IMPROVING STUDENTS' SPEAKING SKILLS USING
INTERACTIVE ACTIVITIES
IN ENGLISH TEACHING LEARNING PROCESS
(The Case of Students of SMA Negeri 1Ngadirojo Pacitan
in the Academic year 2010 / 2011)

The final project

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by
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PERNYATAAN

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IMPROVING STUDENTS' SPEAKING SKILLS USING INTERACTIVE ACTIVITIES IN ENGLISH TEACHING LEARNING PROCESS in SMA N 1 NGADIROJO PACITAN

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Demikian, harap pernyataan ini dapat digunakan sebagaimana mestinya.

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ABSTRACT

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Key words : Interactive Activities Teaching, Teaching Speaking, speaking skills.

This research focussed on how to improve speaking skills level of the grade X students of SMA Negeri 1 Ngadirojo Pacitan. The research was aimed at finding out the students' speaking skills and the appropriate teaching technique to improve students' speaking skills. There were two problems in this research, namely : How can the interactive activities be used to teach speaking skills?

To solve the research problem, I conducted a classroom action researh with grade X students of SMA Negeri 1 Ngadirojo Pacitan as the subjects, the numbers of the participants were thirdty-seven students of class X^3. There were three cycles in this classroom action research. The data were obtained by making use of the observation checklist and recording.

The results of the research showed that, interactive activity can improve students' speaking skills. Those activities were describing picture, playing card game, role play and simulation. There were also some media used to support those activities. They were some picture, cards and visual aid for roleplay. Those activities could motivate the students to speak up in English during the teaching learning process.

From the result of the research, I suggested that a teacher should implement interactive activities technique in speaking class. A teacher should also modify the activities to avoid the students bored, afraid and less motivated to take part of speak in the class. It is also suggested that the teachers used interactive activities as an alternative way for English teaching learning process, especially in speaking skills.

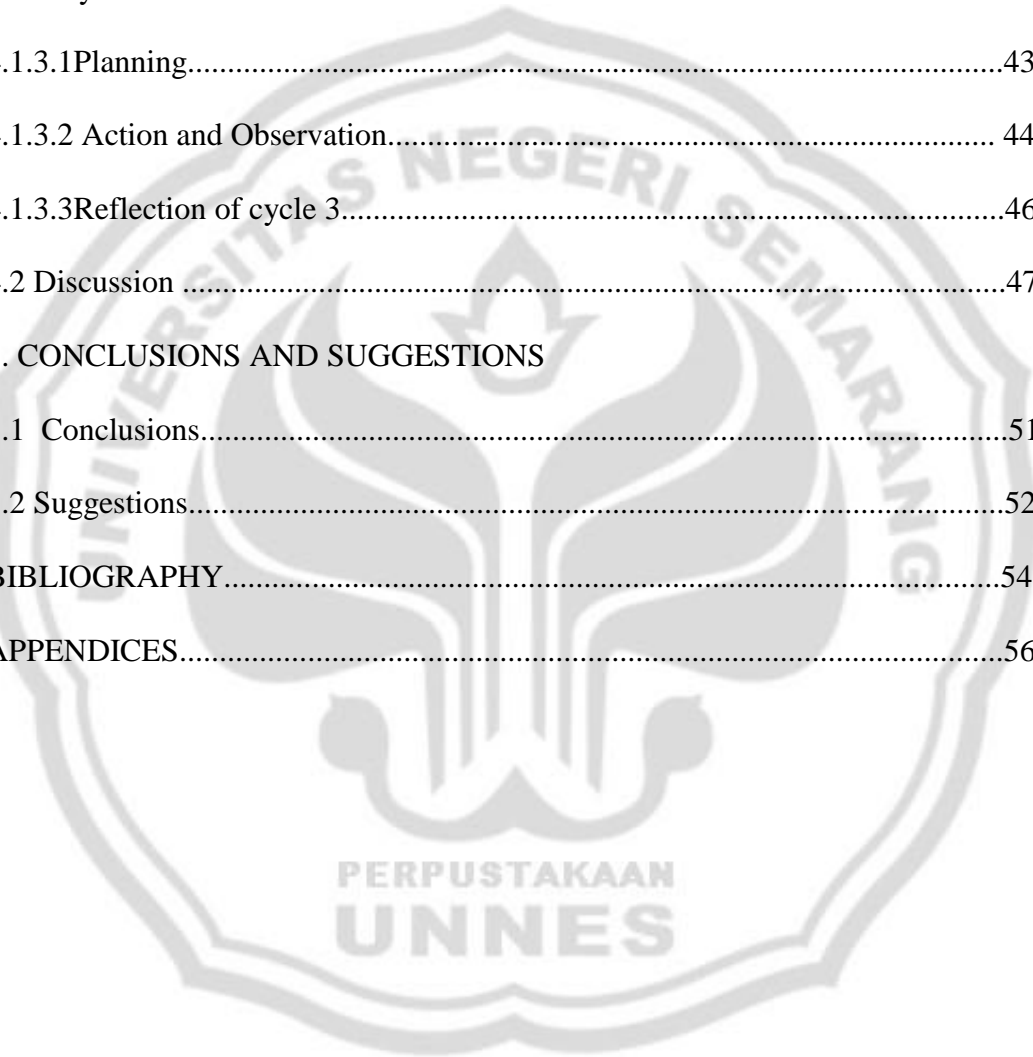**Pencil and a dream can take you anywhere**

Joyce A. Myers

To : Suwarso, Sutik Zaenab and Silvana
Wara Mustika

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CHAPTER 1

INTRODUCTION

This chapter presents the backgound of the study, Reasons for choosing topic, Statement of the Problem, Objectives of the Study, Significance of the Study, Definition of Key terms, Outline of the Study.

1.1 Background of the Study

Learning English is very important, because English has become an international language, which is used by most communities in the world. Many countries use English as their second language. In spite of the difficulties in studying English, it is worthwhile to study the language because it plays a very important role in almost all fields of life such as: communication, commerce economy, politics, education, science, technology and so on.

As Depdikbud (1994:1) states English in Indonesia is the first foreign language, which is important to study modern science and technology. For this very important reason, our government has included English in our education curriculum in order to make our society is able to speak English actively or passively.

In a Speaking class, students are expected to participate actively. The more students participate, the better their speaking skill will be. However, many educators regretted the fact that speaking classes are very quiet. Students do only speak when they are asked by the teachers. Besides, only few of them are willing

to answer the questions voluntarily without being asked too. More students have to speak when they are finally pointed by the lecturers to answer. Being forced in that way, students answer the questions doubtfully and in a muffed voice, almost inaudible by other students. There is only one interaction pattern, from the lecturers to the students. If the students are invited to draw questions and express their ideas, most of them will bow their heads and say nothing.

It is well known that final result of teaching is affected by some factors, they are: learners, the teacher, time allotment, material, the use of visual aid, methodology, teaching material and interaction between the teacher and students in the classroom.

Interaction is viewed as significant as it is argued that:

(1) only through interaction can the learners decompose the target language structures and derive meaning from classroom events ;

(2) interaction gives learners the opportunities to incorporate target language structures to their own speech (the scaffolding principle) ;

(3) the meaningfulness for learners of classroom events of any kinds whether thought of as interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and the learners.

(Craig Chaudron, 1998 : 10)

From the statements above it can be inferred that classroom interaction includes all of the classroom events, both verbal interaction and non-verbal interaction. The verbal interaction takes place because of the teacher and learners

talk, while non-verbal interaction covers gestures or facial expression by the teacher and learners when they communicate without using words. These two kinds of talk are important; they dominate the classroom events and influence students' foreign language acquisition.

Teaching and learning English is not the same as learning any other subject. It should cover four language skills; those are listening, speaking, reading and writing. According to communicative approach, those skills should not be ignored since they are essential to support the achievement of learning English. Naturally, besides those language skills, there are thinking skills which include understanding skill. Nunan (1983:80:81) claims that understanding a text involves understanding different kinds of meaning at the same time. This skill is very special skill, because it is always on all of the skill of language. Such as the reading skill without understanding, it is very difficult to getting the information from the text; speaking skill without understanding, it will not be able to deliver the messages well to other people; listening skill without understanding, it cannot catch the content of the communication, and writing skill without understanding it cannot make a writing which is correct in form or structure.

Because of the reason above, it is important for the teacher to use the right technique in teaching. Althought English for elementary school is only purposed to improve students' language accompanying action using simple activities to introduce students with English subject, it becomes a good starting point for learning English. In the senior high school, the students are in the age of 15 – 17 years old. Learners in those ages are called teenagers who are in the age of

puberty. The students are in the transition period between their childhood and adulthood that causes self - conciousness. In this age, they have a big curiosity and they are very energetic. This situation actually can enable the teacher to explore the students' curiosity and energy to learn something new included learning English that can be said as new language for them.

In line with the background of this study, I interested in knowing how well the teacher applying cooperative learning in their teaching. In this case, I want to know" How can the interactive activities be used to teach speaking skills? However, it is not easy for the teachers to apply cooperative leaning as the part of their teaching because of the limitation of their knowledge and experience with cooperative learning.

1.2 Reasons for Choosing Topic

The reasons why I attempt to analyze about improving students' speaking skills using interactive activites in english teaching learning process are:

(1)   To improve the students' speaking skills in the english teaching and learning process in classroom.

(2)   To increase students' participation during the teaching and learning process.

(3)   To give the teachers appropriate technique.

(4)   Interactive activities play an important role toward teaching and learning process.

(5)   I wish to know this activities have significant effect or not.

1.3 Statement of the Problem

Based on the general background of the study above, statement of the problem can be stated as :

" How can the interactive activities be used to teach speaking skills?"

1.4 Objectives of the Study

Based on the problem above, the objectives of this study can be stated as follows :

(1) To investigate the influences of interactive activities toward the improving students' speaking skills in teaching learning process.

(2) To describe the implementation interactive activities in teaching learning process at SMA N 1 Ngadirojo Pacitan.

(3) To investigate the interactive activities mostly used during the teaching and learning process in the classroom.

1.5 Significance of the Study

The significances of this study are :

(1) The result of this research gives an idea to English teachers to be used as a means to improve students' speaking skills in English teaching and learning process in improving the achievement of students' learning.

(2) The students feel pleased and enjoy learning English using interactive activities. They change their minds about learning English that used to be very difficult and boring to nice and interesting one. So, it will be possible for them to have more motivation in learning English.

(3) For the other English teachers, this research can be used as a model to improve students'speaking skills in English teaching and learning process.

1.6 Definition of Key Terms

In order to avoid misinterpretation in learning this study, there are several description that may help in understanding this material.

(1) Speaking English

The ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language.(Lado, 1961:239-240).

(2) Interactive Activity

Interactive activity refers to the material covered in a lesson that utilizes interactive activity strategies to increase student engagement. Students who engage with their subject matter are utilizing multiple learning strategies, including audio and visual learning and kinesthetic learning, or hands-on learning. Almost any lesson could be made interactive by designing activities that both teach the material and engage student curiosity. (http://www.ehow.com).

(3) Teaching Learning Process

Teaching-learning process is the heart of education. On it depends the fulfillment of the aims & objectives of education. It is the most powerful instrument of education to bring about desired changes in the

students.Teaching learning are related terms. In teaching - learning process, the teacher, the learner, the curriculum & other variables are organized in a systematic way to attain some pre-determined goal. (//www.infed.org/biblio/b-learn.htm). Teaching Learning Process is a process to help the learners to discover things for themselves. (Toenlirson, 1998 : 3)

1.7 Outline of the Report

The discussion of this analysis is divided into chapters and subchapters.

The explanation of each chapter can be elaborated as follows:

Chapter 1 is about introduction. It consists of background of the study, reason for choosing the topic, statement of the problems, objectives of the study, significance of the study, and outline of the study.

Chapter 2 covers review of related literature which includes English as a Second Language and Foreign Language, TEFL, Students' speaking skill in teaching learning process, Roles of an Interactive Teacher, Roles of Students, Interactive activity to improve Students' speaking skill and Action Research.

Chapter 3 is about method of investigation. It consists of research design, subject of the research, instrument of the research, the data, data collecting procedure, procedure of the research, and data analysis.

Chapter 4 discusses implementation of action research and discussion which consist of obervation checklist and recording to collect the data.

Chapter 5 gives some conclusions and suggestions.

CHAPTER 2

REVIEW OF RELATED LITERATURE

In this chapter, I presents some theory that to the study. They are English as a Second Language and Foreign Language, Teaching Learning English as a Foreign Language, Students' speaking skill in teaching learning process, Roles of an Interactive Teacher, Action Research.

2.1 English as a Second Language and Foreign Language

People can communication with one another by using language. Pinker in Browns (2000:5) states that language is a complex,specialised skill, which develops in the child spontanously without conscious effort or formal instruction deployed without awareness of its underlying logic, is qualitatively the same in every individual, and distinct from more general abilities for process information or behave intelligently. Language can also be defined as a system of arbitrary, vocal symbols which permits all people in a given culture, or other people who have learn the system of that culture, to communicate or to interact. English is one of thousands languages in this world. Because it is spoken by many people around the world, English has become a tool for international communication such as in commerce, banking, tourism, diplomacy, sciences, and and technology.

English has different uses and functions in many countries. It is considered as a mother tongue, as a second language and as a foreign language. Richard (1985:1 − 3) explains that English is used as the mother tongue or first

languge if people in a certain country use English as their national lamguage. English is used as a mother tongue in countries such as United Kingdom, Ireland, Australia, United States, Canada, etc. English functions as a second language when the people use English in their daily language but they still have their own mother tongue. As a second language English is used alongside with other language it is commonly the most important language education, government, business, etc.

In brief, in many countries English has three major functions. The first is English as a mother tongue. It means that English is used in all fields both formal and informal. The second is that English as a second language. In the countries where English is used as a second language , it has a privileged position such as the medium of instraction in the school and college. The third is English as a foreign language. It means that English is used for science, technology, and international communication , but it is only in a small frequency.

2.2 Teaching Learning English as a Foreign Language

2.2.1 Teaching Learning English as a Foreign Language (TEFL)

Toenlierson (1998:3) defines teaching as anything done by teacher or material developer to facilitate the learning of language. Teaching can be done to the learnerand teaching indirectly is a process to help the learners to discover things for themselves. Another definition explained by Brown (2000:7). He says that teaching in guiding and facilitating learning, enabling the learners to learn, and setting the condition for learning. The understanding of how the learner learns

will determine the philosophy of education, teaching style, approach, method, and classroom techniques.

Another definition of teaching is stated by Richard and Lockhart (1994:97). They say that teaching in activity which is embedded within a set of culturally bound assumptions about teacher and learners. Those definitions show that teaching can not be defined apart from learning. There will always be interelaction between the teachingand learning process in the classroom.

Brown (2006:8) adds that theory of teaching which is in harmony with the intregated understanding of the learners and the subject matter to be learned, will point the way to the success of some procedureson a certain situation for certain learners under the various comunities of the particular context of learning. In other words, the theory of learning should ” stand in the bead ” of theory of teaching, because the teaching process can be carrried out without the process of learning. The elements of teaching and the elements of learning support each other.

According to Richard (1985 :4), a particular justification for teaching English in a country is diffrrent from tyhe other countries, but the common factors for teaching English is because English has the knowledge that is valued. He adds that the decision as to what the status of English will be within a society is a question of language policy. Language policy decisions are made at the highest level of national and   educational planning. Such policy may specify (a) the circumtances under which English will be taught, and (b) the aims or goals that serve as justification for the teaching English such as for appreciation of foreign

culture, for reason of higher education, for science and technological advancement, and for international trade and communication.

Senior high school students or teenagers are categorized into adolescents learners. In this period, teenagers like to spend their time for hanging around, friends, peers, and often disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them.

The characteristics of adolescents learners according to Harmer are:

(1) They seem to be less lively and humorous than adults.

(2) Identity has to be forged among classmates and friends; peer approval may be considerably more important for the student than the attention of the teacher.

(3) They would be much happier if such problem did not exist.

(4) They may be disruptive in class.

(5) They have a great potential creativity and a passionate commitment to things that interest them.

(Harmer. 2001:38-39)

Adolescents are torn by many conflicts and many moments of indecision, because as Harmer says that adolescent is a period where someone is searching for individual identity and that this search provides the key challenge for this age group. Identity has to be forged among classmates and friends (Harmer, 2001:39).

Diagnosis of adolescence is complicated by the fact that the characteristics of secondary school students in general do not necessarily apply to every adolescent boy or girl. The characteristics of every individual are very heterogeneous. Harmer also states that adolescents sometimes can cause discipline

problems and be disruptive in class. It because of the boredom they feel and the happiness if there is challenge found (Harmer, 2001:39).

However, there is something which is interesting from adolescents. As Penny Ur in Harmer suggests, teenage students are in fact overall the best language learners (Harmer, 2001:38). Teenagers have a great capacity to learn, a great creativity, passionate commitment to things which interest them, and a great solidarity among classmates. Thus, they have unique characteristics. Teacher has to be able to use these characteristics and dig their potency through a supportive and constructive way, so that besides achieving the goal of teaching learning process with enthusiasm the learners morally can be good learners.

Brown (1980:8) suggests that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. The teacher as facilitator should give the facility to the learners the learning process. He must select the teaching material related to the learners' need, and arrange them from the simple to the complex item. Richards et al. (1992:7) suggest that the principles of developing teaching materials are:

(1) careful selection of what to be taught;

(2) improving limits on what is to be taught;

(3) arranging what is to be taught in terms of the four skill;

(4) grading materials from simple to complex.

A teacher should be able to choose the effective methods of teaching to expose every particular material, since all methods have their advantages and disadvantages. This is in line with Harmer's (2001:57) opinion that the teacher

has to be able to perform as controller, organizer, prompter, participant, resource, tutor, observer and model. Here, the teacher has acquired knowledge about curriculum, teaching methods, subject matter, and child behavior, together with a wealth of other particular information resulting from the experience of working with students in numerous contexts and different materials.

In the teaching learning process the teacher has to pay attention to the learners' personalities or individual differences, because students have different abilities and points of view, background and experience. So that English as a foreign language can be enjoyable subject and mastered by the learners well with pleasure.

In conclusion, the process of teaching can not be seperated from learning because these processes are interrelated in the real situation and the elements support each other. The theory of teaching and learning should be in harmony to reach a succesful teaching and learning process. In the teaching English as a foreign language, thereare several aims. They are: first, for appreciation of foreign culture, second, for reaction of higher education, third, for science and technological advancement, and fourth, for international commerce, trade and communication.

2.2.2 Learning English as a Foreign Language

According to Toenlierson (1998:4) learning is normally considered as a conscious process which contains of the communiting to the memory of information relevant to what is being learned. He adds that direct learning such as spelling rules, conversation of greeting and vobabularyitems can be useful to the

language learners. It makes language learning consist of subconcious development of generalization of act of communication. Learning language can be done explicitlywhen the learners are aware of when and what they are learning. On the other hand, language learning can be done implicitly when learners are not aware when and what they are learning. Language learning can also be declarative knowledge that is knowledge of language system or of procedular knowledge that is the knowledge of how the language used.

Kimble and Garmezy in Brown (2000:7) explain that learning is a relatively performance change in behavioral tendency and is the revolt of reinforced practice. Brown (2000:7) clasifies this definition of learning in the following action :

(1) Learning is acquisition or " greeting ".

(2) Learning is reaction of information or skill.

(3) Retention implies system, memory, cognitive, organization.

(4) Learning involves active , concious focus on and acting upon events outside or inside the organism.

(5) Learning is relatively permanent but subject to forgetting.

(6) Learning involves some practice, perhaps reinforce practice.

(7) Learning is change in behaviour.

2.3 Students' speaking skill in teaching learning process

Students' speaking skill is a children's ability to speak english to another people, so make communication.

Kimbley and Garmezy, as quoted by Brown (1980:7-8) state that learning is a relatively permanent change in a behavioral tendency and the result of reinforced practice. It is important to understand that the goal of teaching and learning a language is communicative competence. Harmer (1991:32) suggests that Communicative Language Teaching has had a thoroughly beneficial effect since it reminded teachers that people learn language not so that they 'know' them, but so that they can communicate. It means that at the end of the process of teaching and learning English, the learners are supposed to be able to communicate using English, not only get high scores in English tests. Interactive activity is one way that can be used to improve speaking ability. We can therefore say what elements need to be presented in a language classroom to help students learn effectively (Harmer, 1991:25-6):

(1) Engage

Teachers try to arouse the students' interest, thus involving their emotions.

(2) Study

Study activities are those where the students are asked to focus in language (or information) and how it is constructed.

Based on Harmer (1991:16- 7), in the management of teaching, there are two issues:

(1) Audibility

They must be sure that the students at the back of the class can hear them just as well as those at the front can.

(2) Variety

It is important for teachers to vary the quality of their voices- and the volume they speak at – depending on the type of activity.

There are also four principles of language teaching (Finnocchiaro and Bonomo, 1973:15-8):

(1) Since spoken language is primary, the sounds of the language should take precedence in our teaching.

(2) In addition to the sound system, learners must be taught he grammar system of the language.

(3) Language teaching means familiarizing the students with the culture of the native speakers – including their gestures, distance maintained in speaking and formulas of expression.

(4) The fourth, but by no means unimportant, large area of language we must help our students acquire is its vocabulary.

According to Harmer (1991:52), there are four things that students need to do with 'new' language:

(1) be exposed to it

(2) understand its meaning

(3) Understand its form (how it is constructed)

(4) Practice it

2.3.1 General Concept of Speaking

Speaking is one of language skills. It is perhaps the most demanding skill for the teacher to teach (Wendy and Lisbeth, 1993:33). There are three reasons why it is good to give students speaking (Harmer, 1991:87-8):

(1)Rehearsal

It gives them a chance to rehearse having discussions outside the classroom.

(2)Feedback

Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

(3)Engagement

Good speaking activities can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving etc) are intrinsically enjoyable in themselves.

According to David Nunan (2003:55-6), speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context. A foreign language context is one where the target language is not the language of communication I the society (e.g. learning English in Japan or studying French in Australia). Learning speaking skills is very challenging for students in foreign language contexts, because they have very few opportunities to use the target language outside the classroom. In language lessons – especially at the beginning and intermediate levels – learners must be given opportunities to develop both

their fluency and heir accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency – building practice and realize that making mistakes is a natural part of a new language.

2.3.2 Speaking Skill

Learning any foreign language has to do with the four sills that have to be mastered. The four skills are listening , speaking and listening (oral skills) are saidto relate to language expressed through the aural medium. Reading and writing are said to relate to language expressed through the visual medium (written symbol). Another way of representing theseskills is by reference not to the medium but tothe activity of the language user. Therefore, speaking and writing are said to beactive or productive skills, whereas listening and reading are said to be passive orreceptive skills. There are expresses four skills:

Productive/ active Receptive/ passive

Aural medium   : Speaking Listening

Visual medium : Writing Reading

Listening skill is the ability to understand English presented in oral from.

This skill is set up as an aim by or government particularly in the effort to affiliate with foreign colleges or to communicate with others.Speaking skill is the ability to use the language in oral form. In junior andsenior high schools this skill is limited to the ability to conduct a simple conversation on some subject (e.g. expressing regret, gratitude, agreement, offer,certainty, etc.)

Among the four skills, speaking skill is a difficult one to assess whit precision,because speaking is a complex skill to acquire. The following four or five components are generally recognized in analysis of speech process:

(1) pronunciation (including the segmental features:

Vowels and consonants; and the stress and intonation)

(2) grammar

(3) vocabulary

(4) fluency (the ease and speed of the flow of speech)

(5) Comprehension.

(Harris, 1969:81)

The ability to speech a foreign language is the most pressed skill. Because someone who can speech a language will also be able to understand it. Lado (1961:239-240) defines speaking ability as: "The ability to use in essentially normal communication, stress,intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of thelanguage".

Speaking skill is a matter which needs special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Oral language or speaking is an essential tool for communicating, thinking, and learning powerful learning tool. It shapes modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning. Through speaking and listening, student learns concepts, develop vocabulary and perceive the structure of the English language essential components of learning. Students who have a strong oral language base

have an academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing. In communicating with other people, it is important to know whether the situation is formal or informal. Besides, it is also important to know that the language, in this case English, can be standard or non standard so that they are able to communicate effectively. In speaking English as a foreign language the speaker obviously has to try to speak it in the way the native, speakers do. In order to be able to speak English better, it is important for him to learn all of the four skills in English and matter English phonetic as well, because it is very helpful to learn the language quickly and successfully.

The use, of language or speaking skill is a matter of habit formation. In speaking, he must implant the habit of fusing it for communication until it becomes deeply establishes. In conclusion, the definition of speaking skill lexically is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent. In addition tothat, Lado (1961:240) points out that speaking ability / skill is described as the ability to report acts or situation, or the ability to report acts or situations in precise words, or the ability to converse, or the express a sequence of ideas fluently. The writer can conclude that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication.

2.3.3 The Elements of Speaking

Jeremy Harmer (2003:269) states that the ability to speak English presupposes the elements necessary for spoken production as follows languange features.The elements necessary for spoken production, are the following:

(1) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech

(2) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face t- to – face interaction). The use of these devices contributes to the ability to convey meanings.

(3) Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

(4) Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

Mental / social processing Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates are:

(1) Language processing: Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

(2) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

(3) (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

2.4 Roles of an Interactive Teacher

Teacher is an important part in a teaching and learning process. The teacher can play many roles in the course of teaching. Brown (2001 : 167 – 168) explain that there any some roles of teacher in creating an interactive classroom. The first role is teacher as a controller in the classroom. It means that the teacher determines what the students do, when they should speak, and what language form they should use. In an interactive classroom, some controls are actually an important element of successfully carrying out interactive techniques. The teacher should carefully plan, map out the initial input, specify the direction, and gaoge the timing of a technique. Teacher should grant that allowing for spontancity of expression involves yielding certain elements of control to students, nevertheless, even in the most cooperative of interactive classroom, the teacher must maintain scene control simply to organize the class hour.

The second role of a teacher in an interactive classroom is the teacher as a director. Some interactive classroom times can be structured in a way that teacher is like a conductor of an orchestra or director of a drama. Teacher must keep the process when the students engage in either rehearsed or spontaneous language performance to efficiently. The third role is teacher as a manager. A language class is like a company and the teacher is the manager. The teacher plays the role as a manager when he/she plans the lesson, modules, and course. Teacher also structures the larger, longer segment of classroom time, but the teacher must still allow each student to be creative within those parameters. In the other hand this is the teacher's first and most challenging role. Classroom management is probably the most common cause for a first year teacher becoming frustrated and turning to a new field of endeavor. It is also accounts for second, third and fourth-year teachers leaving education. Classroom management is perhaps the least significant role of the teacher but it is the role that allows teachers to teach. Being a manager stinks, but it is necessary to survive as a teacher. The fourth role of teacher in an interactive classroom is the teacher in a learner centered classroom, Nunan (1996) explain that only one of every fourty minutes of class time is devoted to student participation. Students don't learn to summarize by listening to the teacher's summaries.

2.4.1 Roles of Students

Besides the teacher, students also play important roles of teaching and learning process. The students are the subject of the teaching and learning process. Nunan (1989:80) explain the roles of a learner in a teaching and learning process

as follows: (a) the learner is the passive recipient of outside stimuli , (b) the learner is an ineractor and negotiator who is capable of giving as well talking, (c) the learner is a listener and performer who has little control over the content of learning, (d) the learner is involved in a process of personal   growth, (e) the learner is a listener and performer who has little control over the content of learning, (f) the learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from the psycological learning process, (g) learners must take responsibility for their own learning,developing autonomy and and skills in learning.

2.4.2 Interactive activity to improve Students' speaking skill

Rivers (1987:10 – 14) explain that in an interactive classroom, there are some activities that can be done. In an interactive classroom there must be much listening to authentic materials. The authentic materials can be from the teachers' talk or audios – videos tipes or film of native speakers who are interacting. Other kinds of input such as newspaper , magazines, instraction for products can also be used in the classroom. From the authentic materials, students can observe nonverbal behaviour and the types of explanation , the expression that is used, and how they negative meaning.

Students from the beginning must listen and speak in reacting to pictures or objects, in role play , through acting out, or in discussion. Those activity can also improve students' speaking in the interactive ways. They can be involved in joining tasks or some purposeful activities where they can work together to entertain people or preparing as event. Those activities can stimulate students to

share their values and view point, waysof acting and reacting, their speech style, and create the cross-cultural interaction between the students. Cross – cultural interaction is very important in language use in the real world. The interaction does not prelude the learning of the grammatical system of the language. The process of learning grammatical system of the language can and should be in interactive ways. Students can intermediate grammatical rules trought experiences of their effectiveness in expressing essential meaning.

2.5 Action Research

2.5.1 Definition of the Research

According to wallace (1998:4) , action research is a process, which is done by systematically collecting data on teacher's everyday practice and analyzing it in order to come to some decisions about what her future practice should be. While, Harmer (2003: 344) states thataction research is the name given to a series of procedures teachers can engange because they wish to improve aspect of their teaching, or because they wish to evaluate the succes and or appropriacy of certain activities and procedures.

In the classroom, problems are always found. That can be a reason for the teacher to conduct an action research to achieve the target that becomes her expectation in the process of teaching and learning. Best writes:

> "... its purpose is to improve school practice and, at the same time, to improve those who try to improve practices : to combine the research function wih teacher growth in such qualities as objectivity, skill in research pocess, habits thingking, ability to work harmoniously with others, and profesional spirit (Best, 1981 : 22)."

While, according to Wardhani and Wihardit (2008:1.19 – 1.25)the advantages of action research are:

(1) The research result is beneficial in improving teacher's way teaching.

(2) Teacher develops profesionally since he/she is able to evaluate he /his own teaching.

(3) Teacher gets a chance to actively develop his/her knowledge and skills.

(4) It improves students' ability in their learning process.

From the definition above, it can be concluded that action research is a research which done by a teacher in his/her own classroom sysmatically through his/her self-reflection to solve the problem faced by the students with the purpose of improving his/her teaching so that the result of the students improve as well. Action research has the advantage to know about teachers and learners deeper. As teacher, we must know the weaknesses of the students and how effective our methods are:

2.5.2 Steps of Action Researh

A classroom action research is conducted cyclic. According to Kemmis (1990) cited in Mills (2000), a cycle consists of four steps. They are planning, action, observation, and reflection. The steps can be seen in the figure below.

Figure 2.1 The Steps of Action Research

(Mills, 2000 : 97)
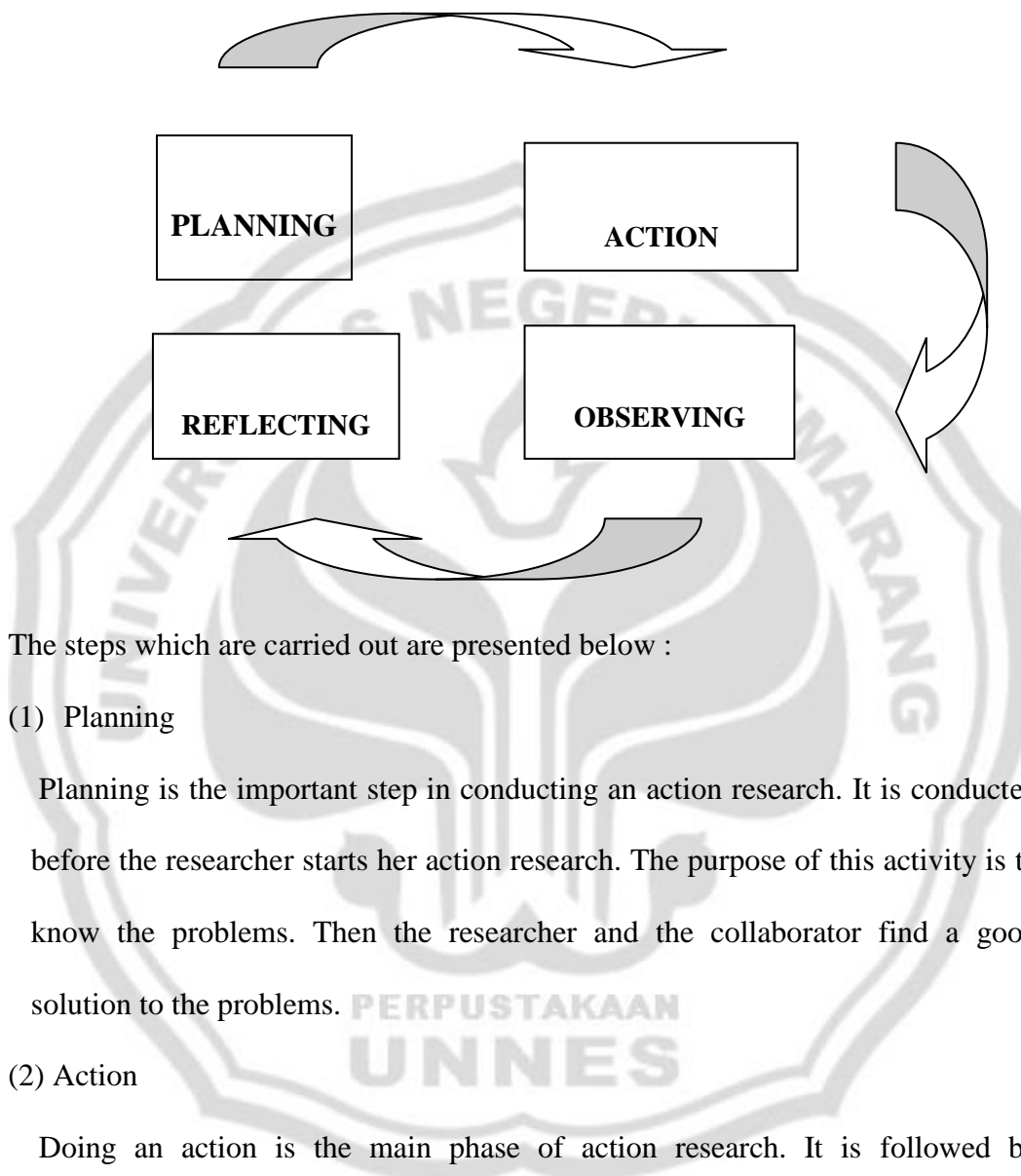
The steps which are carried out are presented below :

(1) Planning

Planning is the important step in conducting an action research. It is conducted before the researcher starts her action research. The purpose of this activity is to know the problems. Then the researcher and the collaborator find a good solution to the problems.

(2) Action

Doing an action is the main phase of action research. It is followed by observation and reflection. This phase is the implementation of the plan that the researcher has made to solve the problems.

(3) Observing

In this step, the researcher has to observe all events or activities during the research.

(4) Reflecting

A reflection is an effect to inspect what has been done. The result of reflection is used to establish the next steps of the research. In other words,a reflection is the inspection effort of the success or the failure in reaching the research purpose.

From the explanation above, it can be said that planning always becomes the first step in doing any activities. Without planning, the activities the researcher does will have no directions. Plannning becomes the references in doing the action. While, action is the second step which is the realization of the planning the researcher has made. Then, observation, the researcher can be determine whether it is necessary to revise the action or not in order to achieve the purpose of the research.
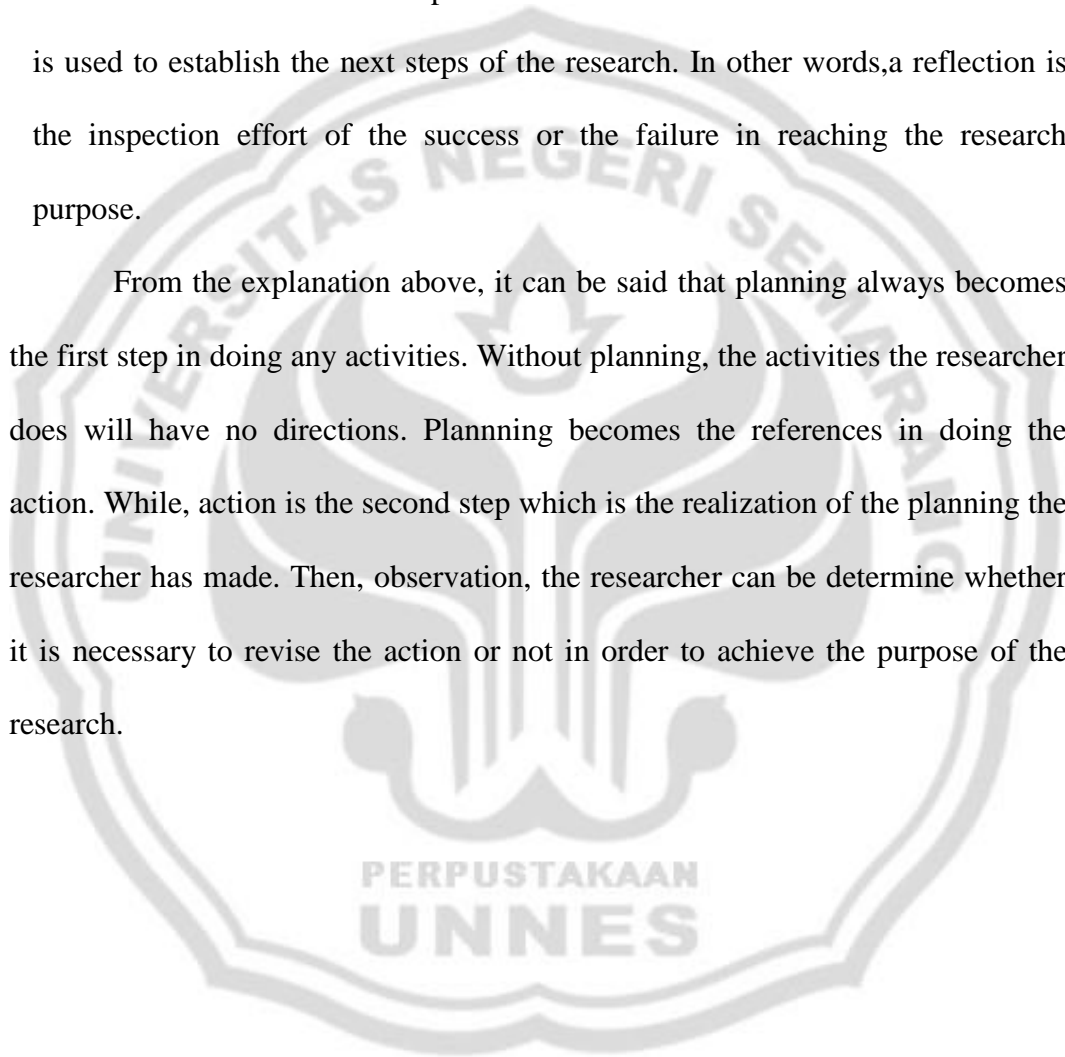
CHAPTER 3

METHODS OF INVESTIGATION

This chapter presents a description of the methods of investigation. It is divided into several parts. They are research design, population and sample, insruments of this study, techniques of data collection, tehcnique of data analysis type of data.

3.1 Research Design

In this action research, I conducted two cycles: cycle 1, cycle 2, and cycle 3. A cycle consists of four phases. According to Kemmis (1990) cited in Mills (2000), the phases are planning, action, observing, and reflecting. The design is presented as follows:

Figure 3.1 Diagram of Action Research

(Mills, 2000 : 97)

Problem	⇨	Planning of cycles 1	⇨	Action of cycle 1

	Reflecting of cycles 1	⇦	Observing of cycle 1

Unsolved problem	⇨	Planning of cycles 2	⇨	Action of cycles 2

	Reflecting of cycles 2	⇦	Observing of cycles 2

Solved problem	⇨	Planning of cycles 3	⇨	Observing of cycles 3
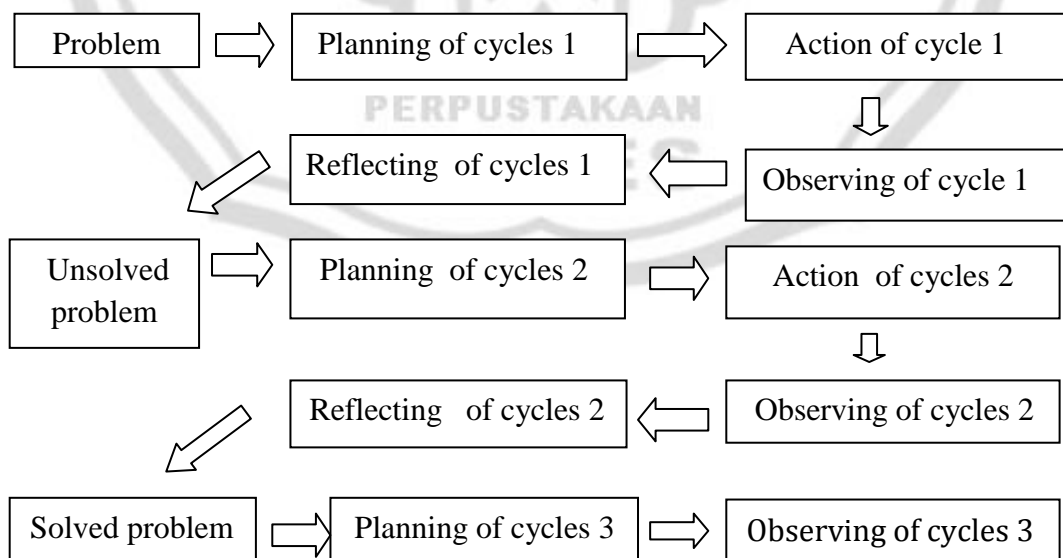
3.2 Subject of the research

In this study, I conducted an action research at SMA N 1 NGADIROJO PACITAN. The subjects of the study were the tenth grade students in the academic year of 2010/2011.

3.2.1 Population

Based on the encyclopedia of educational evaluation as quoted by Arikunto (1996:115), a population is a set (or collection) of all elements possesing one or more attributes. In this case, the subjects of this study were the tenth grade students of SMA N 1 NGADIROJO PACITAN in academic year of 2010/2011.

3.2.2 Sample

According to Arikunto (1996:20), a sample is a limited number of elements selected from the population to be representatives of that population.

3.3 Instruments of this Study

(1) Instrument plays an important role in research which is used to collect data. The data to be analyzed in this study are the data of the teacher-learners interaction the classroom. In this study, I will observe the students's speaking skill using interaction activity. During the observation I will make lists about students' speaking skill that mostly were used in the teaching and learning process.

(2) In this study, I use action research method. So the instrument used here is observation checklist and recording conducted by the students. Afterwords I

make a list of identified problem. Then the students discussed to choose the problems that are very urgent and manageable to overcome.

3.3.1 Observation Checklist

In this study, an Observation checklist was used to observe the subject of the study in some aspects. The aspects that were observed were the students attendance, the students' pronounciation, the students' using grammar, the students' vocabulary, the students' speech, the students' comprehension.

3.3.2 Recording

The whole data in the form of verbal speech produced by the whole speakers during the conversation are recorded. The conversation recordings are transcribed. After being transcribed, the data are put on the table by clause to clause.The ultimate step in this study is drawing conclusion and suggestion. This step has been accomplished based on the description, evaluation, and interpretation on the findings and prior identification.

3.4 Type of Data

The needed data in this research about feelings, opinions, expectation, suggestions, and preferences from the students and the students related to the students speaking skills. The sources of data in the form of observation checklist an recording.

3.5 Techniques of Data Collection

To obtain the data , I did observation on how english teaching and learning process in class a is took place, and the observation focused on students' speaking skills. I made observation checklist. I also gave recording to the students in relation to students' difficulties about speaking in english teaching learning process. Conducting the action research, there are some procedures that must be followed for each cycle. Those procedure are:

(1) Planning

There were some plans of action that would be implemented the cycle. Then worked collaboratively to find possible actions to overcome the problems.Then , I make a list of some plants that have been agreed by the tudents and I formulated the plants of action that would be implemented.

The formulation of the plans includes the materials that will be given in the action. The materials were taken from many resources with some adaptations to made them appropiate with the topic. After that I arranged the lesson plan and consulted them with the teacher and the collaburator.

(2) Action

After formulating the plants including the materials and the lesson plan was agreed by the students, then I implemented the actions in the class. I did that actions and the English teacher of Senior High School observed the student's speaking skill during the implementation of the action.

(3)Evaluation and Reflection

After implementing the action, I undertook some interview to the students to know whether the action has significant effect or not. After doing evaluation, the students and I analyze the research findings. Based on the result of the analysis, the students, the teacher and I, can continoue to formulate the plants for the next cycle.

3.6 Technique of Data Analysis

The data collection activity were conducted through sevelar steps. First, I fulfilled some formal administrative procedure including getting the permission from the head of school to collect data. As soon as the permission was given, I met the English teacher to make an appointment for doing observation. As the observer, I went to SMAN 1 NGADIROJO PACITAN to conduct the observation on the appointed data. Steps of this research procedures were as follows:

(1) Cycle 1

Observing all of the daily activities of the students and the teachers in the school.

(2) Cycle 2

Appliying interactive activities method to the students.

(3) Cycle 3

Appliying interactive activities method to the students.

(4) Determining the early data from observation checklist and recording's transcript.

(5) Analysing the data.

The data resources were taken by using observation checklist and recording's transcript.

 (a) Analyzing observation checklist

  Some required steps to analyze observation checklist were:

  (1) Students's attendance

  (2) Grammar

  (3) Pronounciation

  (4) Vocabulary

  (5) Fluency

  The data in this research are in the form above, the result can be concluded from it.

 (b) Analyzing recording transcription

  Some required steps to analyze recording were:

  (1) Transcript the recording

  (2) Analyse the recording transcription, Based on Brown (2004) evaluating speaking could be used :

   (a) Grammar

   (b) Vocabulary

   (c) Comprehension

   (d) Fluency

   (e) Pronounciation

CHAPTER 4

RESULTS AND DISCUSSION

In this chapter, the collected data are presented and interpreted.

4.1 Implementation of Action Research

4.1.1 Cycle 1

To get the data corcerning the problems faced in teaching and learning process in class X3 SMA N 1 NGADIROJO PACITAN, I conducted some observation. The vignette below describes the situation of the teaching learning process in class X3.

At grde X3 SMAN 1 NGADIROJO PACITAN

On March 26th 2011 at 11. 45 – 13.15

When the teacher came to the class, the students were busy and were tyding their match books. Then the teacher clapped her hand and said" good morning class", and the students answered" good morning mam". Then the teacher presented the students partisipation by call the roll, when the teacher called one of the students, the others students were noisy they disturbed those activity.

After the students calmed down, the teacher began the lesson" OK ", let us review our previous lesson. Kemarin kita sudah sampai dimana? Two students replied expressing disbelief and expressing surprised. Then the teacher continued the previous lesson. When the teacher explain the material, the students that sat in back row did not pay attention to the teacher. They were making noise and many

student slept in the classroom. After the teacher explained the lesson, the teacher asked to the students" any questions students?", three students answered "no mam". Then the teacher asked them to open their worksheet page 26." Open page 26"the students were busy to open their worksheet. Any students did not bring the worksheet so they must share with their friends. Then the teacher whammed the eraser to the table to attract the students' attention. Then the teacher said " OK ya. Now what do you see on page 8? "some students did not answer the teacher's question especially those who sat in back row. They were busy talking with their friends. Then the students who sat in the front row answered" mau membantu". " ya mau membantu", kalau gambar yang di bawah apa? What do you see?mau membantu tapi tidak mau di...dibantu. What did he say? "some students answered the teacher's question lazily. The teacher must repeat the clues more than twice to stimulate the students to answer the question.

Then, he explained the expression of offering help. He wrote the expression and the responses on the blackboard it in to *bahasa indonesia.* After that, pronounced the expression and the students followed after her. Then he asked them to submit their work.

The vignette in teaching learning process class X3

Based on the vignette above, there were some problems related to the students speaking skill during the teaching and learning process in the class X3 at SMA N 1 NGADIROJO PACITAN. The students were silent in the process of teaching and learning process. The teacher has tried to attract the students speech

by using song in the warming up, but it was not followed by other interactives and interesting activities. The materials were not various and only taken from the worksheet. There were from students who did not bring their worksheet, so they have to share the worksheet with their friends.

Besides conducting observation in the classroom, I got the data about the problems in teaching learning process from the observation checklist there were the problems identified in teaching learning process in X3 at SMA N 1 NGADIROJO PACITAN. Those problems those are follows:

(1) Some students found difficulties in speaking English.

(2) Some students are silent in following teaching and learning process.

(3) Some students thought that English is a difficult subject.

(4) Students had low motivation in learning English.

(5) Students did not understand if the teacher explained in English.

(6) Students did not pay attention in the teaching and learning process.

(7) Some students made noisy during the teaching and learning process.

(8) Some students felt afraid to answer the teacher's questions in English.

(9) Students found difficulties in doing their exercise.

(10) The teacher found the difficulties in handling students during the teaching learning process.

(11) Some students did not bring their worksheet.

(12) There were some disturbances from other class.

4.1.2 Cycle 2

4.1.2.1 Planning

Based on the result of the discussion with the students on 26 march 2011 , there were some plans of action that would be implemented in the second cycle. The focuse of the actions in this cycle were to improve the students speaking skills and enable to the students to do their exercises. The actions were as follows:

(1) Applying interactive activities to encourage the students to speak English in the classroom. In this cycle, the students and I agreed to plan three interactive activities. Those activities were describing picture, playing card game and role play.

(2) Using the media to atrract the students speech on the teaching and learning process. In this cycle, there were some media that would be to support the interactive activities. Those were the colourfull picture about advertisement and announcement.

(3) Applying groups work activities to improve the student's interactions and enable them to doing the exercises. In this cycle the playing card game would be done in group so the students could discuss their exercise with their friends to enable them in doing their exercises.

(4) Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

4.1.2.2 Action and observation

The action was carried out two times, on 28 March 2011 and on 2 April 2011,the material of the study based on the SK.KD in this semester. The data during cycle 1 were collected using observation checklist and recording. The data indicated the following:

(1) Appliying interactive activities

To maintain the students' motivation to improve speaking skills in the teaching learning process the I used some interactive activities. Those activities were:

(a) Describing Picture

At the beginning the lesson, I did the questioning and answering activity to improve speaking english. This activity we used in the warming up. After that, I applied the picture describing activity. This activity doing in a group,one group consist of 4 students. I gave some picture to each group. The theme of the picture is advertisement and announcement. Each group describe the picture did they got. The picture is very colourfull so the students was very interested to describe it. Then a spokersperson for each group describes the picture to the whole class.

In this case, picture describing activity did not success 100%, many students have mistakes in grammar,using words,pronounciation. The students had progressed in speak english such as: speak engling in front of the class,more active,etc. Althought the students at the first time found many difficulties pronouncing in english words they try to ask me, their friends, and open the dictionary. There fore, the process of teaching and learning seemed to be interesting.

(b) Playing card game

I used playing card game to build their enthusiasms to be improving their speaking skills. In this game, students should form groups of four. Each suit will represent a topic. For instance:

(1) Diamonds : earning money

(2) Hearts   : love and relationship

(3) Spades   : An unforgettable memory

(4)Clubs   : Best teacher

Each student in a group will choose a card. Then , each student will write 4 – 5 questions about that topic to ask the other people in the group.

For example:

If the topic " diamonds:Earning money " is selected, here are some possible questions :

(1) Is money important in your life?Why?

(2) What is the easiest way of earning money?

(3) What do you think about lottery?Etc.

However, I should state at the very beginning of the activity that students are not allowed to prepare yes – no questions, because by saying yes or no students get little practice in spoken language production

Rather, students ask open – ended questions to each other so reply in complete sentences

(c)   Role play

Harmer (1984:275) states one other way of getting students students to speak is role – playing. Students pretend they are in various social context and have a variety of social roles. In role – play activities, the teacher gives information to the learners such as who they are and what they think or feel. I give situation based on material and the students make a dialogue and then they perform it in front on the class.

4.1.2.3 Reflection of cycle 2

After implementing the action, the students, the english teacher and I did some reflection. The discussion was done on 2 april 2011. It was done based on the observations checklist and recording in the teaching learning process. Everybody had an equal opportunity to express their ideas, opinions, and feelings. From the implementation of the action above, some findings would be described as follows:

(1) Using describing picture activity to attract their attention to improve their speaking skills. Nevertheless, the colour of the pictures are not clear.for the next cycle the pictures must be clear.besides that this activity to express their imagination, and their involve in teaching learning process.

(2) Playing card game activity was effective to build students enthusiasm in teaching learning process. It was very interesting for them. They could enjoy this activity and get improved their speaking in the teaching learning process. This activity enable the students to improve to make conversation and their courage to speak up in front of the class.

(3) Role play activity make the students expected to do it well based on the material. They should develop materials and improve them so that they can play it as someone else with different character and place. But the students less preparation, for the next cycle the students must be prepare.

In this cycle, there will some weakness that must be improved such as:

(a) The colour of the picture was not clear so the students less anthusiasm.

(b) It was to dufficult to devide the students into group of four because the girls and the boys did not want to be a group.

(c) The students didn't prepare well in role play activity

(d) In playing card game activity, the size of the cards is too small, so it's not interesting.

In conclusion, from some activities bellow mostlly success to attract the students' speaking in the teaching learning process but any some weakness from each activity so must be improve in the next cycle. And the media that would be used in those activities must be well prepared to make them run smoothly.

The activities on this cycle were done in group. Group work were effective to enable students in doing their exercises. Most of students were happy when they discussed their exercises. They were more active and felt free to express their opininon and ideas during the group discussion. In fact, there were still some students who still kept silent during the group discussion.

4.1.3 Cycle 3

4.1.3.1 Planning

The result and the reflection of cycle 2 provided the basis for planning in cycle 3. The focuses of the problems was still the same as the problem in cycle 3 were on improving students speaking skills. The action plans for cycle 3 were :

(1) Applying interactive interesting activities to make them get improve their speaking skills in the teaching learning process. In this cycle, I still apllied describing picture with some improvements of the activities on the cycle 2. The rules of describing picture were same with cycle 2. But the material is different, in this cycle the material is narrative and descriptive based on SK.KD in this semester. In this cycle students described the picture based on the picture did they got. The picture more clearly than previous cycle so the students more anthusiasm and interested.

(2) Using media to attrach the students' attention and keep their attetion during the teaching learning process. In this cycle, the media that were used to support the interactive activity is playing card game. The cards were prepared before the activities started,and the card's size more big than cycle 2.

(3) Applying group work to give more opportunity for the students to be involved in their group discussion. In cycle 2 only used to role play, but in this cycle, the writer ask to the students to do role play and simulation.

(4) Simulation are very similar to role-plays but what makes simulations different than role plays that they are elaborate. In simulations, students can bring

items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings microphone to sing and so on.

4.1.3.2 Action and Observation

The action of this cycle was carried out two times, on 4 and 9 april 2011. The material is narrative and description based on SK.KD this semester. The data during cycle 3 indicated three points:

(1) Describing picture

Describing picture was not new activity for the students. They did this activity in the previous meeting. They were very enthusiastic to describe the picture in front of the class. In this class students work in a group.

In the beginning of the lesson I used the picture to warming up, I gave the questions to the students and the students answered it. To attract the students' attention and to motivate them to improve their speaking skills in the teaching learning process. It was used to stimulate the student's motivation to learn and to speak english. It was seemed intersting for them. They could engange themselves in teaching learning process. After that, the students must describe the picture did they got, each group got different picture. The picture about narrative and descriptive text. The discussion was done. After that one of each group come foward in front of the class to described the picture with gestures. The students seem happy doing this activity. They seem annoyed when their result was wrong but I said to them that they still had another chance to get the point. It could motivate them to be more active and careful in doing their exercises.

(2)Playing card game

In this cycle the writer still used the cards, but the size of the cards more big than previous cycle. The game's concept same with cycle 2 but the topic is different. For instance:

(1) Diamonds: describing place

(2) Hearts   : describing someone

(3) Spades   : giving information

(4) Club   : invite someone

Those topic above based on material in this semester. Each group got different cards. Than they maked 4 or 5 dialogue. Each group consist 4 students. After that they act the dialogue in front of the class. By using these media, the teaching learning activities more alive because the students could be active to speak in the teaching learning process. More over, there media were used to support.

The students seemed to be enthusiastically to speak up in this activity. They enjoyed the game. They enjoyed the game. They paid attention when their friends dialogue in front of the class. Although there were still some mistakes in pronunciations, but most of the students seemed to be confident enough to act the dialogue loudly in their group.

(3) Role play and simulations

This activity was still used to stimulate the students to speak up and their acting ib front of their friends. this activity same with previous cycle but what makes this activity and previous activity is they are more elaborate. In previous cycle students only acting but in this cycle students can bring items to the class to

creat a realistic environment. In this cycle any student as a teacher she brought teacher's uniform and the shoes. It was very interesting and gave motivate the students.

4.1.3.3 Reflecting cycle 3

After implementing the action, the english teacher and I did some reflection on 10 April 2011. It was done based on the observation in the teaching learning process, and recording. From the implementation of the action above, there were some main findings that would be described as follows:

(1) Describing Picture

The describing picture did in two section. The first section in the beginning of the lesson. It was effective to lead the student's mind to the topic that would be given, and motivate them to answer the questions.

(2) Playing card game

Card game was effective to improve the students attention and motivate them to be actively to speak during the teaching learning process. This activity train the student's pronunciation. Although the students still made some mispronunciation mistakes, some of students were confident to act the dialogue in front of their friends.

(3) Roleplay and simulation

Role playing was effective to motivate the students to speak and performance in front of many people. The students that before I applied the interactive activities was silent and shy to speak, now become atractive and speak up in front of their friends.

In brief, most of the activities that had been implemented in this cycle such as describing picture, playing card game, and roleplay simulations were effective to improve their speaking skills during the teaching and learning process. During the implementation there will some weakness. I sometimes give more attention to monitor the process to avoid the students using *bahasa indonesia.* In discussion the students was very crowded.

4.2 Discussion

The following was the result of students' recording assesment

4.1 Table of students' average scores

No	Speaking Skills	Average score		
		Cycle 1	Cycle 2	Cycle 3
1	Pronounciation	63	72	80
2	Grammar	61	69	78
3	Vocabulary	60	74	82
4	Fluency	66	71	80
5	Comprehension	68	77	85
Total Score		63,6	72,6	81

Based on the table above,the total score of the students in cycle 1 is 63,6. It was found that there were some students made mistake in all of speaking skills, they are not familiar with the words, they still confused with grammar, they felt ashamed to speak English in front of their friends, they less enthusias to learning English. So teaching learning process in this class is necessary to improve the students' speaking skills using interactive activities.This technique giving motivation to the students to learn english because the interactive activities is an interesting activity so they more enthusias to learn english.

Meanwhile, in the cycle 2 total score of the students is 72,6, in this cycle the average score is higher than cycle 1. According to the score it could be said that this activity was succesful.

Cycle 3 average score of the students is 81. I compared the total score of cycle 1 with cycle 2, it was clear that the result was the higest of all. I concluded that the students' speaking skills using interactive activities had a significant improvement.

The following was the result of students' observation checklist.

Observation checklist cycle 1

In addition to teach the material, I also observed the students activities in the classroom using observation checklist the result of the observation of the teaching learning activity ia as follows:

Observation of the students' activities:

(1) 37 students were present.

(2) 13 students could pronounce well.

(3) 15 students were speak fluently.

(4) 10 students did good grammar.

(5) 10 students could choose an appropiate words.

(6) 20 students comprehend with the material.

Observation checklist cycle 2

Students observation checklist was also used to observe the students'activities. The result of the students observation checklist is as follows:

Observation of the students' activities:

(1) 37 students were present.

(2) 20 students could pronounce well.

(3) 18 students were speak fluently.

(4) 15 students did good grammar.

(5) 20 students could choose an appropiate words.

(6) 27 students comprehend with the material.

Observation checklist cycle 3

Students observation checklist was also used to observe the students'activities. The result of the students observation checklist is as follows:

(1) 37 students were present.

(2) 26 students could pronounce well.

(3) 25 students were speak fluently.

(4) 20 students did good grammar.

(5) 23 students could choose an appropiate words.

(6) 30 students comprehend with the material.

In conclusion, I collected the data using observation checklist and recording. Based on the collecting data those activities are effective to improve students speaking skills.

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and some suggestions related to the topic of the study.

5.1 Conclusion

The three cycles in this action research were complete. The research began on 26th march and ended on 9th April 2011. Having implemented in three cycles, I can conclude that it is effective to use interactive activities to improve students speaking skills of the tenth grade of SMA N 1 NGADIROJO. The activities were applied to improve students speaking skills in class X at SMA N 1 NGADIROJO were:

(1)Describing Picture

Describing picture in the beginning of the lesson could build the english atmosphere in the classroom. It was also effective as a warming up part to lead the students' mind the topic that will be given. This activity also could stimulate the students to answer the question in English. In second section of picture describing fosters the creativity and imagination of the learners as well as their public speaking.

(2) Playing Cards Game

This activity could build their spontaneous of their speech. It was also effective to make the students speak English. Although the students were still not confident

and make some mistakes in pronunciation, they tended to be more active to speak English when they were assigned fun activities.

(3) Role play and simulations

This activity used stimulation also. The students were able to speak up and act in front of their friends. This activity same with the previous cycle. They had a same thing, they were more elaborate. Beside that, they had differences also. In the previous cycle the students only act in front of class, they only act without used the equipments, but in this cycle students could bring some equipments to the class to create realistic environment. For example, in this cycle there was a student act as a teacher. She brought teacher's uniform and shoes. It was very interesting and gave motivation to the students.

I collected the data using observation checklist and recording. Based on the collecting data, those activities are effective to improve students speaking skills.

5.2 Suggestion

The technique to helps the teacher and gives much opportunity for the students to be active in teaching learning process.

There are some suggestions for English teachers,students, and head master:

(1) For the students, they should still be active and speak up in class having applied this activitives.

(2) For teachers, they needs to make variation so that the teaching and learning process become more enjoyable and interesting. It is essential for the teacher to improve students speaking skills in English teaching learning process. She should be more creative producing and interesting media.

(3) For the headmaster, It is better for the Headmaster to provide the required facilities to support the teaching ang learning process. Teaching English needs teaching media and equipment. Therefore, the various processes of teaching and learning would be take place.

Finnaly, I hope that the results of this research can be useful for the readers. It is hoped that the readers will have more information about interactive activities technique. This research can be one of the references for the next researcher in conducting other researchers with more detailed information about interactive activities to improve students speaking skills.
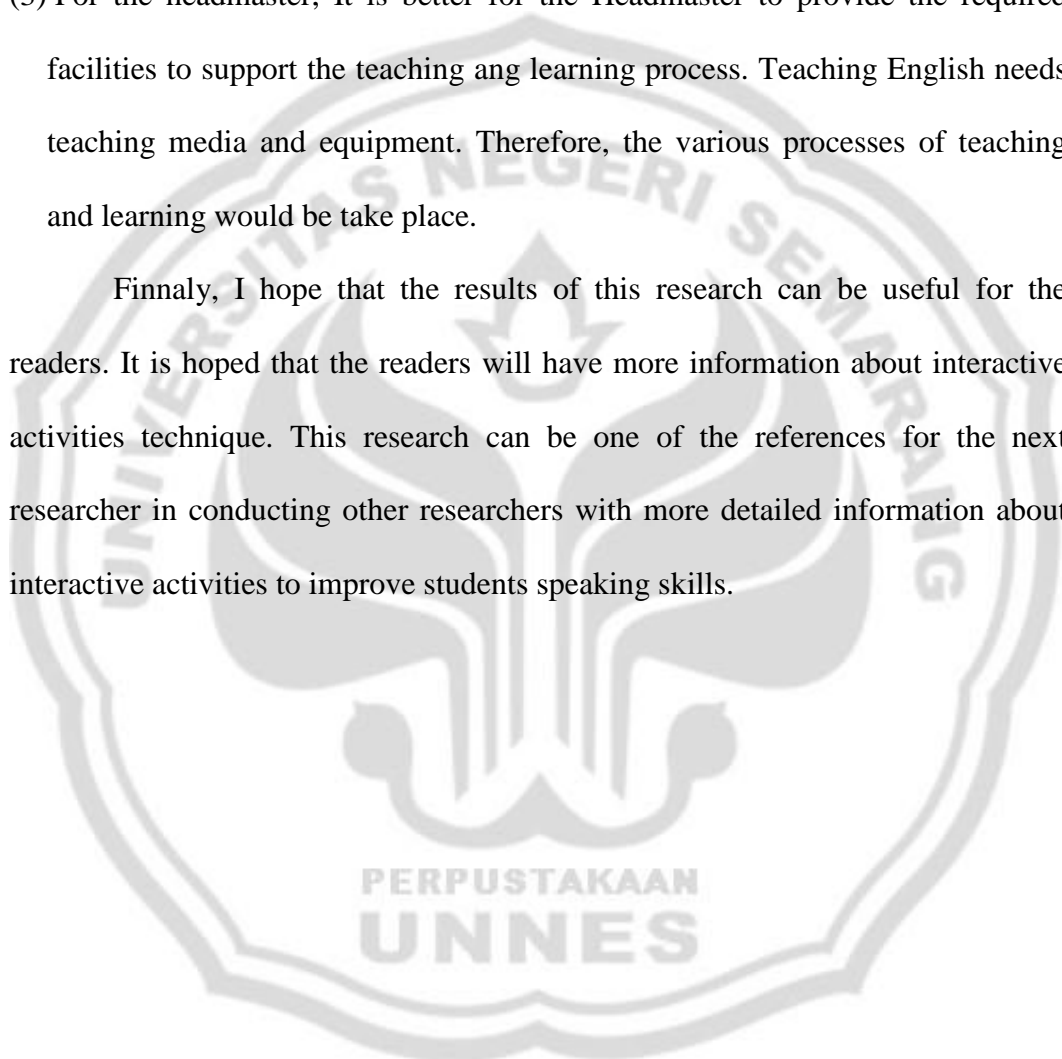
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LESSON PLAN

School   : SMAN 1 NGADIROJO

 Class   : X

 Subject   : English

Semester   : 2

 Time   : 4 x 45 minutes

1.STANDAR KOMPETENSI

   1.1 Mengungkapkan makna   dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

   1.2 Mengungkapkan makna   dalam teks fungsional pendek dan monolog sederhana berbentuk   *narrative, descriptive* dan *news item*   dalam konteks kehidupan sehari-hari

2.KOMPETENSI DASAR

   2.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done)* dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat

   2.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done)* dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur:

menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima

undangan, tawaran, dan ajakan

3.Text Type

Short functional text, narrative text, news item

4.Purpose of The Study

at the end of the class, the students are able to :

- Make announcement text with correctly grammar and vocabulary.

- Make advertisement text with correctly grammar and vocabulary.

- Express accepting invitation politely

- Express surprise

- Make narrative text with correctly grammar and vocabulary

- Make news item text with correctly grammar and vocabulary

5.MATERIAL OF THE STUDY

Speaking

✪ Announcement:

A picnic to Guci

There will be a picnic to Guci next month that is coordinated by OSIS. Whoever

like to join this picnic, please contact Mar'atun for further information. The

closing date of your confirmation will be on 30 September 2009.

Chairman of OSIS

Fariz

✪ Advertisement:

Job Vacancy

Toko Baru needs some employees to be assigned as sales attendant with the following requirements:

a) Female

b) Age 18-25 years old and friendly

c) Graduated high school

Please send your application letter together with CV, current photograph and copy of certificate, within 2 weeks after this advertisement to:

Toko Baru

Jl. Pangeran Diponegoro 245 Kalierang

Bumiayu

❧ Material second meeting

SNOW WHITE

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.

Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What's your name?" Snow White said, "My name is Snow White."

Doc, one of the dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

6. LEARNING METHOD

✪ Picture describing

7. LEARNING ACTIVITY

✪ **Opening**

❧ Giving a greeting to the students

❧ Attendance list

❧ Starting goes to the lesson

✪ **Lesson**

❧ First meeting

⇨ Teacher was given an introduction about the material.

⇨ Teacher given pictures to the students

⇨ The students made announcement and advertisement text in a group

⇨ One of students from their group explained the announcement and advertisement text with the picture in front of the class.

✪ Closing

⇨ giving some impression and evaluation

Second Meeting

✪ Opening

⇨ Giving a greeting to the students

↝ Attendance list

↝ Starting goes to the lesson

✪ Lesson

↝ Second meeting

⇨ Teacher was given an introduction about the material

⇨ Teacher given pictures to the students

⇨ The students made narrative and news item text in a group

⇨ One of the students from their group explained the narrative and news item text with the picture in front of the class.

✪ **Closing**

↝ Reviewing the students' understanding about the material

↝ Teacher given feedback dan Reinforcement.

↝ giving some impression and evaluation

SOURCES OF THIS STUDY

✪ Picture

✪ Handout

✪ LKS

LESSON PLAN

School   **: SMAN 1 NGADIROJO**

 Class   **: X**

 Subject   **: English**

Semester   **: 2**

 Time   **: 4 x 45 minutes**

1.STANDAR KOMPETENSI

 1.1.Mengungkapkan makna   dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari

 1.2.Mengungkapkan makna   dalam teks fungsional pendek dan monolog sederhana berbentuk   *narrative, descriptive* dan *news item*   dalam konteks kehidupan sehari-hari

2.KOMPETENSI DASAR

 2.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done)* dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat

 2.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done)* dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat,

lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana

dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur:

menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima

undangan, tawaran, dan ajakan

3.Text Type

Short Functional texT

4. Purpose of The Study

at the end of the class, the students are able to :

- Make conversation

- Express surprise

- Accepting invitation politely

5.MATERIAL OF THE STUDY

First meeting

Diamonds : earning money

Hearts : love and relationship

Spades : An unforgettable memory

Clubs : Best teacher

Each student in a group will choose a card. Then , each

student will write 4 – 5 questions about that topic to ask the other

people in the group.

For example:

If the topic " diamonds : Earning money " is selected, here are some possible questions :

(4)   Is money important in your life?Why?

(5)   What is the easiest way of earning money?

(6)   What do you think about lottery?Etc.

6.LEARNING METHOD

a. Playing Card Game

7.LEARNING ACTIVITY

✪ **Opening**

& Giving a greeting to the students

& Attendance list

& Starting goes to the lesson

✪ **Lesson**

& First meeting

⇨ Teacher was given an introduction about the material.

⇨ Teacher ask the students make some groups

⇨ Teacher ask to the students to choose one of cards (each cards have a topic)

⇨

✪ Closing

⇨ giving some impression and evaluation

Second meeting

✪ Opening

➳ Giving a greeting to the students

➳ Attendance list

➳ Starting goes to the lesson

✪ Lesson

➳ Second meeting

⇨ Teacher ask to the students make a group

⇨ Teacher ask to the students to make dialogue based on the material

⇨ The students perform the dialogue in front of the class.

✪ **Closing**

➳ Reviewing the students' understanding about the material

➳ Teacher given feedback dan Reinforcement.

➳ giving some impression and evaluation

8.SOURCES OF THIS STUDY

✪ Cards

✪ Handout

✪ Worksheet

LESSON PLAN

School   : **SMAN 1 NGADIROJO**

Class   : **X**

Subject   : **English**

Semester   : **2**

Time   : **4 x 45 menit**

1.STANDAR KOMPETENSI

    1.1 Mengungkapkan makna   dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

    1.2 Mengungkapkan makna   dalam teks fungsional pendek dan monolog sederhana berbentuk *narrative, descriptive* dan *news item*   dalam konteks kehidupan sehari-hari

2.KOMPETENSI DASAR

  2.1Mengungkapkan makna dalam percakapan transaksional (*to get things done)* dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat

  2.2Mengungkapkan makna dalam percakapan transaksional (*to get things done)* dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana

dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan

3.Text Type

Short functional text, narrative text, news item

4.Purpose of The Study

at the end of the class, the students are able to :

- Act in front of the class

- Express speaking English in front of the class

5.MATERIAL OF THE STUDY

Teacher ask to the students to make short script of drama, and perfoms in front of the class.

6.LEARNING METHOD

- Role play

7.LEARNING ACTIVITY

✪ **Opening**

- ❧ Giving a greeting to the students
- ❧ Attendance list
- ❧ Starting goes to the lesson

✪ **Lesson**

- ❧ First meeting
    - ⇨ Teacher was given an introduction about the material.
    - ⇨ Teacher given pictures to the students
    - ⇨ Teacher given example short script drama based on the picture
    - ⇨ Teacher ask some students to act in front of the class based on this script.

✪ Closing

- ⇨ giving some impression and evaluation

Second Meeting

✪ Opening

    ❧ Giving a greeting to the students

    ❧ Attendance list

    ❧ Starting goes to the lesson

✪ Lesson

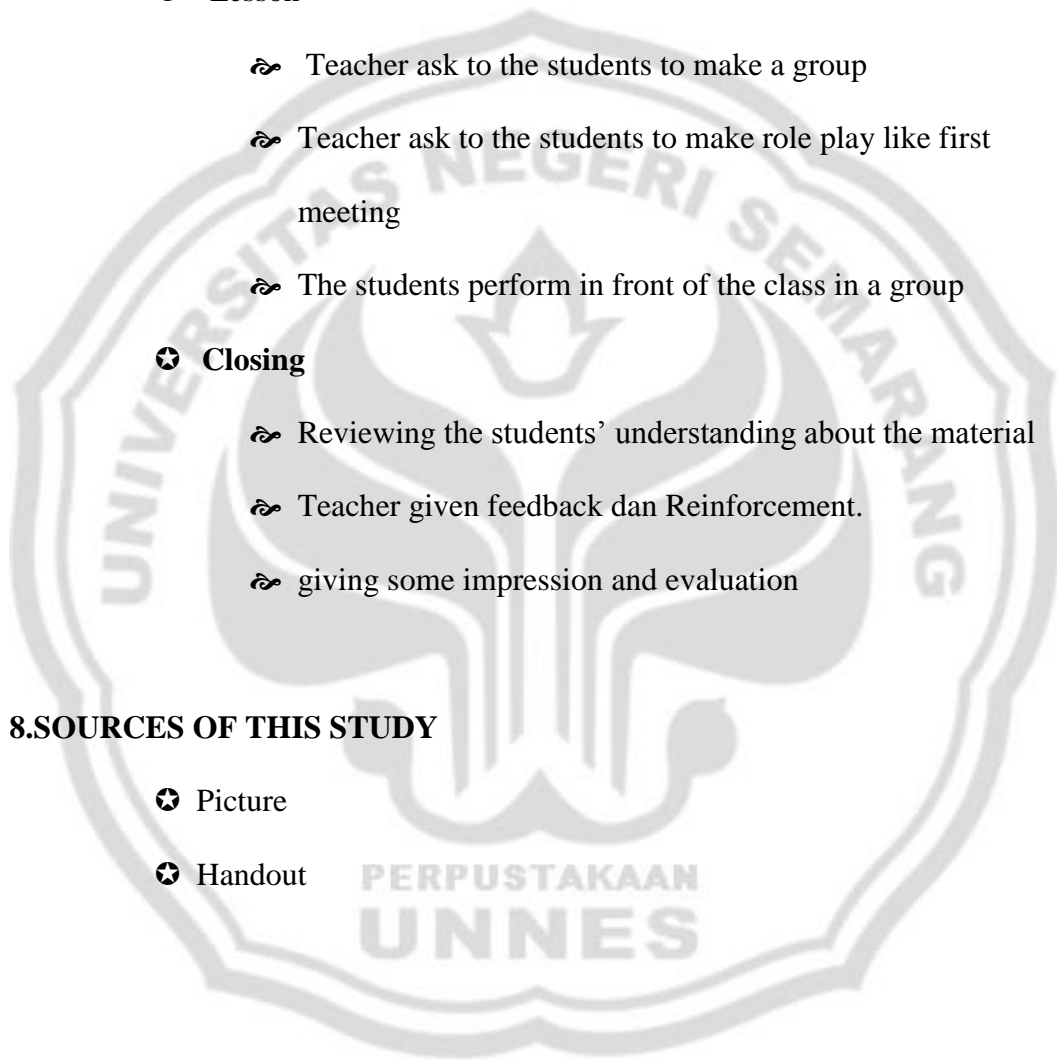   ❧ Teacher ask to the students to make a group

    ❧ Teacher ask to the students to make role play like first

       meeting

    ❧ The students perform in front of the class in a group

✪ **Closing**

    ❧ Reviewing the students' understanding about the material

    ❧ Teacher given feedback dan Reinforcement.

    ❧ giving some impression and evaluation

8.SOURCES OF THIS STUDY

✪ Picture

✪ Handout

RECORDING'S TRANSCRIPTION

❖ **DESCRIBING PICTURE**

- **FIRST GROUP**

ANNOUNCEMENT

For all people

Present at Sunday special J- Rocks music. Singers show from Jakarta will

present at INBOX BANDUNG at 08.00a.m. And to joint of Quiz!Don't forget

- **SECOND GROUP**

ADVERTISEMENT

Pacitan, 2 April 2011

GONG CAVE

Present Sunday special A gate of Exhibition original in Pacitan. Beside it

ready souvenir, exclusive food Pacitan with price not expensive.

Lets go in Gong cave

Before at 10th, April 2011

❖ **PLAYING CARDS GAME**

- **FIRST GROUP**

Earning money and love and relationship

Siti   : what do you know about love?

Tri   : love is one of feel that always there in everyone man or girl.

Siti   : what your experience about love?

Tri   : I ever have one experience about love and it real make my life to be other, but i don't know why I have this feel.

Sekty : what do you know about money?

Yesi : Money is one of noun the function is very much in our life.

Sekty : why money is very important in your life?

Siti : because if we want to buy something we use money, the small example if we just want to buy food, we use money and if we want to buy some dress,books or etc.

Yesi : why some one need love?

Tri   : because love is important in our life the God make person be one couple and other couple in other us can life with other.

Sekty : what the related money with job?

Siti   : we do a job because in other as get money because we need money in our life.

Sekty : how your way to get money?

Siti   :there are some ways to get money: to be doctor,to be teacher, to be police, etc.

Yesi   : what you have special boyfriend?

Sekty : okey, I ever have special friend.

Yesi   :Who is your special girl friend Tri?

Tri   : no... no but I have a favourite girl.

Sekty : if you must to choose, where are you choose money or love?

Siti : of course, I choose money firstly, because money have some function to

our life, although we need love too in our life.

- **SECOND GROUP**

Earning money and an unforgotable memory

Susi and wahyu : hello friends, how are you?

Rusi and tuti : hello, we fine and you?

Susi :we fine too. Friends, by the way, can we know about your'smemory?

Rusi and tuti : oh...sure my friends

Susi : friends, what is the memory very sad?

Tuti : ehmm, my memory in the camp because I sick.

Wahyu :Rus, what is the memory interesting?

Rusi : my memory at moment birthday to find surprise from my

bestfriend!

Wahyu : by the way,why memory is beautiful can not forget it?

Tuti : because the memory very spesial and funny!

Susi : friends, can I know where is the your memory intersting?

Rusi : yes, it memory in the field.

Wahyu : next, what is the your memory in the morning?

Tuti : zzzz in the time breakfast because my egg heard.friends, you

are after question about my memory.and then may I know

about live with money?

Susi and wahyu : oh...sure!

Rusi : How if circulate is money more many than foods?

Susi   : price is foods past tall of money.

Rusi   : how much is money in the every day?

Wahyu   : ehmm, yeah five thousand rupiah

Tuti   : friends, what your like metal money?

Susi   : oh , no, i am dont like friends, because metal money

                     excitement!

Tuti   : what is love too want money?

Susi   : yes it is, because money very important

Rusi   : friends, what your like is money?

Wahyu   : ehmm, of course

Rusi and tuti   : ok, my friends ,,bye

Susi and wahyu : bye.. see you tommorow

Rusi and tuti   : see you...

❖ **ROLE PLAY**

- **FIRST GROUP**

IN THE HOSPITAL

One day, in morning situation in hospital is very noisy. Suddenly....

Peni   : help me...help me...

Riska   : what can I do for you miss?

Peni   : my...my...my...my child nurs my child.

Riska   : ok..ok.. calm your's self mrs. And then speak about your's child for me.

Peni   : huh...huh..hem, nurse my child fell from mangos tree. And she wound.

       You must help me.

Riska   : ok.mrs I will help you but I call doctor!

Peni   : ok !

Riska   : Doctor ...doctor

Fickuara : yes,nurse

Riska   : there a patient a wound and now need help you.

Fickuara : Ok. Please take to UGD now.

      After that a patient take to UGD room. She examination a Doctor. The patient mortally be a Doctor very a long time in UGD room. Then one hours.

Murtiwi   : where this ?you in hospital , child?you fell from tree.

Murtiwi   : oh yes, thank you Doc.

Fickuara : yes

The doctor: go out from UGD room.

Novan   : Doc, how my child?

Doctor   : oh, no problem.

Novan   : Alhamdulilahh, can I take her go home?

Fickuara : can...can...can...,Nurse, you to see off this parents to their child.

Riska   : ok Doc, let's mr.Mrd!

Peni and Novan : OK

      The parents that take your's child for go home and they to take leave of someone to Doctor and nurse.

Peni, Novan and Murtiwi: Doctor and nurse thanks for all,now I will go home.

Riska and Fickuara : OK, you're welcome.

- **SECOND GROUP**

DEPARTMENT STORE

Rita   : what can I help you, miss?

Puspita   : yes, I need t-shirt for my son.

Rita   : oh... you are so luckly. Because in our shop any big sale. How
              about this t-shirt ? or this dress? This is some new product from
              American Company.

Puspita   : it is good. How do you do, Janus?

Janus   : oh no...no...mam. I want Gonzales t-shirt.

Rita   : you late. For this day, Gonzales t- shirt is over.hmm... or, how with
              it?

Janus   : oh yeah, I also like it.

Puspita   : ok,thank you.

Rita   : any another?shoes may be?

Puspita   : no, next time.

Rita   : yes

Nik   : this only,miss?

Puspita   :yes

Nik   : thanks, for your visit

❖ **SECOND CYCLE**

- **DESCRIBING PICTURE**

- **FIRST GROUP**

Merapi mountain

Merapi mountain is a big mountin in Yogyakarta,sleman. Key people is mbah Marijan. The location of merapi in Kinahrejo village in sleman. Mbah Marijan died when merapi mountain was eruption many people to become sacrifice result to bring outside with hot lava,not only many people to become sacrifice,but many animals and position to become sacrifice

- **SECOND GROUP**

Malin Kundang

Once upon a time lived a mother and a son in minangkabau. One day malin kundang went_abroad when he is met a girl that very beautifull, after that they mutual learned, then they got married, after they got married Malin kundang lived very happy, Malin forget with her mother. One day her mother went to look for Malin kundang. His mother met with him in harbour but Malin Kundang not confess, Malin said " you not my mother, my mother after died", her mother said: I am is your mother, Malin Kundang , " you go now", her mother felt disappointed and crying, after that the mother very angry and to oath malin kundang become a stone.

- **THIRD GROUP**

Snow white

One upon a time lived the beautiful Princess named snow white. She is very beautiful. One day the Queen angry saw the beatifully of Snow white. The Queen to kill Snow White. The Queen gave an apple to the Snow White, the apple was distribute magic.

One day Prince come and kissed Snow White and then Snow White get up. Snow White said, " oh my love,the kind man, thank you", Prince said ," you are welcome Darling ".

The prince and Snow White Married and they lived happily ever after.

- **DESCRIBING PICTURE**

Rita   : hello, how are you?

Janus : fine,and you?

Rita   : Iam fine too

Janus : nice to meet you in here

Rita   : yes, nice to meet you too.

Janus : Rit, what do you know Teleng Ria beach?

Rita   : yes, I know.

Peni   : and where it ?

Rita   : in the Pacitan city

Janus : is it far?

Nik   : oh no. About 5 km from south Pacitan city.

Peni   : hmm, what is interesting in there?

Rita   : in there, we can saw a beautifull view.

Janus : oh… thanks for your information.

Rita : yes, you're welcome. And by the way, I will to tell about someone to you.

Peni   : oh yes, no problem.

Nik   : do you know about someone in this photo?

Janus : to try…I will seeing it.

Rita   : thanks, because we last long time search this people.

Nik   : what do you know?

Janus : oh sorry… I didn't ever see this people.

Rita   : realy???

Peni   : yes, really. We never meet this people before.

Nik   : oh yes…thank you.

- **SECOND GROUP**

Fickuara and fahmi : hi…friends

Riska   :hi

Fahmi   :how are you ?

Riska   :I'm fine and you ?

Fickuara and fahmi : I'm fine too,thank you.

Fickuara   : ok friend, what you love someone ?

Riska   : yes of course.

Fickuara   : what did he in here ?

Riska   : oh no. he not in here. He is school in other school

Fahmi   : who is he???

Riska   : he is ....he is tall, kind and good boy.

Fickuara   : ok. How class ?

Riska :he is tenth grade. Bay the way you know about earthquake this morning.

Fahmi   : yes, I know !

Riska   : what happened this ?

Fahmi   : in cilacap , central java.

Riska   : oh. how scale liter and there sacrifice ?

Fickuara   : seven coma one scale liter and didn't sacrifice.

Riska   : ok. Thanks for your information. Good bye

Fahmi and fickuara : ok. No problem. You are welcome. Bye …bye

- **THIRD GROUP**

Arum and Murtiwi : good evening friends

Novan and prima : good evening

Arum   : hey,tomorrow I find message from my friend pass mobile

                 phone. If she lived this place. What you learn she ?

Prima   : distructife like what ?

Arum   :emmm….above like this. Her hair is long and straight. Her

                 Body slim and high. how?do you know her ?

Prima   : sorry…I don't know

Arum   : oh ….like this.

Novan   : and for you,any question ?

Murtiwi   : oh.. yes, her I seek my teacher's home. Her name is Herlita,

     do you know ?

Novan   : oh…who is she ?

Murtiwi   : her body is high and beautiful

Novan   :yes, I know ….ok. you walk straight and in the t-junction turn

left please,the color miss lita's house is green

Murtiwi   : oh...thanks

Prima   : how many class in the school ?

Arum   :oh, there are twenty four classes in the school. From class

     twelve SAINS I until class ten seven

Prima   : how many bathroom in the school ?

Arum   : six batroom . 3 rooms for girl and 3 room for boys

❖ **ROLE PLAY**

- **FIRST GROUP**

Febti   : hi friends..a while again to lia birthday. How if we make to plan

for her?

Erviana   : yes, what about your plan?

Febti   : hemm….. I've got news for you

Erviana   : what it is ?

Febti   : the first we will make lia crying and the moment and give

surprise for her.

Erviana   : that's all right

Febti   : ok

                    In the moment break hour beginning they do plan already to

heap ago.

Febti   :(in the class)hi…do you to take my 'Biologi' book ?

Lia   : oh no… that's not true.

Febti   : but, you ago break hour in class alone. So…who again if don't you for to

take my book . to profess

Lia   : oh friend, sure I don't to take your bookk, why you to accuse me like

that?(while crying)

Febti   : you are a thiefe

Lia   : (crying)

Benny   : happy birthday Lia

Aji   : happy birthday Lia. Wish you all the best

Lia   : oh my god ! I'm very surprised it

Ferdy   : wish you more beautifull (while to give a piece flower)

Febti   : I'm sorry to make you cry, whice already to accuse your it is only our

plan in your birthday

Lia   : of course, it's no problem friends, to greater my birthday tomorrow. I

hope all of you want to come in my birthday party.

Febti and Ervin : of course

Lia   : thank you friends, but can you help me to prepare my party.

Ferdy   : yes, I'd like to very much

Aji   : with a pleasure

Febti   : sounds great

Ervin   :yes, What time ?

Lia   : at 2 a.m .What about benny ?

Benny   : I'm sorry…because, tomorrow I'll accompany my mother

                    to grand mother's house.

Lia   : it's okay but in my next party your must come!

Benny   : ok

Lia   : see you friends

Benny,Ervin,febti and aji :see you

- **SECOND GROUP**

Dyta   : assalamu'alaikum wr.wb

Students   : walaikum salam wr.wb

Dyta   : how are you ?

Students   : I'm fine and you ?

Dyta   : fine thanks,okay then you make the dialogue today and make letter

             tommorow.

Dwi p   : yes mam

Dyta   : yes already if so. Make a dialogue for 15 minutes and perform in

             front of the class

Dyta   : if you finished,please perform!

Students   : yes mam.

Andri   :hay

Bambang : hay, ?

Andri   : from the library, how about homework yesterday ?

Bambang   : what ?

Andri   : homework yesterday

Bambang   : not yet

Dwi R   : hay,what about BK taks ,have you done it?

Bambang   : not yet

Dwi R   : what about discuss together?
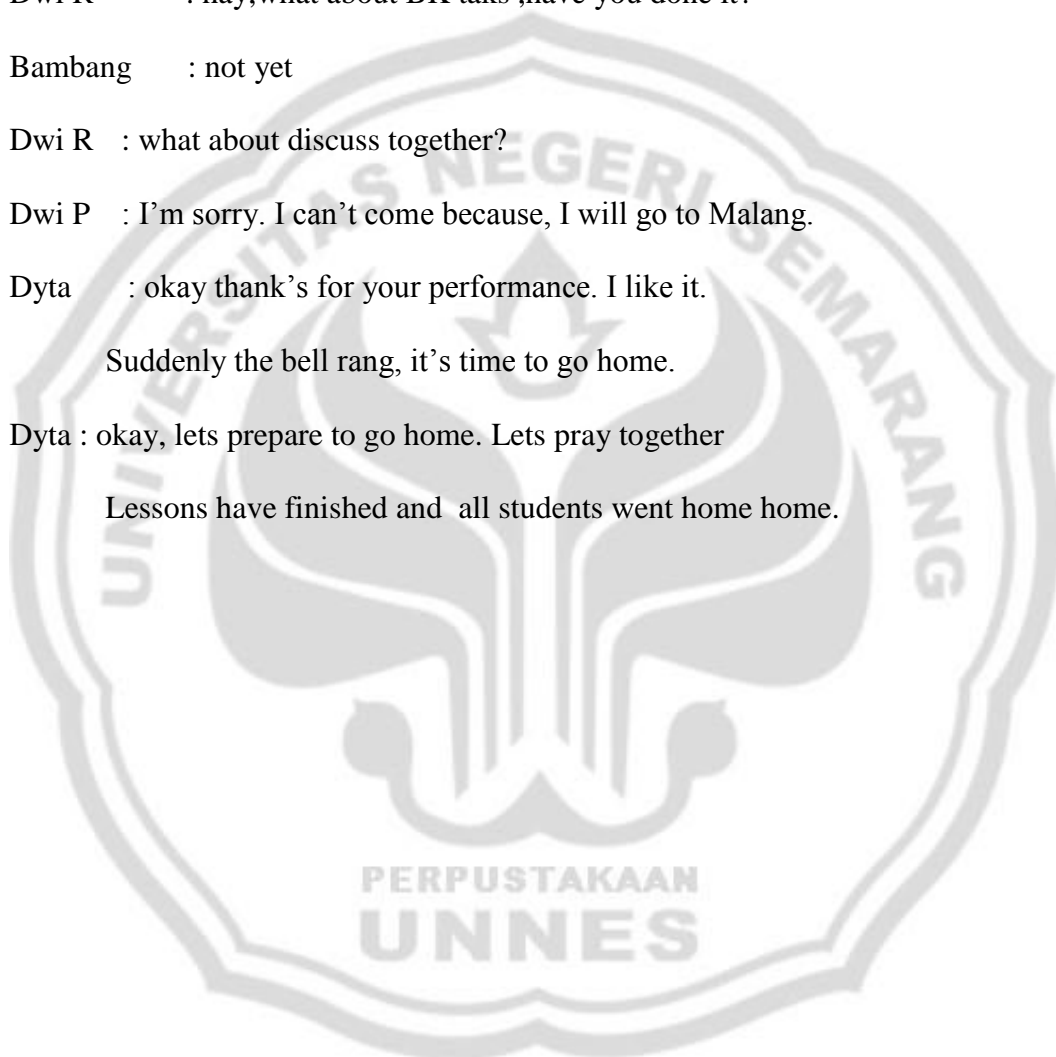
Dwi P   : I'm sorry. I can't come because, I will go to Malang.

Dyta   : okay thank's for your performance. I like it.

      Suddenly the bell rang, it's time to go home.

Dyta : okay, lets prepare to go home. Lets pray together

      Lessons have finished and all students went home home.

No	NAMA SISWA
1	AFRILIA NOVITASARI
2	AJI SETYO RUSLIAWAN
3	APRISKA PUSPITA HADI
4	BAMABANG SETIAWAN
5	BENNY NUGROHO
6	DWI PUSPITASARI
7	DWI RAMDHANI
8	DYTA LYBRIANINGRUM
9	ERVIANA SUNDARIYANI
10	FEBTI TRIASTUTI
11	FERDI FUAD RAMADHAN
12	FERY PURBA ANDRIATMA
13	FICKUARA YUDA RUSTIKA
14	JANUS SETYADI
15	MISBAKHUL MUNIR
16	MURTIWI CITRAWATI
17	NIK HARDYANI HARTIWI
18	NOVAN VIAN HIDAYAT
19	NURUDIN FAMIANTO
20	PENI RAHMAWATI
21	PRIMARY MORALITY HAMPAR
22	PUSPITA ARUM PERDANA
23	RISKA ERVA NURDIANA
24	RITA PRIYANTINI
25	ROLLAND NUGROHO
26	RUSI ZUBAIDAH
27	SEKTY JENI PRATIWI
28	SITI ROHMANAH MARINI
29	SUNDARU BAYU SUMBODO
30	SURYA ATASA
31	SUSI KUMALA SARI
32	TRI HANDONO
33	TUTI ROHMATIN
34	WAHYU WULANDARI
35	WINDA ANDRIYATI
36	YESI MIAS TABAH
37	YUDHA OKTAVIAN SAKTI

NO	NAME	Students attendance	Pr	G	V	F	C
1	AFRILIA NOVITASARI	✓				✓	✓
2	AJISETYO RUSLIAWAN	✓	✓		✓		✓
3	APRISKA PUSPITA H	✓					✓
4	BAMBANG SETIAWAN	✓		✓			✓
5	BENNY NUGROHO	✓	✓	✓	✓	✓	✓
6	DWI PUSPITA SARI	✓					
7	DWI RAMDHANI	✓		✓			
8	DYTA L	✓					✓
9	ERVIANA SUNDARIYANI	✓	✓				
10	FEBTI TRIASTUTI	✓					✓
11	FERDI FUAD RAMADHAN	✓	✓	✓			✓
12	FERY PURBA A	✓					
13	FICKUARA YUDA R	✓	✓	✓	✓	✓	✓
14	JANUS SETYADI	✓				✓	
15	MISBAKHUL MUNIR	✓					
16	MURTIWI CITRAWATI	✓				✓	
17	NIK HARDYANI H	✓			✓	✓	
18	NOVAN VIAN HIDAYAT	✓					✓
19	NURUDIN FAMIANTO	✓				✓	
20	PENI RAHMAWATI	✓		✓		✓	
21	PRIMARY MORALITY H	✓					
22	PUSPITA ARUM P	✓	✓	✓	✓	✓	✓
23	RISKA ERVA N	✓				✓	
24	RITA PRIYANTINI	✓		✓	✓		✓
25	ROLLAND NUGROHO	✓					
26	RUSI ZUBAEDAH	✓				✓	
27	SEKTY JENI P	✓	✓	✓	✓	✓	✓
28	SITI ROHMANAH M	✓				✓	✓
29	SUNDARU BAYU S	✓		✓			✓
30	SURYA ATASA	✓		✓	✓		✓
31	SUSI KUMALASARI	✓	✓				
32	TRI HANDONO	✓					✓
33	TUTI ROHMATIN	✓	✓		✓	✓	
34	WAHYU WULANDARI	✓	✓	✓			✓
35	WINDA ANDRIYANTI	✓	✓		✓		
36	YESI MIAS TABAH	✓	✓				✓
37	YUDHA OKTAVIAN S	✓	✓			✓	✓
TOTAL		37	13	11	10	15	20

NO	NAME	Students attend-ance	Pr	G	V	F	C
1	AFRILIA NOVITASARI	✓			✓	✓	✓
2	AJISETYO RUSLIAWAN	✓		✓	✓	✓	✓
3	APRISKA PUSPITA H	✓		✓	✓	✓	✓
4	BAMBANG SETIAWAN	✓					✓
5	BENNY NUGROHO	✓	✓	✓	✓	✓	
6	DWI PUSPITA SARI	✓			✓		✓
7	DWI RAMDHANI	✓				✓	✓
8	DYTA L	✓			✓	✓	✓
9	ERVIANA SUNDARIYANI	✓					
10	FEBTI TRIASTUTI	✓		✓	✓	✓	
11	FERDI FUAD RAMADHAN	✓	✓	✓			✓
12	FERY PURBA A	✓					✓
13	FICKUARA YUDA R	✓	✓	✓	✓	✓	✓
14	JANUS SETYADI	✓	✓		✓	✓	✓
15	MISBAKHUL MUNIR	✓					
16	MURTIWI CITRAWATI	✓				✓	✓
17	NIK HARDYANI H	✓			✓		
18	NOVAN VIAN HIDAYAT	✓					✓
19	NURUDIN FAMIANTO	✓			✓		✓
20	PENI RAHMAWATI	✓	✓	✓	✓		✓
21	PRIMARY MORALITY H	✓			✓	✓	
22	PUSPITA ARUM P	✓	✓	✓	✓		✓
23	RISKA ERVA N	✓					
24	RITA PRIYANTINI	✓		✓	✓		✓
25	ROLLAND NUGROHO	✓			✓		
26	RUSI ZUBAEDAH	✓	✓				
27	SEKTY JENI P	✓	✓		✓	✓	✓
28	SITI ROHMANAH M	✓	✓		✓		✓
29	SUNDARU BAYU S	✓		✓		✓	✓
30	SURYA ATASA	✓		✓		✓	✓
31	SUSI KUMALASARI	✓			✓		
32	TRI HANDONO	✓		✓			✓
33	TUTI ROHMATIN	✓		✓		✓	✓
34	WAHYU WULANDARI	✓		✓		✓	
35	WINDA ANDRIYANTI	✓		✓		✓	✓
36	YESI MIAS TABAH	✓	✓		✓		✓
37	YUDHA OKTAVIAN S	✓	✓		✓	✓	✓
TOTAL		37	20	15	20	18	27

NO	NAME	Students attend-ance	Pr	G	V	F	C
1	AFRILIA NOVITASARI	✓	✓		✓	✓	✓
2	AJISETYO RUSLIAWAN	✓		✓	✓	✓	✓
3	APRISKA PUSPITA H	✓	✓	✓	✓	✓	✓
4	BAMBANG SETIAWAN	✓		✓			✓
5	BENNY NUGROHO	✓	✓	✓	✓	✓	✓
6	DWI PUSPITA SARI	✓	✓		✓		✓
7	DWI RAMDHANI	✓		✓	✓	✓	✓
8	DYTA L	✓	✓	✓	✓	✓	✓
9	ERVIANA SUNDARIYANI	✓	✓				✓
10	FEBTI TRIASTUTI	✓		✓	✓	✓	
11	FERDI FUAD RAMADHAN	✓	✓				✓
12	FERY PURBA A	✓		✓		✓	✓
13	FICKUARA YUDA R	✓	✓	✓	✓	✓	✓
14	JANUS SETYADI	✓	✓		✓	✓	✓
15	MISBAKHUL MUNIR	✓		✓	✓		✓
16	MURTIWI CITRAWATI	✓	✓	✓		✓	✓
17	NIK HARDYANI H	✓	✓			✓	
18	NOVAN VIAN HIDAYAT	✓		✓		✓	✓
19	NURUDIN FAMIANTO	✓					✓
20	PENI RAHMAWATI	✓	✓	✓	✓		✓
21	PRIMARY MORALITY H	✓			✓	✓	
22	PUSPITA ARUM P	✓	✓	✓	✓	✓	✓
23	RISKA ERVA N	✓				✓	
24	RITA PRIYANTINI	✓		✓	✓		✓
25	ROLLAND NUGROHO	✓		✓	✓	✓	
26	RUSI ZUBAEDAH	✓		✓		✓	
27	SEKTY JENI P	✓	✓	✓	✓	✓	✓
28	SITI ROHMANAH M	✓	✓		✓	✓	✓
29	SUNDARU BAYU S	✓				✓	✓
30	SURYA ATASA	✓		✓		✓	✓
31	SUSI KUMALASARI	✓		✓	✓		✓
32	TRI HANDONO	✓			✓		✓
33	TUTI ROHMATIN	✓				✓	
34	WAHYU WULANDARI	✓		✓	✓	✓	✓
35	WINDA ANDRIYANTI	✓					
36	YESI MIAS TABAH	✓	✓				✓
37	YUDHA OKTAVIAN S	✓	✓		✓	✓	✓
TOTAL		37	26	20	23	25	30

RECORDING ASSESMENT

NO	NAME	Pr	G	V	F	C
1	AFRILIA NOVITASARI	65	62	60	66	65
2	AJISETYO RUSLIAWAN	54	62	66	61	60
3	APRISKA PUSPITA H	70	63	66	74	75
4	BAMBANG SETIAWAN	55	58	52	61	62
5	BENNY NUGROHO	53	60	50	67	70
6	DWI PUSPITA SARI	62	59	56	63	64
7	DWI RAMDHANI	57	59	54	56	61
8	DYTA L	55	60	58	60	62
9	ERVIANA SUNDARIYANI	68	65	60	68	69
10	FEBTI TRIASTUTI	54	57	60	67	70
11	FERDI FUAD RAMADHAN	65	56	50	58	60
12	FERY PURBA A	58	61	60	68	69
13	FICKUARA YUDA R	52	57	50	66	67
14	JANUS SETYADI	68	70	64	70	70
15	MISBAKHUL MUNIR	57	60	61	60	65
16	MURTIWI CITRAWATI	65	61	60	66	70
17	NIK HARDYANI H	65	62	62	63	65
18	NOVAN VIAN HIDAYAT	55	62	50	67	69
19	NURUDIN FAMIANTO	53	57	60	61	63
20	PENI RAHMAWATI	62	64	64	64	66
21	PRIMARY MORALITY H	66	59	60	69	70
22	PUSPITA ARUM P	64	58	62	67	78
23	RISKA ERVA N	74	72	70	77	76
24	RITA PRIYANTINI	78	62	65	80	83
25	ROLLAND NUGROHO	58	55	55	63	64
26	RUSI ZUBAEDAH	64	60	61	68	70
27	SEKTY JENI P	65	58	50	66	68
28	SITI ROHMANAH M	55	57	54	56	50
29	SUNDARU BAYU S	54	62	50	55	59
30	SURYA ATASA	55	60	64	65	72
31	SUSI KUMALASARI	54	60	62	65	66
32	TRI HANDONO	72	67	60	78	79
33	TUTI ROHMATIN	66	60	60	70	75
34	WAHYU WULANDARI	63	64	66	68	70
35	WINDA ANDRIYANTI	56	57	60	61	67
36	YESI MIAS TABAH	68	67	64	70	79
37	YUDHA OKTAVIAN S	60	67	68	69	72
	AVERAGE SCORE	63	61	60	66	68

CYCLE 2

NO	NAME	Pr	G	V	F	C
1	AFRILIA NOVITASARI	75	70	75	77	80
2	AJISETYO RUSLIAWAN	60	65	78	76	78
3	APRISKA PUSPITA H	72	80	75	81	80
4	BAMBANG SETIAWAN	63	63	65	76	78
5	BENNY NUGROHO	75	69	70	70	75
6	DWI PUSPITA SARI	78	70	65	78	78
7	DWI RAMDHANI	72	71	78	72	75
8	DYTA L	61	52	65	61	78
9	ERVIANA SUNDARIYANI	75	70	65	76	78
10	FEBTI TRIASTUTI	63	69	65	65	75
11	FERDI FUAD RAMADHAN	75	62	70	70	77
12	FERY PURBA A	66	62	71	77	75
13	FICKUARA YUDA R	81	80	80	88	85
14	JANUS SETYADI	80	70	75	81	80
15	MISBAKHUL MUNIR	60	62	65	65	70
16	MURTIWI CITRAWATI	63	64	70	72	78
17	NIK HARDYANI H	68	62	65	74	72
18	NOVAN VIAN HIDAYAT	64	63	63	67	70
19	NURUDIN FAMIANTO	70	67	70	80	76
20	PENI RAHMAWATI	64	61	64	65	75
21	PRIMARY MORALITY H	81	70	74	82	75
22	PUSPITA ARUM P	66	70	68	63	75
23	RISKA ERVA N	75	75	72	76	78
24	RITA PRIYANTINI	81	77	80	91	85
25	ROLLAND NUGROHO	65	60	65	65	73
26	RUSI ZUBAEDAH	72	60	70	78	71
27	SEKTY JENI P	90	72	70	82	88
28	SITI ROHMANAH M	66	70	80	77	80
29	SUNDARU BAYU S	58	70	79	75	80
30	SURYA ATASA	65	70	65	73	75
31	SUSI KUMALASARI	66	63	65	68	76
32	TRI HANDONO	84	73	75	85	79
33	TUTI ROHMATIN	72	64	73	75	75
34	WAHYU WULANDARI	65	63	65	63	78
35	WINDA ANDRIYANTI	72	70	72	75	78
36	YESI MIAS TABAH	75	70	70	75	70
37	YUDHA OKTAVIAN S	80	76	65	68	80
	AVERAGE SCORE	72	69	71	74	77

CYCLE 3

NO	NAME	Pr	G	V	F	C
1	AFRILIA NOVITASARI	80	80	70	80	80
2	AJISETYO RUSLIAWAN	72	70	79	78	83
3	APRISKA PUSPITA H	90	85	70	83	84
4	BAMBANG SETIAWAN	90	85	71	93	80
5	BENNY NUGROHO	80	75	85	88	79
6	DWI PUSPITA SARI	90	73	70	80	80
7	DWI RAMDHANI	85	80	71	75	80
8	DYTA L	90	85	70	91	80
9	ERVIANA SUNDARIYANI	70	75	73	80	80
10	FEBTI TRIASTUTI	70	80	80	70	81
11	FERDI FUAD RAMADHAN	90	80	73	71	80
12	FERY PURBA A	80	70	70	70	83
13	FICKUARA YUDA R	90	90	93	92	98
14	JANUS SETYADI	87	86	93	90	79
15	MISBAKHUL MUNIR	70	65	74	77	80
16	MURTIWI CITRAWATI	71	75	84	75	86
17	NIK HARDYANI H	80	80	75	79	83
18	NOVAN VIAN HIDAYAT	70	80	79	80	79
19	NURUDIN FAMIANTO	75	80	85	83	75
20	PENI RAHMAWATI	70	80	87	70	86
21	PRIMARY MORALITY H	78	80	73	87	86
22	PUSPITA ARUM P	90	79	95	90	98
23	RISKA ERVA N	80	80	74	80	89
24	RITA PRIYANTINI	93	90	94	93	88
25	ROLLAND NUGROHO	70	55	74	80	90
26	RUSI ZUBAEDAH	80	70	85	77	81
27	SEKTY JENI P	85	90	95	86	97
28	SITI ROHMANAH M	73	73	90	88	93
29	SUNDARU BAYU S	70	70	83	86	81
30	SURYA ATASA	70	85	74	70	83
31	SUSI KUMALASARI	85	75	74	70	80
32	TRI HANDONO	85	84	70	88	82
33	TUTI ROHMATIN	79	75	70	80	80
34	WAHYU WULANDARI	72	85	70	76	88
35	WINDA ANDRIYANTI	78	70	70	78	83
36	YESI MIAS TABAH	80	70	73	80	82
37	YUDHA OKTAVIAN S	85	75	90	88	89
	AVERAGE SCORE	80	79	80	82	85

EXPLANATION:

Pr = Pronounciation

G = Grammar

V = Vocabulary

F =Fluency

C = Comprehension