally and with action. The teacher recorded the students' voice to be assessed.

(3) Observing

This step was done at the same time with acting. The observation focused on students' activity during teaching and learning process.

(4) Reflecting

The result of the observation was analyzed and evaluated to get the description of the action that had been done.

### 3.4.3 Cycle 2

(1) Planning

From the result of reflection, the writer arranged second lesson plan to be used in the cycle 2. The writer also prepared the instruments and the teaching material.

## (2) Acting

The acting of the second cycle was done in the fourth and the fifth meetings. The topic of second cycle was similar. But considering the result of the first cycle was not satisfying, there were some teaching steps which were revised. The revisions were intended to improve the result of the previous test. The elaboration of teaching steps in the second cycle was followed: Firstly the teacher reviewed the lesson of the last meeting and asked the students whether they found difficulties or not. After that the teacher asked the students about making a new paper object. Patiently the teacher guides the students to follow her instruction in making a new paper object. The object which was chosen in this cycle was different from the object in the cycle one in order to make the students more interested and not get bored in following the teaching learning process. The teacher chose an object which was easier to make by the students. The teaching activity of this cycle was similar with the first cycle.

## (3) Observing

The writer observed the second action with focusing on students' activities during teaching and learning process. The writer also took a note about the differences activities of first and second cycle.

## (4) Reflecting

The last activity was reflection. The writer gave a post-test and questionnaire to the students. The post-test was intended to know whether the students made improvement on their speaking after using paper folding activity.



Furthermore, questionnaire was used to know the students reflection toward learning English speaking through paper folding activity.

### 3.5 Method of Analyzing Data

The next step was analyzing the result of the data. This was used to process the data of the research in order to establish valuable and meaningful information so that further analysis and interpretation could be done.

There were two data sources to be analyzed qualitatively by the writer. First was checklist for the students. With this data source the writer described the students' behavior during teaching learning process. The writer described it naturally as it happened in classroom.

The second was questionnaire which was analyzed by the following step:

- 1) grading the item of the questionnaire;
- 2) tabulating the data of questionnaire;
- 3) finding the mean by using formula;

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

Where, M = Mean

$\sum x$  = the sum of the item score

N = the number of the students

- 4) determining the graded score;
- 5) matching the mean to a criterion; and
- 6) concluding the questionnaire result

Besides that, there was an achievement test that was analyzed in a simple quantification. Further discussion about the test analysis is presented thoroughly in Chapter IV.



## **CHAPTER IV**

### **DATA ANALYSIS**

In this chapter, the writer discusses the results of analysis of each activity started from the pre-test up to the post test, and the results of questionnaire. Here are the results and the interpretations of each activity.

#### **4.1 The Use of Paper Folding in this Study**

In this research the writer used paper folding as the media to teach speaking to the students. The main purpose of teaching speaking through paper folding here was to make the students enjoy and fun during the teaching-learning process. When the students had felt comfortable with the class situation, it would be easy for them to receive the lesson given by the teacher. Another purpose was to find new teaching material to teach speaking to the Elementary School students which was still suitable with the standard based curriculum (KTSP). In paper folding activity the writer as the teacher asked the students to follow her instructions to make a paper object. Because the material which was going to be discussed in this research was about giving and responding to instructions, the writer thought that this activity was suitable to be applied. With using paper folding the teacher introduced some instructions which were used to make a paper object.

The teacher used folding paper which had different colors to make the students interested. In conducting the treatment the teacher distributed the folding paper to the students and asked them to follow her instruction to make a paper

object. The object which was chosen must be easy to make by the students and must consist of simple instructions because the subject of this study was the fifth grade students of elementary school.

While guiding the students in making paper object the teacher also wrote down some instructions she used in this activity. The teacher told the students the meaning of each instruction so that the students would understand what their teacher asked for. With paper folding the students also learnt about vocabulary. They would know about color, shape, objects and other words which were used in this activity. Besides they learnt about vocabulary, the students could also learn about grammar. There were some instructions which were used in making paper object so that the teacher could show to the students about the structure and the appropriate verb which is used to make an instruction.

## **4.2 Analysis of the Activity**

This research was conducted by using classroom action research. It consisted of two cycles. Before doing the first cycle, the writer gave a pre- test to know the students' speaking ability before the treatment. The pre-test was conducted on 15<sup>th</sup> of July 2011. The cycles were conducted on four meetings. The cycle 1 was conducted on 16<sup>th</sup> of July and 20<sup>th</sup> of July 2011. Then the first and second meeting of cycle 2 was conducted on 21<sup>st</sup> of July and 22<sup>nd</sup> of July 2011.

Before conducting the study, the writer observed the situation of the classroom. She shared with the English teacher of the fifth graders of State Elementary School 01 Mojolawaran, Mr. Johan. He said that the students' interest

toward English was low. The students' worksheet which was used by the students contained more comprehension material so that the students felt difficult to learn English. The writer also asked the students of the fifth grade about their English class. They told her that the teaching-learning process all this time was not interested. Their teacher never used any interesting media and always asked them to do exercises on the students' work sheet; therefore, the speaking was rarely conducted.

After observing the class situation, the writer prepared the instrument that would be used in the teaching-learning process. She prepared the material and arranged the lesson plan (Appendix 4). She also prepared some folding papers, students' observation checklist, tape recorder to record the students' voices, and also questionnaire.

#### **4.2.1 Pre-Test**

To know the students' speaking ability, the writer conducted a pre-test. It was holding on 15<sup>th</sup> of July 2011. Before giving a test, she asked some questions about instructions like "Do you know about instructions?", "What is instruction?", "Have you learnt about instructions?", etc. The result was very disappointed. The students could not answer the questions at all. Afterwards the writer gave a list of instructions (Appendix 5). She gave a drill and asked the students to repeat after her. To assess their speaking ability the teacher asked the students to practice giving instructions based on the list of the instructions given.

From the students' pre test result the writer concluded that the result of students' pre- test was not satisfying. Most of students were still poor in fluency

and comprehension. They also had problems in pronouncing every English word since it was the first time they did a speaking test. From the analysis the writer thought that it was important to apply new media in teaching speaking to the students.

#### **4.2.2 Cycle 1**

The first cycle was conducted on 16<sup>th</sup> of July and 20<sup>th</sup> of July 2011. Before conducting the research the writer prepared a lesson plan and teaching strategies which were used to handle the class. All activity of teaching learning process could run well. During the teaching and learning process the writer as the teacher took some notes of the students' behavior changes by using students' observation checklist. The writer focused on five aspects of students' behavior they were the students' attendance, the students' action in asking questions to the teacher, the students' action in answering questions, the students' ability in doing assignment from the teacher, the students' attention during the lesson, and the students' cooperative attitude during the lesson. The result of the checklist was as follows.

- a) 29 students were present.
- b) 8 students asked the questions about the material actively.
- c) 10 students answered the teacher's questions correctly.
- d) 29 students did the activities given by the teacher very well.
- e) 29 students paid attention to the teacher.
- f) 29 students were cooperative / attentive.

While the comparison between the students' behavior before and while treatment was as follows.

**Table 4.1 The Comparison of Students' Behavior Change**

Students' Behavior Aspect	Number of Students and Explanation	
	Before treatment	Cycle 1
a) Students' attendance.	29 students were present.	29 students were still present.
b) Students' action in asking question to the teacher.	No one of students asked question.	8 students asked the question about the material actively.
c) Students' action in answering the teacher's question.	3 students answered the teacher's questions correctly.	10 students answered the teacher's questions correctly.
d) Students' ability in doing assignment from the teacher.	29 students did the activities given by the teacher. But some of them still looked confused about what they must do.	29 students did the activities given by the teacher very well. They began enjoying the class and followed the teaching learning process.
e) Students' attention during the lesson.	Some students paid attention to the teacher seriously. But there were still some students who did their own activity.	29 students paid attention to the teacher seriously.
f) Students' cooperative attitude during the lesson	Some students were cooperative /attentive. But there	29 students were cooperative well with the teacher.

	<p>were still some trouble makers who disturbed the other students and made noisy.</p>	
--	--	--

Based on the result of students' observation checklist we could see the comparison of students' behavior before and while got the treatment. 29 students were present before and while the treatment. It meant that 100% of students were still motivated to join the class. They seemed curious to follow the class since it was the first time for them to do a different activity that was paper folding. All of the students were paying attention to the teacher seriously while she was presenting the lesson. The students seemed to be worried when the teacher asked them some questions. They looked nervous because probably they never did the speaking activity before. The first meeting of cycle 1 was used to introduce paper folding to the students. Before starting the activity the teacher asked some questions to the students about instructions. There were only some students who answered her questions correctly while the other still looked afraid and ashamed to speak up. Based on the result of students' observation checklist there were only 10 students who answered the teacher's questions. It was better since we knew from the checklist that there were only 3 students who answered the teacher's question correctly before the students got the treatment.

In this first meeting the teacher asked the students to follow her instruction to make a "paper house". The teacher chose this object because it contained simple instructions and was easy to make by the students. During the activity the



students looked enthusiastic in following the teacher's instructions. The teacher let them to ask questions if they did not understand about the material. Based on the students' observation checklist result there were only 8 students who asked the questions to the teacher. It was better than before treatment where there was no any student who was courageous asking questions to the teacher. Patiently the teacher tried to create a good interaction with the students by offering a help if they found difficulties in folding the paper.

The teacher wrote down each instruction she gave to the students while making a paper house. She told the students its meaning in Indonesia to make the students understand well about what their teacher asked for. Furthermore, the teacher gave a drill to the students so that they would be able to pronounce it correctly. The teacher also told the students how to respond to instructions verbally. The teacher wrote down some expressions which were used to respond to an instruction such as *I will; Yes, of course; Alright; No problem; etc.* The teacher also told the new vocabularies such as *paper, house, square, fold, in half, vertically, horizontally, edges, middle, open, left, press, flat, right, draw, door, windows, colour, etc.* To improve the students' speaking knowledge the teacher told about the structure of giving instructions so the students could learn more from this activity.

To improve the students' speaking ability, the teacher asked the students to work in pair. Each pair must practice to give instructions in making a paper house by turn. It meant that when one student gave instructions, his/ her couple responded it verbally and in action and vice versa. The teacher gave the students

the script of instructions which were used in making paper object (paper house) so that the students would be easy to practice it with their friends. All of the students did the activity well. They looked enthusiastic and interested to do what the teacher asked to. If there were still some trouble makers before treatment, on the treatment all of the students were followed the lesson well. No one of them made a noise or disturbed each other. All students were cooperative and showed good attitude during the activity.

The second meeting of cycle 1 was used to assess the students' speaking achievement. The teacher explained to the students what they must do in speaking test. There was a rule in doing the speaking test. The rule was as follows:

- 1) The students worked in pairs.
- 2) Each pair must give and respond to instructions verbally and in action by turn.
- 3) There were some instructions in making a "paper house".
- 4) First student gave the first some instructions.
- 5) The second student responded it verbally and in action.
- 6) The second student continued giving next instructions.
- 7) The first student responded it verbally and in action.

The students were asked to perform in front of the class. The teacher recorded their voices to be analyzed. The result of speaking test showed that the students' speaking ability was still poor. The students were hesitant and it must be repeated. There were also some students who did not pay attention to their

friends' performance. Therefore, the writer decided to make some revision on the next cycle.

The writer as the teacher also took some notes about her activities which were used as the teacher's reflection. The notes were as follows:

- a) The researcher did not give enough chance to the students to be active during the teaching learning process.
- b) The researcher had not given enough opportunity to the students to ask some questions.
- c) The researcher had not been good enough in giving explanation of the teaching material.
- d) The researcher was good enough in classroom management and handling the classroom situation.
- e) The researcher had showed fair attitude to the students and warned the trouble maker in the classroom.
- f) The researcher must encourage the students to be more active in the classroom.
- g) The researcher's voice must be louder and clearer , so that all of the students could hear her voice.
- h) The researcher needed to help the students to review the teaching material, which made the students understand more about what they had learnt.

### **4.2.3 Cycle 2**

The second cycle was conducted on 21<sup>st</sup> of July and 22<sup>nd</sup> of July 2011. The first meeting of cycle 2 was used to teach the material. Before doing the teaching

activity the teacher prepare a lesson plan which was rather different than the lesson plan on the first cycle. The writer reviewed about giving and responding to instructions. Some students responded the instruction well, some needed few times to think, and few of the students could not recall the previous lesson. Then, the writer did the second treatment which was similar to the treatment on cycle 1. The exercises on this second cycle were still about instructions.

In this cycle the teacher tried to ask the students to make a new paper object that was a “paper cat face”. The reason of choosing this object was because it was simple and easy to make by the students and contained simple instructions so that the students would not felt difficult in making the object. During the treatment the whole class paid attention and followed after the teacher instructions. On this second cycle the teacher did the same exercise as the cycle 1.

Students’ activities were also observed during the teaching learning process of first meeting of cycle 2. The result of the students’ observation checklist was as follows:

- a) 29 students were present.
- b) 20 students asked questions about the material actively.
- c) 19 students answered the teacher questions correctly.
- d) 29 students did the activities given by the teacher well.
- e) 29 students paid attention to the teacher seriously.
- f) 29 students were cooperative /attentive.

While the comparison between the students’ behavior before and while treatment was as follows.

**Table 4.2 The Comparison of Students' Behavior Change**

Students' Behavior Aspect	Number of Students and Explanation	
	Cycle 1	Cycle 2
a) Students' attendance.	29 students were present.	29 students were still present.
b) Students' action in asking question to the teacher.	8 students asked the question about the material actively.	20 students asked questions about the material actively.
c) Students' action in answering the teacher's question.	10 students answered the teacher's questions correctly.	19 students answered the teacher questions correctly.
d) Students' ability in doing assignment from the teacher.	29 students did the activities given by the teacher well.	29 students did the activities given by the teacher very well.
e) Students' attention during the lesson.	29 students paid attention to the teacher seriously	29 students paid attention to the teacher seriously.
f) Students' cooperative attitude during the lesson	29 students were cooperative well with the teacher.	29 students were cooperative /attentive.

Based on the table above we could see that there were some improvement in students' behavior in cycle 1 and cycle 2. In cycle 1 and cycle 2 there were 29 students were present. It meant that all students were still enthusiastic to follow the lesson. From the table we also could see that there was an improvement of

students' number in asking question. In cycle 1 there were only 8 students who asked question while there were 20 students who asked question in cycle 2. There was also improvement of students' number who answered the teacher's question from cycle 1 to cycle 2. In cycle 1 there were only 10 students who answered the teacher's question correctly, while in cycle 2 there were 19 of students who answered the teacher's question correctly. In cycle 1 and cycle 2 there were 29 students who did the activities given by the teacher very well. It meant that 100% of students still followed the teaching learning process and did every activity which was given by the teacher well. Students' attention was still great in this cycle. It was showed by the result of the observation checklist above where there were 29 students paid attention seriously to the teacher. They seemed not getting bored to follow the teaching learning process. They enjoyed very much the paper folding activity and the speaking practice which was given. In this cycle 100% of students were still cooperative enough with the teacher. They looked more comfortable with the class situation and began familiar with the teacher. They showed good attitude during the teaching learning process. Sometimes some of them still made a trouble, but it could be handled by the teacher easily.

The second meeting of cycle 2 was used to give a post test and questionnaire. The rule of the speaking test in this cycle was also similar to the first cycle. The material was about giving instructions in making paper cat face. The writer found that the result of this test was fairly satisfactory. Most of the students were able to use correct pronunciation. They were also moderately fluent since they had already experienced during the treatment. Yet, there were few

students still made error in pronunciation while they were giving and responding to the instructions.

### 4.3 Speaking Test

The result of speaking test in every cycle was different. The speaking test result of cycle 2 was better than the pre-test and cycle 1 test. It meant that there was an improvement in teaching learning process using paper folding. The improvement could be seen from the differences of mean of pre-test score to the mean of post-test score.

#### 4.3.1 Result of Pre Test

The result of pre-test could be shown in the table below.

**Table 4.3 Result of Pre-Test**

No	Test Code	Pre Test			ΣScore
		Comprehension	Fluency	Pronunciation	
1.	S-1	1	1	1	3
2.	S-2	3	2	2	7
3.	S-3	2	2	3	7
4.	S-4	2	2	3	7
5.	S-5	3	3	3	9
6.	S-6	3	2	2	7
7.	S-7	2	2	3	7
8.	S-8	4	3	3	10
9.	S-9	2	2	2	6
10.	S-10	3	2	2	7
11.	S-11	2	3	3	8
12.	S-12	3	3	2	8

13.	S-13	2	2	2	6
14.	S-14	2	2	3	7
15.	S-15	3	2	3	8
16.	S-16	3	4	3	10
17.	S-17	2	3	3	8
18.	S-18	2	2	2	6
19.	S-19	2	2	2	6
20.	S-20	2	2	2	6
21.	S-21	2	3	3	8
22.	S-22	2	2	2	6
23.	S-23	3	3	3	9
24.	S-24	2	2	2	6
25.	S-25	2	3	3	8
26.	S-26	2	3	3	8
27.	S-27	2	2	2	6
28.	S-28	2	3	3	8
29.	S-29	2	2	2	6
<b>Sum</b>		<b>67</b>	<b>69</b>	<b>72</b>	<b>208</b>

In order to know further on the students achievement in detail, the writer used the following formula to find out the average of the students' achievement.

The mean of pre –test result could be calculated as follows:

$$\begin{aligned}
 X &= \frac{\sum X}{N} \\
 &= \frac{208}{29} \\
 &= 7.17
 \end{aligned}$$



From the analysis above, the average of the students' pre test result was 7.17. The writer concluded that the students had difficulties to speak fluently in English. Therefore, teaching speaking with a media was important to make any improvement.

The mean of each speaking elements could be shown as below:

**Table 4.4 The Average of Speaking Elements**

<b>Speaking Elements</b>	<b>Means</b>
Comprehension	2.3
Fluency	2.4
Pronunciation	2.5

From the table we can see that the highest achievement of the students' speaking performance was in pronunciation. It meant that the students frequently used and pronounced the word. They often had a drill so that they began accustomed to pronounce the word. The students' achievement of fluency was 2.4. They must frequently be asked to repeat the word. It might be caused by the students' ability in saying a sentence. Some of them were fluent in saying each instruction but some of them felt difficulties. The least achievement was in comprehension. They had great difficulty following the flow of instructions. They could comprehend the instructions which was spoken slowly with frequent repetition sometimes.

#### **4.3.2 Result of Cycle 1 Test**

The result of Cycle 1 test could be shown on the table below.

Table 4.5 Result of Cycle 1 Test

No	Test Code	Cycle 1 Test			ΣScore
		Comprehension	Fluency	Pronunciation	
1.	S-1	1	2	1	4
2.	S-2	3	3	2	8
3.	S-3	2	2	2	6
4.	S-4	3	3	3	9
5.	S-5	3	3	2	8
6.	S-6	3	3	2	8
7.	S-7	2	2	2	6
8.	S-8	4	4	4	12
9.	S-9	2	2	2	6
10.	S-10	3	3	3	9
11.	S-11	2	3	3	8
12.	S-12	2	3	2	7
13.	S-13	2	2	3	7
14.	S-14	2	2	2	6
15.	S-15	3	3	4	10
16.	S-16	4	4	4	12
17.	S-17	2	2	3	7
18.	S-18	2	2	3	7
19.	S-19	2	2	2	6
20.	S-20	3	2	3	8
21.	S-21	3	3	3	9
22.	S-22	3	2	2	7
23.	S-23	3	3	3	9
24.	S-24	3	2	2	7
25.	S-25	2	4	3	9
26.	S-26	3	2	2	7
27.	S-27	3	2	2	7

28.	S-28	3	3	3	9
29.	S-29	3	2	3	8
	<b>Sum</b>	<b>75</b>	<b>75</b>	<b>75</b>	<b>228</b>

The mean of cycle 1 test could be calculated as follows:

$$\begin{aligned}
 X &= \frac{\sum X}{N} \\
 &= \frac{228}{29} \\
 &= 7.86
 \end{aligned}$$

According to the analysis above, the students' speaking achievement of cycle 1 test was highest than the pre-test. It showed that there was an improvement on students' speaking ability after taught by using paper folding as media.

While the average of each speaking element could be shown below:

**Table 4.6 The Average of Speaking Elements**

Speaking Elements	Means
Comprehension	2.6
Fluency	2.6
Pronunciation	2.6

From the table we could see that there was any significance improvement in every speaking element. The students achievement of comprehension, fluency, and pronunciation showed a similar average. It meant that the treatment which was given in this activity was successful enough.

### 4.3.3 Result of Cycle 2 Test (Post-Test)

The result of Cycle 2 test (post test) could be shown on the table below.

**Table 4.7 Result of Cycle 2 Test (Post-Test)**

No	Test code	Cycle 2 Test			ΣScore
		Comprehension	Fluency	Pronunciation	
1.	S-1	1	2	1	4
2.	S-2	3	2	3	8
3.	S-3	3	3	2	8
4.	S-4	3	3	3	9
5.	S-5	3	3	3	9
6.	S-6	2	3	3	8
7.	S-7	3	3	2	8
8.	S-8	4	4	4	12
9.	S-9	2	2	2	6
10.	S-10	3	3	3	9
11.	S-11	3	3	4	10
12.	S-12	3	4	3	10
13.	S-13	3	2	3	8
14.	S-14	3	3	3	9
15.	S-15	3	4	4	11
16.	S-16	4	4	4	12
17.	S-17	3	3	3	9
18.	S-18	3	2	3	8
19.	S-19	3	3	2	8
20.	S-20	3	3	3	9
21.	S-21	3	4	3	10
22.	S-22	2	3	3	8
23.	S-23	3	3	4	10
24.	S-24	3	2	2	7

25.	S-25	3	4	4	11
26.	S-26	3	3	2	8
27.	S-27	3	3	4	10
28.	S-28	4	4	3	11
29.	S-29	3	3	4	10
	<b>Sum</b>	<b>85</b>	<b>88</b>	<b>87</b>	<b>260</b>

The mean of cycle 2 test (post test) could be calculated as follows:

$$\begin{aligned}
 X &= \frac{\sum X}{N} \\
 &= \frac{260}{29} \\
 &= 8.96
 \end{aligned}$$

From the analysis above, the average of the students' post test result was 8.96. The result was better than the pre test and cycle 1 test. It meant that paper folding was suitable to improve the students' speaking skill.

While the average of speaking elements could be shown below.

**Table 4.8 The Average of Speaking Elements**

<b>Speaking Elements</b>	<b>Means</b>
Comprehension	2.9
Fluency	3.03
Pronunciation	3

From the table above we could see that the students' least achievement was in comprehension that was 2.9. It meant that the students still felt difficult to comprehend the meaning of each instruction. Students got 3 for pronunciation

aspect. The students began to understand how to pronounce each word correctly through the concentrated listening during the treatment.

#### 4.3.4 Summary of Speaking Test Result

Analysis of the result of the study dealt with the students' assessment and the total score of the students activity before and after using paper folding as media. In classifying the scores, the writer used the criterion assessment by Harris (1969: 84). The writer's assessment focused only on three elements; they were comprehension, fluency, and pronunciation.

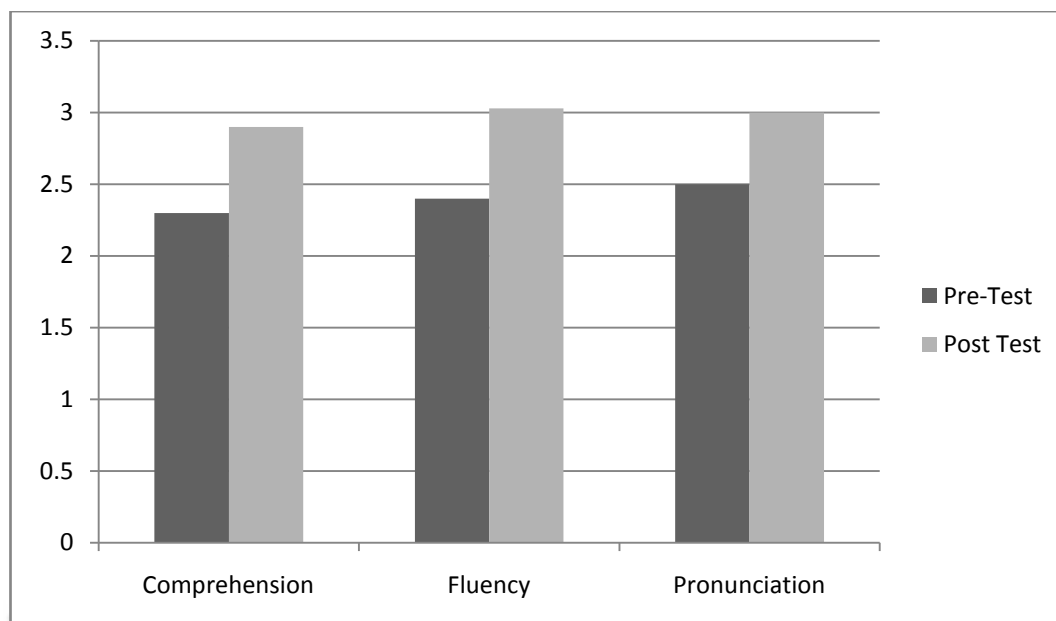
The summary of the means of speaking test score could be shown below.

**Table 4.9 Summary of Speaking Test Result**

Speaking Elements	Means of speaking test score		Improvement
	Pre-test	Post-test	
Comprehension	2.3	2.9	0.6
Fluency	2.4	3.03	0.63
Pronunciation	2.5	3	0.5

From the table we could see that the highest improvement was in fluency. Than the lowest one was in pronunciation because the students' ability in this aspect was good enough so there was only few improvement in every test. The figure of the speaking test result could be shown as follows.

**Figure 4.1 Summary of Speaking Test Result**



#### **4.4 Analysis of the Questionnaire**

As stated in the previous chapter, in this activity, the writer gave a questionnaire to the students. The purpose of giving a questionnaire is to answer the problem of the study.

In analyzing the result of the questionnaire, the writer applied several techniques. They are:

##### 1) Grading the item of the questionnaire

The questionnaire consisted of five questions. Each of item had three options namely A, B, And C. Students should answer the questionnaire by crossing one choice. Each option was a score that shows the quality of each indicator the score ranges from 1 to 3 as shown in the table below:

Options	Point
A	1
B	2
C	3

The table above explained that if the students chose a, the score was 1. While the students chose b, the score was 2. Then, if the students chose c, the score was 3.

2) Tabulating the Data of Questionnaire

The writer tabulated the questionnaire data to make the result of grading clearly. The table consisted of these columns: name, scores per items, total score, and the mean of each item (Appendix 8).

3) Finding the Mean

The formula used for the mean of the score for each item was as follows:

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

Where, M = Mean

$\sum x$  = the sum of the item score

N = the number of the students

4) Determining the Grade Scores

Providing value of graded scores was very important, since the result of the mean was not in round figure, but in decimal. The result of the questionnaire of the data analysis of each issue could be classified into a range of mean below:



<b>Range of Mean</b>	<b>Students' Interest</b>	<b>The Advantage</b>	<b>Students' Achievement</b>	<b>The Relevancy</b>	<b>Sustainability</b>
0.00-1.00	Low	Not helpful	Low	Not relevant	Not necessary
1.01-2.00	Medium	Helpful	Medium	Relevant	Necessary
2.01-3.00	High	Very helpful	High	Very Relevant	Very Necessary

(Heaton, 1975: 172)

#### 5) Matching the Mean to Criterion

After determining the graded score, the writer matched the mean of each issue to a criterion. There are five categories in each criterion, for example: high, help the students very much, high, very relevant, and necessary.

The table below is the result of matching of the mean of each issue.

**Table 4.10 Result of Matching the Mean to Criterion**

<b>Issue</b>	<b>Mean</b>	<b>Category</b>
Students' interest	2.96	High
The Advantage	2.9	Help the students very much
Students' Motivation	2.96	High
The Relevancy	2.9	Very Relevant
Sustainability	2.82	Very necessary

Based on the result of matching the mean to the criterion above, it can be concluded that:

- 1) The students' interest in learning speaking using paper foding was high. Students seemed to have high interest in using the media since the result of the students' interest was 2. 96.

- 2) Using paper folding in this discussion has a function. It could help the students in learning speaking enjoyably. It could engage the student to learn English optimally.
- 3) The students' motivation in learning English after using paper folding was high. It was proven by the result of students' motivation that was 2.96.
- 4) The relevancy between vocabularies offered in this research and the vocabulary that the students often used and needed in their daily activities was very relevant.
- 5) The program was very necessary for the students. Students regarded that it was necessary to keep using paper folding as learning media. The score of this last point was 2.82.

#### **4.5 Advantages and Disadvantages in Teaching Learning Process**

##### **Using Paper Folding**

Teaching speaking to children can be very rewarding, as they are less self-conscious than older students. Teachers often find some difficulties, such as; some children have some difficulties in speech foreign languages, especially in English. Teachers should be able to help the children to improve their speaking ability. Teacher should choose the appropriate media and technique to teach the students.

Paper folding is one of media that can create a fun teaching and learning process. As a media, paper folding has some advantages and disadvantages.

#### ***4.5.1 Advantages of Using Paper Folding***

Using paper folding as a media in teaching speaking will make the students enjoyable and enthusiastic during the teaching learning process. This activity will not make the students get bored even they will have fun. This activity can gain the students creativity and their activeness. The students learn how to make a paper object step by step. They must pay attention and followed to the teacher's instruction carefully so that they would not miss the step in making the paper object.

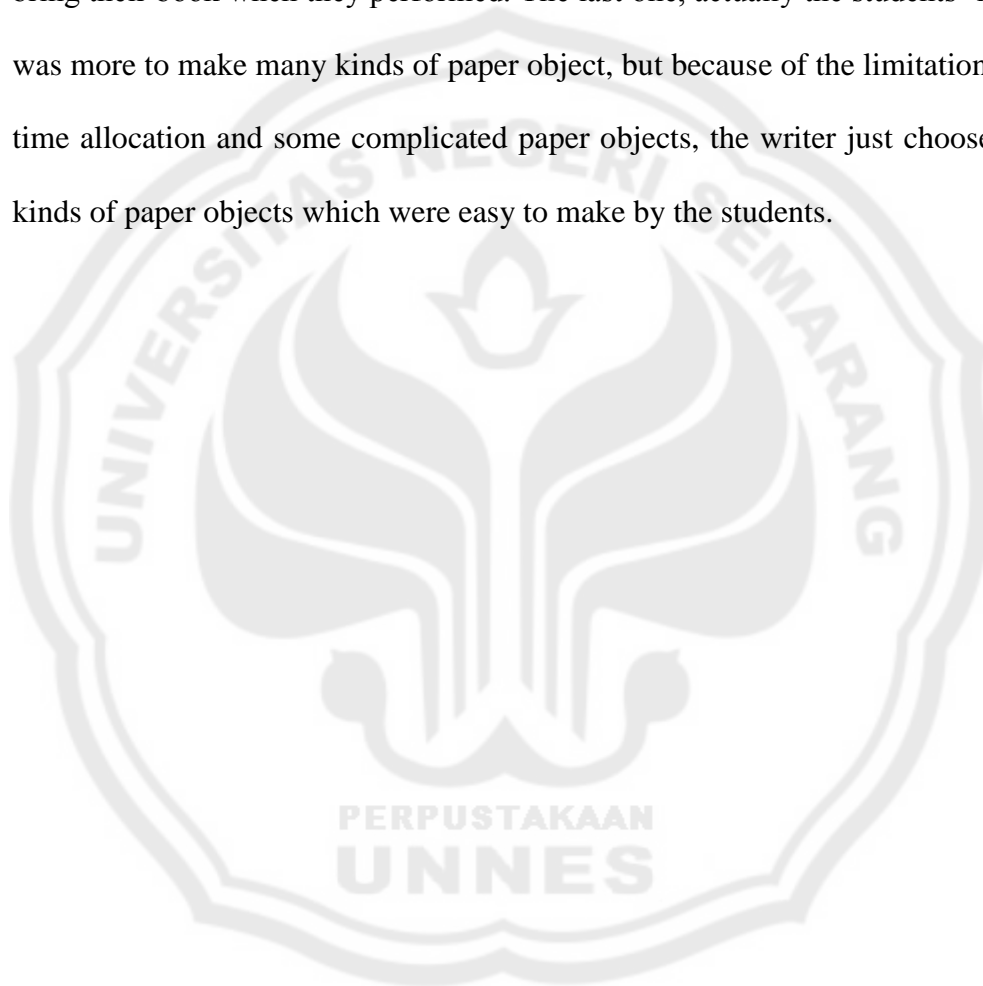
Students learn many things from paper folding activity such as:

- 1 ) Students learn to be cooperative with their friends. They can share each other if there are any problems in making the paper object.
- 2 ) Students learn more vocabulary and how to ask someone to do something.
- 3 ) Students do not only use the words but also all other part of speaking language tone of voices, stress, intentions facial expressions, etc.
- 4 ) Students can express their creativity in making many kind of paper objects if it is needed.

#### ***4.5.2 Disadvantages of Using Paper Folding***

After using paper folding activity as media in teaching speaking to the fifth grade students of the State Elementary School 01 Mojolawaran, the writer found some problems in the teaching learning process. First was management of the class. The writer found some students were noisy and did not pay attention to the teacher's instructions in making a paper object so they felt difficult to make a perfect object. To overcome this problem the teacher reviewed her instructions and offered a help

for them who were confused in folding the paper. The second was when the students were asked to practice to give and respond to instructions in pairs in front of class; they refused it because they could not memorize it. It needed much time for them to do it. To overcome this problem, the teacher asked the students to bring their book when they performed. The last one, actually the students' interest was more to make many kinds of paper object, but because of the limitation of the time allocation and some complicated paper objects, the writer just choose some kinds of paper objects which were easy to make by the students.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this last chapter, the writer presents conclusion of the research followed by suggestions for the teachers, the students, and the next researcher.

#### **5.1 Conclusion**

In conducting an action research to achieve the students' behavior changes, the writer found out the implication of paper folding in this research. Paper folding was used as the medium in giving the treatment to the students. Paper folding provide example of giving instructions in the form of activity that was making a paper object. In cycle 1 the writer as the teacher asked the students to follow her instruction to make a "paper house". While guiding the students to make the paper house, the teacher also wrote down the list of instructions she used in instructing the students on the blackboard. She told the students the meaning of each instruction in Indonesian so that the students could understand what their teacher asked to do. Afterwards the teacher gave a drill to make the students understand how to pronounce each instruction correctly. To improve their speaking knowledge the teacher also told the students how to respond to instruction clearly. She wrote down on the blackboard some expressions which were used to respond to the instruction. Furthermore, the teacher asked the students to work in pair to practice giving and responding to instructions in making a paper house by turn.

The teacher gave the students a script of instructions so that the students would feel easy to memorize it and practice it with their partner. The activity on cycle 2 was similar to the activity in cycle 1. During the teaching learning process the teacher also did the observation which was focusing in students' behavior changes in learning. Because the result of the students' behavior was not truly satisfactory, the teacher decided to make some changes in the next cycle. In cycle 2 the teacher chose to make a "paper cat face" because this object is easier to make than the "paper house". It also consisted of simple instructions which were easy to memorize by the students.

By using paper folding as the medium, the writer found that there were many improvements on students' behavior. It can be shown from the result of students' observation checklist where there were many improvements of students' participation from cycle 1 to cycle 2. In cycle 1 there were only 8 students who asked question to the teacher, while in cycle 2 there were 20 students who asked questions about the material quickly. Students' participation in answering question from the teacher also improved. There were only 10 students who answered teacher's question in cycle 1, while in cycle 2 there were 19 students who answered the teacher's question correctly. All students also paid attention during the teaching learning process from cycle 1 to cycle 2. They were also cooperative enough in class by showing good attitude when the teacher delivered the lesson. From the result of students' observation checklist the writer concludes that the use of paper folding can improve the students' behavior.

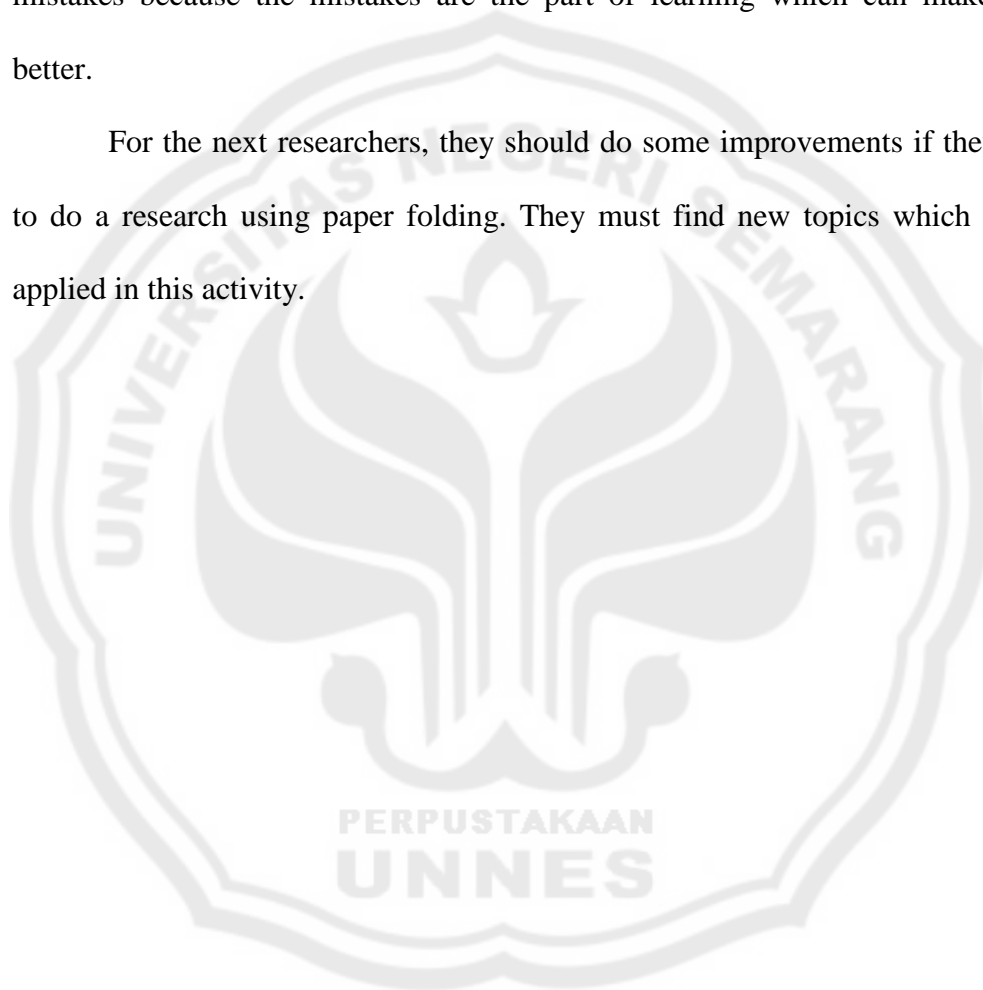
To support the data result the writer also used the speaking test. The result of the students' speaking test also improved from pre test to post test. The result of pre test shows that the mastery of the fifth grade students of the State Elementary School 01 Mojolawaran before using paper folding was still poor. It was shown by the average of the test result that was 7.17. This means that the majority of the students had not mastered instructions yet. After conducting the pre-test the students were given treatment 1 and cycle 1 test. The average of the test result of cycle 1 was 7.86. There was a difference result of pre test and cycle 1 test. After conducting the first treatment, the students were given the second treatment and cycle 2 test (post test). The average result of cycle 2 test (post test) was 8.96. Based on the result, the students' mastery of speaking was improved from pre- test to post-test. The impact of using paper folding on the students' speaking skills itself could be shown from the use of this activity in this research. With paper folding, the students could learn about giving and respond to instruction verbally. Students could also learn about how to pronounce a word correctly, how to speak fluently and comprehensibly so that the students could take the benefit of it to be applied in their daily communication.

## **5.2 Suggestion**

Based on the conclusion above, the writer would like to offer some suggestions to be considered by English teachers, students, and the next researchers. The English teacher should explore their creativity to make some new paper object if they want to teach the students using paper folding. They can use colored folding paper with different size to make some variation of paper object.

Dealing with the result of the research, it can be concluded that the students have had more exercise in speaking especially in giving and responding to instructions. They should encourage themselves to learn more vocabularies and practice to pronounce English words correctly. They must not be afraid of making mistakes because the mistakes are the part of learning which can make them better.

For the next researchers, they should do some improvements if they want to do a research using paper folding. They must find new topics which can be applied in this activity.







# **APPENDICES**

## Appendix 1

### STUDENTS ATTENDANCE LIST

NO	NAME	MEETING				
1.	Abdul Qodir					
2.	Abdillah Zin Nuha					
3.	Mohammad Syaiful Imam					
4.	Adelia Intan Ayu Permata Putri					
5.	Aprilia Nur Rizkiani					
6.	Aldhi Saputra					
7.	Alyda Ayu Rizky					
8.	Aditya Candra Apriliyanto					
9.	Auliya Ainun Nadir					
10.	Bagus Dwi Nur Rahman					
11.	Denika Khoirur Rahman					
12.	Elly Marsela Putri					
13.	Gabrielle Passadeva .V.					
14.	Hanung Widhi Utomo					
15.	Khairun Nisa					
16.	Lisa Andriani					
17.	Mohammad Ali Sodikin					

18.	Namiratus Zahra					
19.	Navis Sariatul Kava					
20.	Obet Kismalindo					
21.	Putri Krisna Sari					
22.	Ramadhani Irfan maulana					
23.	Rafli Fahrezi					
24.	Sri Hartini					
25.	Septiana Wurianti					
26.	Tiara Meilia Arga Putri					
27.	Thoriq Firza Al Makruf					
28.	Wahyu Ikra Fahrozi					
29.	Yovie Aulia Aditya					

## Appendix 2

### STUDENTS' OBSERVATION CHECKLIST

Cycle :

Meeting :

Date :

Tulis hasil pengamatan dengan tanda (  $\checkmark$  ) pada setiap indikator sesuai dengan skala penilaian.

No	Nama Siswa	Keaktifan Siswa					
		A	B	C	D	E	F
1.	Abdul Qodir						
2.	Abdillah Zin Nuha						
3.	Mohammad Syaiful Imam						
4.	Adelia Intan Ayu Permata Putri						
5.	Aprilia Nur Rizkiani						
6.	Aldhi Saputra						
7.	Alyda Ayu Rizky						
8.	Aditya Candra Apriliyanto						
9.	Auliya Ainun Nadir						
10.	Bagus Dwi Nur Rahman						
11.	Denika Khoirur Rahman						
12.	Elly Marsela Putri						
13.	Gabrielle Passadeva .V.						
14.	Hanung Widhi Utomo						
16.	Khairun Nisa						

17.	Lisa Andriani						
18.	Mohammad Ali Sodikin						
19.	Namiratus Zahra						
20.	Navis Sariatul Kava						
21.	Obet Kismalindo						
22.	Putri Krisna Sari						
23.	Ramadhani Irfan maulana						
24.	Rafli Fahrezi						
25.	Sri Hartini						
26.	Septiana Wurianti						
27.	Tiara Meilia Arga Putri						
28.	Thoriq Firza Al Makruf						
29.	Wahyu Ikra Fahrozi						
30.	Yovie Aulia Aditya						

Keterangan:

A: Kehadiran siswa

B: Keaktifan siswa dalam bertanya

C: Siswa aktif menjawab pertanyaan guru

D: Melaksanakan tugas yang diberikan guru dengan baik

E: Memperhatikan guru dengan baik

F: Tidak membuat gaduh dikelas

### Appendix 3

#### QUESTIONNAIRE

Isilah dengan memberi tanda silang pada huruf a, b, atau c, sesuai dengan pendapat Anda!

1. Apakah kalian senang belajar bahasa Inggris dengan *paper folding*?
  - a. Tidak senang
  - b. Senang
  - c. Sangat senang
2. Apakah *paper folding* dapat meningkatkan semangat kalian dalam belajar Bahasa Inggris?
  - a. Tidak meningkatkan
  - b. Meningkatkan
  - c. Sangat meningkatkan
3. Apakah *paper folding* bisa memotivasi kalian untuk berbicara dalam Bahasa Inggris?
  - a. Tidak memotivasi
  - b. Memotivasi
  - c. Sangat memotivasi
4. Apakah “Speaking Learning” yang telah diajarkan bermanfaat untuk komunikasi dalam kehidupan sehari-hari?
  - a. Tidak bermanfaat
  - b. Bermanfaat
  - c. Sangat bermanfaat
5. Apakah belajar Bahasa Inggris menggunakan *paper folding* perlu dilakukan terus menerus?
  - a. Tidak perlu
  - b. Perlu
  - c. Sangat perlu

## Appendix 4

### LESSON PLAN (TREATMENT 1)

SD/MI : SDN Mojolawaran 01

Subject : English

Class/Semester : V/I

Time Allotment : 2 x 35 minutes

#### A. Competence Standard

Expressing the simple instruction and information in school context.

#### B. Basic Competence

2.1 Talking accompanying action in relevant which is involving language features in giving instructions.

#### C. Indicator

- Giving instructions.
- Responding to instructions.

#### D. Theme

Making paper house

#### E. Skill/Aspect

Speaking

##### 1. Objectives of the Study

At the end of the study, 80% of the students are expected to be able to:

- a) The students are able to give the instructions clearly.
- b) The students are able to respond to the instructions correctly..

## 2. Material of the Study

### Giving instructions:

- Let's make a paper house!
- Fold in half vertically, and then open!
- Fold in half horizontally!
- Fold edges into the middle!
- Open to the left and press flat!
- Open to the right and press flat!
- Draw the door and the windows!
- Color your house!

### Responding the instructions:

- Alright.
- I will.
- No problem
- Sorry I can't.
- Yes, of course.
- Sure.

## F. Learning Strategies

### a) BKoF

- Greeting.
- Teacher asks some question related to the material.



- Teacher introduces paper folding to the students.
- Teacher gives instruction to make a paper object and asks the students to follow her instructions.
- Teacher lists the instructions which are used in making paper object and tells the meaning to the students.
- Teacher explains how to make an instruction correctly and how to respond it verbally.

b) MoT

- The teacher gives example how to pronounce each instruction properly.
- The teacher asks the students to repeat after her.

c) JCoT

- The students are asked to practice to give and respond to the instructions in making a paper object in pair.

d) ICoT

- The students are asked to give and respond to instructions in making a paper object by turn in pairs in front of the class.

G. Source of the Study

- <http://www.origami-instructions.com>

**H. Scoring Technique**

Comprehension	5	Appear to understand everything without difficulty.
	4	Understand nearly everything at normal

		speed, although occasional repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Has great difficulty following what is said can comprehend only social spoken slowly and with frequent repetition.
	1	Can not be said to understand even simple conversation in English.
Fluency	5	Speech is fluent and effortless.
	4	Speed of speech seems slightly affected by language problems.
	3	Speed and fluency seem strongly affected by language problems.
	2	Usually hesitant, often force into silence by language problems.
	1	Speech is so halting and fragmentary as to make the conversation impossible.
Pronunciation	5	Has few of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead

		to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to be repeated.
	1	Pronunciation problems are severe.



**LESSON PLAN**  
**(TREATMENT II)**

SD/MI : SDN Mojolawaran 01

Subject : English

Class/Semester : V/I

Time Allotment : 2 x 35 minutes

**A. Competence Standard**

Expressing the simple instruction and information in school context.

**B. Basic Competence**

2.1 Talking accompanying action in relevant which is involving language features in giving instructions.

**C. Indicator**

- Giving instructions.
- Responding to instructions.

**D. Theme**

Making paper cat face

**E. Skill/Aspect**

Speaking

**1. Objectives of the Study**

At the end of the study, 80% of the students are expected to be able to:

3. . Objectives of the Study

At the end of the study, 80% of the students are expected to be able to:

- a) The students are able to give the instructions clearly.
- b) The students are able to respond to the instructions correctly.

## 2. Material of the Study

Giving instructions:

- Fold along the diagonal to make triangle!
- Next fold the left corner on top of the right!
- Unfold to make a crease!
- Fold each corner upwards to make the ears!
- Fold the top corner upwards to make the ears!
- Flip the cat over!
- Draw eyes, a nose and whiskers on the front!

Responding the instruction:

- Alright.
- I will.
- No problem
- Sorry I can't.
- Yes, of course.
- Sure.

## F. Learning Strategies

e) BKoF

- Greeting.
- Teacher asks some question related to the material.

- Teacher introduces paper folding activity to the students.
  - Teacher gives instruction to make a paper object and asks the students to follow her instructions.
  - Teacher lists the instructions which are used in making paper object and tells the meaning to the students.
  - Teacher explains how to make an instruction correctly and how to respond it verbally.
- f) MoT
- The teacher gives example how to pronounce each instruction properly.
  - The teacher asks the students to repeat after her.
- g) JCoT
- The students are asked to practice to give and respond to instructions in making a paper object in pair.
- h) ICoT
- The students are asked to give and respond to instructions in making paper object by turn in pairs in front of the class.

### **G. Source of the Study**

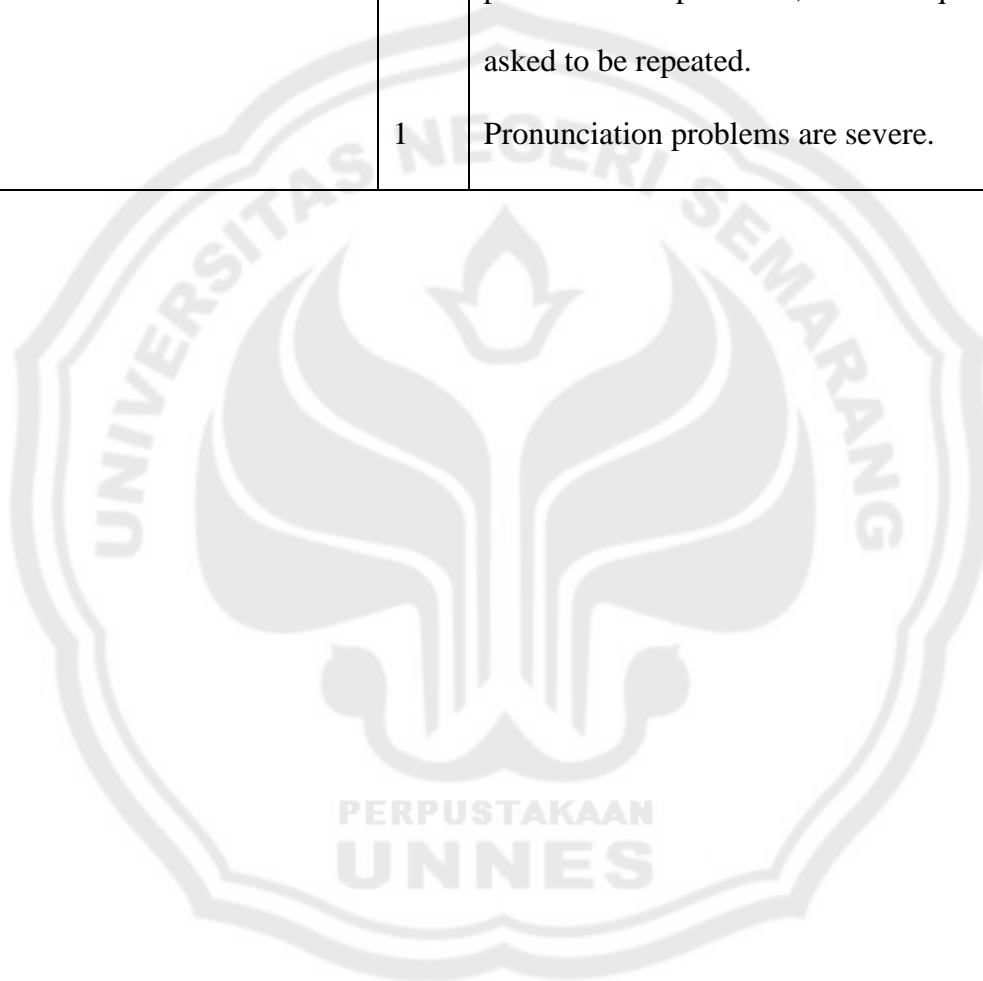
- <http://www.origami-instructions.com>

### **H. Scoring**

Comprehension	5	Appear to understand everything without
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	4	difficulty. Understand nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Has great difficulty following what is said can comprehend only social spoken slowly and with frequent repetition.
	1	Can not be said to understand even simple conversation in English.
Fluency	5	Speech is fluent and effortless.
	4	Speed of speech seems slightly affected by language problems.
	3	Speed and fluency seem strongly affected by language problems.
	2	Usually hesitant, often force into silence by language problems.
	1	Speech is so halting and fragmentary as to make the conversation impossible.
Pronunciation	5	Has few of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.

	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to be repeated.
	1	Pronunciation problems are severe.



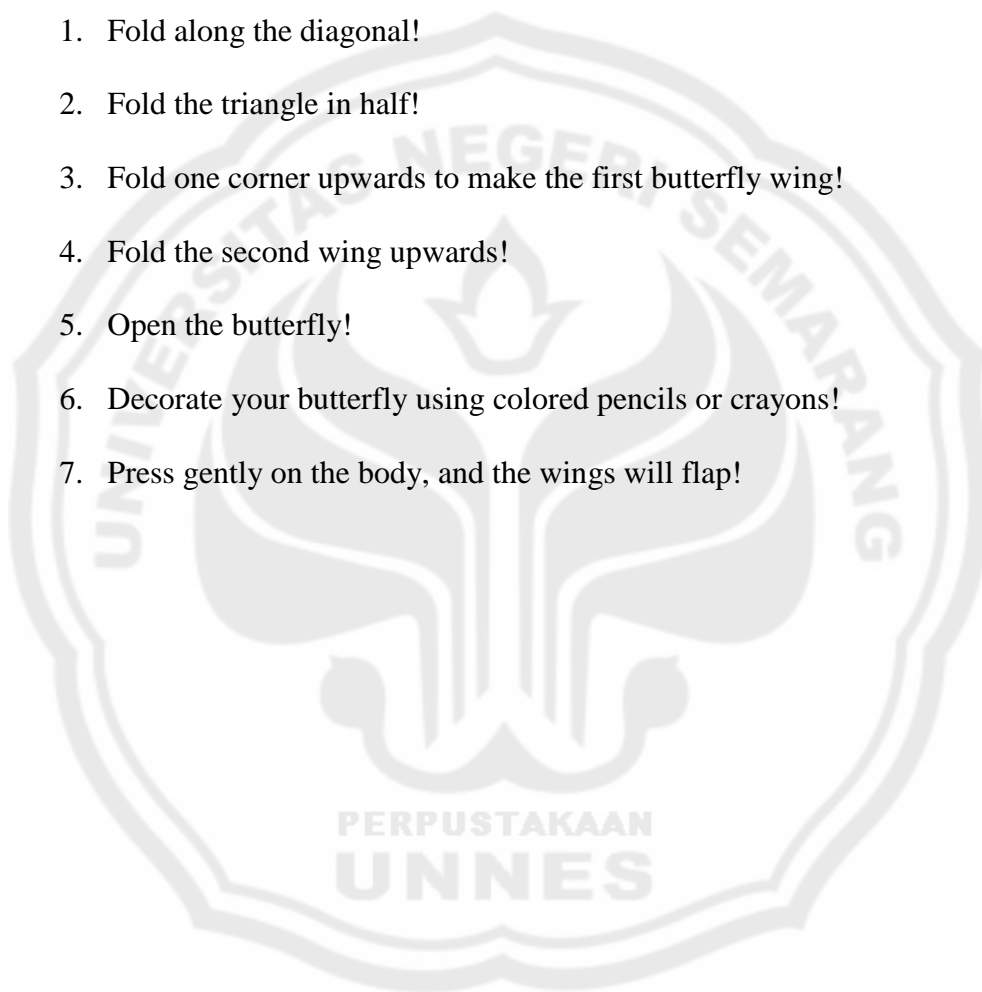


## Appendix 5

### Pre Test Material

Say one by one the list of instructions below!

1. Fold along the diagonal!
2. Fold the triangle in half!
3. Fold one corner upwards to make the first butterfly wing!
4. Fold the second wing upwards!
5. Open the butterfly!
6. Decorate your butterfly using colored pencils or crayons!
7. Press gently on the body, and the wings will flap!

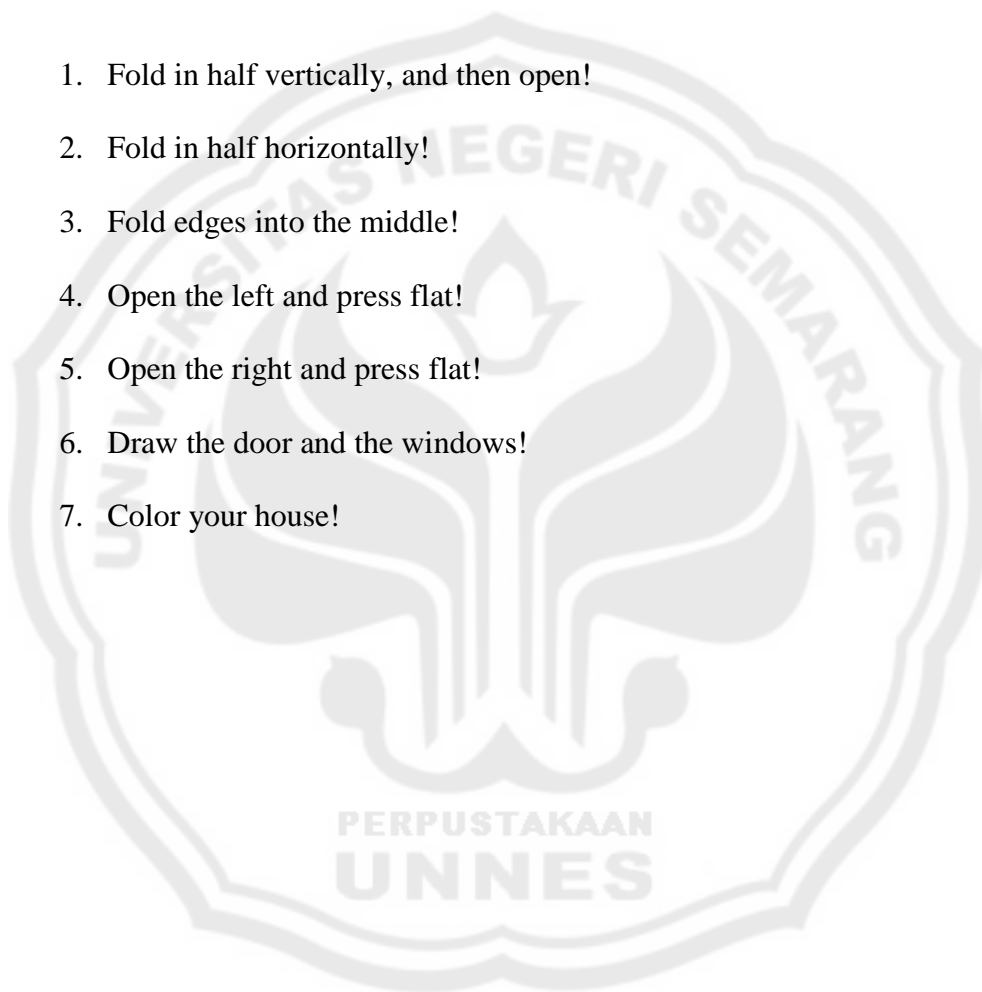


## Appendix 6

### Cycle 1 Test

Say each instruction below!

1. Fold in half vertically, and then open!
2. Fold in half horizontally!
3. Fold edges into the middle!
4. Open the left and press flat!
5. Open the right and press flat!
6. Draw the door and the windows!
7. Color your house!

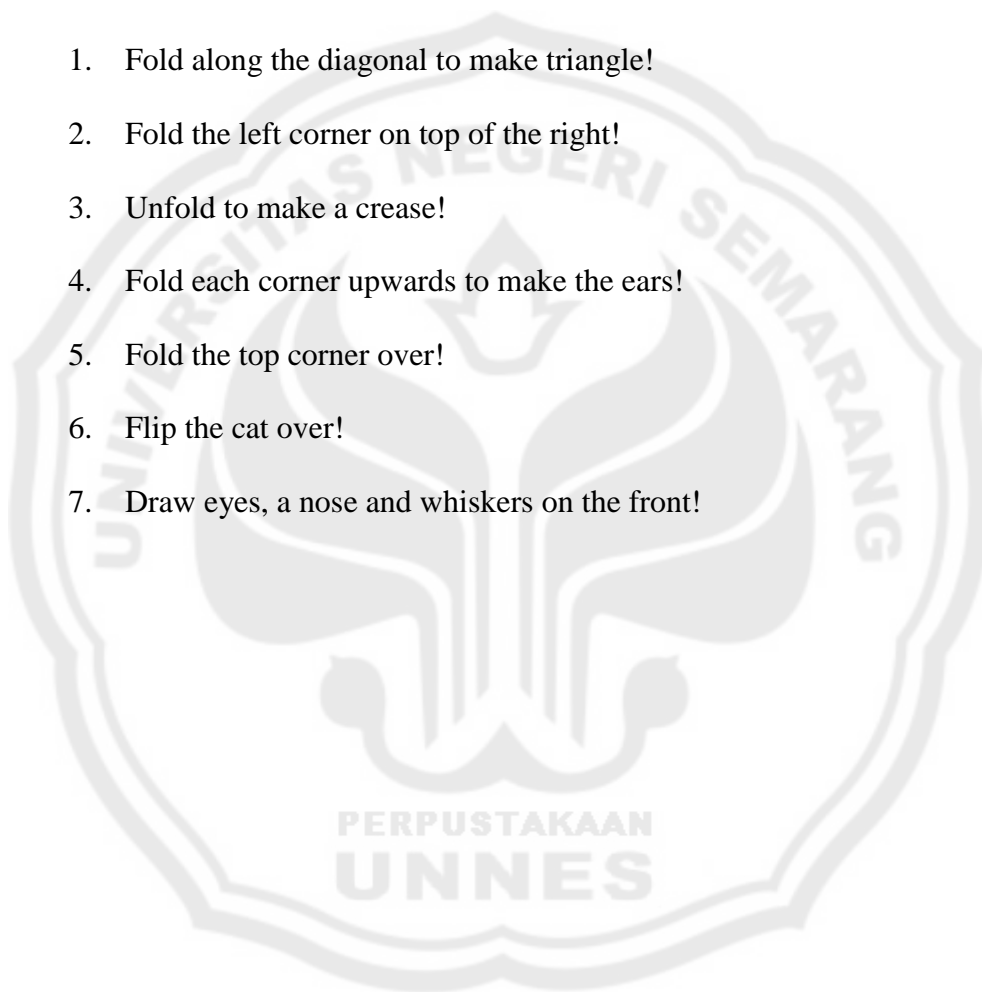


## Appendix 7

### Cycle 2 Test (Post-Test)

Say each instruction below!

1. Fold along the diagonal to make triangle!
2. Fold the left corner on top of the right!
3. Unfold to make a crease!
4. Fold each corner upwards to make the ears!
5. Fold the top corner over!
6. Flip the cat over!
7. Draw eyes, a nose and whiskers on the front!



## Appendix 8

### Result of Questionnaire

No.	Name	Score per Item				
		1	2	3	4	5
1.	Abdul Qodir	3	3	3	3	3
2.	Abdillah Zin Nuha	3	3	3	3	3
3.	Mohammad Syaiful Imam	3	3	3	3	3
4.	Adelia Intan Ayu Permata Putri	3	3	3	3	3
5.	Aprilia Nur Rizkiani	3	3	3	3	3
6.	Aldhi Saputra	3	3	3	3	3
7.	Alyda Ayu Rizky	3	3	3	3	3
8.	Aditya Candra Apriliyanto	3	3	3	3	3
9.	Auliya Ainun Nadir	3	3	3	3	3
10.	Bagus Dwi Nur Rahman	3	3	3	3	3
11.	Denika Khoirur Rahman	3	3	3	3	3
12.	Elly Marsela Putri	3	3	3	3	3
13.	Gabrielle Passadeva. V.	3	3	3	3	3
14.	Hanung widhi Utomo	3	3	3	3	3
15.	Khairun Nisa	3	3	3	3	3
16.	Lisa Andriani	3	3	3	3	3
17.	Mohammad Ali Sodikin	3	2	3	3	2
18.	Namiratus Zahra	3	3	3	3	3
19.	Navis Sariatul Kava	3	3	3	3	3
20.	Obet Kismalindo	2	3	3	2	2
21.	Putri Krisna Sari	3	3	3	3	3
22.	Ramadhani Irfan Maulana	3	3	2	2	2
23.	Rafli Fahrezi	3	2	3	3	3
24.	Sri Hartini	3	3	3	3	3
25.	Septiana Wurianti	3	3	3	3	3
26.	Tiara Meilia Arga Putri	3	3	3	3	3
27.	Thoriq Firza Al Makruf	3	3	3	3	3
28.	Wahyu Ikra Fahrozi	3	2	3	3	3
29.	Yovie Aulia Aditya	3	3	3	2	2
	<b>Sum</b>	<b>86</b>	<b>84</b>	<b>86</b>	<b>84</b>	<b>82</b>
	<b>Mean</b>	<b>2.96</b>	<b>2.9</b>	<b>2.96</b>	<b>2.9</b>	<b>2.82</b>

## Appendix 9

Picture 1. Teacher's and Students' Activity in Making Paper Object



## Appendix 10

Picture 2. Fifth Grade Students of SDN Mojolawaran 01



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