IMPROVING THE SPEAKING LEARNING PROCESS OF SEVENTH GRADE STUDENTS OF SMP N 1 KEBONAGUNG PACITAN IN THE ACADEMIC YEAR OF 2014/2015 THROUGH ANIMATION MOVIES

A THESIS

Submitted as Partial Fulfillment of the Requirements for the Attainment of
a *Sarjana Pendidikan* in English Language Education

By:

Hebrian Rachma Wijaya

10202244083

ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2015

IMPROVING THE SPEAKING LEARNING PROCESS OF SEVENTH GRADE STUDENTS OF SMP N 1 KEBONAGUNG PACITAN IN THE ACADEMIC YEAR OF 2014/2015 THROUGH ANIMATION MOVIES

A THESIS

Submitted as Partial Fulfillment of the Requirements for the Attainment of
a *Sarjana Pendidikan* in English Language Education

By:

Hebrian Rachma Wijaya

10202244083

ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2015

APPROVAL SHEET

IMPROVING THE SPEAKING LEARNING PROCESS OF SEVENTH GRADE STUDENTS OF SMP N 1 KEBONAGUNG PACITAN IN THE ACADEMIC YEAR OF 2014/2015 THROUGH ANIMATION MOVIES

A THESIS

Hebrian Rachma Wijaya
10202244083

Approved by the Supervisor:

UNIVERSITAS NEGERI YOGYAKARTA · uny ·

First Supervisor	**Second Supervisor**
Joko Priyana, M.A., Ph.D	**Siti Sudartini, S.Pd.,M.A.**
NIP 19650122 199001 1 001	NIP 19760311 200501 2 001

RATIFICATION SHEET

IMPROVING THE SPEAKING LEARNING PROCESS OF SEVENTH GRADE STUDENTS OF SMP N 1 KEBONAGUNG PACITAN IN THE ACADEMIC YEAR OF 2014/2015 THROUGH ANIMATION MOVIES

A THESIS

Hebrian Rachma Wijaya
10202244083

Accepted by the board of examiners of Faculty of Languages and Arts, Yogyakarta State University on March 2015 and declared to have fulfilled the requirements for the attainment of the Degree of Sarjana Pendidikan in English Language Education

BOARD OF EXAMINERS

Chairperson : Drs. Samsul Maarif, M.A. ________________

Secretary : Siti Sudartini, S.Pd., M.A. ________________

Examiner 1 : Dra. Jamilah, M.Pd. ________________

Examiner 2 : Joko Priyana, M.A., Ph.D ________________

Yogyakarta, March 2015
Faculty of Languages and Arts
Yogyakarta State University
Dean,

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Prof. Dr. Zamzani, M.Pd.
NIP. 19550505 198011 1 001

UNIVERSITAS NEGERI YOGYAKARTA · uny ·

STATEMENT

Yang bertanda tangan dibawah ini, saya:

Nama	: Hebrian Rachma Wijaya
NIM	: 10202244083
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Bahasa dan Seni
Judul Skripsi	: *Improving the Speaking Learning Process of Seventh Grade Students of SMP N 1 Kebonagung Pacitan in the Academic Year of 2014/2015 Through Animation Movies*

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian – bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Maret 2015
Penulis

Hebrian Rachma Wijaya

MOTTOS

"Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning."
(Albert Einstein)

"Build your dreams, or someone else will hire you to build theirs"
(Farrah Gray)

"Success needs a process."
(Anonymous)

"Think as big as galaxy!"
(Anonymous)

"Eat failure, and you will know the taste of success."
(Anonymous)

"Work hard, Play hard."
(Anonymous)

DEDICATION SHEET

This thesis is dedicated to :

- My beloved parents for their endless supports, prayers, and love.
- My beloved sister who has always supported me in many ways.
- And to all my friends thanks for your care, support, and patience to help me in finishing my study.

ACKNOWLEDGEMENTS

Alhamdulillahirobbil'aalamin. Praise to Allah SWT, the Almighty, the Merciful, and the Most Beneficent. It is a great moment as I could finish my thesis. I would like to thank all of those who have advised, supported, guided, and helped me in the process of writing this thesis.

I would like to express my highest appreciation and gratitude to my first supervisor, Joko Priyana, MA., Ph.D who has given me valuable suggestions, guidance, helps, and supports, in accomplishing this thesis. I would also like to express my deepest gratitude to my second supervisor, Siti Sudartini, S.Pd., M.A. who has been patient in guiding me until the end of my thesis writing and has spent her time on correcting my thesis.

I greatly appreciate Drs. Supangat, M.M, the headmaster of SMP N 1 Kebonagung Pacitan, for giving me permission to conduct the research and also the English teacher, Gunawan, S.Pd., for being my collaborator. I also thank class VII D students, for their cooperation and participation during the research.

My special thanks also go to my beloved family. My father, Rahmad Suliyanto and my mother, Sri Herning Widayati, S.Pd., my sister, Dini Nur Rahmawati and all my family members, for giving me tremendous love, care, inspirations, supports, and prayers to finish this thesis.

Last but not least, I would like to thank all my friends. My best friends (Fauzi, Rifki,Imas) and all of my friends in class J English Education Department 2010 thanks for the time, supports, and unforgettable moments in my study.

Finally, I realize that my thesis is far from being perfect. Therefore any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated. I expect that this thesis will give some contribution to the improvement of the English teaching and learning.

Yogyakarta, March 2015

The Writer

TABLE OF CONTENTS

TITLE PAGE i

APPROVAL SHEET ii

RATIFICATION SHEET iii

STATEMENT.. iv

MOTTOS v

DEDICATION SHEET vi

ACKNOWLEDGEMENTS.. vii

TABLE OF CONTENTS... viii

LIST OF APPENDICES xi

LIST OF FIGURES AND PICTURES xii

LIST OF TABLES xiii

ABSTRACT.. xiv

CHAPTER I INTRODUCTION..1

A. Background of the Study 1
B. Identification of the Problems 4
C. Limitation of the Problems..6
D. Formulation of the Problem 7
E. Objective of the Research 7
F. Significance of the Research 7

CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK...9

A. Literature Review..9
   1. Speaking...9
      a. The Nature of Speaking 9
   2. Teaching Speaking...12
      a. Criteria of Good Speaking 13
      b. Criteria of Good Speaking Learning Process.........................15
   3. Types of Speaking Classroom Performance 16
      a. Classroom Speaking Activities 18

4. The Difficulties in Speaking 21
5. Assesing Speaking 23
6. Teaching Speaking in Junior High School 24
   a. Learning Process 25
   b. Teaching-learning Process Using Scientific Approach 27
7. Media in Teaching-learning Process 32
   a. Definition of Media 32
   b. The Functions of Teaching Media 33
   c. Kinds of Media 33
8. Movies as Teaching Media 34
   a. Definition of Movie 34
   b. Types of Movie 35
   c. Elements of Movie 36
9. Animation Movie 38
   a. Definition of Animation 38
   b. Types and Techniques of Animation 40
   c. Role of Animation in Students'Learning 40
10. The Advantages and Disadvantages of Movie 42

B. Relevant Studies 44
C. Conceptual Framework 44

CHAPTER III RESEARCH METHOD 46

A. Type of the Research 46
B. Subject of the Research 48
C. Setting of the Research 48
D. Time of the Research 48
E. Data Collection Technique and Instruments of the Research 49
F. Data Analysis Technique 50
G. Validity and Reliability of the Research 51
H. Steps of the Research 53
   a. Reconnaissance 53
   b. Planning 54
   c. Action 54
   d. Reflection 55

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION 56

A. Research Procedure and Findings 56
   1. Reconnaissance 56
      a. Identification of the Field Problems 57
      b. Weighing the Problems based on the Urgency Level 58

        - c. Problems Selection based on the Feasibility to Solve....................58
        - d. Pre-requisite Analysis 59
        - e. Determining the Actions to Solve the Field Problems...................59
        - f. The relationship between the Field Problems and the Actions......60
- B. Implementations..61
    - 1. The Report of Cycle I 61
        - a. Planning of Cycle I..61
        - b. Actions in Cycle I..63
        - c. Reflection of Cycle I 75
        - d. Summary of Cycle I 81
    - 2. The Report of Cycle II 82
        - a. Planning of Cycle II 82
        - b. Actions in Cycle II 84
        - c. Reflection of Cycle II..94
        - d. Summary of Cycle II...99
- C. General Findings 100
- D. Discussion 103

CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS 105

- A. Conclusions 105
- B. Implications 107
- C. Suggestions 108

REFERENCES 110

APPENDICES 113

LIST OF APPENDICES

page

A. Field Notes 114
B. Interview Transcripts 130
C. Course Grids 151
D. Lesson Plans...165
E. Research Instruments 195
F. Observation Checklist 200
G. Attendance List 203
H. Photographs 205
I. Permit Letters 209

LIST OF FIGURE AND PICTURES

page

Figure 1 : Action Research Model by Kemmis and McTaggart 47

Picture 1 : The students discussed the materials in group 65

Picture 2 : The students practiced the dialogues in pairs...............................72

Picture 3 : The students performed individually..74

LIST OF TABLES

page

Table 1 : The Main Competency and Basic Competency of the Seventh Grade of Junior High School 24
Table 2 : The Field Problems Concerning the English Teaching and Learning Process in Class VII D of SMP N 1 Kebonagung Pacitan 57
Table 3 : The Field Problems based on the Urgency Level 58
Table 4 : Feasible Speaking Problems of VII D Class SMP N 1 Kebonagung Pacitan to be Solved 59
Table 5 : The Actions to Solve the Field Problems 60
Table 6 : The Relationship between the Field Problems and the Actions 60
Table 7 : The Comparison of the Actions in Cycle I and Cycle II 101
Table 8 : The Results of the Action Research Study 102
Table 9 : The Result of the Students' Improvement in the Speaking Learning Process 103

IMPROVING THE SPEAKING LEARNING PROCESS OF SEVENTH GRADE STUDENTS OF SMP N 1 KEBONAGUNG PACITAN IN THE ACADEMIC YEAR OF 2014/2015 THROUGH ANIMATION MOVIES

By
Hebrian Rachma Wijaya
10202244083

ABSTRACT

The aim of this research was to improve the speaking learning process of seventh grade students of SMP N 1 Kebonagung Pacitan in the academic year of 2014/2015 through animation movies.

This study was an action research study. It was conducted in two cycles, from the 1st of October to the 17th of October 2014. Each cycle consisted of three meetings. The steps of the research were reconnaissance, planning, action and observation, and reflection. The subjects of this research were 24 students of VII D class, the English teacher, and the researcher. The data were in the form of qualitative data and also supported by quantitative data. The qualitative data were obtained by observing the teaching and learning process, interviewing the students and collaborators, holding discussions with the collaborators, and taking pictures of the teaching and learning process. Meanwhile, the quantitative data were obtained through distributing questionnaires. The field notes and interview transcripts were analyzed qualitatively through four steps namely data collection, data reduction, data display, and conclusions. The validity of the research was obtained through five validities namely, democratic validity, dialogic validity, process validity, catalytic validity, and outcome validity.

The results of this research showed that the implementation of animation movies in the speaking learning process was effective to make the students become enthusiastic in the English speaking activities. The use of animation movies that was combined with speaking performances and group works made significant progress in the speaking learning process. The students were interested towards the materials, could understand the materials easily, and spoke more confidently. In reference to the number, the students who was interested toward speaking was improved from 75% to 83,3% and the number of the students who has a high confidence in speaking was improved from 50% to 75%. The students' interest level toward speaking was improved through the use of animation movies because they could learn speaking English through fun activities with their friends. Therefore, they were not bored in the teaching-learning process.

Key Words: Speaking, Learning process, Animation movies.

CHAPTER I
INTRODUCTION

A. Background of the Study

In education, English becomes a language that must be acquired by students. It makes students have to acquire and master English as a way to face the globalization. But in our country, the implementation of English as foreign language finds difficulties, some of students are unable to acquire English well, due to the fact that it is not a language that they use everyday. On the other hand, the importance of English for students is to help them faces the development of the world. Although they have to acquire English well, there are some problems within the teaching-learning process.

Students are unaware about the importance of English for their future. They only think that English is one of subjects that must be acquired to help them to graduate from their school. It is quite dissapointing for us as educators because students are unaware with their needs in the future. English is needed as a tool to communicate with other people from different parts of the world.

Some problems that occur during the teaching-learning process usually come from students' enthusiasm, their environment, their family or even their teacher. These factors can influence the result of students' achievement in learning English. So, it is a duty for English teachers to make their students become enthusiastic to learn English and able to acquire the language well. Based on the curriculum 2013, the process of teaching-learning needs to use the scientific approach. The scientific approach itself has five steps. Those are observing, questioning, experimenting, associating, and communicating. All of them have to be done by students in order to make the process of teaching and learning became successful.

One of the most interesting in the English teaching and learning is the practice of teaching speaking. Speaking is one of the four language skills that is very important in human life. Through speaking, many people can communicate each other. Because speaking is very important, human being needs to know how to speak appropriately. Students are expected to speak appropriately as a part of language skills. Speaking becomes indispensable and has a high contribution in our life.

Speaking is symbolized as the way people express their feeling to others. Through speaking, humans are able to connect their mind in every aspect of life. They can share their opinions, thoughts, and even their emotion. In order to do that, we have to speak appropriately and accurately to minimize misunderstanding in our conversation with others. If there is a misunderstanding or miscommunication, it will be hard to have a good quality of conversation.

Nevertheless, many students in Junior High School lack of ability to speak appropriately. They have difficulties in expressing ideas, choosing words, and having confidence to speak. There are some significances of having a good speaking skill. They need it to help them achieve the comprehension in learning English. They have to speak appropriately with no exception if they want to develop their skill to pass the examination.

Students' ability in speaking in overall can be categorized in middle-low level in which most of them have difficulty in speaking appropriately. They lack of practice and have low confidence to speak English. Their most fear is their confidence in which they feel too shy or too scared to speak in front of the class or their friends.

When I conducted observation on September 26th 2014 at SMP N 1 Kebonagung Pacitan, the students had low interest toward English. They tend to be passive in speaking learning process and were confused to speak something. They needed media to guide and interest them in speaking. The problems in the classroom occured because the students were not enthusiastic to learn English especially speaking.

The students had difficulty in expressing their ideas, they were confused to choose appropriate words and they had no confidence to speak. Sometimes they were shy to express what they want to talk about to others. It led to negative effects to their mindset in order to speak in public.

Besides, some of the students did not speak seriously when they were in the middle of the teaching-learning process. They thought that when they speak using English was like having a role-play. They were unaware of how important English for their future as English is a global language and everyone in this world used English as their language. Their problems regarding to those issues must be solved as soon as possible.

Therefore, I think that they need fun and effective media in teaching and learning English especially in acquring speaking skill. They need media that can interest them to gain their confidence. One of media that can be used in teaching and learning speaking is animation movies.

B. Identification of the Problems

Based on the background of the study above, it is revealed that there are some influential problems in teaching and learning speaking skill. In identifying the problems, I observed the teaching-learning processes in the classroom. Based on the observation in the teaching-learning English at SMP N 1 Kebonagung on September 2014, there were some problems that can be identified as follows.

The first problem is related to the students. The students had low enthusiasm in learning English. They learned English only in the classroom when their teacher taught them. They thought that learning is an activity that occured in the classroom. They did not like to learn English outside the classroom. Their enthusiasm to learn English can be categorized as low.

Most of them were unaware that English was very important in human life nowadays. They treated English as one of subjects that must be learned to help them graduated from the school. They were not enthusiastic to acquire English as their need to face the globalization. They were still unaware what they would face the future by using English.

The second problem is related to learning materials. The materials that were given to students were not enough. They only learned from the reference book or LKS. It made the students lacked of practice. Besides, the students were not able to speak appropriately in their speaking activity. Using another sources could help the students gain more information about the material. It influenced the students' ability in speaking, because when they lacked of knowledge, they cannot practice well.

Besides the reference book, the frequency of practice is important. Speaking is a productive skill in which we produce the product or output. If they practiced more, they could speak better and even fluently. The problem was the frequency of speaking practice was not enough to support the students in order to achieve the goal of teaching-learning process.

The third problem is related to the media. The media that were used by the teacher were less attractive. The teacher usually used LCD and laptop to present the materials. The material itself was usually in the form of powerpoint. Then the teacher presented it to the students while giving explanation. It made students bored and not interested towards the material.

For the spoken material like speaking, the teacher just showed some dialogues or conversations from books or internet. Then the teacher asked the students to practice them in front of the class. But not all the materials given by the teacher were practiced by the students. So they did not get all the theories about language function in speaking.

The last problem is related to the teacher method. The method that was used by the teacher was less varied. A good way of delivering the material was the key for the teacher to make their students understand the material and it would make the learning process became successful. The students were not enthusiastic and interested with teaching method that less varied.

The students' attitude toward the target language influenced the output of the target language if the input is not good. The students will have a good attitude toward the target language if they are interested with their teacher's way in delivering the material.

C. Limitation of the Problems

Based on the background and the identification of the problem, I decided to focus on improving speaking learning process by using animation movies. The focus of this study was to provide attractive media and to interest students in the speaking learning process. This is because the use of the media can assist the students to cope with some constraints they face in speaking.

Moreover, through the use of the media, the teacher could transmit the teaching materials in a more attractive way so that they are easily understood by the students. Based on the explanation above, this study used animation movies as an alternative solution to teach speaking. By this, it is expected that they could learn how to speak appropriately step by step, they could learn to speak independently, without guidance.

In this study, I selected the seventh grade of SMP N I Kebonagung Pacitan because it was revealed that the English teacher still used the conventional media and a course book in the teaching of speaking skill without adding any interesting media from other resources. In addition to that, the students tended to spend much time for doing exercises of the course book rather than practicing speaking through topics or themes.

D. Formulation of the Problem

An action research on improving the ability of the students to speak English in the process of learning English at SMP N 1 Kebonagung should be able to address issues related to the problems of speaking learning process in the following form question:

"How can animation movies be used to improve the speaking learning process of SMP N 1 Kebonagung Pacitan in the academic year of 2014/2015?"

E. Objective of the Research

From the formulation of the problem, the objective this study is to improve speaking learning process of seventh grade students of SMP N 1 Kebonagung Pacitan in the academic year of 2014/2015 through animation movies.

F. Significance of the Research

1. Scientific Significance

This research is expected to develop knowledge in an educational area, especially in the use of animation movies on the teaching of speaking skill. The knowledge is expected to contribute a progress in improving the speaking learning process.

2. Practical Significance

a. For the Students

This study attempts to obtain a solution to help the students improve their speaking skill and increase their enthusiasm and confidence toward English.

b. For English Teachers

This study is useful for English teachers as guidance to improve the process of learning English at SMP N 1 Kebonagung. It can be an additional resource in improving speaking skill through the use of animation movies. This is because this study helps the teacher to consider appropriate media to enhance the teaching of speaking skill.

c. For Other Researchers

This study can be used as a reference to conduct a relevant study. It can help to make relevant studies more accurate.

CHAPTER II
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

As stated in the previous section, the aim of this research study is to improve the speaking learning process. Therefore, the discussion in this chapter will focus on the review of the related theories underlying the study. It consists of two major sections, namely literature review and conceptual framework.

A. Literature Review

1. Speaking

a. The Nature of Speaking

Speaking plays an important role in learning English. The purpose of learning English is to speak English well. Based on Bailey and Savage in Celce-Murcia (2001:163), for most people the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication. They add that speaking in the second or foreign language has often been viewed as the most demanding of the four skills.

According to Cameron (2001:40-41), speaking is the active use of language to express meanings so that other people could make sense of them. She also says that speaking is more difficult than listening. She adds that it is because speaking is not only in understanding but also in production of language.

Pinter (2006:55) says that to be able to speak fluently, we have to speak and think at the same time. Therefore, it requires careful and plenty sources of skills. As supported by Harmer (2001:269), elements of speaking are the ability to speak fluently on purpose and the ability to process information and “language on the spot”.

Harmer (2001:269) describes the elements of needs in speaking as follows: The first is connected speech. Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent ‘connected speech’. The second point is expensive devices. Native speakers of English change the pitch and stress of particular parts of utterances various volume and speed, and how they are feeling. The third point is lexis and grammar. Spontaneous speech is marked by a number of common lexical phrases in the performance of certain language function. The last point is negotiation language. Effective speaking benefits from the negotiator language that is used to seek clarification and to show the structure of language.

Richards and Renandya (2002:4) also say that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. In addition, interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation.

Brown (2001:267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Brown (2007:237) also states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

In addition, Thornburry (2005:14) suggests four speaking genres, which are interactive, non interactive, planned, and unplanned speaking. The example of interactive speaking is when people buy food at a shop, whereas when people leave a message in an answer machine can be categories as non interactive speaking because there is no interaction between two people or more. The examples of planned speaking genre are such as lecture, sermon, and speech, meanwhile unplanned speaking is when people meet and do conversation with somebody in the street.

Furthermore, Nunan in Brown (2001:251) divides the oral language into two parts, monologue and dialogue. He states that in monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without interruption. On the other hand, the term dialogue involves two or more speakers and can be divided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

From some definitions above it can be concluded that speaking skill is related to communication in human life. Speaking skill can be stated as the skill to use the language accurately to express meanings in order to get information and knowledge from others in the whole life situation.

2. Teaching Speaking

Davis and Pearse (2002:82) state that there are some clear implications for teaching speaking: The first point is trying to create a relax atmosphere in the class such as pairs and group works. The second one is exposing the learners as much as possible. It is for pronouncing speech naturally and developing speaking skills in general if they do not hear enough natural speech. The third point is accustoming the learners to combine listening and speaking in real time, in natural interaction. She adds that the most important opportunity for this is the general use of English in the classroom.

According to Harmer (2007:123), there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities – chance to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both successful they are, and also what language problems they are experiencing. And finally, the more students have opportunities to be active the various elements of language they have stored in their brains, the more automatic their use of these elements become. This means that they will be able to use words and phrases fluently without very much conscious thought. From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown (2001:275-276) states that there are seven principles for designing speaking techniques.

a. The teacher should use techniques that cover the spectrum of learner need for language-based focus on accuracy and message-based focus on interaction, meaning and fluency.
b. The teacher should provide motivating techniques which can encourage the student's motivation to learn English intrinsically.
c. The teacher should encourage the students to use authentic language during the speaking activities so that the activities will be meaningful for them.
d. When students make some mistakes during the activities the teacher should give appropriate feedback and correction so that they will not make the same mistakes in the following activities.
e. The teacher should integrate listening activity during speaking activity, because speaking and listening are assimilated.
f. The teacher should also give the students some opportunities to initiate oral communication by asking questions or engaging them in a conversation.
g. The teacher should encourage the students's development of speaking strategy because usually the students are not aware of developing their own personal strategy for accomplishing oral communication purpose.

a. Criteria of Good Speaking

Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. According to Syakur

(1987:3), there are at least five components of speaking skill concerned with. The following five components are generally recognized in analysis of speech process.

1) Comprehension

For oral communication, comprehension certainly requires a subject to respond to the speech as well as to initiate it.

2) Grammar

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer. Linguists investigating native-speaker speech (and writing) have, over the years, devised various different systems to describe how the language works. Grammar is one important aspect of speaking because if an utterance can has different meaning if the speaker uses incorrect grammar.

3) Vocabulary

Vocabulary means list of words with their meaning. One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.

4) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her. On the other hand, if students make grammatical mistakes e.g. in a verb tense, the listener still has an idea of what is being said. So, it can be seen that good pronunciation is vital if a student is to be understood.

5) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message.

b. Criteria of Good Speaking Learning Process

There are some criterias of good speaking learning process according to some experts as follows:

1) Increasing students’ motivation in learning speaking

Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. According to Harmer (2001:51), the motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. Increasing and directing students’ motivation is one of a teacher’s responsibilities. There are three areas that can directly influence students’ motivation:

a) Goal and goal setting.

b) Learning environment.

c) Interesting classes.

2) Providing texts as stimuli and models

According to Harmer (2001:250), a lot of language production work grows out of texts that students see or hear. A controversial reading passage maybe the springboard for discussion. Listening to a tape or disk in which a speaker tells a dramatic story may provide the necessary stimulus for students to tell their own stories. They will benefit from hearing other people doing it first. Productive work need not always be imitative. But students are greatly helped by being exposed to examples of speaking which show certain conventions for them to draw upon.

3) Providing many opportunities for students to speak

According to Nunan (2003:55), it is important for us as language teachers to be aware of how much we are talking in class so we don’t take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

4) Providing classroom activities that involve guidance and practice.

Based on Nunan (2003:55), when we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

3. Types of Classroom Speaking Performance

According to Brown (2001:271), there are six kinds of oral production that students are expected to carry out in the classroom.

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating human tape recorder speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular elements language forms.

b. Intensive

An intensive speaking performance is designed to practice some phonological or grammatical aspects of language.

c. Responsive

It means that students give short replies to initiate questions or comments. These replies are usually sufficient and do not extend into dialogue.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining social relations than for the transmission of facts and information.

f. Extensive (monologue)

Students are expected to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

a. Classroom Speaking Activities

According to Harmer (2007:348), there are many classroom activities which are currently in use at or near the communicative end of the communication. They are explained below.

1) Acting from a script

Teacher can ask their students to act out scenes from plays and/or their course books, sometimes filming the result. Students will often act out dialogues they have themselves. It is important that when students are working on plays or play scripts, students should treat it as ‘real’ acting. In other words, teacher needs to help them to go through the scripts as if they were theatre directors, drawing attention to appropriate stress, intonation and speed. This means that the lines students speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both learning and a language producing activity.

2) Communication games

There are two categories are worth mentioning here:

a) Information-gap games.

Many games depend on an information gap: one student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order or find similarities and differences between pictures.

b) Television and radio games

When imported into the classroom, games from radio and TV often provide good fluency activities. For example in ‘Fishbowl’, two students speak on any topic they like, but at a pre-arranged signal one of them has to reach into a fishbowl and take out one of many pieces of paper on which students have previously written phrases, questions and sentences. Students have to incorporate whatever is on the paper into the conversation straight away.

3) Discussion

A discussion ranges from highly formal, whole-group staged events to informal small-group interactions.

a) Buzz groups

These can be used for a whole range of discussion. For example, teachers might want students to predict the content of a reading text, or teachers may want them to talk about their reactions to it after they have read. Teachers might want them to discuss what should be concluded in a news broadcast or have a quick conversation about the right kind of music.

b) Instant comment

Another way in which a teacher can train students to respond fluently and immediately is to insert ‘instant comment’ mini-activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

c) Formal debates

In a formal debate, students prepare arguments in favour or against various propositions. When the debate starts, those who are appointed as ‘panel speakers’ produce well-rehearsed ‘writing-like’ arguments, whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d) Unplanned discussion

Students' success will depend on teachers' ability to prompt and encourage and, perhaps, to change teachers' attitude to errors and mistakes from one minute to the next. Pre-planned discussions, on the other hand, depend for students upon the way how a teacher asks students to approach the task in hand.

e) Reaching a consensus

One of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives.

4) Prepared talks

One popular kind of activities is the prepared talk, where students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation. For students to benefit from doing oral presentations, a teacher needs to invest some time in the procedures and processes students are involved in. When a student makes a presentation, it is important that the teacher gives other students tasks to carry out as they listen. Maybe students will be the kind of feedback tasks teachers have just described. Whether there is a feedback or not from the teacher, the students or a combination of both, it is important that students who have made an oral presentation get a chance to analyze what they have done.

5) Questionnaires

Questionnaires are useful because, by being pre-planned, students ensure that both questioner and respondent have something to say each other. Students can design questionnaires on any topic that is appropriate. As students do so, the teacher can act as a resource, helping them in the design process. The result obtained from questionnaires can then form the basis for written work, discussions or prepared talks.

6) Simulation and role play

Simulation and role play can be used to encourage general oral fluency or to train students for specific situation, especially where they are studying English for specific purposes (ESP). When students are doing simulations and role plays, students need to know exactly what the situation is, and they need to be given enough information about the background for them to function properly. With more elaborate simulations, such as business meetings, mock enquiries or TV programs, for example, we will want to spend some time creating the environment or the procedures for the simulation.

4. The Difficulties in Speaking

As Dunkel, Richards, and Ur stated in Brown (2001:270-271), many people regard that speaking is difficult. The following eight characteristics of spoken language are adapted from several sources.

a. Clustering.

Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically through clustering.

b. Redundancy.

The speaker has an opportunity to make meaning clearer through the redundancy of language.

c. Reduced forms.

Contractions, elisions, reduced vowels etc are special problems in teaching spoken English. Learners who never learn colloquial contractions sometimes speak too formal in casual context. They become bookish and stilted.

d. Performance variables.

In spoken language there is a process called thinking time. During this thinking time, learners can employ a certain number of performance hesitations, pauses, backtracking, and correction. Some examples of thinking time in English such as inserting fillers like uh, um, well, you know, I mean etc. Hesitation phenomena are the most salient difference between native and nonnative speakers of language.

e. Colloquial language.

Students shouldbefamiliar with words, idioms, and phrases and they practice to produce these forms.

f. Rate of delivery.

It is one of the characteristics of fluency. Teachers should help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation.

The stress-timed rhythm of spoken language and its intonation patterns convey important message in any communication forms.

h. Interaction.

Having no interlocutor will rob the speaking skill components, one of them is the creativity of conversational negotiation.

5. Assessing Speaking

Thornburry (2005:127-129) claims that there are two main ways to assess speaking. They areholistic scoring and analytic scoring. Holistic scoring uses a single score as the basis of an overall impression, while analytic scoring uses a separate score for different aspect of the task. This holistic way has advantages of being quick and is perhaps suitable for informally assessing progress. By contrast, analytic scoring takes longer since it requires the teacher to take a variety of factors into account and is probably fairer and more reliable. It also provides information on specific weaknesses and strengths of students. However, the disadvantage of analytic scoring is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five categories seem to be the maximum that can be handled atone time.

Furthermore, Thornburry (2005:127-129) states that based on Cambridge Certificate in English Language Speaking Skills (CELS), four categories must be taken into account: grammar and vocabulary, discourse management, pronunciation, and interactive communication. When dealing with grammar and vocabulary, students need to use appropriate syntactic forms and vocabulary in order to meet the task requirements at each level. Discourse management refers to the ability of students to express the ideas and opinions coherently and convey clear information. Pronunciation refers to the ability to use the right stress and intonation to convey the intended meaning. Finally, interactive communication depicts the ability of test takers to respond appropriately with interlocutors with required speed and rhythm to fulfill the task requirements. Those four elements are similar with what Brown (2004:172) states about the aspects of assessing speaking: grammar, vocabulary, comprehension, fluency, pronunciation, and task.

6. Teaching Speaking in Junior High School

Based on the curriculum 2013 proposed by the ministry of National Education, the objectives of the English teaching at the junior high school level enable the students to communicate in daily life context. Process of teaching-learning using a scientific approach. The scientific approach itself has five steps. Those are observing, questioning, associating, experimenting, and networking.

The seventh grade of junior high school students have to pose several speaking competencies in a year as shown in Table 1.

Table 1: The Main Competency and Basic Competency of the Seventh Grade of Junior High School

KOMPETENSI INTI	KOMPETENSI DASAR
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori	4.1 Membuka dan menutup percakapan *interpersonal* dengan ungkapan bervariasi melalui kegiatan menyimak dan berbicara 4.2 Mengakhiri percakapan *interpersonal* dengan ungkapan bervariasi untuk tujuan menutup percakapan dan *leave-taking* melalui kegiatan menyimak dan berbicara 4.3 Merangkai cara dan fakta yang diperlukan untuk mendeskripsikan lingkungan sosial dan objek seni budaya di sekitarnya (*generic structure/*

	language feature descriptive text) melalui kegiatan menyimak, membaca, menulis, dan berbicara 4.4 Menyampaikan informasi dan instruksi dengan ungkapan bervariasi tentang fakta dengan benar dalam bentuk *short functional text* berupa pengumuman, undangan, pesan singkat, iklan, dan teks label pada obat/ makanan/ minuman melalui kegiatan menyimak, berbicara, membaca, dan menulis 4.5 Menyampaikan fakta dengan ungkapan bervariasi tentang kegiatan rutin dalam bentuk *recount text* melalui kegiatan menulis dan berbicara

a. Learning Process

Learning process can be defined as the relatively permanent change in an individual’s behavior (knowledge, skill and attitude) that can occur at any time or place as a result of consciously. Our country uses the curriculum 2013 in teaching and learning process. The curriculum 2013 using scientific approach in which there are 5 steps in teaching-learning process. They are observing, questioning, associating, experimenting, and communicating.

Learning process is a scientific process. Therefore the curriculum 2013 using scientifc approach in learning process. Scientific approach is believed to be the best approach to develop students’ behavior, skill, and knowledge. Scientific approach is more effective than traditional method. In traditional method, the retention of information from teacher is about 10% after the first 15 minutes and the contextual understanding is about 25%. In scientific approach, the retention of information from teacher is more than 90% after two days and the result of contextual understanding is about 50-70%.

According to Kemendikbud (2013), the learning process must be guided by the principles of scientific approach. This approach is characterized by the protrusion dimension of observation, reasoning, discovery, validation, and an explanation of the truth. Thus, the learning process should be carried out with guided values, principles, or scientific criteria. The learning process is called scientific if it meets the following criteria:

1) Substance or learning materials based on facts or phenomena that can be explained by logic or reasoning; not based on fantasy, legend, or a myth.
2) Teacher’s explanation, students’ response, and educational interaction of teacher-students free of prejudice necessarily, subjective thinking, which deviate from logical reasoning.
3) Encouraging and inspiring students to think critically, analytically, and precise in identifying, understanding, solving problems, and applying the substance or learning materials.
4) Encouraging and inspiring learners to think hypothetic in looking at the differences, similarities, and linking to each other from the substance or learning materials.
5) Encouraging and inspiring learners to understand, implement, and develop patterns of rational and objective thinking in response to substance or learning materials.

6) Based on the concept, theory, and empirical facts that can be accounted for.
7) Learning objectives are formulated in a simple and clear, yet attractive presentation system.

b. Teaching-Learning Process Using Scientific Approach

The process of learning in the curriculum 2013 for junior and senior high school level or equivalent using a scientific approach. The curriculum 2013 emphasizes modern pedagogical dimension in learning, using a scientific approach. Scientific approach referred to learning include observing, questioning, associating, experimenting, and networking for all subjects. According to Kemendikbud (2013). the steps are:

1) Observing

Observing is proiritizing the meaningfulness of the learning process (meaningfull learning) by observing with the senses (reading, listening, watching, and so on) with or without tools. It has certain advantages, such as the media presents a real object, learners happy and challenged, and easy to be implemented. Of course learning activities in order to observe this usually requires a long time preparation, relatively large cost and effort, and if it is uncontrolled it will obscure the meaning and purpose of learning.

It is very useful for fulfilling the curiosity of learners. So that the learning process has a high meaningfulness. With the observation method, learners found that there is a relationship between the object being analyzed with learning materials used by the teacher.

Activity observed in the study carried out by taking the following steps like this.

a) Determining what objects will be observed.
b) Making observation in accordance with the scope of the object to be observed.
c) Clearly determining what data needs to be observed, both primary and secondary.
d) Determining where to place the object to be observed.
e) Clearly determining how the observations will be conducted to collect data to run easily and smoothly
f) Determining how and keep records of the results of observation, such as using a notebook, a camera, a tape recorder, a video recorder, and other stationery.

2) Questioning

Effective teachers can inspire students to improve and develop the realm of attitudes, skills, and knowledge. By the time the teacher asked, at that moment he/she was guiding students to learn well. When the teacher answer the question from students, he/she pushing his/her students to be a good listener and learner.

Function of questioning:

a) Generating curiosity, interest, and concern about theme or topic of learning.
b) Encouraging and inspiring students to actively learn, and develop questions of and for themselves.

c) Diagnosing students' learning difficulties and having plan to find a solution.
d) Structuring tasks and providing opportunities for learners to demonstrate attitudes, skills, and understandings of learning substance.
e) Generating learner skills in talking, asking questions, and giving answers logically, systematically, and use proper and correct grammar.
f) Encouraging the participation of students in discussing, arguing, develop thinking skills, and draw conclusions.
g) Building an attitude of openness to give and receive opinions or ideas, enrich vocabulary, and develop social tolerance in a group lives.
h) Allowing students to think spontaneously and quickly, and swiftly in response to problems that suddenly arise.
i) Practicing politeness in speech and generating the ability to empathize with one another.

3) Experimenting

To get the real or authentic learning, students have to try or to experiment, especially for material or substance that is appropriate. In science subjects, for example, students must understand the science concepts and their relation to everyday life. Students should have skills to develop knowledge about the environment, and able to use the scientific method and scientific attitude to solve the problems that they face everyday.

Application of the experimental method or association is intended to develop various domains of learning objectives, namely attitudes, skills, and knowledge. Real learning activities for this experiment are:

a) Determining the theme or topic according to the basic competence by the demands of the curriculum.
b) Learning the ways of using tools and materials which are available and should be provided.
c) Studying the relevant theoretical basis and the results of previous experiments;
d) Conducting experiments and observe;
e) Taking a note about the phenomenon occurs, analyze, and present data;
f) Drawing conclusions on the results of the experiment; and
g) Making reports and communicate the results of the experiment.

4) Associating

The term "associating" in terms of the learning process with a scientific approach adopted in the curriculum 2013 to describe the curriculum that teachers and learners are active participants. Compressive point in many ways and situations is students should be more active rather than teachers. Associating is the process of thinking logically and systematically over-the word empirical facts that can be observed to obtain the conclusion of knowledge. Associating is a scientific reasoning, although dosing non-scientific not always beneficial.

This association theory is very effective theory that became the foundation inculcate scientific attitude and motivation of the learners with regard to the intrinsic values of participatory learning. In this way students will perform impersonation of what their observed from the performance of their teacher and classmates in the classroom.

The implementation of learning activities to improve student associating can be done in the following way .

a) Teachers preparing learning materials in a form that is based on the demands of the curriculum .
b) Teachers should not giving a lecturing or lecture method too much. The main task of the teacher is to give a brief but clear instructions with accompanying examples , either by themselves or simulation.
c) Learning materials arranged hierarchical, starting from the simple (low requirements) to the complex (high requirements).
d) Learning activities are oriented on the results that can be measured and observed.
e) Every errors must be corrected or repaired.
f) Need to be repeated and practiced so that the desired behavior can be a habit.
g) Evaluation or assessment based on the real or authentic behavior.
h) Teachers record all students progress to learn the possibility of providing remedial action.

5) Communicating

Communicating or collaborative learning is a personal philosophy, it is more than learning techniques in classrooms. Collaboration is the essence of philosophy and lifestyle of human interaction that puts cooperation and interpretation of the interaction structure, well-designed and deliberate manner to facilitate collective efforts in order to achieve a shared goal.

In this step, students are presenting the report in the form of charts, diagrams, or charts; prepare a written report; and present a report covering the process, results, and conclusions orally.

7. Media in Teaching-Learning Process

a. Definition of Media

Media have undoubtedly always facilitated the tasks of language learning both instructed and non instructed learners as a tool for language learning or teaching (Brinton:2001). The use of media is needed to ensure an effective communication in order to improve the quality of instruction. However, media offer some positive contributions toward the teaching and learning process.

Another definition of media is proposed by Heinich in Arsyad (2002:4). He states that media act as mediator that transmit information from resource to receiver. From the explanation above, media can be defined as the aids or equipments that can help the learning process run well.

Roblyer, Doering, and Aaron (2010) state media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and books did.

Media are part of communication. Wherever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In the teaching and learning process, media is the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry meaningful learning experiences.

b. The Functions of Teaching Media

According to Arsyad (2002:20), teaching media can fulfill three main functions. The functions are as follows.

1) Motivating, interest, and action.

To fulfill the function of motivation, teaching media can be realized with the technique of drama and entertainment. The expected results are to interest and to stimulate the students or the audience to action.

2) Presenting information.

Teaching media can be used in the context of the presentation of information in front of a group of students. The content and form of presentation are served as an introduction, summary, report, or background knowledge.

3) Giving instructions.

Where information can involve students both in the mind or mental or in the form of real activity so that learning can occur.

c. Kinds of Media

There are many kinds of media which can be used in the teaching and learning process. According to Brinton (2001), there are two big classifications of media used in the teaching and learning process. Those are non-technical media and technical media. Each part will be presented below.

1) Non-technical Media

Non-technical media can be defined as the media which do not need electricity, technical resource, or funding. These media are low cost but available everywhere. There are several items that belong to this category, include black board / white board, magnet board, flash card, board games, photos, cartoons / line drawings and the like.

2) Technical Media

Although these forms of media are not low-cost and less user-friendly than the non-technical media, they deal with a larger degree of psychology reality in that they can bring the outside world in all its complexity into the classroom. In fact, since students in today's language classes tend to surround themselves with technology in their daily lives, they may grow to expect it in the language classroom as well. There are several items that belongs to this category include recorded player, filmstrip, audiotape player, film projector TV, computer and the like.

8. Movies as Teaching Media

a. Definition of Movie

A movie is a motion picture, often referred to as a film. Movie is a sequence of pictures in frame in which the squence is presented through LCD. According to Arsyad (2002:49), movie is a sequence of picture that alive and move. Movie is a kind of story that is recorded as a set of movingg picture to be shown on the telivision or at the cinema.

From the definitions it can be concluded that movie is a set of moving picture that forms a story which is shown through LCD or in the TV or at the cinema or movie theater.

b. Types of Movie

According to Asnawir and Usman (2002:100), the types of movie can be described as follows:

1) Documentary Movie

Documentary movie is a purpose of giving to describe about the story, by using the true society and situation.

2) Episodic Movie

Episodic movie is a movie consist of short edition in its sequences.

3) Provocation Movie

Provocation movie prevents to explain about special lesson to learners, especially social study, attitude, etc. it will stimulate the discussion among learners in the classroom.

4) Animation Movie

Animation movie is distinguished from live action ones by the unusual kinds of work that are done at the production stage.

5) Fictional Movie

A fictional movie presents imaginary beings, places, or events. Yet if a movie is fictional that does mean that it is completely un related to actuality.

6) Experimental Movie

An Experimental movie is made for many reasons, they are:

a) The movie makers wish to express personal experience or view points

b) The movie makers may also want to explore some possibilities of medium itself.

In this research, I will use animation movies as media to facilitate students' learning process, because I think that the animation movie is suitable for young learner to increase their ability in mastering the material and motivate them to learn.

c. Elements of Movie

To analyze the movie, the first thing is to understand the elements of it. There are five elements of story, they are:

1) Setting

The setting is the time and place in which it happens. Authors often use descriptions of landscape, scenery, building, seasons, and weathers to provide a strong sense of setting.

2) Character

A character is a person or sometimes events an animal, who takes part in action of a story or other literary work. There are two characters of story:

a) protagonist, the protagonist character is the central character or the hero, also called as good guy.

b) antagonist, the antagonist character is the enemy of the protagonist, also called as bad guy.

3) Plot

A plot is series of events and character actions that relate of the central conflict, it is the sequence of events in a story or play. The plot is planned, logical series of events having a beginning, middle and end. There are five essential parts of plot:

a) Introduction

It is the beginning of the story characters and the setting is revealed.

b) Rising action

It is where the events in the story become complicated and the conflict in the story is revealed.

c) Climax

This is highest point of interest and the turning point of the story.

d) Falling action

The events and complication begin to resolve themselves.

e) Denouement

This is the final outcome or untangling of events of the story.

4) Conflict

The conflict is a struggle between two people or things in a story. There two types of conflict:

a) External, a struggle with a force outside one's self.

b) Internal, a struggle within one's self: a person must make some decisions, overcome, paint, quiet their temper, resist an urge, etc.

5) Theme

The theme is the central idea or belief in a story. Through recognizing the important elements of a movie, students are expected to be able to master the material related to narrative effectively. Besides that, by recognizing the elements of movie, students will be easy to arrange their idea in retelling the movie to the others.

9. Animation Movie

Animation movie is a kind of movie which involves sound, recording a series of drawing or manipulating in animate object, one frame in one time. When projected, the sequences of frames take on the illusion of motion. This movie uses computer graphics in creating animated images.

In this research, animation movies are used. Animation movies that will be given is appropriate with the age of Junior High School students. In this study, I choose animation movies that has funny characteristics, so it can make teaching-learning process more enjoyable.

a. Definition of Animation

According to Pikkov (2010:14), animation essentially involves the presentation of still images in a manner that creates an illusion of motion in viewers' minds. The fact that the illusion of motion is located inside the viewers' minds and not in outside reality is of fundamental importance here. The movement of marionettes in a puppet theatre does not constitute animation because the audience sees real-life motion, while a moving puppet in an animated film is animation because the audience is actually presented with still images of the puppet, which, when presented in a certain manner, lead to an illusion of motion. Thus the movement in animation does not take place on the screen but in the viewer’s mind. The human eye is capable of retaining an after-image for a fraction of a second, which allows for the perception of motion if a sequence of slightly different pictures is shown at a certain rate.

A filmed recording of a puppet theatre’s show entails only recognition of the initial movements that are being re-presented on the screen. In the animated film, however, no initial movement occurs; the film has been shot one frame at a time (this is a distinctive technical characteristic of the animated film). This is equally true in all animation techniques: a hand-drawn animation consists of a series of drawings, and the pixilation technique uses still photographs. In principle, live action fiction films and documentaries can also be seen as sequences of still images,

According to Sfetcu (2011:1), animation is the optical illusion of motion created by the consecutive display of images of static elements. In film and video production, this refers to techniques by which each frame of a film or movie is produced individually. These frames may be generated by computers, or by photographing a drawn or painted image, or by repeatedly making small changes to a model unit, and then photographing the result with a special animation camera. When the frames are strung together and the resulting film is viewed, there is an illusion of continuous movement due to the phenomenon known as persistence of vision. Generating such a film tends to be very labour intensive and tedious, though the development of computer animation has greatly sped up the process.

Based on Kuchimanchi (2013), animation has a pretty nerdy definition. Animation is rapid display of images to create an illusion of movement. They have the power to gain the attention of a person for hours together without boring them. And sometimes animations are extremely helpful. They help us show and generate interest in something which we otherwise would not entertain.

b. Types and Techniques of Animation

According to Pikkov (2010:18), the animated film is one category of animation. On the most general level, there are two types of animated film: two-dimensional (2D) and three-dimensional (3D). 2D animation, in turn, includes such techniques as hand-drawn animation, cut-outs or silhouettes, sand animation, direct animation (animated films drawn directly on film) etc. 3D animation is comprised of such techniques as model or puppet animation, 3D computer animation, pixilation, time-lapse etc. By no means is this a comprehensive list of animation techniques, as various combinations of these types are frequently used and new technical solutions are constantly developed.

c. Role of Animation in Students' Learning

Based on Kuchimanchi (2013), learning is a pretty complicated process, when we analyse the process of learning, "Concentration" will stand out to be the major criteria for a better learning, followed by "Understanding" and finally "Remembering". All these go hand in hand

We forget all the history we have studied in our social classes. But we can easily remember a scene in some animated movie which we have watched long time ago. It's all in the way we got the information fed into our brain. Interesting or boring both of these factors rule our learning process as well as memory.

Traditional ways of giving a lecture using text books and blackboards don't really convey the complete gist of a lecture sometimes; and sometimes long lectures bore students and they get diverted easily letting them loose the first main criteria "Concentration". The moment they lose their concentration, they don't understand the concept well and obviously can't remember the topics for a long time.

When we give the same lecture with an animation clip as a reference there is no point in loosing concentration. Because animations are interesting. They can be fun and informative at the same time. Animation today are not just confined to movies and video games; the areas of its application are boundless. And one of those areas is education.

One of the reasons animations are now found so widely is that many people believe that animations can help learners come to understand complex ideas more easily. The process of teaching and learning gets a whole new experience when animations are used during the process. Both the teacher and the student as well find it more comfortable to explain or understand a topic; and believe me, no class will be boring. Teachers can use animated video clips to explain concepts. This process not only makes the concepts clear but also helps the students memorize them for a longer time. Remember, humans have a very good pictographic memory, the more you make use of this the better the information is stored.

There are many multimedia enterprises out there which make animation clips for education purposes and sell them. Some upload them for free online.

10. The Advantages and Disadvantages of Movie

Teaching in general or English teaching in particular is a combined efforts of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, by the roles of all components involved. However, in teaching-learning process, a teacher must bring all components into classroom and apply them.

Harmer (2001:282) states that there are many reasons why video (movie) can be used in language learning:

a. Seeing language-in-use

One of the main advantages of movie is that students do not just hear language, they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed thought expression, gesture and other visual clues. Thus we can observe how intonation can match facial expression. All such, paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the text more deeply.

b. Cross-cultural awareness

A movie uniquely allows students to look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical

British ‘body language’ when inviting someone out, or how American speaks to waiters. Movie is also great values in giving students a chance to see such things as what kinds of food people eat in other countries and what they wear.

c. The power of creation

When the students make their own movie as media in teaching and learning process, they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of filmmaking can provoke genuine creative and communicative uses of language, with students finding them doing new things in English.

d. Motivation

For all reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.

Besides the advantages, the use of movie as media also has several disadvantages. There are :

1) During playing movie, teachers can’t explain any material because it can disturb students’ concentration.
2) Students can’t understand the movie well if it is played too fast.
3) If the listening equipment has bad quality, the students can’t listen the sound of the movie well.
4) The equipment is expensive.

B. Relevant Studies

The first study is the research of Rika Silvia (2012) which proved that speaking learning process can be improved by using audio-visual media. The motivation of students of SMP N 4 Depok increased after she applied adobe flash video-based learning media. The improvements included three aspects. Those are in terms of students' motivation, students' participation, and self-confidence.

Another study is conducted by Erita Budi Pratiwi (2012) which stated that the use of video as media is effective to improve students' speaking skill. By using videos, the students' motivation, self-confidence, vocabularies, and pronunciation is improved. The use of video also made the atmosphere in the classroom more relaxed and fun so that the students were interested in speaking.

C. Conceptual Framework

In teaching-learning process, English is very important to master especially in productive skills. The students have to acquire and mastering English as a way to face the globalization and for their future in career. Speaking is symbolized as the way people express their feeling to others. Through speaking, human able to connect their mind in every aspect of life. They can share their opinions, thoughts, and even their emotion. In order to do that, we have to speak appropriately and accurately to minimize misunderstanding in our conversation with others.

When I had observation and interview with English teacher, there were some problems related to the speaking learning process of seventh grade students of SMP N 1 Kebonagung. They had low interest toward English, tend to be passive in learning process, were confused to speak up their thought. The problems in the classroom occured because the students were not enthusiastic to speak. They did not have confidence to speak. Sometimes they were shy to express what they want to talk about to others. It caused negative effect to their mindset in order to speak in public.

Therefore, they need fun and effective media in teaching and learning English especially in acquring speaking skill. They need a media that can be a motivator to help them gain their confidence and help them to relax while learning the material. The media that can be used in teaching and learning speaking is animation movies.

In this case, by using animation movies as media in teaching-learning process, the students would be more interested in learning speaking. In this research, animation movies was aimed to help the students in order to make them more enthusiastic and had a high confident to express their idea in spoken language and increase their interest toward English especially in speaking. Spoken language is typically more dependent on its context than written language is. By using animation movies during teaching and learning process, the teacher would be able to interest the students to learn and pay attention to the material presented.

CHAPTER III
RESEARCH METHOD

A. Type of the Research

This research is categorized as action research, a research that becomes increasingly significant in contemporary professional teaching practices. There have been numerous definitions of action research proposed by some experts.

According to Kemmis and Mc Taggart (1992:24) action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which the practices are carried out.

According to Harmer (2001:344) action research is the name which is given to series of procedures teachers can engage in, either because they wish to improve aspects of their teaching or because they wish to evaluate the success and or appropriacy of certain activities and procedures.

Here are some characteristics of action research as stated by Burns (1999:30)

1. Action research is contextual, small-scale and localized-it identifies and investigates problems within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

4. Changes in practice are based on the collection of information or data which provides the impetus for change.

This research was conducted in a particular setting, that is, in the classroom situations. For that reason, I collaborated with the English teacher to carry out the research. In order to be able to improve the speaking learning process of seventh grade students, there were some steps to be followed. There are many different models of action research from many experts. I used from Kemmis and McTaggart's model. The steps are planning, action, observation, and reflection (Kemmis and McTaggart in Burns 1999:32). The figure of those steps is represented as below:

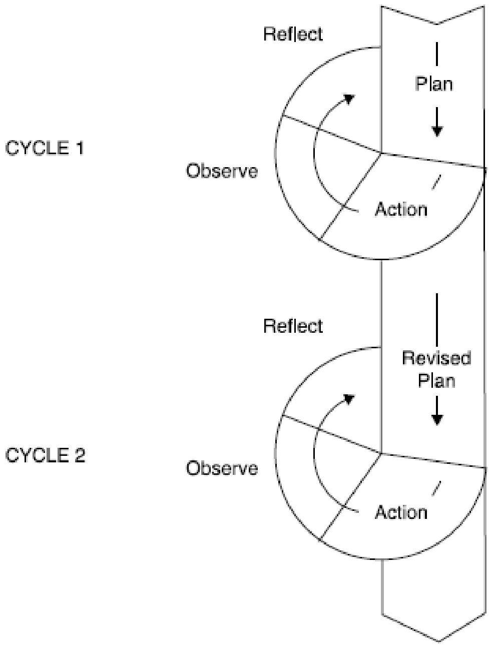

Reflect
Plan
CYCLE 1
Observe
Action
Reflect
Revised Plan
CYCLE 2
Observe
Action

Figure 1: Action Research Model by Kemmis and McTaggart

B. Subject of the Research

The subjects of the research were the students of VII D class of SMP N 1 Kebonagung. I chose this class as the subjects of the study after having discussion with the English teacher. It was conducted collaboratively by all research team members. This study involved me, the English teacher, and the students of VII D class of SMP N 1 Kebonagung Pacitan.

C. Setting of the Research

This action research was conducted at SMP N 1 Kebonagung Pacitan East Java in the academic year 2014/2015 during 1 month, on October. It was conducted in VII D class of SMP N 1 Kebonagung in the academic year of 2014/2015.

The teaching and learning activities in SMP N 1 Kebonagung were generally grouped into intra-curricular and extra-curricular. Intra curricular activities are the realization of school curriculum program that starts from 07.00 a.m. to 12.45 p.m. Extra-curricular activities are teaching learning activities outside the curriculum to increase students' skill, such as Pramuka.

In the classroom there were white board and an attendance board. Behind the class room, the organization chart of the class and the schedules for cleaning the class hang on the wall. In the middle up of the class, there was a fan, 12 tables and 24 chairs.

D. Time of the Research

The study was conducted in the first semester of the academic year of 2014/2015. Then, the action was conducted on October 2014. I carried out the actions based on the school schedule, especially the English schedule of VII D class of SMP N 1 Kebonagung.

E. Data Collection Technique and Instruments of the Research

The data were qualitative in nature. To collect data, doing observation during the teaching and learning process, interviewing the students, giving questionnaire, conducting speaking performance and holding discussion with the students and the English teacher were used. After I collected the data, the data were transformed in the form of field notes, and interview transcripts. A digital camera, observation guide, interview guide, and questionnaire were the instruments for collecting data.

The observation guide was used to describe what happened in the classroom. It was used in the reconnaissance and action steps. In the reconnaissance step, the observation guide was used to find out the problems faced by the teacher in the speaking class. In the action step, the observation guide was used to see the implementation of the actions and the result of the research.

Questionnaire was used to get data related to the English teacher’s and students’ feelings about the implementation of the actions. The questionnaire was used to find the students’ perception toward the English lesson, the difficulties in learning English, the techniques, the materials, the teaching media and the activities. In the reflection steps, the questionnaire was used to see the students’ and teacher’s responses to the actions, for example, the students’ opinion about the actions, the improvement of the students’ learning process and the difficulties during the activities of the actions, teacher’s opinion about the actions, the condition of the teaching and learning process, and the students' involvement during the teaching and learning process.

Interview guide was used to complete the data that hadn't covered yet by using questionnaire. This instrument was used especially to interview the teacher's perception toward students' speaking ability, the students' involvement during the lesson, the techniques, the materials, the teaching media and the activities. It was also used to interview some samples of students along teaching and learning process of speaking in the class.

F. Data Analysis Technique

The collected data were in the forms of qualitative. The qualitative data were analyzed in four steps. Based on the explanation of Miles and Huberman (1994), qualitative data analysis can be done through some steps. They are data collection, data reduction, data display, and conclusions (drawing and verifying).

The first step was by collecting all the data such as observation and interview. The second step was data reduction. In this step, I selected, limited, simplified, and transformed the data by summarizing or paraphrasing the interview transcripts. The next step was data display. The data which had been reduced were then organized and compressed. The data display of this research was in the form of text (written), and interview transcripts. Then, the last step was making conclusion (drawing and verification). The conclusion was gained based on the results of the students' speaking performances, questionnaire, and interview transcript. In making conclusion, the collaborators and I worked collaboratively to obtain the valid findings.

G. Validity and Reliability of the Research

Denscombe (2007:335) states that validity means whether or not the data reflect the truth, reflect reality and cover the crucial matters. To fulfill the validity of the research, Anderson in Burns (1999:161) proposes five criteria namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

1. The democratic validity is related to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. In this research, the criterion is related to the participants' opportunity to give their personal opinion, ideas, and comments about the implication of the action research. The democratic validity was fulfilled by having discussions with the research team member. During the discussion they were given abundant chances to give ideas, comments, and suggestion toward the research. The first, some discussions were held to discuss the progress of the research. In the end of every meeting, the English teacher and I had a discussion to reflect the actions of that day. In the end of every cycle, a discussion was held to evaluate the actions that had been implemented and to plan the actions in the next cycle.
2. The outcome validity is related to notions of actions leading to outcomes that are successful within the research context. To fulfill the outcome validity, some indicators that show improvement of the students' speaking skills were formulated together. The indicators are as follows:
    a. The students would be able to speak appropriately.

   b. Animation movies can be a reinforcement medium for the students in learning speaking.
   c. The students would be interested to learn speaking through animation movies as a medium in speaking class.
   d. The students' confidence level would improved after learning to speak English through animation movies and performing in the class.

3. The process validity is related to the criterion to make the action research believable. To get the process validity, I collected the data by doing observation, taking note during the observation, and recording the interview process. In this case, the actions were believable.
4. The catalytic validity; it relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. This validity is accomplished by interviewing the teacher and the students to know their perceptions of the problem and the understanding of their roles in the research.

5. The dialogic validity is the process of peer review that is commonly used in the academic research. This validity was fulfilled by discussing the research finding with collaborators. The members of the discussion gave their opinion and their criticisms about the research report.

By considering the situation and condition in the field, I chose five criterion of validity to reflect the truth, the reality and crucial matters of my research. They were the democratic, the outcome, the process, the dialogic and the catalytic validity.

To obtain trustworthiness, I used a triangulation technique. Burns (1999:164) proposes four forms of triangulations, but in my research, I only chose two forms of triangulation. They were time triangulation and investigator triangulation.

1) Time Triangulation

The data was collected at one point in time or in over period of time to get a set sense of what are involved in the process. In this study, the data were collected on October 2014. During that period of time, I would conduct my research in using animation movies to improve students' speaking learning process.

2) Investigator triangulation

More than one observer was involved in the same research setting to avoid the observer being biased and to provide checks on the reliability of the observations. In this study, there were two observers in this study, the English teacher as collaborator and I myself as researcher teacher.

H. Steps of the Research

To conduct the research, some steps were followed. Those steps were namely; reconnaissance, planning, action, observation, and reflection. Furthermore, those are discussed as follows:

1. Reconnaissance

In this first step, what I did was finding the school problems and analyzing them. In this study, I observed the teaching and learning process, conducted an interview with some students of class VII D of SMP N 1 Kebonagung and the English teacher.

Based on the observations, the interviews, and the discussions, the existing problems were classified. There were problems related to the teaching method of the teacher, the activities of the teaching and learning process; and the media given during the teaching and learning process.

2. Planning

In this step, the results of the observation and interview were used as reference. Based on that data, I started to prepare all of the actions and the materials for teaching speaking by using animation movies. The preparation covered preparing the lesson plan, preparing the materials, preparing the media, and other instruments.

3. Action

In this stage, I took action. After making some plans, animation movies were implemented as the main media to teach speaking for a certain period of time. The research was done in two cycles. Every cycle was done in 3 meetings. I taught the class and the English teacher helped me as collaborator. Scientific approach was used to teach the students. I recorded the students' performance during the activities and did the interview with some students of VII D class of SMP N 1 Kebonagung after the class. Based on the observation, field notes, and interviews, the involved members discussed the implemented actions and analyzed the result. The result of the discussion was used as an evaluation that was used to improve the next actions.

4. Reflection

In this stage, I made an evaluation. The reflection was done every time after the implementation of the actions. I and the collaborator made a reflection and evaluated the actions that were carried out. The successful actions were continued in the next teaching and learning process but the unsuccessful actions were modified into the ones that were more suitable.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the process of the research, its findings, and the interpretations. There are three sections in this chapter; research procedure and findings, the implementation of the actions and discussions, and the findings.

A. Research Procedure and Findings

This action research was done in two cycles. There were some steps in the research. They were the reconnaissance step, planning, action and observation (implementation), and reflection. In the reconnaissance step, I with the collaborator worked together to observe and identify the problems that occurred in the teaching and learning process.

After the problems had been identified, I with the collaborator decided some plans to be implemented in the action stage. During the implementation, the collaborator observed the teaching and learning processes. Finally, in the reflection stage, we worked together, discussed, and reflected the actions which had been implemented. We identified the effective and ineffective actions so that I could design the better plans for the next cycle.

1. Reconnaissance

Initial fact-finding was the first step in conducting this action research. To identify the field problems, some class observations, interviews with the English teacher and the students, and discussions with the English teacher were conducted. The observations were conducted in one meeting, on September 26th

2014. I also interviewed the English teacher of VII D on October 1st 2014 and the students of VII D on October 1st 2014.

a. Identification of the Field Problems

To identify the field problems of the English teaching and learning process in class VII D, the data were gathered through class observations, interviews, and discussions. The class observation was conducted once. After observation was conducted in the class, I interviewed some students and then had discussions with the English teacher.

Based on the observations, interviews and discussions, I identified some problems that occurred in the English teaching and learning process. The field problems occurred during the teaching and learning process can be seen in Table 2 below:

Table 2**: The Field Problems Concerning the English Teaching and Learning Process in Class VII D of SMPN 1 Kebonagung**

No	Problems	Code
1.	Some students were not enthusiastic to take part in the teaching and learning process.	S
2.	Some students tended to be silent when the teacher asked them.	S
3.	Some students were passive and easily got bored in speaking activity.	S
4.	Some students did not pay attention to the lesson.	S
5.	The students found difficulties in understanding the meaning of words.	S
6.	The use of media was limited in the teaching and learning process.	Me
7.	The teaching method used in reading activity was not interesting.	Mt
8.	The activities were boring.	A

Note:

S	: students	Mt	: method
Me	: media	A	: activities

b. Weighing the Problems based on the Urgency Level

After identifying the field problems, the research members worked collaboratively to weigh the problems based on the urgency level. As stated in the first chapter, I only focused to provide attractive media and to interest the students in speaking learning process. As the result, I limited and selected the problems that related to those.

Based on the discussion among the research members there were six urgent problems. These problems were taken because they needed to be solved soon. The urgent problems were presented in the table below.

Table 3: **The Field Problems based on the Urgency Level**

No	Problems	Code
1.	Some students were not enthusiastic to take part in the teaching and learning process.	S
2.	Some students tended to be silent when the teacher asked them.	S
3.	Some students were passive and easily got bored in speaking activity.	S
4.	The students found difficulties in understanding the meaning of words.	S
5.	The use of media was limited in the teaching and learning process.	Me
6.	The activities were boring.	A

c. Problems Selection based on the Feasibility to Solve

Because of the limitation of time, fund, and energy, the research members selected some of the feasible problems to be solved. The problems were as follows.

Table 4: **The Assessment of the Problems based on the Feasibility to Solve the Problems**

No	Problems	Code
1.	Some students were passive and easily got bored in speaking activity.	S
2.	The students found difficulties in understanding the meaning of words.	S
3.	The use of media was limited in the teaching and learning process.	Me
4.	The activities were boring.	A

d. Pre-requisite Analysis

After determining the feasible problems needed to be solved, the research members did a pre-requisite analysis. They selected the feasible problems into prerequisite order. It aimed to find the cause-effect relationship between the problems and the action implemented. They agreed that the teaching method used in the teaching and learning process became the major problem influencing other problems. The teacher only asked the students to practice some dialogues that exist in the textbook. As a result, some students were not enthusiastic to take part in the teaching and learning process.

e. Determining the Actions to Solve the Field Problems

Based on the identification of the most important problems that needed to be solved soon and discussion among the research members, the research members agreed that those problems were related to the students' involvement in speaking. Students' involvement is an important aspect that influences the students' success. Because of this, the research members wanted to improve the students' interest, enthusiasm, and involvement in speaking through interesting ways.

Table 5: **The Actions to Solve the Field Problems**

No	Actions
1.	Conducting group work and giving rewards to increase the students' enthusiasm in the speaking learning process.
2.	Providing animation movies as interesting media in the speaking learning process.
3.	Applying speaking performance as an interesting activity.

f. The Relationship between the Field Problems and the Actions

After the actions had been designed, the research related the field problems to the actions designed. The following table showed which field problems could be solved with the actions that had been designed.

Table 6: **The Relationship between the Field Problems and the Actions**

No	Problems	Actions
1.	Some students were passive and easily got bored in speaking activity.	Conducting group work and giving rewards to increase the students' enthusiasm in the speaking learning process.
2.	The students found difficulties in understanding the meaning of words.	Providing interesting media in speaking learning process that is animation movies.
3.	The use of media was limited in the teaching and learning process.	
4.	The activities were boring.	Applying speaking performance as an interesting activity.

To solve problem number 1, I tried to increase students' enthusiasm in the teaching and learning process. Concerning the problem in students' enthusiasm, I planned to make the teaching and learning atmosphere interesting such as making group name with famous cartoon characters, and giving rewards. I also implemented various and interesting activities. There were class presentations, group discussion, quiz, and students' performance. By combining the whole aspects, the English teaching and learning process would be better. Besides, this action also applied the group work activity. This helped the students to have self-learning and built up discussion. In other words, the students allocated more time and energy to take part in the teaching and learning process. The students were willing to be involved in doing the assignment.

To solve problem number 2 and 3, I provided interesting media that is animation movie in speaking learning process. It is an attractive, interesting, and fun media for the students. Because animation movies is a kind of audio-visual media that can attract students' attention and their interest toward the materials in learning process. By using animation movies, the students were also provided with some vocabularies related to the materials. So it helped the students with their difficulty in understanding the difficult words.

To solve problem number 4, I applied the interesting activity to make the teaching and learning process more attractive for the students. The students were asked to have performance. This activity let the students be creative and happy in learning English. By using the interesting task the students would enjoy doing the task.

B. Implementations

1. The Report of Cycle I

a. Planning of Cycle I

Considering the problems identified above, I and the collaborator planned some actions as efforts to solve the problems. The efforts focused on increasing students' involvement in speaking learning process. These were described as follows:

1) Conducting group work and giving rewards to increase the students' enthusiasm in the speaking learning process.

In this cycle, I tried to increase students' enthusiasm in order to increase their involvement in speaking learning process. I planned to make the teaching and learning atmosphere more interesting such as making group name with famous cartoon characters, and giving rewards. In the teaching learning process, there were class presentations, group discussion, quiz, and students' performance.

During the class presentations the students must pay careful attention and discuss together. They should find the answer to be presented and discussed with their classmates. After that, they did the worksheets individually in form of quiz. In the last meeting of the cycle, there was individual performance. It was speaking comprehension task in the form of individual performance.

2) Providing animation movies as interesting media in the speaking learning process.

I provided animation movies as the media to attract students' attention and interest toward speaking learning process. It was used as input texts and learning materials. Animation movie can be used as a kind of attractive media because it is interesting and fun media. Besides, it is an audio-visual media which is more effective in teaching learning process.

The students would be interested with animation due to its attraction. They think that animation is fun and made learning atmosphere more relaxed. Based on the observation and interviews, it could be seen that they had difficulty in understanding the meaning of words.

The movies also provided some vocabularies related to the materials. It was useful to help the students with their difficulty in understanding the meaning of words. Besides, the vocabulary was also provided with its pronunciation. It was useful to help the students in pronouncing some words correctly.

3) Applying speaking performance as an interesting activity.

Based on the observation and interviews, it could be seen that the activity in the English teaching and learning process was monotonous and boring. Because of that, I applied activity which was interesting and creative. In this cycle, there would be activities related to the topic. After having input texts, the students were asked to have their perfomance both in group and individually.

The students were asked to be creative and give the best for their performance. They were asked to have a conversation like role play. Besides, they were asked to describe everything about them in a creative way such as by using properties or displaying some pictures.

b. **Actions in Cycle I**

The actions were carried out three times, on Wednesday, October 1st, Friday, October 3rd, and Wednesday, October 8th, 2014. Though the study was aimed to increase students' involvement in speaking learning process, the actions were implemented integratedly since speaking involved the ability of listening, speaking and writing. The text was *self-introduction*. In this cycle, while I implemented the action, the collaborator took notes on the back of the class to observe the teaching and learning process.

1) Conducting group work and giving rewards to increase the students' enthusiasm in the speaking learning process.

The students in VII D class of SMPN 1 Kebonagung had low enthusiasm. This affected their involvement in the English speaking learning process. To interest the students in the speaking learning process, I did some actions such as making group name with famous cartoon characters, and giving rewards in the end of the action.

In the first meeting, I divided the students into small group. Each group consisted of three to four students with different achievement. To gain students' enthusiasm, I created group names by using famous cartoon characters. I asked the students to give their group name by themselves. There were six groups, the group names were *Masha, Upin & Ipin, Doraemon, Sinchan, Spongebob,* and *Naruto*. I asked one of the groups, they call themselves as *Mash*a group. They had reason in deciding their group name as quoted below:

R: Researcher; S1: Student 1; S2: Student 2

R : What is your group name? (*Ini nama grupnya tadi apa?*)
S1 : Masha.. (*Masha.*)
R : Wow, is there any reason behind this? (*Wow, ada alasan mengapa memilih nama itu?*)
S2 : Yess, because we are girls and the only one cartoon that we know that its main character is girl is Masha. (*Ya, karena kita semua cewek dan kita cuma tahu kartun yang tokohnya cewek itu Masha.*)
R : Hmm, it's okay. Masha is a good cartoon. (*Hmm, gak papa. Masha bagus kok.*)

(Source: Field Note 3, October 1st, 2014, see Appendix A)

This activity could be good starting point in the teaching and learning process. The students were not directly facing complex materials but they could be relaxed by having group names that were familiar with them.

In learning process, I asked the students to work in their group. They had to discuss the materials after watched the movies. The discussion was about the social function, structure of text, and grammatical aspects. The discussion should be able to answer all the questions they were faced. They could look for the answers from some sources.

Picture 1: The students discussed the materials in group

The process of discussion was good, the students discussed the materials seriously. I helped the students while they were having discussion in their group. I guided their discussion to help them finding the answer.

In group discussion, some students seemed serious in looking for the answer. Most of them were female students. They always asked for guidance and advice. It can be seen that the female students more dominated the process of discussion rather than male students. On the other hand, one or two male students seemed to be silent in their group. Some of them tended to be silent members, maybe they were confused to find the answer about the materials. The other possibility was they were not interested with the materials.

I went to the *Sinchan* group, in this group the members were boys. This group seemed very passive, they were confused to answer the questions and finding the materials for presentation. I guided them, I gave explanation and helped them in their discussion. With the guidance, they were able to find the answer and prepared the materials for their presentation group.

After the discussion, the students presented their result of discussion. Each group was represented by one of their member. The presentation of each group was good. The students shared their findings from their discussion with their classmates. There was a question and answer session in which the students asked about the materials that had been presented by the speaker or gave advice. But, there was no students who asked for question. Then, I had a discussion with the students about the presented materials. Then I summarized and concluded the result of their discussion.

Then the next activity was giving a quiz. The students were given an exercise about the materials that was discussed before. It was about possesive pronoun. The students worked individually to answer the questions. Each student should write down their answer in the whiteboard if they had finished it.

I gave time to the students to do the quiz. I also limited the number of the students who answer the quiz in the whiteboard. The total participant were ten, so the one who was fast than the other could answer the quiz and if the answer was right he/she won the quiz. The prize were stationery and additional score for their

English score. I gave five minutes to the students to answer the quiz before writing it down in the whiteboard.

To interest the students, rewards were given in the form of good comments and thing. Giving good comments when they tried to be active in the teaching and learning process was done to appreciate the students. It was expected that the students would be interested in learning English because they would feel that they got rewards in doing the task successfully.

This plan was implemented by *saying good, that's right, great, awesome, good job* when they tried to answer the questions or did anything they were asked to do.

The main reward was given in the end of the cycle. In the individual recognition, activity in answering the quiz, I gave reward for students who could answer the questions correctly. In this cycle, there were ten students who got the reward in the form of stationery.

2) Providing animation movies as interesting media in the speaking learning process.

The limitation of media in speaking learning process influences the students' interest level towards the materials. I provided interesting media in speaking learning process that is animation movies. This kind of media was chosen because it is interesting and fun for the students. It is an audio-visual media that is very effective in learning process and attracting students' interest towards the materials. I provided some movies that are related to the material about self-introduction.

The movies were shown to the students in the first meeting. I asked the students to watch the movies carefully. The first step, I asked the students if they like to watch animation or not then asked them about their favourite animation. Most of the students seemed interested with animation, they often watched animation movies in TV almost everyday. They told me that they like animation because it is fun. The students seemed enjoyed animation in their age.

After that, I started to play the movies one by one. I played the movies twice to make sure that the students understood. Some students enjoyed and some of them also gave comment on the movies. They were relax and seemed not bored when watching the movies.

The watching movies process looked like watching movies at the cinema, in which the students watched the movies carefully in silent way. They looked interesting towards the material given through the animation movies. Sometimes, one student gave comment on the character in the movie or imitated the pronunciation. Even, there are some students who laughed when they saw the character that they thought it was amusing.

Some of the movies were provided with vocabularies to help the students in understanding some words related to the material. The students were asked to watch it carefully while remembering the meaning. It was an effort to increase their vocabulary because some of them had difficulty in understanding some words in English. This interview can support the truth:

R: Researcher; S1: Student 1; S2: Student 2

R : *Menurut kalian belajar bahasa Inggris terutama speaking menyenangkan tidak?* (In your opinion, does learning English especially speaking is fun?)
S1 : *Nggak mas.* (No, it does not.)
S2 : *Bisa jadi mas. Haha.* (Maybe. Haha.)
R : *Kenapa? Susah banget ya?* (Why? Is it very difficult?)
S1 : *Iya mas bangeettt.* (Yes, it is very difficult.)
R : *Susahnya dimana sih?* (What are the difficulties?)
S2 : *Kalau aku sih paling susah speaking karena saat ingin ngomong tu bingung mau ngomong apa. Gak tau kata-katanya.* (I had difficulty in speaking because I did not know what should I say. I did not know the words.)
S1 : *Iya mas, sama. Kesulitan mencari arti kata juga.* (Yes, me too. I had difficulty in understanding the meaning of words.)
(Source: Interview Transcript 3, October 1st, 2014, see Appendix B)

After watching the movies, I asked the students to write down the vocabularies from the movies in their notebook to help them understand the meaning of some words that exist in the movies. I repeated the movies to make them easier in writing the vocabularies. Most of the students write down the vocabularies from the movies.

Besides, I also asked the students to write down the other difficult words if they think it was needed. If the difficult words' meaning was not revealed, the students were asked to find the meaning in their dictionary.

Moreover, the movies also provided the pronunciation of some words. It helped the students with their difficulty in pronunciation. Some of the students had difficulty in spelling. They were confused in pronouncing some English words correctly. One of them even had no idea in pronouncing English words. This interview can support the truth:

R: Researcher; S1: Student 1; S2:Student 2

R : *Oke dek Vivi, apakah kamu suka dengan bahasa Inggris?* (Okay Vivi, Do you like learning English?)
S1: *Agak suka sih.* (A little bit.)
R : *Kalau speakingnnya gimana? Suka?* (What about speaking English? Do you like it?)
S1: *Gimana ya, Biasa aja mas. Nggak terlalu suka tapi juga nggak benci.* (What should I say, It is normal. I did not like it but I did not hate it.)
R : *Terus kalau pas belajar speaking hal yang menurutmu sulit di bagian mana?* (So, when you learn speaking, what is the difficulty?)
S1: *Kalau menurutku paling susah saat membaca Inggrisnya mas.* (In my opinion the most difficulty is the pronunciation.)
(Source: Interview Transcript 7, October 1st, 2014, see Appendix B)

Then I asked the students to pronounce it after the movies. I paused the movies for a while to give the students time to repeat the pronunciation of the words. I repeated it twice until three times to make the students pronounce the words correctly.

The students seemed had difficulty in the beginning, but after twice or three times, they were able to pronounce it correctly. It was an effort to improve students' pronunciation in speaking. The students' pronunciation ability was not good enough. It was supported by the teacher's statement:

R: Researcher; ET: English Teacher

R : *Menurut Bapak, kemampuan siswa kelas VII dalam speaking seperti apa?* (In your opinion, How does the speaking ability of seventh grade students sir?)
ET: *Kebanyakan dari mereka kemampuan speakingnya masih dibawah rata-rata, banyak yang pengucapannya masih salah.* (Most of their speaking ability is below the standard, most of their pronunciation are incorrect.)
(Source: Interview Transcript 1, October 1st, 2014, see Appendix B)

In the end of watching movies, I asked the students about the movies and checked their understanding toward the material. It was an effort to check whether they were watching the movies carefully or not. It was also an effort to check their comprehension toward the material.

From the questions to check their understanding, it was known that the students understood and watched the movies carefully. They knew the function or objective of the material which is self-introduction. It is showed in the field note 3 below.

R: Researcher; Ss: Students

R : What is the video talking about? (*videonya berisi tentang apa?*)
Ss : About introducing.. (*tentang perkenalan*)
R : That's right.. (*benar..*) then, why they are introducing to others? (*terus, mengapa mereka memperkenalkan dirinya kepada orang lain?*)
Ss : Because they meet new person (*karena mereka bertemu orang yang belum dikenal*)
R : Good, anything else? (*bagus, ada jawaban lain?*)
Ss : Because they are newcomers. (*karena mereka pendatang*)
R : Yes, it is possible... (*Ya, mungkin*)
(Source: Field Note 3, October 1st, 2014, see Appendix A)

After that, I asked the students to work in their group. The next activity was group discussion about the material. It covered the social function, structure of the text and grammatical features.

3) Applying speaking performance as an interesting activity.

There was an interesting activity alongside the watching movie process. After getting enough input text of *self-introduction*, the students were asked to make a performance. This activity was chosen because it is reflected the application of speaking skill. In their performance, the students could show their creativity in designing the concept of their performance. They were also free to perform by using properties to support their performance.

In the beginning, I asked the students to work in pair. I gave the students some dialogues related to the material as warm-up. Each pair had to perform the dialogues in front of the class. They were free to choose one of the dialogues and performed it in front of the class. I gave time to the students for preparing the performance.

Picture 2: The students practiced the dialogue in pairs

The students seemed very serious in practicing the dialogue before they performed it in front of the class. Then they performed it in front of the class one by one. They were allowed to read the dialogue but if they could remember it they can perform without reading the dialogue. There were some problems based on the observation. They were students' confidence, students' pronunciation and students' intonation. Then I gave feedback after each of the group had perform. It was in term of their pronunciation and performance in overall.

The next activity was students' group performance. In group of three, they were asked to introduce the member of their group. Each member had to introduce all of the member in their group. In this activity, the students should make a small conversation in which they had to introduce each other as if they had never met before. One by one, each group did their performance in front of the class. They performed better than doing dialogue before. It seemed that they did it better than before.

Each group performed differently. There was a group that was good in their pronunciation, and there was a group that was good in their overall performance. Each group performed seriously, they performed all-out without any worries. The students showed their ability in speaking English confidently. Although there were some mistakes in pronunciation but it was a good start in their speaking performance.

The last activity in this meeting was individual performance. The students had to tell everything about themselves to their friends. They did it in a group and having small conversation between them. It was an activity that needs students' individual ability in speaking. The students were asked to speak freely and confidently in front of their classmates.

I gave the students time to prepare their performance. The students prepared their script, and built up their confidence. Some of the students seemed nervous. Then they performed one by one without any problem. The students seemed more relaxed in performing than before. I gave compliment to the students for their hard work in speaking performance. The students showed their improvement in term of confidence. After everyone had performed, I ended the class.

In the last meeting of the first cycle, the activity was students' performance. It was full of performances done by the students. For the first activity, I asked the students to work in group of three or more students. They were asked to inquire the biography of their group member by introducing each other. They had to do it in front of the class as if they were doing a role play.

The performance was good, the students were able to introduce each other and asked the biography well. From this activity I was able to identify some students who have good skill in speaking by observing some aspects including pronunciation, the use of word, intonation and self-confidence.

The next activity was individual performance, in which the students had to perform individually in front of the class. This time they were asked to tell everything about them in other word tell their own biography but in a creative way such as by using properties. Some students performed well. They seemed relax, enjoyed the learning proces and had a high confidence.

Picture 3: The students performed individually

After all students had performed, I asked them whether they enjoyed the learning process or not. They enjoyed and felt much better than the first time they performed in front of the class. It is supported by field note 5 below.

R: Researcher; Ss: Students

R : How do you feel after performing in front of the class? (*apa yang kalian rasakan setelah tampil didepan kelas?*)
Ss : Nervous and happy. (*grogi dan senang.*)

R : Do you think your speaking performance is better than before or not? (*menurut kalian apakah penampilan kalian tadi sudah lebih baik daripada sebelumnya atau tidak?*)
Ss : Yes.. (*ya..*)
(Source: Field Note 5, October 8th, 2014, see Appendix A)

After I asked the students' opinion toward the speaking learning process, I gave compliment to them to motivate them in learning speaking in the next meeting. Then after I gave feedback and summarized the teaching-learning process, I ended the class.

c. **Reflection of Cycle I**

After implementing the actions, I and the collaborator discussed the actions. We reflected the actions and found out whether the action was successful or not. The discussion was done based on the observations in the teaching and learning process, opinions from the students and the teacher. All opinions were collected. The followings were the result of the discussion in reflecting the actions that had been implemented in Cycle I.

1) Conducting group work and giving rewards to increase the students' enthusiasm in the speaking learning process.

An effort to increase students' enthusiasm in speaking learning process was successful. The activities provided opportunity for the students to share and exchange information. Thus, the students were more involved in the teaching and learning process.

Making group name with famous cartoon characters, and giving rewards were very effective to interest the students to be more active in the teaching and learning process. Making group name with famous cartoon characters made the atmosphere of teaching learning process more interesting. It helped the students to build their enthusiasm and interest toward the material. It made the students more relaxed because they did not face the difficult material in the beginning of the teaching and learning process.

Giving each group name with famous cartoon characters also reduce the students' boredom level, because they decide their group name by themselves. This effort could build teamwork and togetherness too due to their discussion in deciding the name of their group.

In addition, the implementation of giving rewards by giving good comments and by giving things was successful. This effort was success to increase students' involvement in speaking learning process. By giving rewards such as things, the students become enthusiastic in doing the task or quiz. It made the students more active in speaking learning process.

Having group discussion quite success in increasing their involvement toward the material during the learning process. In group discussion, the students give their opinion in their group discussion. This activity helped the students to give their opinion and speak freely.

However, there were some students who had low involvement. They chatted with their friends. They did not pay attention to the instruction and explanation given by me. Even, some of them disturbed other groups. Then, there were passive students in some groups. They only listened to their friends' explanation then copied the tasks. The process of group discussion still need improvement. It is supported by English Teacher's opinion below.

R: Researcher; ET: English Teacher

ET : ....*saran saya sebaiknya proses pembelajaran yang berikutnya lebih ditingkatkan lagi terutama saat proses diskusi yang menurut saya kurang berjalan dengan baik.* (.....my advice for the next teaching learning process is to improve the process of group discussion that I think is not good enough.)

R : *Baik pak, akan lebih saya perhatikan lagi saat mereka berdiskusi.* (Yes sir, I will focus on their discussion later.)

(Source: Field Note 5, October 8th, 2014, see Appendix A)

The other problem was related to the classroom management. It was difficult to control students' movement in the classroom. They liked running and speaking loudly when they did the assignments. Hence, I and the English teacher needed to supervise the students' movement in the next cycle.

2) Providing animation movies as interesting media in the speaking learning process.

Using animation movies as interesting media in speaking learning process was successful in getting students' attention and interest toward the material. The students were interested with the media, they seemed more enthusiastic in learning the material while watching the movies.

Some students were watched the movies seriously, some of them commenting the characters in the movies and even there were students who laughed when saw the character in the movies. The atmosphere in the class was relax but serious and the students sometimes imitated the pronunciation of some words in the movies.

In addition, the students seemed relaxed and enjoyed the movies while learning the material. It made them more interest in learning and they feel not boring while learning the material. It is supported by student's statement below.

R: Researcher; S1: Student 1

R : *Bagaimana kesanmu terhadap pembelajaran di kelas tadi?* (What do you think about our learning process in the class this morning?)
S1 : *Menurutku baik kok. Aku bisa lebih menikmati belajar speakingnya hehe.* (I think it is good. I enjoy to learn speaking. Hehe.)
R : *Apakah animation movie nya menarik?* (Does the animation movie interesting for you?)
S1 : *Ya cukup menarik dan membuat lebih santai saat proses pembelajarannya mas.* (Yes, it is quite interesting and make more relaxed in learning process.)

(Source: Interview Transcript 8, October 8th, 2014, see Appendix B)

The students were happy and enjoyed the learning process by watching animation movies. The reason was because it was the first time they learn while watching animation in speaking. It is supported by student's statement below.

R: Researcher; S1: Student 1

R *: ....terus apa kamu tertarik dan termotivasi?* (..... so are you interested and motivated?)
S1 : *Ya tertarik mas. Soalnya gak biasanya gitu. Termotivasi dikit hehe.* (Yes, I am interested. Because it is unusual. I am motivated a little bit. Hehe.)

(Source: Interview Transcript 9, October 8th, 2014, see Appendix B)

Besides, the animation movies also provided the vocabulary that related to the material. It was the effort to help the students with the lack of vocabulary. The students more understand with the meaning of some words in the movies. Some of them write it down on their note book. It helped them so much in understanding some difficult words.

However, some students feel they were unsatisfied with the LCD. They feel it was not big enough to support the process of watching movies. The LCD is LCD projector that is manual and brought to the class by the teacher. The LCD's display is not big enough. It is supported by student's statement below.

R: Researcher; S1: Student 1

S1 : ....*tapi sayangnya LCD kelas kita masih kurang memadai ya, jadi kuarng puas karena tampilannya nggak gedhe.* (........unfortunately LCD in our class is not good enough, so it makes us unsatisfied because its display is not big enough.)

R : *Iya bener, kamu harusnya kasih masukan ke pihak sekolah agar kelas-kelas mendapat LCD yang layak.* (Yes, you are right. You should give your advice to the school to get the better LCD for the classrooms.)

(Source: Interview Transcript 9, October 8th, 2014, see Appendix B)

I and the collaborator decided to use the LCD because the limitation of school facility. There is no other way to solve this problem except replacing the old LCD with the new one. The problem is the school still improved the facility for ninth and eighth grade as their priority. The reason is because the limitation of the fund. The LCD for seventh grade is in progress, it will be replaced with the new one in the next academic year.

3) Applying speaking performance as an interesting activity.

Speaking performance was chosen as an interesting activity in speaking learning process. In which the students were asked to be creative in their performance. This activity was successful in increasing students' involvement and enthusiasm in learning speaking. They were more confidence and more relax while performing in front of the class.

Their performance showed improvement by the time. They were better in pronunciation than before. Although there were some mistakes but it was better than the first time they were performing. The students also felt more enjoyed the speaking learning process. It is supported by student's statement below.

R: Researcher; S1: Student 1

R : *Gimana kesanmu terhadap pembelajaran tadi?* (What do you think about our speaking learning process this morning?)

S1 : *Menurutku keseluruhan baik, kami jadi terbiasa dengan speaking. Aku jadi nggak grogian lagi. Lebih rileks saat tampil didepan kelas. Biasanya aku males banget harus tampil di depan kelas, nggak pedean.* (I think overall is good, we are accustomed with speaking. I am not nervous anymore. More relaxed when performing in front of the class. Usually I am very lazy to perform in front of the class, because I am not confident.)

(Source: Interview Transcript 11, October 8th, 2014, see Appendix B)

Some students feel they were very nervous but they were happy and enjoyed the learning process. This interview can support the truth.

R: Researcher; S1: Student 1

R : *Gimana kesanmu terhadap pembelajaran tadi?* (What do you think about our speaking learning process this morning?)

S1 : *Menyenangkan sih, tapi agak menegangkan juga. Soalnya sering perform terus didepan. Jadi sering dag dig dug mas. Tapi ini beda lho dari biasanya. Lagipula speaking itu jarang banget diajarkan.* (It is fun, but it makes tense too. Because we are performing over and over in front of the class. So it makes me nervous. But this is different from usual. Moreover speaking is rarely to be taught to us.)

(Source: Interview Transcript 12, October 8th, 2014, see Appendix B)

The students also showed their improvement. It is supported by the teacher's statement below.

R: Researcher; ET: English Teacher.

R : *Bagaimana menurut bapak dengan proses pembelajaran yang telah saya lakukan bersama murid-murid tadi?* (What do you think about the learning process that I was done with the students sir?)

ET : *Sudah bagus mas, siswa jadi lebih percaya diri saat speaking. Sebelumnya mereka tampil didepan kelas dengan raut muka yang tegang dan bahkan ada yang suaranya tidak terdengar.* (It is good, the students more confident when doing speaking performance. They were nervous before, and even there was student who does not speak loudly enough.)

(Source: Field Note 5, October 8th, 2014, see Appendix A)

The activity made the students more familiar with speaking and it helped them to build their confidence in speaking English. Through speaking performance, students' ability in speaking is expected to improve gradually. This kind of activity helped the students in some aspects like confidence, students' ability in speaking, students' involvement and increasing their interest toward speaking. Thus, I and collaborator decide to have another speaking performance in the next cycle.

d. Summary of Cycle I

From the implementation of the actions in Cycle I, there were some actions that were successful and unsuccessful. The descriptions of the successful and unsuccessful actions were as follows.

1) The effort to increase the students' enthusiasm in speaking learning process was successful. The actions by making group name with famous cartoon characters, and by giving rewards were very effective to interest the students in the teaching and learning process. They felt happy when they got rewards. The students were more involved in the activity. They could solve the problem by discussing with their teammates. The interaction among the members of the groups developed well. However, few students were passive in the teaching and learning process. They joked and chatted with their friends.
2) The use of animation movies as interesting media in speaking learning process was successful in getting students' interest toward the material. The students enjoyed learning the material through the movies. The students also feel more

relax and not bored when learning speaking through animation movies. It could minimize the students’ boredom.

3) The implementation of speaking performance as an interesting activity was effective in increasing students’ interest and involvement in speaking learning process. The students said that the activity was interesting because they got both knowledge and pleasure. Moreover, they could practise their skill in speaking.

2. The Report of Cycle II

The strategic actions in the implementation of Cycle II were not much different from the strategic actions in the implementation of Cycle I. The descriptions of the stages in Cycle II were described below.

a. Planning of Cycle II

Based on the findings of Cycle I, I found that there were some aspects that needed to be improved. In solving the problem, I and collaborator still used similar strategic actions in Cycle I to be implemented in Cycle II. Those strategic actions were increasing students’ enthusiasm in speaking learning process, providing interesting media in speaking learning process that is animation movies, and applying interesting activity. However, there were some additional strategic actions, such as giving more individual task in each meeting, and making different seating arrangement in group discussion. These were the description of the actions implemented in Cycle II.

1) Conducting group work and giving rewards to increase the students’ enthusiasm in the speaking learning process.

There were some differences between Cycle I and Cycle II. In Cycle I, I gave individual task rarely, while in Cycle II I gave more individual task in each meeting to increase the students’ involvement. I also made different seating arrangement in the group discussion. These actions were expected to maximize the students to discuss in their group seriously and to make each group’s ability equal.

The rule was still the same as in Cycle I. Each group consisted of three to four students. Then, there were class discussion and presentation by the students. After that, they did discussion with me to summarize the results of their discussion. To increase students’ involvement, there would be an individual task after they had group work. They should answer questions related to the grammatical on family introduction text about singular and plural. In the last meeting, there was an individual test in the form of speaking performance. But, there would be different seating arrangement in each group.

In this cycle, giving rewards were still used to increase students’ enthusiasm in the teaching and learning process since it was success in Cycle I.

2) Providing animation movies as interesting media in the speaking learning process.

The use of animation movies as interesting media in speaking learning process was successful in attracting students’ attention and interest toward the material. In this cycle, I planned to do the same thing like in cycle I by providing the input texts as animation movies. The material was *introducing family*. I provided the movies and selected the movies related to its suitability with the material about *introducing family*.

3) Applying speaking performance as an interesting activity.

The implementation of students' speaking performance in Cycle I was successful to arouse students' creativity and to avoid students' boredom. They felt free to express their own idea. In this cycle, I planned to do the same thing like in cycle I. The difference was in the properties, the students were free to bring their family picture or drawing their own family picture when doing the speaking performance. The students were asked to bring the family picture in each meeting in this cycle when there were speaking performance.

b. **Actions in Cycle II**

The actions were carried out three times, on Friday, October 10th, Wednesday, October 15th, and Friday October 17th 2014. The text was about *introducing family*. The descriptions of the implementations were as follow.

1) Conducting group work and giving rewards to increase the students' enthusiasm in the speaking learning process.

In the first meeting of Cycle II, I began with the grouping. The students were divided into six group but they were not free to choose their member by themselves. I divided the students based on their ability so it could minimized the gap between the smarter group with the other groups. I also divided the female students into each group to make the group discussion worked well.

I asked the students to give their group name with famous cartoon character once again, they were free to use their previous group name too. The students decided to use their last group name, so the group name still the same. The group were *Masha, Upin & Ipin, Doraemon, Sinchan, Spongebob,* and *Naruto.* Some students asked me why the group was different. They were unhappy but I told the reason to the students. It is quoted below:

R: Researcher; S1: Student 1; S2: Student 2

S1 : *Mas, kok kelompoknya diubah? Padahal enak kelompok yang dulu*. (Why does the group is changed? The last group was better than this.)
R : *Iya, biar kalian bisa ganti suasana dan tiap-tiap kelompok bisa sama rata dalam kemampuan berdiskusi*. (Yes, to make a different atmosphere and each group has equal ability in process of discussion.)
S2 : *Tapi malah gak asik, kita jadi kurang klop*. (But, it is not fun, we are not fit together.)
R : *Nah itu tandanya kalian masih kurang bisa memahami teman sekelas kalian. Dengan begini kalian bisa lebih akrab lagi dengan teman kalian terutama yang nggak biasa berkelompok dengan kalian. Selain itu dengan diatur begini teman kalian yang sering ramai sendiri bisa sedikit teratasi*. (It means you are lack of understanding each other. It makes you more familiar with your friends' personality especially with your friends who are not in the same group with you. Besides, it helped to anticipate your friends who have conversation while doing discussion.)
(Source: Field Note 6, October 10th, 2014, see Appendix A)

In learning process, I asked the students to work in their group. They had to discuss the material after watching the movies. The discussion was about the social function, structure of text, and grammatical. The discussion should be able to answer all the questions they were faced. They could look for the answers from some sources.

The process of discussion was good, the students were discussed the material seriously. I helped the students while they were having discussion in their group. I guided them in their discussion to help them finding the answer.

In group discussion, some students seemed serious in looking for the answer. This time most of the students were serious. All groups seemed active while having discussion. They always asked me to give them guidance and advice. It could be seen that not only the female students dominated the process of discussion but some of male students also took a part in the discussion. There were two male students who were active in the discussion, and they were active in asking some questions to me while having group discussion. This time there were no students who kept silent while having discussion. The process of discussion in this cycle more effective and better than process of discussion in cycle I.

The *Naruto* group was the most active group while having discussion. In this group, the members consisted of three boys and one girl. All of the members were good in teamwork, it was shown from their effort in searching for the answer that they should present later in presentation. When I went to this group, the members were serious in having discussion. They also asked me some question related to the material that is discussed. Then I guided them, I gave explanation and helped them in their discussion.

After the discussion, the students were presented their result of discussion. Each group was represented by one of their member. The presentation of each group was good. The students shared their findings from their discussion with their classmates. There was question and answer session in which the students asked about the material that was presented by the speaker or giving advice. This time there were some questions from some students. The question and answer session was run well. The presenter was able to answer the questions from the audience. Then, I had a discussion with the students about the material that was presented. Then I summarized and concluded the result of their discussion.

Then the next activity was individual task. This was the effort to increase students' involvement in speaking learning process. The students were given exercise about the material that was discussed before. It was about singular and plural noun. The students worked individually to answer the questions. Each student should write down their answer in the whiteboard if they had finished it.

I gave time to the students to do the task. This task was an effort to increase students' enthusiasm in speaking learning process because I gave prize for students who able to answer the task correctly. I also limited the number of students who answer the task in the whiteboard. The total participant were ten, so the one who was fast than the other could answer the quiz and if the answer was right he/she won the quiz. The prize were stationery and additional score for their English score. I gave five minutes to the students to answer the quiz before writing it down in the whiteboard.

To interest the students, rewards were given in the form of good comments and thing. Giving good comments when they tried to be active in the teaching and learning process was done to appreciate the students. It was expected that the students would be interested in learning English because they would feel that they got rewards in doing the task successfully.

This plan was implemented by saying *good, that's right, great, awesome, good job* when they tried to answer the questions or did anything they were asked to do.

The main reward was given in the end of the cycle. In the individual recognition, activity in answering the task, I gave prize for students who could answer the questions correctly. In this cycle, there were ten students who got the reward in the form of stationery.

2) Providing animation movies as interesting media in the speaking learning process.

The use of animation movies in cycle I was success in increasing students' interest toward the material. I applied the same media in this cycle due to the its effectiveness. I provided some movies that is related to the material about introducing family. The movies was shown to the students in the first meeting. I asked the students to watch the movies carefully.

After that, I started to play the movies one by one. I played the movies twice to make sure the students understood. Some students looked enjoyed it and some of them also gave comment on the movies. They were relax and seemed not boring when watching the movies.

The students enjoyed and they looked interest toward the material through the animation movies. Sometimes, one student commenting the character in the movie or imitated the pronunciation. The learning atmosphere was good for the students to get the knowledge from the movies.

Some of the movies were provided with vocabularies to help the students in understanding some words that is related to the material. The students were asked to watch it carefully while remembering the meaning.

After watching the movies, I asked the students to write down the vocabularies from the movies in their notebook to help them in understanding the meaning of some words that exist in the movies. I repeated the movies to make the students easier in writing the vocabularies. Most of the students write down the vocabularies from the movies.

Besides, I also asked the students to write down the other difficult words if they think it was needed. If the difficult words' meaning was not revealed, the students were asked to find the meaning in their dictionary.

Moreover, the movies also provided the pronunciation of some words. It helped the students with their difficulty in pronunciation.

Then I asked the students to pronounce it after the movies. I paused the movies for a while to give the students time to repeat the pronunciation of the words. I repeated it twice until three times to make the students pronounce the words correctly.

In the end of watching movies, I asked the students about the movies to lead in to the material and checked their understanding toward the material. It was an effort to check whether they were watching the movies carefully or not. It was also an effort to check their comprehension toward the material. It is quoted below:

R: Researcher; Ss: Students

R : Do you have family? I'm sure all of you have it, right? (*Kalian punya keluarga? Tentu saya yakin kalian mempunyai keluarga*)
Ss : Yes, of course.. (*Ya jelas*)
R : Do you love your family? How many members in your family? (*Apa kalian mencintai keluarga kalian? Berapa banyak anggota keluarga kalian?*)

Ss : Yeah, it's so much.. (*Iya, banyak banget*)
(Source: Field Note 6, October 10th, 2014, see Appendix A)

Then I showed my family picture to the students and introduce them one by one. The students watched the introduction about my family carefully. One of them also comment on the family picture. Then I had interaction with the students about the family picture and gave explanation about the members of family in general.

After that, I asked the students to work in their group. The group was different from the group in cycle I in which I decided the members of the group. The next activity was group discussion about the material. It covered the social function, structure of the text and grammatical features.

3) Applying speaking performance as an interesting activity.

In cycle II I still used speaking performance as interesting activity in speaking learning process. The speaking performance in cycle I was success in increasing students' involvement, interest, and confidence in speaking learning process, so I still used it as interesting activity. The difference was in the properties in which the students had to bring their family picture in every meeting when there was speaking performance. The family picture should be their real picture.

In the first meeting when doing speaking performance, the students were given warm-up toward the material. I gave some dialogue to the students to be performed with their friends in front of the class. The rule was the same as the cycle I in which the students performed in pair and do it in front of the class. From my observation, the students had no difficulty in practicing the dialogue. Their confidence and pronunciation were better than in cycle I. It was the result of the frequency of their performance that is over and over.

The next activity was introducing family. The students performed it in pairs and they had small conversation that introduce their family each other. The rule was to show their family picture to their partner and tell the family member. The students were performed well, they did not look nervous and they enjoyed their performance. Overall the students performance was good, but there were some mistake in their pronunciation. Although it was a mistake but the students pronunciation was better than before. I gave the feedback after each of the pair had performed in front of the class. I told the correct pronunciation to the students and asking them to do it better in their next performance.

Then the last activity in this meeting was individual performance. The students were asked to tell their family member in front of the class. They had to tell the name of their family member and spell it. One by one students had performed in front of the class, although their pronunciation was better but there were some mistakes in pronouncing some words. Then I gave feedback after the students had performed and told their mistake in pronouncing some words.

The most difficulty of speaking for the students of VII D was pronunciation. Their pronunciation was incorrect although they were improved from the first meeting. I gave the correct pronunciation of some words that is incorrect pronounced by the students by asking the students to imitate what I pronounced and repeat after me.

In the end of the meeting, I gave feedback and summarized all the material. I also asked the students about their opinion toward their speaking performance. I asked them whether they enjoyed their performance or not. The students felt enjoyed and they think that they had performed well and better than before. It is supported by interview below:

R: Researcher; Ss: Students

R : You had perform in front of the class today, do you have any problems? (*Kalian telah tampil didepan kelas hari ini, apakah ada kendala?)*
Ss : No, we are enjoying the performance today. (*Tidak ada, kami menikmatinya*.)
R : Really? it means that you feel better than before? (*Sungguh? artinya kalian merasa lebih bagus daripada sebelumnya?*)
Ss : Yesss.. (*Iyaa*)
(Source: Field Note 7, October 15th, 2014, see Appendix A)

The next meeting was the last meeting of the research. I and the students reviewed the last meeting performance. I asked the students to do well in their next performance. The first activity was group performance in which the students were divided into six group that consisted of four students. Each group had to performed in front of the class by having small conversation. The rule was to ask all about their friends' family. Each member of the group had to ask to at least one member of the group. They had to ask the family members' name, nickname and relation.

The speaking performance this time was done well by the students. They were able to ask for information and giving information appropriately. They were serious and enjoyed in doing the speaking performance. Sometimes the other students who watched the performed group laughed at them because there were a couple students who acted strangely. There were students who acted dramatically when having speaking performance. Then I gave feedback to each group after they had performed in front of the class. From my observation, there was a group that is amazing in doing speaking performance. Their pronunciation was good and they were creative in having small conversation as if they were actor and actress.

The last activity in this meeting was individual performance. In this activity the students had to draw their own family tree. They were free to draw their family tree by using color pencils or crayon. They were free to draw it in their book, in a piece of papar, or in their drawing book. The rule was the students had to draw their own family tree starting from their grandfathers and grandmothers. I gave time to prepare the family tree for about fifteen minutes. The students were serious in drawing their own family tree. One of the students drew her family tree nicey. She drew a beautiful tree and she drew each face of her family member. Her paint looked nice and eye-catching. It is quoted below:

R: Researcher; S1: Student 1

R : *Wah ini pohon keluarganya bagus banget. Gambaranmu bagus sekali*. (Wow, this family tree is very nice. Your drawing is amazing.)
S1 : *Hehe, apanya yang bagus? Ini gambaran jelek kok. Masih butuh latihan lagi ni mas.* (Hehe, what is so nice? This picture is not nice. I need more practice.)
R : *Nggak kok, menurutku ini bener-bener bagus. Nilaimu menggambar pasti bagus kan?* (No, I think it is very nice. Your drawing mark is good, is not it?)
S1 : *Walah nggak juga mas*. (Not really.)
R : *Terus nanti ini diwarna juga ya?* (So, it will be colored right?)
S1 : *Iya. Biar kelihatan lebih menarik*. (Yes, to make it more eye-catching.)

(Source: Field Note 8, October 17th, 2014, see Appendix A)

After the students prepared their family tree, then I asked the students to perform in front of the class by telling their family tree to their friends. They were free to tell everything about their family including their full name, nickname, relation, and even their hobby.

All the students were good in their performance. The students were better and improved their speaking ability especially their pronunciation. Their confidence and their interest were in the high level. They seemed happy and feel interesting toward the speaking by doing an interesting activity such as speaking performance. After that, I gave feedback and motivate the students to keep their interest toward English especially speaking. I asked the students to study English seriously with their English teacher and ended the class.

c. Reflection of Cycle II

After implementing the actions, I and the collaborator discussed the actions. we reflected the actions and found out whether the action was successful or not. The discussion was done based on the observations in the teaching and learning process, opinions from the students and the teacher. All opinions were collected. The followings were the result of the discussion in reflecting the actions that had been implemented in Cycle II.

1) Conducting group work and giving rewards to increase the students' enthusiasm in the speaking learning process.

An effort to increase students' enthusiasm in speaking learning process was successful. The activities provided opportunity for the students to share and exchange information. Thus, the students were more involved in the teaching and learning process.

Having different group seating was successful in increasing their involvement toward the material during the learning process especially in discussion. In group discussion, the students give their opinion in their group discussion. This activity helped the students to give their opinion and speak freely. There was a group that is very well-cooperated. They managed their member to do their task in order to find the answer. This can be inferred from the extract below.

> *Saat proses diskusi, beberapa kelompok terlihat cukup serius dengan apa yang harus didiskusikan. Mereka terlihat serius mencari beberapa jawaban. Ada kelompok yang sangat terorganisir dalam kerjasama. Mereka berbagi tugas untuk mencari jawaban dari pertanyaan-pertanyaan yang harus didiskusikan bersama.* (When doing discussion, some groups seemed to be serious in discussing their work. They seem serious in searching for some answers. There was a group that is very well-organized in their teamwork. They were managed themselves to look for the answer of the questions that must be discussed together.)

(Source: Field Note 6, October 10th, 2014, see Appendix A)

In addition, the implementation of giving rewards by giving good comments and by giving things was successful. This effort was success to increase students' involvement in speaking learning process. By giving rewards such as things, the students become enthusiastic in doing the task or quiz. It made the students more active in speaking learning process.

2) Providing animation movies as interesting media in the speaking learning process.

Using animation movies as interesting media in speaking learning process was successful in getting students' attention and interest toward the material. The students were interested with the media, they seemed more enthusiastic in learning the material while watching the movies.

The atmosphere in the class was relax but serious and the students sometimes imitated the pronunciation of some words in the movies. Some students were watching seriously, some of them commenting the characters in the movies and even there were students who laughed when saw the character in the movies.

In addition, the students seemed relax and enjoyed the movies while learning the material. It made them more interest in learning and they feel not boring while learning the material. It is supported by student's statement below.

R: Researcher; S1: Student 1

R : *Kalau animasinya bagaimana? Menarik?* (How about the animation movies? Do you interest?)
S1 : *Ya lumayan lah mas. Nggak bikin bosen proses pembelajaran. Bisa jadi selingan juga.* (Yes, a little bit. It makes me not boring toward the learning process. It can be a refreshing media too.)
R : *Terus apa kamu termotivasi dalam speaking daripada sebelumnya?* (Do you motivated in learning speaking than before?)
S1 : *Jujur sekarang ini aku lebih suka dari pada sebelumnya. Sebelumnya aku nggak terlalu suka bahasa Inggris. Tapi sekarang udah mendingan walaupun belum sepenuhnya suka banget.* (To be honest now I am more interest than before. Before, I do not like English. But now it is better although I am not fully like it.)

(Source: Interview Transcript 13, October 17th, 2014, see Appendix B)

The students were happy and enjoyed the learning process by watching animation movies. The reason was because it was unusual for them in learning speaking while watching animation. It is supported by student's statement below.

R: Researcher; S1: Student 1

R : .... *Gimana kesanmu terhadap proses pembelajaran tadi?* (..........What do you think about our learning process this morning?)
S1 : *Bagus mas. Ini hal baru bagi kami. Soalnya jarang lho disuruh speaking. Berkat pembelajaran akhir-akhir ini kami jadi sering speaking dan jadi sedikit terbiasa dengan speaking.* (It is good. That is a new thing for us. Because we are rarely in learning speaking.

Because our learning recently we often doing speaking and we have become accustomed with speaking.)

R : *Jadi artinya kalian menikmatinya ya. Oke, kalau animasinya gimana? Kalian tertarik dan termotivasi nggak?* (So it means you are enjoying it. Okay, how about the animation movies? Do you interest and motivated?)

S1 : *Animasinya bagus, bermanfaat buat tambah pengetahuan. Kami tahu beberapa kosa kata baru. Kalau soal motivasi tiap siswa pasti beda-beda, kalau bagiku cukup menambah motivasi untuk bisa berbahasa Inggris lebih baik dalam hal speaking.* (The animation movies is good, it is good for our knowledge. We know new vocabularies. For motivation it is different for each student, and to me it is quite motivated to be able to speak English better.)

(Source: Interview Transcript 14, October 17th, 2014, see Appendix B)

Besides, the animation movies also provided the vocabulary that related to the material. It was the effort to help the students with the lack of vocabulary. The students more understand with the meaning of some words in the movies. Some of them write it down on their note book. It helped them so much in understanding some difficult words.

3) Applying speaking performance as an interesting activity.

Speaking performance was chosen as an interesting activity in speaking learning process. In which the students were asked to be creative in their performance. This activity was successful in increasing students' involvement and enthusiasm in learning speaking. They were more confidence and more relaxed while performing in front of the class.

Their performance showed improvement by the time. They were better in pronunciation than before. Although there were some mistakes but it was better than the first time they were performing. The students also feel happy and challenged with the speaking learning process. It is supported by student's statement below.

R: Researcher; S1: Student 1

R : *Gimana kesanmu terhadap proses pembelajaran di kelas tadi?* (What do you think about our speaking learning process this morning?)
S1 : *Keren mas. Aku jadi lebih tertarik kalau sering speak-speak kayak tadi. Soalnya pengen jadi MC terkenal. Haha.* (It is cool. I am more interested when doing speaking frequently. Because I want to be a famous host. Haha.)
R : *Halah, serius ini. Kenapa kok tertarik?* (Please be serious. Why do you interest?)
S1 : *Ya beda aja dari sebelum-sebelumnya. Biasanya kan banyak teorinya. Ini banyak prakteknya. Jadi lebih tertantang gitu lah.* (Because it is different than our previous learning process. Usually we have more theory. And this time we have more practice. So it makes me more challenged.)

(Source: Interview Transcript 15, October 17th, 2014, see Appendix B)

The students also showed their improvement. It is supported by the teacher's statement below.

R: Researcher; ET: English Teacher.

R : *Begini pak, menurut bapak kesan bapak tentang proses pembelajaran yang telah saya lakukan bagaimana?* (Sir, what do you think about our learning process this morning?)
ET : *Keseluruhan oke. Saya akui siswa jadi lebih terbiasa dengan speaking. Mereka jadi lebih rileks dan terlihat tidak grogi saat perform. Mereka yang awalnya masih kurang bisa dan terbiasa dalam hal speaking menjadi lebih baik sekarang. Beberapa siswa mulai menunjukkan peningkatan dalam pronunciation.* (Overall is okay. I admit that the students become more accustomed with speaking. They are more relax and do not look nervous when doing speaking performance. They are who unable to do speaking in the beginning become able to do speaking performance better. Some students show their improvement in term of pronunciation.)

(Source: Interview Transcript 16, October 17th, 2014, see Appendix B)

This kind of activity helped the students in some aspects like confidence, students' involvement and increasing their interest toward speaking. The activity made the students more familiar with speaking and it helped them to build their confidence in speaking English.

d. Summary of Cycle II

Based on the reflection above, I and the collaborator agreed that the implementation of Animation Movies as interseting media in speaking learning process and its accompanying actions in Cycle II were successful. The summary of the implementation of those actions were as follows.

1) The effort to increase the students’ enthusiasm in speaking learning process was successful. The actions by giving rewards were very effective to interest the students in the teaching and learning process. They felt happy when they got rewards. The implementation of individual task also success in increasing students’ involvement toward the learning process. The students were more involved in the activity. The arrangement of group member also success in increase the effectiveness of group discussion. Each group was good in doing discussion. They could solve the problem by discussing with their teammates. The interaction among the members of the groups developed well.
2) The use of animation movies as interesting media in speaking learning process was successful in getting students’ interest toward the material. The students enjoyed learning the material through the movies. The students also felt relaxed and not bored when learning speaking through animation movies. They are happy because they watched different movies and it made them more interested. It could minimize the students’ boredom.
3) The implementation of speaking performance as an interesting activity was effective in increasing students’ interest and involvement in speaking learning process. The students said that the activity was interesting because they got

both knowledge and pleasure. Moreover, they could practise their skill in speaking. Some of them also stated that it made them challenged when doing speaking performance.

Regarding the finding of Cycle II that all actions were successful in increasing the students' involvement and enthusiasm especially in speaking and the objectives of the research were achieved, I and the collaborator agreed to end this research in this cycle.

C. General Findings

This subchapter presents the research findings of all actions that had been done in the research. The findings could be inferred from the observation of the teaching and learning process, interviews with the students and interviews with the teacher of English. As stated before, the research aimed at increasing students' interest, enthusiasm, and involvement especially in speaking in VII D class of SMPN 1 Kebonagung Pacitan through Animation Movies.

In the first cycle, the main action was providing interesting media in speaking learning process. The media was animation movies that is used as input text. It was succesful to increase students' interest toward speaking. The students enjoyed the learning process and they feel relax and it made them not boring during the learning process. The students were not only watched the movies but also imitated the pronunciation of some words. Besides, making group name with famous cartoon characters, and giving rewards were really successful to increase students' enthusiasm and involvement. In the group discussion the students had opportunity to share and exchange information. They were not only doing best for themselves but also helping their friends understand. In addition, the use of interesting activity was effective in arousing students' creativity and avoiding boredom. The students enjoyed the speaking performance and it made them more interest toward speaking.

However, there were some problems which occurred in implementing the actions related to classroom management, and students' participation. Therefore I tried to solve those problems so that in Cycle 2 the students' involvement, interest, and enthusiasm could be improved successfully.

The following are comparison between actions in Cycle I and Cycle II.

Table 7: **The Comparison of the Actions in Cycle I and Cycle II**

Cycle I	Cycle II
Increasing students' enthusiasm in the speaking learning process by making group name with famous cartoon character, giving rewards, and group work.	Increasing students' enthusiasm in the speaking learning process by making group name with famous cartoon character, giving rewards, and group work by adding individual task. Then, there is different arrangement in the group discussion
Applying interesting activity through speaking performance	Applying interesting activity through speaking performance. In addition, the students use their own properties.
Providing interesting media that is animation movie in speaking learning process	Providing interesting media that is animation movie in speaking learning process. In addition, the movies were longer.

Then, the table below showed the research findings. It described changes occurring in the teaching and learning process from the pre-action, Cycle I, and Cycle II.

Table 8**: The Results of the Action Research Study**

No	**Pre-Condition**	**Cycle 1**	**Cycle 2**
1.	Some students were not interested and enthusiastic to take part in the teaching and learning process.	The students were enthusiastic to take part in the teaching and learning process. But, some of them were passive in doing group discussion.	Most of the students were enthusiastic to take part in the teaching and learning process. They were more confident and enthusiastic in giving opinion or doing the task in front of the class.
2.	Some students were not involved in doing the assignment.	The students were involved in the teaching and learning process. However, some students were passive and confused in doing the assignment.	Most of the students were involved in the teaching and learning process. There were only 1 or 2 students who felt reluctant.
3.	The teaching method used in speaking activity was not interesting.	The teaching method became interesting. However, there was noise during the teaching and learning process.	The teaching method became interesting. There was less noise because the researcher added individual task.
4.	The activities were boring.	The activity was interesting. The students got pleasure in this cycle.	The activity was fun and competitive. It was not only effective but also efficient.

Before the implementation of the actions, the teaching and learning process was less interesting and less attractive. The activities did not interest the students to be active to take part in the teaching and learning process.

After the actions were implemented, the teaching-learning process became more interesting and more attractive. The students were actively involved during the teaching-learning process. In group discussion, they helped each others to reach group goal. Each individual had contribution to the success of a group so that he/she paid attention from the beginning till the end of the teaching and learning process. He/she also did the tasks seriously.

Besides that, the use of animation movies increase the students' interest toward speaking material. The students got not only knowledge but also pleasure when they watched the movies. They did not get bored easily because the materials were given in different method.

D. Discussion

The implementation of speaking performance as interesting activity was success in increasing students' interest, involvement, and enthusiasm toward speaking. The students got not only experience in doing speaking but also pleasure when they do the activity.

Then, making group name with famous cartoon character was helpful in increasing students' interest toward the learning process. Moreover, they were happy with the rewards given as well. They had more spirit to work harder after receiving the rewards.

Moreover, the students' interest level towards speaking learning process improved after the implementation of the actions. It could be seen from the students' activeness during speaking learning process. There was an improvement from Cycle I to Cycle II. Statistically, the improvement is shown in table below.

Table 9: **The Result of the Students' Improvement in the Speaking Learning Process**

	Percentage	
	Cycle I	Cycle II
The students were interested toward speaking learning process	75%	83,3%
The students had a high confidence in speaking	50%	75%

Based on the result above, the research team agreed that the implementation of Animation Movies as interesting media were successful to increase students' interest, enthusiasm, and involvement especially in speaking. I and the English teacher agreed to stop the research in Cycle II because the objective of the research has been achieved.

CHAPTER V
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This last chapter presents the conclusion from the research. It also presents suggestions for teachers, school, and future researchers. This chapter is divided into three parts: conclusions, implications, and suggestions.

A. Conclusions

This action research was about improving speaking learning process through the use of animation movies. This research was conducted in class VII D of SMPN 1 Kebonagung Pacitan which began in October 2014 and ended in the same month, during the first semester of the academic year of 2014/2015.

As stated in the formulation of the problems in the previous chapter, this study aims at improving the speaking learning process. This study was successful in increasing students' involvement, enthusiasm and interest toward English especially speaking.

In this research, the steps to use animation movies as input text to improve speaking learning process were:

1. Providing animation movies that related to the learning material.
2. Providing vocabularies within the animation movies.
3. Providing pronunciation of vocabularies within the animation movies.
4. Providing some expressions that is used to express the language function that related to the learning material.
5. Playing the animation movies more than once.

Based on the research findings and the discussion in the previous chapter, I concluded some conclusions as follows.

a. The action of using animation movies could attract students' attention, and enthusiasm in the teaching and learning process. The use of animation movies also made the atmosphere in the classroom more relaxed and fun so that the students were interested in learning speaking. This way was effective to make them more confident and enthusiastic toward English especially speaking.
b. The role of animation movie was as text model and stimuli for the students to learn the material. It helped the students to understand the material well through interesting media like animation movies. It was very effective as text model in attracting students' attention and interest.
c. By giving quiz and rewards, the students became more active and involved in the teaching learning process. All of the students were able to communicate and cooperate each other in doing the task. The class became more alive so it created a better circumstance to the quality of teaching and learning process.
d. The combination of the use of animation movies and the communicative speaking activities, such as speaking performance and group work were able to make the students speak English. Therefore, the teaching and learning process became more interactive and communicative. The students were able to build their self-confidence to speak English.

B. Implications

The conclusions have described the use of animation movies that was effective to improve speaking learning process. The implications of the research are presented as follows.

1. The use of animation movies can attract students' attention and enthusiasm in the teaching and learning process. Besides, animation movies helped the teacher explain the materials that will be taught clearly without doing too much talk. It implied that if the teacher applies animation movies as media in speaking learning process, the students would be interested and enthusiastic during the learning process. It also created relaxed and enjoyable atmosphere during the learning process and change the monotonous teaching and learning process of speaking.
2. The use of dictionary could help the students to find the meaning of new or difficult words that existed in the movies. Moreover, it could find the new words independently. It implied that if the teacher asks the students to use dictionary to find the meaning of difficult words, they were able to improve their vocabulary mastery.
3. The implementation of discussions were effective to make the students involved in groups. It also helped them in understanding each other while doing group work. It implied that it is important for the teacher to hold group discussion fot the students to help them gain experience in teamworking. Besides, it gave opportunities for the smart students to correct their friend if they make mistakes.

4. The implementation of speaking performances were effective to improve the students' speaking skill and confidence. This activity maximized the students to have an experience to practice dialogue with their partners, and made their own dialogue to be practised by themselves. It implied that it is important for the teacher to give chance to the students to practice speak English. It was effective to improve the students' speaking ability. Since the students were asked to perform in front of the class, they can improve their self-confidence and reduced their boredom toward speaking learning process too.
5. The implementation of giving rewards could improve students' enthusiasm toward the learning material or assignment. It helped the students to be more active and made the class atmosphere alive. It implied that the teacher could sometimes use it as one of the motivator for the students to be enthusiastic and interested toward the learning process.

C. Suggestions

Based on the conclusion and implications that have been explained above, I propose some suggestions. Some suggestions are given to the participants who are closely related to this study. They are presented as follows:

1. For the English teacher

   The English teacher should consider the students' needs and interest before designing the materials. It is important for the teacher to vary the activities and use the communicative activities in the teaching and learning process of speaking. The reason is because it can reduce the students' boredom and increase their interest toward the speaking learning process.

The English teacher should use attractive media to get the students' attention toward English learning process. The reason is because it can increase the students' interest level towards the English learning process especially speaking and to minimize their boredom.

2. For the School

   The school can apply some efforts to improve the quality of the students' speaking learning process considering the problems that occur in the school, for examples they provide relevant facility for each class like LCD and provide the relevant, communicative and appropriate media to support the teaching and learning process of speaking.

3. For other researchers

   Other researchers who are interested in the same field are recommended to continue and improve this action research in order to find out other efforts to improve speaking learning process through animation movies.

REFERENCES

Arsyad, A.2002.*Media Pembelajaran* (3rd edition). Jakarta : Grafindo.

Asnawir and M. Basyaruddin Usman. 2002. *Media Pembelajaran*. Jakarta:Ciputat Press.

Brinton, M., D. 2001. *The use of media in language teaching*. New York: Thomson Learning, Inc.

Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Edition). New York: Addison Wesley Longman, Inc.

__________. 2004. *Language Assessment Principles and Classroom Practices*. New York:Pearson Education, Inc.

__________. 2007. *Principles of Language Learning and Teaching* (5th Edition). New York: Pearson Education Inc.

Burns, A. 1999. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.

__________. 2010. *Doing Action Research in English Language Teaching*. New York : Routledge.

Cameron, L. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.

Celce-Murcia, M. 2001. *Teaching English as a Second or Foreign Language* (Third Ed). New York: Heinle-Heinle.

Davis, P. and Pearse, E. 2002. *Success in Language Teaching*. New York : Oxford University.

Denscombe, M. 2007. The Good Research Guide (Third Edition) . Berkshire : McGraw-Hill.

Harmer, J. 2001. *Practice of Language English Language Teaching* (Third Ed). London: Longman.

________. 2007. *The Practice of English Language Teaching* (Fourth Ed). London: Longman.

Kementrian Pendidikan dan Kebudayaan. 2013. *Diklat Guru Dalam Rangka Implementasi Kurikulum 2013*. Jakarta : Kementrian Pendidikan dan Kebudayaan.

Kemmis, Stephen and Robin McTaggart. 1992. *The Action Research Planner*. Victoria: Deakin University.

Kuchimanchi, B. 2013. *Role of Animation in Student's Learning.*

Miles, M.B. and Huberman, M.A. 1994. *Qualitative Analysis : An Expanded Sourcebook* (2nd Edition). Thousand Oaks, CA : Sage.

Nunan, D. 2003. *Practical English Language Teaching*. New York : McGraw-Hill.

Pikkov, U. 2010. Animasophy Theoretical Writings on the Animated Film. Tallinn : Estonian Academy of Arts.

Pinter, A. 2006. *Teaching Young Language Learners*. Oxford: Oxford University Press.

Pratiwi, E. 2012. *Improving The Speaking Skill Of The Tenth Grade Students At SMA Berbudi Yogyakarta By Using Videos In The Academic Year Of 2011/2012*. Unpublished S1 Thesis. Yogyakarta: English Department Yogyakarta State University.

Richard, J. C. and W. A. Renandya. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.

Roblyer. M. D., Doering, Aaron H. 2010. *Integrating Educational Technology into Teaching* (5th Edition). United States of America: Pearson Education, Inc.

Sfetcu, N. 2011. *Animation & Cartoons*. Raleigh : LULU Press.

Silvia, R. 2012. *Improving The Students' Motivation In The Speaking Learning Process Through Adobe Flash Video-Based Learning Media At Grade VIII Of SMP N 4 Depok In The Academic Year Of 2011/2012*. Unpublished S1 Thesis. Yogyakarta: English Department Yogyakarta State University.

Syakur. 1987. *Language Testing & Evaluation*. Surakarta : Sebelas Maret University Press.

Thornburry,S. 2005. *How To Teach Speaking*. Hartow: Pearson Education Ltd.

APPENDICES

APPENDIX A
FIELD NOTES

FIELD NOTES

Field Note I

Thursday, 25th of September 2014 at 10.00 am

P: Principle

ET: English Teacher

TU: Petugas Tata usaha

R: Researcher

R menuju ruang TU dan menanyakan kepada TU kalau R ingin menemui P untuk mohon izin untuk penelitian. Petugas TU menanyakan surat izin dari pihak universitas. R kemudian menyerahkan surat izin kepada petugas TU. Petugas TU meminta R untuk menunggu sebentar. Setelah menunggu beberapa menit, R dipersilahkan masuk untuk menemui P. R langsung menuju ruang P. P mempersilahikan R masuk dan menanyakan maksud dari kedatangan R disekolah. R menjelaskan maksud kedatangannya disekolah. P kemudian menanyakan subyek penelitian mau kelas berapa, R kemudian menjawab kelas VII sebagai subyek penelitian. Setelah selesai berdiskusi, P kemudian menyuruh TU untuk memanggil ET yang mengajar kelas VII. Kemudian R disuruh menunggu di ruang TU. Setelah menunggu beberapa menit, R bertemu dengan ET. ET kemudian menanyakan judul penelitian kepada R. R kemudian menjawab dan menyerahkan proposal kepada ET. R kemudian bertanya kepada ET kira-kira kelas mana yang akan dipilih untuk penelitian nanti. ET menyarankan untuk memilih kelas VII D. Setelah diskusi beberapa saat, R kemudian menanyakan jam pelajaran Bahasa

Inggris kelas VII D. ET melihat jadwal dan memberitahukan bahwa jadwal Bahasa Inggris kelas VII D adalah hari Rabu dan Jum'at jam ke 3 dan 4. Setelah selesai diskusi, R kemudian pamit pada ET, TU, dan P.

Field Note 2

Friday, 26st of September 2014 at 08.30 am

ET: English Teacher

R: Researcher

Ss: Students

R menemui ET di ruang guru sebelum memuali observasi kelas. Kemudian bersama dengan ET, R menuju kelas VII D untuk memulai observasi. ET memasuki kelas dan memulai pembelajaran. R mengadakan observasi kelas untuk mengetahui proses pembelajaran bahasa Inggris. ET menyapa Ss "*good morning, class*," namun hanya beberpa dari mereka yang merespon sapaan ET dengan berkata "*good morning, sir".* Kemudian ET melanjutkan dengan mananyakan kondisi Ss ""'*How are you today*?" dan hanya beberapa diantara mereka yang menjawab pertanyaan tersebut dengan menjawab secara bersemangat "*"I'm fine, thank you, and you?".* ET membalas pertanyaan Ss "*I'm fine too, thank you."* Setelah itu, ET mengecek kehadiran siswa untuk memastikan bahwa setiap siswa datang dan mengikuti pembelajaran tersebut. Pada saat itu semua siswa nampak hadir. ET memulai membuka materi yang telah direncanakan. Sebelumnya, ET memberikan flashback tentang materi pada pertemuan terakhir. Materi tersebut berkenaan dengan nama-nama hari, bulan, dan waktu. ET bertanya "*"what have we learnt last Wednesday?."* Mereka serentak menjawab "Name of days and months.” ET kemudian menyuruh Ss membuka buku referensi mereka. ET meminta Ss membuka halaman 36 bab 2. ET kemudian mendeskripsikan gambar yang ada. Kemudian ET mencoba menanyai beberapa siswa. ET menanyakan tentang aktivitas apa yang sering dilakukan pada waktu-waktu tertentu. ET bertanya “what do yo do on Sunday Wanda?” kemudian siswa yang bernama Wanda menjawab “I am watching TV with my sister sir.” Saat ET melakukan komunikasi, beberapa siswa laki-laki terlihat sangat tidak antusias dan mengobrol dengan temannya. Beberapa kali ET menegur mereka. Kemudian selanjutnya ET meminta Ss untuk menceritakan sejumlah gambar yang berisi aktivitas seorang siswa. ET meminta beberapa Ss untuk maju kedepan dan menceritakan isi gambar tersebut. Namun banyak Ss yang kurang antusias. Ada tiga orang siswa yang maju kedepan dan bisa menceritakan gambar tersebut. Setelah itu ET meminta Ss untuk mengerjakan latihan mulai halaman 38-40. Ss boleh berdiskusi dengan teman sebangku. Saat proses berdiskusi beberapa siswa laki-laki malah terlihat sibuk sendiri mengobrol dengan temannya. ET kemudian menegur dan meminta mereka mulai berdiskusi. Setelah selesai dan pekerjaan Ss telah dibahas bersama-sama, ET meminta Ss untuk mencoba menirukan percakapan pendek yang ada di buku halaman 42. Ss diminta mengubah beberapa kata dan disesuaikan sendiri. Beberapa Ss terlihat bosan dengan pembelajaran, terutama siswa laki-laki. Setelah beberapa saat bel berbunyi menandakan jam pelajaran selesai. ET menutup kelas dan memberikan summary dan feedback dari pembelajaran hari ini. R dan ET pergi meninggalkan kelas.

Field Note 3

Wednesday, 1st of October 2014 at 08.30 am

ET: English Teacher

R: Researcher

Ss: Students

Sebelum memasuki kelas VII D, R bertemu dengan ET di kantor guru. R menemui ET dan menuju ke kelas VII D bersama. Setelah memasuki kelas ET memberitahu Ss kalau untuk beberapa pertemuan kedepan digunakan untuk penelitian. ET kemudian duduk dibagian belakang ruang kelas. R kemudian menjelaskan beberapa langkah dalam proses pembelajaran yang akan diterapkan untuk pengambilan data dengan menyebarkan kuesioner. Setelah itu R kemudian memulai pembelajaran. Pada awal pembelajaran R meminta Ss untuk membentuk kelompok maksimal terdiri dari 4 orang. Setelah itu R meminta Ss untuk menentukan nama grup masing-masing. Nama grup mereka harus nama tokoh kartun. Setelah masing-masing kelompok menentukan nama dari masing-masing grup, R bertanya kepada salah satu grup.

R: What is your group name? (Ini nama grupnya tadi apa?)

Ss: Masha.. (Masha.)

R: Wow, is there any reason behind this? (Wow, ada alasan mengapa memilih nama itu?)

Ss: Yess, because we are girls and the only one cartoon that we know that its main character is girl is Masha. (Ya, karena kita semua cewek dan kita cuma tahu kartun yang tokohnya cewek itu Masha.)

R: Hmm, it's okay. Masha is a good cartoon. (Hmm, gak papa. Masha bagus kok.)

Kemudian R mulai menanyakan pendapat Ss tentang film animasi/kartun. Ternyata kebanyakan mereka senang menonton film animasi. R kemudian menyalakan LCD dan laptop dan mulai memutar film animasi yang terkait dengan materi pembelajaran tentang pemaparan jati diri. Ss menyaksikannya dengan cermat dan mereka terlihat cukup tertarik dengan media tersebut. Setelah selesai memutar video, R kemudian bertanya kepada Ss

R: What is the video talking about? (videonya berisi tentang apa?)

Ss: About introducing.. (tentang perkenalan)

R: That's right.. (benar) then, why they are introducing to others? (terus, mengapa mereka memperkenalkan dirinya kepada orang lain?)

Ss: Because they meet new person (karena mereka bertemu orang yang belum dikenal)

R: Good, anything else? (bagus, ada jawaban lain?)

Ss: Because they are newcomers. (karena mereka pendatang)

R: Yes, it is possible... (Ya, mungkin)

Setelah itu R meminta Ss untuk memperhatikan bagaimana R melakukan perkenalan. Mereka memperhatikan R dengan seksama. Setelah itu R meminta Ss untuk bekerja dalam kelompok dan mulai mendiskusikan beberapa hal yang terkai dengan materi seperti fungsi sosial, sturktur teks, dan unsur kebahasaan. Ss diminta untuk mencatat beberapa kosakata yang sulit yeng terdapat dalam video tadi dan mencari artinya di kamus. Setelah berdiskusi Ss diminta untuk menjawab beberapa pertanyaan yang terkait dan mulai mengumpulkan jawaban dari beberapa sumber termasuk buku. Setelah beberapa waktu berdiskusi, R meminta Ss untuk mempresentasikan hasil diskusi. Ss kemudian mempresentasikan hasil diskusi didepan kelas. Setelah presentasi, R kemudian membahas bersama dengan Ss tentang pertanyaan-pertanyaan yang terkait dengan materi. Setelah itu R memberikan beberapa latihan mengenai possesive pronoun. Dalam perkenalan, unsur kebahasaannya adalah possesive pronoun. Setelah R memeberikan latihan Ss mulai mengerjakan. Saat proses mengerjakan, R berkeliling sambil melihat Ss apakah menemui kesulitan atau tidak. Beberapa Ss sudah benar dalam mengerjakan karena materi possesive pronoun telah dibahas bersama sebelumnya. Bel pun berbunyi menandakan jam pelajaran telah selesai. R kemudian menutup pelajaran dan meminta Ss untuk mempersiapkan diri untuk perform speaking pada pertemuan selanjutnya.

Field Note 4

Friday, 3rd of October 2014 at 08.30 am

ET: English Teacher

R: Researcher

Ss: Students

R datang ke ruang guru untuk menemui ET. R dan ET kemudian menuju ruang kelas. R kemudian membuka pelajaran dan mulai mengabsen Ss. Setelah selesai, R kemudian membagikan handout yang berisi dialog-dialog mengenai pemaparan jati diri. Ss membaca handout tersebut dan ada yang bertanya kenapa dialognya cukup banyak. R kemudian menjawab karena lebih banyak contoh untuk diamati atau dipraktikkan akan lebih membantu proses belajar siswa. R kemudian meminta Ss untuk berpasangan. Setelah itu Ss diminta untuk mempraktikkan dialog-dialog tersebut secara bergantian di depan kelas. Mereka satu persatu mulai berdialog dengan menggunakan teks yang telah disediakan. Beberapa dari mereka terlihat kurang maksimal dalam performa, ada yang pengucapannya kurang benar dan ada yang intonasinya datar. Tetapi mereka punya nilai plus karena aktif dan dengan tanpa rasa malu ataupun minder untuk tampil didepan kelas. Setelah tiap-tiap pasangan selesai tampil, R meminta Ss untuk membentuk kelompok yang terdiri dari 3 orang dan melakukan perkenalan satu sama lain. Ss kemudian membentuk kelompok dan mulai melakukan persiapan. Beberapa dari mereka terlihat antusias dan ada juga yang masih bingung. Ss kemudian tampil satu persatu, ada dari mereka yang sudah lumayan mahir dalam percakapan bahasa Inggris. Setelah itu R kemudian meminta Ss untuk tampil secara individu didepan kelas dan mulai menceritakan segala sesuatu tentang diri mereka, Ss kemudian melakukan persiapan dengan mulai membuat catatan kecil yang berisi hal-hal yang akan diceritakan. Kemudian Ss mulai maju satu persatu. Beberapa siswa mulai terbiasa dengan speaking performance didepan kelas.

Setelah itu, R kemudian memberikan masukan atas penampilan Ss tadi dan menutup pelajaran.

Field Note 5

Wednesday, 8th of October 2014 at 08.30 am

ET: English Teacher

R: Researcher

Ss: Students

R datang ke ruang guru untuk menemui ET. R dan ET kemudian menuju ruang kelas. R kemudian membuka pelajaran dan mulai mengabsen Ss. R kemudian meminta Ss untuk membentuk kelompok yang terdiri dari 3 orang atau lebih. Kemudian R membagikan handout yang berisi kolom-kolom yang harus diisi dengan biodata siswa lain. R meminta Ss untuk saling berkenalan satu sama lain dalam satu kelompok kemudian saling menuliskan biodata anggotanya. Setiap kelompok harus tampil didepan kelas satu persatu. Di sini terlihat bahwa siswa yang pandai akan membentuk kelompok dengan siswa lain yang dianggapnya mampu. Dan siswa yang biasa-biasa saja berkelompok dengan mereka yang biasa-biasa saja atau bahkan kurang pandai. R melihat kelompok yang dihuni Ss yang biasa-biasa saja berdiskusi dan mempersiapkan penampilannya. Dari kelompok itu mereka bukan kurang pandai, tetapi lebih ke kurang percaya diri untuk hal-hal yang berhubungan dengan tampil didepan umum. Dengan sedikit motivasi dan masukan dari R, mereka mulai percaya diri. Masing-masing kelompok tampil dengan sangat rileks dan lepas, seakan tanpa ada beban dan rasa canggung lagi. Mereka sepertinya sudah mulai terbiasa. Setelah selesai R meminta Ss untuk tampil secara individu didepan kelas dan menceritakan secara detil hal-hal yang bersifat pribadi kepada teman-temannya seperti hobi dan kesukaan maupun ketidaksukaan. Satu persatu Ss tampil, mereka terlihat lebih baik dari penampilan mereka sebelum-sebelumnya. Mereka bahkan sudah bisa tampil sambil senyum-senyum. Raut muka tegang saat pertemuan pertama sepertinya mulai hilang saat mereka tampil kali ini. Setelah semua Ss telah tampil, R kemudian bertanya kepada Ss:

R: How do you feel after performing in front of the class? (apa yang kalian rasakan setelah tampil didepan kelas?)

Ss: Nervous and happy. (grogi dan senang.)

R: Do you think your speaking performance is better than before or not? (menurut kalian apakah penampilan kalian tadi sudah lebih baik daripada sebelumnya atau tidak?)

Ss: Yes.. (ya.)

Bel pun berbunyi, R kemudian mengakhiri pelajaran. Dalam perjalanan menuju ruang guru R berbincang dengan ET mengenai proses pembelajaran yang telah dilakukan.

R : Bagaimana menurut bapak dengan proses pembelajaran yang telah saya lakukan bersama murid-murid tadi?

ET: Sudah bagus mas, siswa jadi lebih percaya diri saat speaking. Sebelumnya mereka tampil didepan kelas dengan raut muka yang tegang dan bahkan ada yang suaranya tidak terdengar.

R : Oh sampai segitunya ya pak? Menurut saya mereka cuma butuh dorongan yang bisa memotivasi mereka pak.

ET: Iya benar, saran saya sebaiknya proses pembelajaran yang berikutnya lebih ditingkatkan lagi terutama saat proses diskusi yang menurut saya kurang berjalan dengan baik.

R : Baik pak, akan lebih saya perhatikan lagi saat mereka berdiskusi.

Menurut ET, Ss jadi lebih rileks dan lebih bisa mengikuti saat proses pembelajaran berlangsung. Sehingga mereka menjadi lebih mudah menyerap materi dan bisa tampil dengan maksimal. Tetapi saat diskusi harus lebih diperhatikan apakah siswa benar-benar berdiskusi.

Field Note 6

Friday, 10th of October 2014 at 08.30 am

ET: English Teacher

R: Researcher

Ss: Students

S1: Student 1

S2: Student 2

R datang ke ruang guru untuk menemui ET. R dan ET kemudian menuju ruang kelas. R kemudian membuka pelajaran dan mulai mengabsen Ss. R kemudian meminta Ss untuk membentuk kelompok, tetapi kali ini R telah menentukan anggota kelompok. Hal ini dilakukan agar proses diskusi tiap kelompok dapat berjalan dengan baik. R kemudian mengelompokkan Ss dan meminta mereka duduk dengan kelompok barunya. Salah satu siswa bertanya kepada R mengapa kelompoknya berubah.

S1 : Mas, kok kelompoknya diubah? Padahal enak kelompok yang dulu.

R : Iya, biar kalian bisa ganti suasana dan tiap-tiap kelompok bisa sama rata dalam kemampuan berdiskusi.

S2 : Tapi malah gak asik, kita jadi kurang klop.

R : Nah itu tandanya kalian masih kurang bisa memahami teman sekelas kalian. Dengan begini kalian bisa lebih akrab lagi dengan teman kalian terutama yang nggak biasa berkelompok dengan kalian. Selain itu dengan diatur begini teman kalian yang sering ramai sendiri bisa sedikit teratasi.

R kemudian menyalakan LCD dan laptop dan mulai memutar film animasi yang terkait dengan materi pembelajaran tentang pemaparan identitas keluarga. Ss memperhatikan dengan antusias dan sesekali mereka berkomentar. Setelah selesai memutar video, R kemudian bertanya kepada Ss:

R : Do you have family? I'm sure all of you have it, right? (Kalian punya keluarga? Tentu saya yakin kalian mempunyai keluarga)

Ss : Yes, of course.. (Ya jelas)

R : Do you love your family? How many members in your family? (apa kalian mencintai keluarga kalian? Berapa banyak anggota keluarga kalian?)

Ss : Yeah, it's so much.. (iya, banyak banget)

R kemudian menunjukkan foto keluarga dan mulai menceritakan anggota keluarganya satu-persatu. Ss memperhatikan sambil sesekali ada yang berkomentar.

Kemudian R meminta Ss untuk berdiskusi dalam kelompok. R meminta Ss agar berdiskusi dengan baik. R memberi rambu-rambu hal-hal yang perlu didiskusikan seperti fungsi sosial,struktur teks,dan unsur kebahasaan. Ss kemudian memulai diskusi dengan teman kelompok masing-masing. Saat proses diskusi, beberapa kelompok terlihat cukup serius dengan apa yang harus didiskusikan. Mereka terlihat serius mencari beberapa jawaban. Ada kelompok yang sangat terorganisir dalam kerjasama. Mereka berbagi tugas untuk mencari jawaban dari pertanyaan-pertanyaan yang harus didiskusikan bersama.

Setelah proses diskusi, R meminta perwakilan dari masing-masing kelompok mempresentasikan didepan kelas. Setelah selesai, R membahas jawaban dari pertanyaan yang telah didiskusikan oleh Ss. Kemudian R memberikan handout yang berisi latihan mengenai singular and plural yang telah dibahas tadi. Beberapa Ss sesekali bertanya tentang arti kata yang asing bagi mereka di dalam soal latihan. R kemudian meminta Ss untuk mencarinya di kamus jika masih belum menemukan R kemudian memberitahu artinya. Ss mayoritas sudah bisa membedakan antara singular dan plural. Bel pun berbunyi menandakan pelajaran telah selesai. R mengakhiri pelajaran dan meninggalkan ruang kelas bersama ET.

Field Note 7

Wednesday, 15th of October 2014 at 08.30 am

ET: English Teacher

R: Researcher

Ss: Students

R datang ke ruang guru untuk menemui ET. R dan ET kemudian menuju ruang kelas. R kemudian membuka pelajaran dan mulai mengabsen Ss. R kemudian membagikan handout yang berisi beberapa dialog mengenai pemaparan identitas keluarga kepada Ss. Setelah itu, R meminta Ss untuk berpasangan dan mulai berlatih untuk tampil didepan kelas. Beberapa Ss terlihat sudah biasa dan merasa sudah tidak tegang lagi maupun canggung untuk tampil didepan kelas. Satu persatu mulai tampil didepan kelas, R mulai mengamati intonasi dan pengucapan Ss yang dinilai sudah ada perubahan daripada sebelumnya. Setelah itu R meminta Ss untuk tetap berpasangan dan mulai menceritakan tentang anggota keluarganya.

Tiap-tiap Ss wajib tampil didepan kelas dan mulai menceritakan berapa jumlah anggota keluarga mereka. Tidak ada kendala dalam penampilan Ss kali ini. Mereka sudah sangat rileks dan terlihat percaya diri. Setelah itu R meminta Ss secara individu untuk tampil didepan kelas dengan menceritakan mengenai anggota keluarganya termasuk hobi dan kesukaan maupun ketidaksukaan. Tiap-tiap Ss menampilkan performa mereka berbeda-beda. R kemudian meminta Ss untuk refleksi diri, kira-kira hal-hal apa saja yang membuat mereka percaya diri saat tampil didepan kelas dan apa saja yang membuat mereka kurang percaya diri. R kemudian bertanya kepada Ss:

R : You had perform in front of the class today, do you have any problems? (Kalian telah tampil didepan kelas hari ini, apakah ada kendala?)

Ss : No, we are enjoying the performance today. (tidak ada, kami menikmatinya)

R : Really? it means that you feel better than before? (sungguh, artinya kalian merasa lebih bagus daripada sebelumnya?)

Ss : Yesss.. (iyaa)

Bel pun berbunyi menandakan pelajaran telah selesai, R kemudian mengakhiri pelajaran dan menutup pembelajaran dengan berdoa.

Field Note 8

Friday, 17th of October 2014 at 08.30 am

ET: English Teacher

R: Researcher

Ss: Students

S1: Student 1

R datang ke ruang guru untuk menemui ET. R dan ET kemudian menuju ruang kelas. R kemudian membuka pelajaran dan mulai mengabsen Ss. R kemudian membagikan handout kepada Ss. R kemudian meminta Ss untuk berkelompok dan mulai perform didepan kelas lagi. Kali ini Ss diminta untuk perform berkelompok dengan saling menceritakan keluarga masing-masing dengan berdialog. Masing-masing kelompok yang tidak tampil harus mencatat siapa saja yang diceritakan oleh kelompok yang sedang tampil. Proses pembelajaran berjalan dengan baik. Ss merespon dengan baik setiap instruksi yang R berikan. Setelah itu perform individu, Ss diminta untuk membuat pohon keluarga mereka dan menunjukkannya didepan kelas sambil mulai menceritakan tentang keluarga mereka termasuk pekerjaan,umur, hobi dll.

Salah satu siswa membuat pohon keluarganya dengan sangat indah. Dia menggambar dengan bagus, gambaranya terlihat indah dan menarik untuk dilihat. R kemudian bertanya kepada S1 tentang pohon keluarganya:

R : Wah ini pohon keluarganya bagus banget. Gambaranmu bagus sekali.

S1 : Hehe, apanya yang bagus? Ini gambaran jelek kok. Masih butuh latihan lagi ni mas.

R : Nggak kok, menurutku ini bener-bener bagus. Nilaimu menggambar pasti bagus kan?

S1 : Walah nggak juga mas.

R : Terus nanti ini diwarna juga ya?

S1 : Iya. Biar kelihatan lebih menarik.

Proses pembelajaran berjalan dengan baik dimana kebanyakan Ss sangat baik dalam perfom mereka didepan kelas. Di akhir pembelajaran R meminta Ss untuk mengisi lembar refleksi yang telah disediakan. Bel pun berbunyi dan R pun menutup pelajaran dan sekaligus berpamitan dan mengucapkan terima kasih pada Ss atas partisipasinya selama ini. R pergi meninggalkan ruang kelas bersama ET. R kemudian mengucapkan terima kasih kepada ET atas bantuannya selama ini dan mohon pamit.

APPENDIX B
INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

Interview 1

Wednesday, October 1st 2014

R: Researcher.

ET: English Teacher.

R menemui ET di ruang guru sebelum memulai penelitian.

R : Selamat pagi Pak Gun.

ET : Oh iya mas selamat pagi. Gimana sudah siap untuk penelitian hari ini kan?

R : Iya pak, semua persiapan sudah siap, hehe.

ET : Yaudah mari kita menuju kelas.

Dalam perjalanan menuju kelas R mulai berbincang dengan ET mengenai pembelajaran Bahasa Inggris

R : Pak, kalau boleh tau proses pembelajaran bahasa Inggris di kelas Bapak terutama speaking seperti apa?

ET : Pada umumnya prosesnya lumayan baik, cuma kebanyakan siswa kurang antusias dan tidak suka untuk berbicara.

R : Menurut Bapak, apa yang membuat belajar speaking itu sulit bagi siswa?

ET : Kebanyakan kesulitan itu muncul pada aspek kepercayaan diri, motivasi, dan anggapan mereka sendiri kalau speaking itu sulit. Sehingga membuat pembelajaran speaking menjadi sulit. Selain itu terbatasnya kemampuan siswa dalam hal kosakata juga mempengaruhi.

R : Betul sekali bapak, saya juga setuju dengan pendapat bapak. Terus saat pembelajaran speaking aktivitas seperti apa yang sering bapak terapkan?

ET : Bervariasi mas, tetapi kebanyakan perform secara individu.

R : Menurut Bapak, kemampuan siswa kelas VII dalam speaking seperti apa?

ET : Kebanyakan dari mereka kemampuan speakingnya masih dibawah rata-rata, banyak yang pengucapannya masih salah.

Interview 2

Wednesday, October 1st 2014

R: Researcher.

I: Ita.

R : Halo dek, boleh ganggu sebentar?

I : Oh iya mas ada apa?

R : Mau nanya-nanya sebentar boleh?

I : Boleh-boleh mas, silakan.

R : Dengan dek siapa ini kalau boleh tau?

I : Ita mas.

R : Oke dek Ita, menurut kamu belajar bahasa Inggris itu menyenangkan tidak?

I : Senang sih tapi kalau materinya nggak sulit.

R : Kalau speakingnya gimana? Suka?

I : Ya gitu tadi, pas materi sulit jadi nggak seneng lagi deh.

R : Hmm, terus biasanya yang sulit itu apanya dek?

I : Kalau menurutku ya karena aku nggak bisa ngomong Inggris mas, sulit mau berkata apa.

R : Oh kurang vocabulary itu dek, coba deh sering-sering memperbanyak kosa kata aja. Oke dek Ita makasih atas waktunya.

I : Iya mas sama-sama.

Interview 3

Wednesday, October 1st 2014

R: Researcher.

F: Fairuziah.

N: Nina.

R : Halo, lagi pada sibuk ngrumpi ya?

N : Eh, iya mas biasa lah anak cewek.

F : Iya nih kalau istirahat ya gini mas.

R : Haha, itu wajar kok dek. Eh iya boleh ganggu bentar nggak? Dengan adik siapa?

F : Fauziah mas.

N : Nina.

F : Ada apa ya mas?

N : Mau kasih uang jajan ya mas? Haha.

R : Waduh, bukan dek, mau nanya-nanya dikit kok.

N : Oh, kirain mau apa gitu. Boleh-boleh mas.

R : Menurut kalian belajar bahasa Inggris terutama speaking menyenangkan tidak?

F : Nggak mas.

N : Bisa jadi mas. Haha.

R : Kenapa? Susah banget ya?

F : Iya mas bangeettt.

R : Susahnya dimana sih?

N : Kalau aku sih paling susah speaking karena saat ingin ngomong tu bingung mau ngomong apa. Gak tau kata-katanya.

F : Iya mas, sama. Kesulitan mencari arti kata juga.

R : Oh. Kalau begitu kalian harus sering baca-baca bacaan berbahasa Inggris terus coba cari arti kata-kata yang menurutmu sulit sambil diingat-ingat dek.

F : Oh gitu ya mas, tapi kadang tu susah kalau disuruh hafal-menghafal. Hehe.

R : Ya pokoknya berusaha dulu dek. Hehe. Oke makasih ya atas wakttunya.

F : Iya mas sama-sama.

Interview 4

Wednesday, October 1st 2014

R: Researcher.

G: Galang.

R : Hai, boleh ganggu bentar gak dek?

G : Oh, mas e boleh mas.

R : Kalau boleh tau dengan adik siapa?

G : Galang mas, ada apa mas?

R : Mau tanya-tanya doang kok, santai aja. Dek Galang, gimana kesanmu terhadap belajar bahasa Inggris terutama speaking?

G : Walah, gimana ya. Aku nggak terlalu suka mas sama pelajaran itu.

R : Lah kenapa to? Menakutkan?

G : Ya nggak juga, cuma merasa kesulitan aja.

R : Sulitnya dimana dek?

G : Saat membahasa Inggriskan mas. Susah banget lah.

R : Haha. Itu tandanya kamu kurang pemahaman dalam kosa kata dek. Coba banyak-banyak baca aja deh. Misal baca cerita berbahasa Inggris sambil cari-cari kata yang sekiranya sulit di kamus lalu diingat-ingat.

G : Wah ribet ya mas. Aku sih males kalau gitu.

R : Lho gimana to mau pinter kok males. Ya udah makasih ya buat waktunya, maaf menggangu.

G ; Iya-iya mas. Wah santai aja mas nggak ganggu kok.

Interview 4

Wednesday, October 1st 2014

R: Researcher.

T: Tri.

R : Siang dek, maaf ganggu bentar, dengan adik siapa?

T : Oh iya mas gak papa. Tri mas. Ada apa ya?

R : Cuma mau tanya-tanya aja kok. Boleh?

T : Oalah, boleh-boleh mas silahkan.

R : Kamu suka nggak sama pelajaran bahasa Inggris terutama saat speaking?

T : Jujur mas, saya paling nggak suka bahasa Inggris.

R : Oh gitu, alasannya apa dek?

T ; Itu pelajaran sulit setelah matematika mas.

R : Kesulitannya dimana dek?

T : Kalau pas speaking sulit dalam berbicaranya mas. Gak tau mesti ngomong apa.

R : Hmm, kebanyakan gitu sih. Sulit dalam merangkai kata. Itu bisa juga karena kurangnya kosa kata yang kamu kuasai dek. Coba banyakin kosa kata dengan cara membaca.

T : Oh gitu ya mas, tapi ya itu paling males kalau baca-baca.

R : Iya juga dek, kebanyakan anak laki-laki pasti gitu. Hehe. Oke dek makasih ya atas waktunya.

T : Iya mas sama-sama.

Interview 5

Wednesday, October 1st 2014

R: Researcher.

B: Bayu.

R : Siang dek, boleh minta waktu bentar?

B : Eh iya mas, ada apa?

R : Mau tanya-tanya dikit boleh?

B : Boleh mas.

R : Dengan adik siapa?

B ; Bayu mas.

R : Oke dek Bayu, gimana kesanmu terhadap pelajaran bahasa Inggris?

B : Hmm, lumayan suka sih mas.

R : Kalau speakingnya gimana? Suka?

B : Biasa aja mas.

R : Oke, ada kesulitan nggak pas belajar speaking?

B : Ada mas, aku paling gak bisa ngomong bahasa Inggris. Kalau pas speaking masih terbata-bata. Nggak lancar dan susah mau ngomong apa.

R : Yayaya. Mungkin kalau kamu sering dengerin atau liat percakapan dalam bahasa Inggris itu bisa membantu dek. Biar agak terbiasa aja sama gaya percakapan bahasa Inggris.

B : Wah tapi susah ya kayaknya. Soalnya mereka cepet mas.

R : Betul dek. Emang susah tapi ya harus mencoba. Karena bisa itu karena kita terbiasa. Yaudah makasih ya dek atas waktunya.

B : Ya mas.

Interview 6

Wednesday, October 1st 2014

R: Researcher.

W: Wanda.

R : Hai dek ketua kelas. Dek Wanda kan?

W : Iya mas, ada apa ya?

R : Boleh minta waktu sebentar?

W : Boleh mas. Ada apa?

R : Mau tanya-tanya doang kok. Boleh?

W : Boleh kok.

R : Oke, apakah kamu suka dengan pelajaran bahasa Inggris terutama speaking?

W : Wah suka sekali mas karena speaking dapat menumbuhkan rasa keberanian dan percaya diri.

R : Sungguh? Keren itu. Terus apakah ada kesulitan saat belajar speaking?

W : Biasanya sih pas hafal-menghafal aja yang susah.

R : Oke. Emang susah kok kalau menghafalkan sesuatu yang berkaitan dengan bahasa Inggris. Tapi jangan menyerah dan terus mencoba ya.

W : Siap mas. Haha.

R : Oke makasih ya waktunya.

W : Oke mas.

Interview 7

Wednesday, October 1st 2014

R: Researcher.

V: Vivi.

R : Hai dek, boleh minta waktu sebentar?

V : Boleh mas.

R : Dengan adik siapa?

V : Vivi mas.

R : Oke, dek Vivi. Saya Cuma mau tanya-tanya kok. Boleh?

V : Wah boleh mas. Tanya apa to?

R : Cuma mau tanya hal-hal mengenai bahasa Inggris kok. Santai aja dek.

V : Oh gitu. Oke mas silahkan.

R : Oke dek Vivi, apakah kamu suka dengan bahasa Inggris?

V : Agak suka sih.

R : Kalau speakingnnya gimana? Suka?

V : Gimana ya, Biasa aja mas. Nggak terlalu suka tapi juga nggak benci.

R : Terus kalau pas belajar speaking hal yang menurutmu sulit di bagian mana?

V : Kalau menurutku paling susah saat membaca Inggrisnya mas.

R : Oh pronunciation ya. Itu susah kok. Kita harus bener pengucapannya kalau nggak bener bisa-bisa artinya jadi lain.

V : Nah itu mas.

R : Oke makasih ya atas waktunya maaf mengganggu.

V : Iya mas gak masalah.

Interview 8

Friday, October 8th 2014

R: Researcher.

D: Della.

R : Hai, boleh minta waktu sebentar?

D : Boleh mas, ada apa?

R : Cuma mau tanya aja kok.

D : Oke. Silahkan saja.

R : Bagaimana kesanmu terhadap pembelajaran di kelas tadi?

D : Menurutku baik kok. Aku bisa lebih menikmati belajar speakingnya hehe.

R : Apakah animation movie nya menarik?

D : Ya cukup menarik dan membuat lebih santai saat proses pembelajarannya mas.

R : Apa kamu lebih tertarik dan termotivasi?

D : Tertarik iya, termotivasi ya bisa dikatakan cukup termotivasi mas.

R : Oke terima kasih ya atas waktunya.

D : Iya.

Interview 9

Friday, October 8th 2014

R: Researcher.

W: Wahyu.

R : Hei, boleh ganggu bentar dek?

W : Nggak boleh mas. Haha. Bercanda, boleh-boleh. Mesti mau wawancara ya?

R : Iya bener banget. Gimana Wahyu, apa kesanmu terhadap pembelajaran di kelas tadi?

W : Asyik mas, pas liat animasinya tadi pada menirukan. Aku juga jadi nggak bosen belajar bahasa Inggris. Tapi sayangnya LCD kelas kita masih kurang memadai ya, jadi kuarng puas karena tampilannya nggak gedhe.

R : Iya bener, kamu harusnya kasih masukan ke pihak sekolah agar kelas-kelas mendapat LCD yang layak. Terus apa kamu tertarik dan termotivasi?

W ; Ya tertarik mas. Soalnya gak biasanya gitu. Termotivasi dikit hehe.

R : Terus apa ada masalah lain yang muncul saat pembelajaran tadi nggak?

W : Hmm, kalau aku tadi sempat salah ngomong pas perform yang terakhir. Jadi salah nyebutin nama kakek. Hahaha.

R : Haha. Baiklah. Terima kasih ya atas waktunya.

W : Oke.

Interview 10

Friday, October 8th 2014

R: Researcher.

A: Adit.

R : Halo, kok dikelas aja nih. Gak ke kantin?

A : Nggak mas, hari Jum’at kan sebentar, bentar lagi juga mau pulang.

R : Iya juga. Boleh minta waktu bentar nggak?

A ; Iya mas ada apa?

R : Mau tanya-tanya soal pembelajaran tadi.

A ; Oh iya mas.

R : Menurutmu bagaimana pembelajaran tadi?

A : Menyenangkan sih, beda dari biasanya. Baru kali ini speaking performnya banyak banget. Jadi capek perform terus.

R : Hahaha. Itu biar kalian terbiasa dengan speaking. Terus animasinya bagaimana?

A : Kalau animasinya sih biasa aja. Nggak jelek juga. Cukup membuat rileks proses pembelajaran yang biasanya tegang dan penuh teori.

R : Apa kamu lebih termotivasi dari biasanya?

A : Nggak juga sih mas. Biasanya sama aja. Kalau ada penilaian ya maju. Jadi kayak nggak ada perbedaan. Tapi emang lebih enak sih. Beda dari biasanya.

R : Oke thanks ya buat waktunya.

A : Sip mas.

Interview 11

Friday, October 8th 2014

R: Researcher.

A: Agus.

R : Siang, boleh minta waktu bentar?

A : Wah ada apa mas?

R : Mau tanya-tanya kok. Bisa?

A : Bisa kok. Silahkan.

R : Oke, Gimana kesanmu terhadap pembelajaran tadi?

A : Menurutku keseluruhan baik, kami jadi terbiasa dengan speaking. Aku jadi nggak grogian lagi. Lebih rileks saat tampil didepan kelas. Biasanya aku males banget harus tampil di depan kelas, nggak pedean.

R : Hmm, terus setelah menikmati proses pembelajaran menggunakan animasi tadi apakah kamu lebih tertarik dan termotivasi?

A : Ya, tertarik dan lebih termotivasi. Karena kita nggak bosen dan seneng liat animasi walaupun itu bukan film animasi yang kayak di tv.

R : Oke, terima kasih ya atas waktunya.

A : Sama-sama.

Interview 12

Friday, October 8th 2014

R: Researcher.

M: Miko.

R : Halo, boleh ganggu bentar gak nih?

M : Eh iya mas. Boleh-boleh. Mau wawancara lagi to?

R : Haha. Iya dek. Gimana kesanmu terhadap pembelajaran tadi?

M : Menyenangkan sih, tapi agak menegangkan juga. Soalnya sering perform terus didepan. Jadi sering dag dig dug mas. Tapi ini beda lho dari biasanya. Lagipula speaking itu jarang banget diajarkan.

R : Oh begitu ya. Terus apa kamu tertarik dengan cara tadi yang memperlihatkan materi melalui animasi?

M : Tertarik mas. Nggak bosen dan pokoknya enak.

R ; Apa kamu lebih termotivasi dari biasanya?

M : Gimana ya, sepertinya agak termotivasi. Soalnya biasanya gak kayak gitu mas proses belajarnya.

R : Apa ada masalah lain yang muncul saat pembelajaran tadi?

M : Nggak ada mas. Lancar-lancar saja.

R : Oke terima kasih ya.

M : Iya.

Interview 13

Friday, October 17th 2014

R: Researcher.

V: Vita.

R : Hai dek, boleh minta waktu bentar?

V : Eh boleh-boleh mas. Silahkan.

R : Langsung aja ya. Menurutmu bagaimana proses pembelajaran tadi?

V : Asyik mas. Nggak biasanya belajar speaking kayak tadi. Kita jadi terbiasa bicara dan itu menambah tingkat kepercayaan diri juga.

R : Kalau animasinya bagaimana? Menarik?

V : Ya lumayan lah mas. Nggak bikin bosen proses pembelajaran. Bisa jadi selingan juga.

R : Terus apa kamu termotivasi dalam speaking daripada sebelumnya?

V : Jujur sekarang ini aku lebih suka dari pada sebelumnya. Sebelumnya aku nggak terlalu suka bahasa Inggris. Tapi sekarang udah mendingan walaupun belum sepenuhnya suka banget.

R : Bagus itu, pertahankan dan tingkatkan ya dek.

V : Ya mas semoga saja bisa.

R : Sip. Thanks ya.

V : Ok.

Interview 14

Friday, October 17th 2014

R: Researcher.

D: Dini.

R : Pagi dek, boleh minta waktu bentar? mau tanya-tanya dikit kok.

D : Ya boleh mas. Tapi jangan tanya hal-hal pribadi loh. Haha.

R : Halah, nggak kok. Gimana kesanmu terhadap proses pembelajaran tadi?

D : Bagus mas. Ini hal baru bagi kami. Soalnya jarang lho disuruh speaking. Berkat pembelajaran akhir-akhir ini kami jadi sering speaking dan jadi sedikit terbiasa dengan speaking.

R : Jadi artinya kalian menikmatinya ya. Oke, kalau animasinya gimana? Kalian tertarik dan termotivasi nggak?

D : Animasinya bagus, bermanfaat buat tambah pengetahuan. Kami tahu beberapa kosa kata baru. Kalau soal motivasi tiap siswa pasti beda-beda, kalau bagiku cukup menambah motivasi untuk bisa berbahasa Inggris lebih baik dalam hal speaking.

R : Bagus dek, terus berusaha ya pasti bisa kok. Oke thanks banget ya, maaf udah ganggu.

D : Sama-sama mas.

Interview 15

Friday, October 17th 2014

R: Researcher.

Y: Yoga.

R : Hai, banyak banget jajannya. Lagi banyak duit pasti.

Y : Halah, nggak juga mas.

R : Eh Yoga, boleh ganggu bentar? Mau tanya-tanya dikit.

Y : Oh boleh mas. Silahkan.

R : Gimana kesanmu terhadap proses pembelajaran di kelas tadi?

Y : Keren mas. Aku jadi lebih tertarik kalau sering speak-speak kayak tadi. Soalnya pengen jadi MC terkenal. Haha.

R : Halah, serius ini. Kenapa kok tertarik?

Y : Ya beda aja dari sebelum-sebelumnya. Biasanya kan banyak teorinya. Ini banyak prakteknya. Jadi lebih tertantang gitu lah.

R : Wah, jos itu. Terus animasinya gimana? Tertarik nggak?

Y : Ya animasinya lumayan lah. Jadi ada selingan pas pelajaran biar nggak bosen dan tegang gitu.

R : Apa kamu sekarang termotivasi dalam speaking?

Y : Ya jelas, aku paling seneng dengan speaking kalau pas perform-perform gitu mas. Gak tau kenapa tapi seneng aja.

R : Wah keren kamu. Pertahankan semangatmu ya. Oke terusin makannya, maaf lho ganggu.

Y : Sip mas. Gak masalah kok.

Interview 16

Friday, October 17th 2014

R: Researcher.

ET: English Teacher.

R menemui ET di ruang guru untuk berdiskusi mengenai penelitian yang telah dilakukan.

R : Selamat siang pak Gun.

ET : Siang mas, silahkan duduk.

R : Baik pak.

ET : Gimana, udah lega kan penelitiannya selesai?

R : Alhamdulillah pak. Terima kasih pak telah dibantu selama ini.

ET : Sama-sama. Senang juga bisa membantu.

R : Oh iya pak saya mau tanya-tanya sedikit mengenai penelitian yang telah saya lakukan sekalian minta masukan dari bapak.

ET : Oh ya boleh-boleh.

R : Begini pak, menurut bapak kesan bapak tentang proses pembelajaran yang telah saya lakukan bagaimana?

ET : Keseluruhan oke. Saya akui siswa jadi lebih terbiasa dengan speaking. Mereka jadi lebih rileks dan terlihat tidak grogi saat perform. Mereka yang awalnya masih kurang bisa dan terbiasa dalam hal speaking menjadi lebih baik sekarang. Beberapa siswa mulai menunjukkan peningkatan dalam pronunciation.

R : Terus apakah materi yang telah saya sampaikan sudah sesuai dengan tujuan pembelajaran berdasarkan KI dan KD?

ET : Sejauh yang saya amati semuanya sudah sesuai dan tidak ada yang salah.

R : Menurut bapak apakah dengan menggunakan animation movies kegiatan speaking menjadi lebih menarik dan berhasil memotivasi siswa?

ET : Menurut pengamatan saya animation movies cukup berhasil dalam menarik perhatian siswa. Mungkin dikarenakan mereka masih kelas VII dimana mereka masih tertarik dengan animation dan semacamnya. Dari segi motivasi dari apa yang saya lihat, mereka lebih tertarik dan antusias. Mereka lebih mau speaking di depan kelas daripada sebelumnya.

R : Berdasarkan pengamatan bapak apakah siswa dapat memahami materi dengan baik?

ET : Ya mereka bisa memahami materi dengan baik. Hal itu terbukti dari penampilan mereka saat perform di depan kelas yang menunjukkan bahwa mereka berhasil melakukannya dengan baik dan benar.

R : Menurut pengamatan bapak apakah pembelajaran speaking menggunakan media animation movies efektif dalam proses pembelajaran bahasa Inggris?

ET : Ya menurut saya cara itu cukup efektif bagi siswa kelas VII. Mereka lebih tertarik dan membuat mereka lebih antusias.

R : Terima kasih pak atas masukannya. Terima kasih juga atas bantuannya selama ini semoga penelitian saya ini berguna bagi proses pembelajaran di sekolah ini.

ET : Iya mas sama-sama. Semoga kedepannya bisa lebih baik lagi. Sukses juga buat skripsinya.

R : Iya pak terima kasih. Kalau begitu saya mohon pamit pak.

ET : Oh ya silahkan.

APPENDIX C
COURSE GRID

COURSE GRID

School : **SMP Negeri 1 Kebonagung, Pacitan**

Subject : **Bahasa Inggris**

Class/ Grade : **VII**

Semester : **1**

Skill : **Speaking**

Main Competence	**Basic Competence**	**Indicator**	**Learning Material**	**Teaching Activities**	**Time**	**Media & Learning Resource**
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi fungsi sosial dalam teks pemaparan jati diri. 3.4.2 Mengidentifikasi struktur teks dalam teks pemaparan jati diri. 3.4.3.Mengide	Input Text : Animation Movies. Vocabulary and Pronunciation of some words. -name -live -old -spell Example of introduction:	**a. Mengamati** ➢ Siswa menyaksikan beberapa video animasi berisi pemaparan jati diri yang telah disiapkan oleh guru. ➢ Siswa melihat secara langsung pemaparan jati diri yang dilakukan oleh guru secara lisan. b. **Menanya** ➢ Dengan bimbingan dan arahan guru, siswa merumuskan	6x40	• Laptop. • LCD. • Speaker. • Animation Movies from www.english4room.info, www.freddiesville.com and courtesy of youtube.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan	4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	ntifikasi unsur kebahasaan seperti kata ganti *my, your, our, her, their, his*, dan seterusnya dalam teks pemaparan jati diri. 4.5.1 Mempraktikkan teks singkat yang berisi tentang pemaparan jati diri. 4.5.2 Membuat teks lisan singkat yang berisi tentang pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks,	Tony : Hi. My name is Tony. Lira : Hi. My name is Lira. Tony : You are the new neighbour, right? Lira : Yes, I am. I just moved in yesterday. Tony : Welcome to the neighborhood. Well, I have to go to the bookstore. See you. Lira : OK. See you! Identifying pronoun Example: 1. What is	pertanyaan mengenai fungsi sosial dalam pemaparan jati diri. ➢ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan mengenai struktur teks untuk memaparkan jati diri. ➢ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan mengenai unsur kebahasaan seperti kata ganti my, your, our, her, their, his, untuk memaparkan jati diri. **c. Mengumpulkan informasi** ➢ Siswa secara berkelompok mengumpulkan berbagai ekspresi		

yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.		dan unsur kebahasaan yang benar dan sesuai konteks.	(you, your, yours) name? 2. (my, me, I) name is Richard Wright. 3. Where do (your, yours, you) live? 4. (I, me, my) live in Yogyakarta. 5. This is Doni, (his, him, he) is a new student.	untuk memaparkan jati diri serta berbagai kosa kata yang sering digunakan. ➢ Siswa secara berkelompok mengumpulkan informasi mengenai fungsi sosial dan struktur teks dalam pemaparan jati diri. ➢ Siswa secara berkelompok mengumpulkan informasi mengenai unsur kebahasaan pemaparan jati diri seperti kata ganti my, your, our, her, their, his, dan seterusnya. **d. Menganalisis data** ➢ Siswa secara berkelompok mendiskusikan berbagai cara dan kosakata yang		

				digunakan untuk memaparkan jati diri dari hasil diskusi sebelumnya di papan tulis. ➢ Siswa secara berkelompok mendiskusikan unsur kebahasaan seperti kata ganti my, your, our, her, their, his, dari hasil diskusi sebelumnya di papan tulis. ➢ Peserta didik meminta bantuan guru bila memerlukannya. **e. Mengkomunikasikan** ➢ Setiap kelompok mepresentasikan jawaban dari pertanyaan-pertanyaan melalui wakil kelompok. ➢ Siswa lain mendiskusikan apakah jawaban dari		

				temannya yang telah dipresentasikan sudah benar atau belum. f. **Mencipta** ➢ Secara berpasangan siswa diminta memperagakan dialog yang telah disediakan oleh guru. ➢ Siswa diminta untuk membentuk kelompok yang terdiri dari tiga orang atau lebih. Setiap anggota kelompok memperkenalkan masing-masing temannya. ➢ Siswa diminta untuk membentuk kelompok yang terdidir dari tiga orang atau lebih. Setiap anggota kelompok		

				menceritakan tentang dirinya kepada teman-temannya. ➢ Siswa secara individu diminta untuk saling berkenalan dengan teman sekelas dan menuliskan biodata mereka dengan lengkap. ➢ Siswa secara individu diminta untuk memaparkan jati diri mereka kepada teman-temannya dengan menyebutkan nama lengkap dan nama panggilan dan mengejanya, serta hobi mereka.		

COURSE GRID

School : **SMP Negeri 1 Kebonagung, Pacitan**
Subject : **Bahasa Inggris**
Class/ Grade : **VII**
Semester : **1**
Skill : **Speaking**

Main Competence	Basic Competence	Indicator	Learning Material	Teaching Activities	Time	Media & Learning Resource
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi fungsi sosial dalam teks pemaparan identitas keluarga. 3.4.2 Mengidentifikasi struktur teks dalam teks pemaparan identitas	Input Text : Animation Movies. Vocabulary and Pronunciation of some words. - father. - mother. - brother. - sister. - grandfather. - grandmother. Example of	**a. Mengamati** ➢ Siswa menyaksikan beberapa video animasi berisi pemaparan identitas keluarga yang telah disiapkan oleh guru. ➢ Siswa melihat secara langsung pemaparan identitas keluarga yang dilakukan oleh guru secara	6x40	• Laptop. • LCD. • Speaker. • Animation Movies from www.english4room.info, www.freddiesville.com and courtesy of youtube.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai,	4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan	keluarga. 3.4.3 Mengidentifikasi unsur kebahasaan seperti penyebutan kata benda singular dan plural baik yang beraturan (pakai-s) maupun yang tidak (seperti children) dalam teks pemaparan identitas keluarga. 4.5.1 Mempraktikkan teks singkat yang berisi	introducing family: Eric : Peter, what are you doing now? Peter : Nothing, just looking at my family's picture. Eric : Wow, you have a big family. Peter : Yeah, I have a father, a mother, and two brothers. Eric : It's great to have such a big family. Peter : Yeah, my father is a policeman, his name is Jack. My mother is a housewife, her name is Lucy.	lisan. b. **Menanya** ➢ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan mengenai fungsi sosial dalam pemaparan identitas keluarga. ➢ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan mengenai struktur teks untuk memaparkan identitas keluarga. ➢ Dengan bimbingan dan arahan guru, siswa mengajukan pertanyaan mengenai unsur kebahasaan seperti nama status hubungan keluarga dan kekerabatan, nama profesi		

merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.	jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	tentang identitas keluarga. 4.5.2 Membuat teks lisan singkat yang berisi tentang identitas keluarga dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	My twin little brothers are kindergarten students, they are Phil and Bill. I love my family so much. Eric : Yeah, I love my family too. Identifying singular or plural nouns. Example: 1. There are five (man, men) and three (woman, women) in my house.. 2. I have five (children, child). 3. The (baby, babies) plays	pekerjaan, dan penyebutan kata benda singular dan plural untuk memaparkan identitas keluarga beserta responnya. **c. Mengumpulkan informasi** ➢ Siswa secara berkelompok mencari berbagai ekspresi untuk memaparkan identitas keluarga serta berbagai kosa kata yang sering digunakan. ➢ Siswa secara berkelompok mengumpulkan informasi mengenai fungsi sosial dan struktur teks dalam pemaparan identitas keluarga. ➢ Siswa secara		

			with bottle as toys. 4. My mother has a new (computer, computers). 5. Her mother is a (housewife, housewives).	berkelompok mengumpulkan informasi mengenai unsur kebahasaan pemaparan jati diri seperti penyebutan kata benda singular dan plural. **d. Menganalisis data** ➢ Siswa secara berkelompok mendiskusikan berbagai ekspresi dan kosakata yang digunakan untuk memaparkan identitas keluarga dari hasil diskusi sebelumnya di papan tulis. ➢ Siswa secara berkelompok mendiskusikan unsur kebahasaan seperti penyebutan kata benda singular dan plural dari		

				hasil diskusi sebelumnya di papan tulis. ➢ Peserta didik meminta bantuan guru bila memerlukannya. **e. Mengkomunikasikan** ➢ Setiap kelompok mepresentasikan jawaban dari pertanyaan-pertanyaan melalui wakil kelompok. ➢ Siswa lain mendiskusikan apakah jawaban dari temannya yang telah dipresentasikan sudah benar atau belum. **f. Mencipta** ➢ Secara berpasangan siswa diminta memperagakan dialog yang telah		

				disediakan oleh guru. ➢ Siswa diminta untuk berpasangan dan berdialog untuk memaparkan identitas keluarga masing-masing. ➢ Siswa secara individu diminta untuk menyebutkan nama anggota keluarganya dengan menyebutkan nama lengkap dan nama panggilan, dan hobi. ➢ Siswa secara individu diminta untuk menanyakan anggota keluarga teman-teman sekelasnya. ➢ Siswa secara individu diminta untuk membuat		

				pohon keluarga dan menceritakannya kepada teman-temannya di depan kelas.		

APPENDIX D
LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 1 KEBONAGUNG
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VII/1
Materi Pokok : Memperkenalkan diri sendiri dan mengenalkan seluruh anggota keluarga
Waktu : 6 × 40 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2.	2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima. 2.1.2 Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.
3.	3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai	3.4.1 Mengidentifikasi fungsi sosial dalam teks pemaparan jati diri dan identitas keluarga. 3.4.2 Mengidentifikasi struktur teks

	dengan konteks penggunaannya.	dalam teks pemaparan jati diri dan identitas keluarga. 3.4.3. Mengidentifikasi unsur kebahasaan seperti kata ganti *my, your, our, her, their, his,* dan seterusnya dalam teks pemaparan jati diri dan identitas keluarga. 3.4.4 Mengidentifikasi unsur kebahasaan seperti penyebutan kata benda singular dan plural baik yang beraturan (pakai-s) maupun yang tidak (seperti children) dalam teks pemaparan jati diri dan identitas keluarga.
4.	4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.5.1 Mempraktikkan teks singkat yang berisi tentang pemaparan jati diri. 4.5.2 Mempraktikkan teks singkat yang berisi tentang identitas keluarga. 4.5.3 Membuat teks lisan singkat yang berisi tentang pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.5.4 Membuat teks lisan singkat yang berisi tentang identitas keluarga dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

Pertemuan Pertama

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.
4. Menggunakan Bahasa Inggris yang berterima dalam berpamitan pada guru dan teman.
5. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi ungkapan sapaan dan pamitan dan responsnya.
6. Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.
7. Menjawab ungkapan pamitan guru dan teman menggunakan Bahasa Inggris yang berterima.
8. Mengidentifikasi fungsi sosial tentang pemaparan jati diri dalam teks singkat.
9. Mengidentifikasi struktur teks tentang pemaparan jati diri dalam teks singkat.
10. Mengidentifikasi unsur kebahasaan seperti kata tanya, kata ganti, dan penyebutan kata benda singular dan plural dalam teks pemaparan jati diri.
11. Membuat teks lisan singkat tentang pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Pertemuan Kedua

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.
4. Menggunakan Bahasa Inggris yang berterima dalam berpamitan pada guru dan teman.
5. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi ungkapan sapaan dan pamitan dan responsnya.
6. Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.

7. Menjawab ungkapan pamitan guru dan teman menggunakan Bahasa Inggris yang berterima.
8. Mengidentifikasi fungsi sosial tentang pemaparan identitas keluarga dalam teks singkat.
9. Mengidentifikasi struktur teks tentang pemaparan identitas keluarga dalam teks singkat.
10. Mengidentifikasi unsur kebahasaan seperti kata tanya, kata ganti, dan penyebutan kata benda singular dan plural dalam teks pemaparan identitas keluarga.
11. Membuat teks lisan singkat tentang pemaparan identitas keluarga dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Pertemuan Ketiga

1. Mengikuti semua aktivitas yang diberikan oleh guru dengan semangat.
2. Memiliki semangat yang lebih untuk belajar bahasa inggris khususnya berbicara.
3. Berdiskusi secara santun untuk menemukan jawaban atas kesulitan selama pembelajaran tentang pemaparan jati diri.
4. Berdiskusi secara santun untuk menemukan jawaban atas kesulitan selama pembelajaran tentang identitas keluarga.
5. Bertanya secara santun terhadap kesulitan yang dihadapi selama pembelajaran tentang pemaparan jati diri.
6. Bertanya secara santun terhadap kesulitan yang dihadapi selama pembelajaran tentang identitas keluarga.

D. Materi Pembelajaran

Teks lisan tentang:

a. Pemaparan jati diri.
b. Identitas keluarga.

1. Fungsi sosial

   Mengenalkan, menyebutkan identitas, untuk menjalin hubungan antar pribadi dengan guru dan teman.

2. Struktur teks

   - Orang yang digambarkan

- Ciri-ciri serta pekerjaan yang dimilikinya

a. My name is Arif, a-r-i-f. My father is Mr Zainal. How do you spell your name? Who is she? I have two brothers, Siska and Muti., Is she your friend? dan seterusnya.

b. My dad is a nurse. He helps the doctors. His father is a gardener. She is the janitor, and she cleans the classrooms., dan semacamnya.

3. Unsur kebahasaan
   a. Nama status hubungan keluarga dan kekerabatan.
   b. Nama profesi pekerjaan.
   c. Kata ganti I, you, we, she, it, they, we. dan seterusnya.
   d. Kata ganti my, your, our, her, their, his, dan seterusnya.
   e. Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: be, have, work, live, dan sebagainya.
   f. Penyebutan kata benda singular dan plural baik yang beraturan (pakai-s) maupun yang tidak (seperti children).
   g. Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.

E. Sumber/Media Pembelajaran

I. Sumber:

Kementerian Pendidikan dan Kebudayaan. 2014. “*When English Rings a Bell”*. Jakarta: Kementerian Pendidikan dan Kebudayaan

II. Media Pembelajaran :

Hand out, White Board, Board marker, Laptop, LCD, Animation Movies.

F. Metode Pembelajaran

Pendekatan : *Scientific Approach*

G. Langkah Pembelajaran

Pertemuan 1

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar *English Atmosphere* dapat langsung tercipta di pertemuan pertama. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa.	10 menit

	d. Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan; e. Guru menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. f. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. g. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan.	
Inti	**a. Mengamati** ➢ Siswa menyaksikan beberapa video animasi berisi pemaparan jati diri yang telah disiapkan oleh guru. ➢ Siswa melihat secara langsung pemaparan jati diri yang dilakukan oleh guru secara lisan. b. **Menanya** ➢ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan mengenai fungsi sosial dalam pemaparan jati diri. ➢ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan mengenai struktur teks untuk memaparkan jati diri. ➢ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan mengenai unsur kebahasaan seperti kata ganti my, your, our, her, their, his, untuk memaparkan jati diri. **c. Mengumpulkan informasi** ➢ Siswa secara berkelompok mengumpulkan berbagai ekspresi untuk memaparkan jati diri serta berbagai kosa kata yang sering digunakan. ➢ Siswa secara berkelompok mengumpulkan informasi mengenai fungsi sosial dan struktur teks dalam pemaparan jati diri. ➢ Siswa secara berkelompok mengumpulkan informasi mengenai unsur kebahasaan pemaparan jati diri seperti kata ganti my, your, our, her, their, his, dan seterusnya. **d. Menganalisis data** ➢ Siswa secara berkelompok mendiskusikan berbagai cara dan kosakata yang digunakan untuk memaparkan jati diri dari hasil diskusi sebelumnya di papan tulis. ➢ Siswa secara berkelompok mendiskusikan	10 menit 10 menit 15 menit 10 menit 15 menit

	unsur kebahasaan seperti kata ganti my, your, our, her, their, his, dari hasil diskusi sebelumnya di papan tulis. ➢ Peserta didik meminta bantuan guru bila memerlukannya. **e. Mengkomunikasikan** ➢ Setiap kelompok mepresentasikan jawaban dari pertanyaan-pertanyaan melalui wakil kelompok. ➢ Siswa lain mendiskusikan apakah jawaban dari temannya yang telah dipresentasikan sudah benar atau belum.	
Penutup	a. Peserta didik bersama guru menyimpulkan pembelajaran. b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan peserta didik mengucapkan salam perpisahan.	10 menit

Pertemuan 2

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar *English Atmosphere* dapat langsung tercipta di pertemuan pertama. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa. d. Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan; e. Guru menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. f. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. g. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan.	10 menit
Inti	**a. Mencipta** ➢ Secara berpasangan siswa diminta memperagakan dialog yang telah disediakan	60 menit

	oleh guru. ➢ Siswa diminta untuk membentuk kelompok yang terdiri dari tiga orang atau lebih. Setiap anggota kelompok memperkenalkan masing-masing temannya. ➢ Siswa diminta untuk membentuk kelompok yang terdidir dari tiga orang atau lebih. Setiap anggota kelompok menceritakan tentang dirinya kepada teman-temannya.	
Penutup	a. Peserta didik bersama guru menyimpulkan pembelajaran. b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan peserta didik mengucapkan salam perpisahan.	10 menit

Pertemuan 3

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar *English Atmosphere* dapat langsung tercipta di pertemuan pertama. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa. d. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. e. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan. f. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti tes.	10 menit
Inti	**a. Mencipta** ➢ Siswa secara individu diminta untuk saling berkenalan dengan teman sekelas dan menuliskan biodata mereka dengan lengkap. ➢ Siswa secara individu diminta untuk memaparkan jati diri mereka kepada teman-temannya dengan menyebutkan nama lengkap dan nama panggilan dan mengejanya serta hobi.	60 menit
Penutup	a. Peserta didik bersama guru menyimpulkan pembelajaran.	10 menit

	b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan peserta didik mengucapkan salam perpisahan. e. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	

H. Penilaian (Instrumen penilaian terlampir)

1. Penilaian sikap
2. Penilaian pengetahuan
3. Penilaian keterampilan

Pacitan, Oktober 2014

Guru,

Peneliti,

GUNAWAN, S.Pd
NIP.19630603 198412 1 005

HEBRIAN RACHMA WIJAYA
NIM 10202244083

LAMPIRAN:

PERTEMUAN 1

TASK 1
Watch the video carefully. Then listen to your teacher's explanation.

TASK 2

I want to know….		
1.	The social function of the text.	( )
2.	The content of the text.	( )
3.	The tenses used in the text.	( )
4.	The use of possesive pronoun.	( )
Write more things you do not know or you want to know further.		
1.		
2.		

Referring to the items you want to know, tick (√) relevant questions and propose your answers based on your current knowledge.

No.	Items	
1	What is the social function of the text?	( )
2.	What is the text about?	( )
3.	What is the tense used in the text?	( )
5.	How to use possesive pronoun?	( )

No	Answer
1.	
2.	
3.	
4.	

TASK 3

Write the difficult words from the video in the task 1 and find their meaning in the dictionary.

English	Indonesian

TASK 4

Choose the correct pronoun.

1. What is (you, your, yours) name?
2. (my, me, I) name is Richard Wright.
3. Where do (your, yours, you) live?
4. (I, me, my) live in Yogyakarta.
5. This is Doni, (his, him, he) is a new student.
6. Hello, nice to meet (yours, you, your) Desy.
7. Let (my, me, mine) introduce myself.
8. (we, our, us) teacher's name is Mr. Abdullah.
9. (we, us, our) are new neighbour in this neighborhood.
10. Ms. Smith is (our, us, we) new teacher. (her, she, hers) is a good teacher.

TASK 5

Fill in the blanks with correct pronoun.

1. I am a student. _________school is on Jl. Mawar
2. They live in Semarang. ________house is big and beautiful.
3. I have new friend. ________ name is Kevin.
4. Our teachers are smart _____ are very good in explaining the material.
5. Are you new student? Where is _____classroom?
6. Nia is a new student in our class. ______ is from Jakarta.
7. They are my teachers. _____names are Mr. Adi and Ms Ina
8. Hello, my name is Andy. What is ____name?
9. I am Alvian, pleased to meet ______ .
10. Our new teacher is handsome. ____name is Mr. Herman.

PERTEMUAN 2

TASK 1

Look at the dialogue and do it with your friend.

Dialogue 1
Ani meets Lira in the corridor of her school.
Lira : Hi, what is your name?
Ani : Hi, my name is Ani, and you?
Lira : My name is Lira.
Ani : Oh, I see. You are the leader of basketball cheer leader in our school, right?
Lira : Yes, that is right Ani. Well, Ani. I have to go now. Pleased to meet you.
Ani : Pleased to meet you too, Lira.

Dialogue 2
Lira is new in the neighborhood.
Tony : Hi. My name is Tony.
Lira : Hi. My name is Lira.
Tony : You are the new neighbour, right?
Lira : Yes, I am. I just moved in yesterday.
Tony : Welcome to the neighborhood. Well, I have to go to the bookstore. See you.
Lira : OK. See you!

Dialogue 3
Teacher : How do you spell your name, Sinta?
Sinta : es, aɪ, en, ti:, eɪ.
Teacher : Great. How about your name, Toni?
Toni : ti:, əo, en, aɪ.
Teacher : Well done.
Toni : Thank you.

Dialogue 4
Ranti meets her teacher, Mr Bakri at the post office.
Ranti : Good afternoon, Sir.
Mr Bakri : Good afternoon. You are ....
Ranti : Ranti, Sir. My name is Ranti. How are you?
Mr Bakri : I am fine, thank you. And how about you?
Ranti : I am fine, too.
Mr Bakri : Well, Ranti. I have to go now. Pleased to meet you.
Ranti : Pleased to meet you, too, Sir.

Dialogue 5
Dewi : Hello, I’m Dewi. What’s your name?
Dani : Hello, Dewi. I’m Dani Perdana. Please call me Dani.
Dewi : Where do you live, Dani?

Dani : I live at Achmad Yani street no. 27.
Dewi : Oh, do you?
Dani : Yes, I do.
Dewi : So, we are neighbours.
Dani : Are we?
Dewi : Yeah. I live at 8.

Dialogue 6
Cipto waiting for Andi and Yani, his new colleague at the airport.
Andi : Excuse me. Are you Cipto?
Cipto : Yes. I'm Cipto Susanto.
Andi : How do you do, Cipto? I'm Andi.
Cipto : How do you do, Andi. Nice to see you.
Andi : Nice to meet you, too.
Cipto : Did you have a good journey?
Andi : Yes. It was fine, thanks.
Cipto : . Let me help you to bring your suitcase.
Andi : That's very kind of you.
Cipto: Not at all.
Andi: Let me introduce you to my friend. Yani this is Cipto. Cipto this is Yani.
Yani : Hello, Cipto. Nice to meet you.
Cipto : Pleased to meet you, too. How's the trip?
Yani : Well, It's nice and exciting.
Cipto : Great, then. You must be tired. I'll take you to the Hotel first.
Andi : OK. Thanks, Cipto.

Dialogue 7
Andi : Good morning. My name is Andi.
Denias : Good morning Andi. I’m Denias.
Andi : Denias, this is Adib. We were classmates the Junior High School.
Denias : Hi, Adib. How do you do?
Adib : How do you do.
Andi : By the way, did you join pencak silat extracurricular activity in the Junior High School?
Denias : Yes, I did.
Andi : Oh, that’s great. Adib and I have never joined it before.
Adib : We hope you can help us.
Denias : Sure.
Andi : Okay, see you this afternoon.
Adib : See you Denias.
Denias : See you.

TASK 2

In groups of three introduce your group members to your friends.

TASK 3

In groups of three tell everything about yourself to your group members.

PERTEMUAN 3

TASK 1

Introduce yourself to your classmates and ask their biography.

No	Name	Nickname	Address
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

TASK 2

Make your own self introduction to your friends by mentioning your full name, nickname, and hobby. Don’t forget to spell your name.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	: SMPN 1 KEBONAGUNG
Mata pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/1
Materi Pokok	: Memperkenalkan diri sendiri dan mengenalkan seluruh anggota keluarga
Waktu	: 6 × 40 menit

B. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2.	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima. 2.1.2 Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.
3.	3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai	3.4.1 Mengidentifikasi fungsi sosial dalam teks pemaparan jati diri dan identitas keluarga. 3.4.2 Mengidentifikasi struktur teks

	dengan konteks penggunaannya.	dalam teks pemaparan jati diri dan identitas keluarga. 3.4.3. Mengidentifikasi unsur kebahasaan seperti kata ganti *my, your, our, her, their, his,* dan seterusnya dalam teks pemaparan jati diri dan identitas keluarga. 3.4.4. Mengidentifikasi unsur kebahasaan seperti penyebutan kata benda singular dan plural baik yang beraturan (pakai-s) maupun yang tidak (seperti children) dalam teks pemaparan jati diri dan identitas keluarga.
4.	4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.5.1 Mempraktikkan teks singkat yang berisi tentang pemaparan jati diri. 4.5.2 Mempraktikkan teks singkat yang berisi tentang identitas keluarga. 4.5.3 Membuat teks lisan singkat yang berisi tentang pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.5.4 Membuat teks lisan singkat yang berisi tentang identitas keluarga dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, peserta didik dapat:

Pertemuan Pertama

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.
4. Menggunakan Bahasa Inggris yang berterima dalam berpamitan pada guru dan teman.
5. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi ungkapan sapaan dan pamitan dan responsnya.
6. Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.
7. Menjawab ungkapan pamitan guru dan teman menggunakan Bahasa Inggris yang berterima.
8. Mengidentifikasi fungsi sosial tentang pemaparan jati diri dalam teks singkat.
9. Mengidentifikasi struktur teks tentang pemaparan jati diri dalam teks singkat.
10. Mengidentifikasi unsur kebahasaan seperti kata tanya, kata ganti, dan penyebutan kata benda singular dan plural dalam teks pemaparan jati diri.
11. Membuat teks lisan singkat tentang pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Pertemuan Kedua

1. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat.
2. Melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius.
3. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.
4. Menggunakan Bahasa Inggris yang berterima dalam berpamitan pada guru dan teman.
5. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi ungkapan sapaan dan pamitan dan responsnya.
6. Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.

7. Menjawab ungkapan pamitan guru dan teman menggunakan Bahasa Inggris yang berterima.
8. Mengidentifikasi fungsi sosial tentang pemaparan identitas keluarga dalam teks singkat.
9. Mengidentifikasi struktur teks tentang pemaparan identitas keluarga dalam teks singkat.
10. Mengidentifikasi unsur kebahasaan seperti kata tanya, kata ganti, dan penyebutan kata benda singular dan plural dalam teks pemaparan identitas keluarga.
11. Membuat teks lisan singkat tentang pemaparan identitas keluarga dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Pertemuan Ketiga

1. Mengikuti semua aktivitas yang diberikan oleh guru dengan semangat.
2. Memiliki semangat yang lebih untuk belajar bahasa inggris khususnya berbicara.
3. Berdiskusi secara santun untuk menemukan jawaban atas kesulitan selama pembelajaran tentang pemaparan jati diri.
4. Berdiskusi secara santun untuk menemukan jawaban atas kesulitan selama pembelajaran tentang identitas keluarga.
5. Bertanya secara santun terhadap kesulitan yang dihadapi selama pembelajaran tentang pemaparan jati diri.
6. Bertanya secara santun terhadap kesulitan yang dihadapi selama pembelajaran tentang identitas keluarga.

D. Materi Pembelajaran

Teks lisan tentang:

a. Pemaparan jati diri.
b. Identitas keluarga.

1. Fungsi sosial

   Mengenalkan, menyebutkan identitas, untuk menjalin hubungan antar pribadi dengan guru dan teman.
2. Struktur teks

   - Orang yang digambarkan

- Ciri-ciri serta pekerjaan yang dimilikinya

a. My name is Arif, a-r-i-f. My father is Mr Zainal. How do you spell your name? Who is she? I have two brothers, Siska and Muti., Is she your friend? dan seterusnya.

b. My dad is a nurse. He helps the doctors. His father is a gardener. She is the janitor, and she cleans the classrooms., dan semacamnya.

3. Unsur kebahasaan
   a. Nama status hubungan keluarga dan kekerabatan.
   b. Nama profesi pekerjaan.
   c. Kata ganti I, you, we, she, it, they, we. dan seterusnya.
   d. Kata ganti my, your, our, her, their, his, dan seterusnya.
   e. Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: be, have, work, live, dan sebagainya.
   f. Penyebutan kata benda singular dan plural baik yang beraturan (pakai-s) maupun yang tidak (seperti children).
   g. Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.

E. Sumber/Media Pembelajaran

I. Sumber:

Kementerian Pendidikan dan Kebudayaan. 2014. "*When English Rings a Bell*". Jakarta: Kementerian Pendidikan dan Kebudayaan

II. Media Pembelajaran :

Hand out, White Board, Board marker, Laptop, LCD, Animation Movies.

F. Metode Pembelajaran

Pendekatan : *Scientific Approach*

G. Langkah Pembelajaran

Pertemuan 1

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar *English Atmosphere* dapat langsung tercipta di pertemuan pertama. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa.	10 menit

	d. Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan; e. Guru menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. f. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. g. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan.	
Inti	**a. Mengamati** ➢ Siswa menyaksikan beberapa video animasi berisi pemaparan identitas keluarga yang telah disiapkan oleh guru. ➢ Siswa melihat secara langsung pemaparan identitas keluarga yang dilakukan oleh guru secara lisan. b. **Menanya** ➢ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan mengenai fungsi sosial dalam pemaparan identitas keluarga. ➢ Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan mengenai struktur teks untuk memaparkan identitas keluarga. ➢ Dengan bimbingan dan arahan guru, siswa mengajukan pertanyaan mengenai unsur kebahasaan seperti nama status hubungan keluarga dan kekerabatan, nama profesi pekerjaan, dan penyebutan kata benda singular dan plural untuk memaparkan identitas keluarga beserta responnya. **c. Mengumpulkan informasi** ➢ Siswa secara berkelompok mencari berbagai ekspresi untuk memaparkan identitas keluarga serta berbagai kosa kata yang sering digunakan. ➢ Siswa secara berkelompok mengumpulkan informasi mengenai fungsi sosial dan struktur teks dalam pemaparan identitas keluarga. ➢ Siswa secara berkelompok mengumpulkan informasi mengenai unsur kebahasaan pemaparan jati diri seperti penyebutan kata benda singular dan plural. **d. Menganalisis data** ➢ Siswa secara berkelompok mendiskusikan	10 menit 10 menit 15 menit 10 menit

	berbagai ekspresi dan kosakata yang digunakan untuk memaparkan identitas keluarga dari hasil diskusi sebelumnya di papan tulis. ➢ Siswa secara berkelompok mendiskusikan unsur kebahasaan seperti penyebutan kata benda singular dan plural dari hasil diskusi sebelumnya di papan tulis. ➢ Peserta didik meminta bantuan guru bila memerlukannya. **e. Mengkomunikasikan** ➢ Setiap kelompok mepresentasikan jawaban dari pertanyaan-pertanyaan melalui wakil kelompok. ➢ Siswa lain mendiskusikan apakah jawaban dari temannya yang telah dipresentasikan sudah benar atau belum.	15 menit
Penutup	a. Peserta didik bersama guru menyimpulkan pembelajaran. b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan peserta didik mengucapkan salam perpisahan.	10 menit

Pertemuan 2

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar *English Atmosphere* dapat langsung tercipta di pertemuan pertama. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa. d. Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan; e. Guru menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. f. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. g. Guru menyampaikan lingkup dan teknik	10 menit

	penilaian yang akan digunakan.	
Inti	**a. Mencipta** ➢ Secara berpasangan siswa diminta memperagakan dialog yang telah disediakan oleh guru. ➢ Siswa diminta untuk berpasangan dan berdialog untuk memaparkan identitas keluarga masing-masing. ➢ Siswa secara individu diminta untuk menyebutkan nama anggota keluarganya dengan menyebutkan nama lengkap dan nama panggilan, dan hobi.	60 menit
Penutup	a. Peserta didik bersama guru menyimpulkan pembelajaran. b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan peserta didik mengucapkan salam perpisahan.	10 menit

Pertemuan 3

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar *English Atmosphere* dapat langsung tercipta di pertemuan pertama. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa. d. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. e. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan. f. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti tes.	10 menit
Inti	**a. Mencipta** ➢ Siswa secara individu diminta untuk menanyakan anggota keluarga teman-teman sekelasnya. ➢ Siswa secara individu diminta untuk membuat pohon keluarga dan menceritakannya kepada teman-temannya di depan kelas.	60 menit
Penutup	a. Peserta didik bersama guru menyimpulkan	10 menit

	pembelajaran. b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan peserta didik mengucapkan salam perpisahan. e. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	

H. Penilaian (Instrumen penilaian terlampir)

4. Penilaian sikap
5. Penilaian pengetahuan
6. Penilaian keterampilan

Pacitan, Oktober 2014

Guru,

Peneliti,

GUNAWAN, S.Pd
NIP.19630603 198412 1 005

HEBRIAN RACHMA WIJAYA
NIM 10202244083

LAMPIRAN :

LAMPIRAN 1

PERTEMUAN 1

TASK 1
Please watch the video carefully. Then listen to your teacher's explanation.

TASK 2

I want to know….		
1.	The social function of the text.	( )
2.	The content of the text.	( )
3.	The tenses used in the text.	( )
4.	The family relationship.	( )
5.	The difference of singular and plural noun.	( )
Write more things you do not know or you want to know further.		
1.		
2.		

Referring to the items you want to know, tick (√) relevant questions and propose your answers based on your current knowledge.

No.	**Items**	
1	What is the social function of the text?	( )
2.	What is the text about?	( )
3.	What is the tense used in the text?	( )
4.	Who are the members of a family?	( )
5.	What is the difference between singular and plural?	( )

No	**Answer**
1.	
2.	

3.	
4.	
5.	

TASK 3

Write the difficult words from the video in the task 1 and find their meaning in the dictionary.

English	Indonesian

TASK 5

Choose the correct form in each sentence.

1. There are five (man, men) and three (woman, women) in my house..
2. I have five (children, child).
3. The (baby, babies) plays with bottle as toys.
4. My mother has a new (computer, computers).
5. Her mother is a (housewife, housewives).
6. My brothers (are, is) junior high school students.
7. My grandfather (tooth, teeth) are white.
8. His father (is, are) a doctor.
9. Your sister has a cute (kitten, kittens).
10. Your grandmother has beautiful (flowers, flower) in the garden.

TASK 6

Choose the right answer.

1. There are many _______ (child) in this family.
   a. childs.
   b. childes.
   c. children.
2. My brother throw away these old _______ (tooth brush).
   a. tooth brushes.
   b. teeth brushes.
   c. teeth brush.

3. My grandfather has two ______ (ox) and five ______ (goose).
   a. Oxes ; geese.
   b. Oxen ; geese.
   c. Oxen ; gooses.
4. Did you buy two silk _______ (scarf) for your sister?
   a. scarfs.
   b. scarfes.
   c. scarves.
5. My father and my uncle are ______ (chief).
   a. chieves.
   b. chiefs.
   c. chiefes.
6. Our family has three _______ (man).
   a. mans.
   b. men.
   c. mens.
7. His mother lifts some ________ (box) by herself.
   a. boxes.
   b. boxs.
   c. boxeses.
8. Two ______ (wolf) are following my uncle.
   a. wolfes.
   b. wolves.
   c. wolfs.
9. My mother bought some ________ (knife) from supermarket yesterday.
   a. knivies.
   b. knifes.
   c. knives.
10. His father killed six _______ (deer) last week.
    a. deer.
    b. deers.
    c. ders.

PERTEMUAN 2

TASK 1
Look at the dialogue and do it with your friends.

Dialogue 1
Angel : Hi Lyra, how are you?
Lyra : Oh hi Angel, I'm fine. Who is that?
Angel : Oh, let me introduce to my sister, this is my sister Rebecca.
Rebecca : Hello, my name is Rebecca, nice to meet you.
Lyra : I'm Lyra, nice to meet you too. By the way, where are you going?
Angel : Ah, we are going to the market for groceries.
Lyre : Okay, see you later Angel.

Angel : See you.

Dialogue 2

Eric : Peter, what are you doing now?
Peter : Nothing, just looking at my family’s picture.
Eric : Wow, you have a big family.
Peter : Yeah, I have a father, a mother, and two brothers.
Eric : It’s great to have such a big family.
Peter : Yeah, my father is a policeman, his name is Jack. My mother is a housewife, her name is Lucy. My twin little brothers are kindergarten students, they are Phil and Bill. I love my family so much.
Eric : Yeah, I love my family too.

Dialogue 3

Martha : Do you want to see pictures of my family?
Cynthia : Yeah, of course! Oh. Who is the baby?
Martha : That's my daughter. Her name is Ericka. This picture is from her first birthday.
Cynthia : Oh. She's cute. Who are the other people in the picture?
Martha : Of course, that's me in the green dress. The other people are my parents. My mother's name is Wilma and my father's name is Ed. Here's another picture.
Cynthia : I recognize you but who's the man.
Martha : That's my husband Carl. He's a great cook.
Cynthia : My husband's a terrible cook.
Martha : Here's another picture.
Cynthia : Who's that?
Martha : That's my sister Wanda and my nephew Tommy.
Cynthia : Those are nice pictures.

Dialogue 4

Carl : Hi. My name's Carl. Nice to meet you.
Pancho : Nice to meet you, too. My name is Francisco.
Carl : What?
Pancho : Francisco, but all my friends and family back in Peru call me Pancho.
Carl : Okay, Pancho. So, tell me about your family?
Pancho : Well, I have seven brothers and six sisters.
Carl : Wow. That is a big family. So are you the oldest, Pancho?
Pancho : No. I'm the second oldest in my family.
Carl : So, what do your parents do?
Pancho : My father is a taxi driver in Lima, Peru. It's a hard job, but he works hard to support the family.
Carl : How about your mother?
Pancho : She helps run a small family store with some of my older brothers and sisters.
Carl : What kind of store?

Pancho : We mainly sell food, like bread, eggs, soft drinks, rice, sugar, and cookies. Things that people buy every day.

TASK 2

In pairs, introduce your family members to your friend.

TASK 3

Introduce your family members to your friends by mentioning their full name and spell it.

PERTEMUAN 3

TASK 1

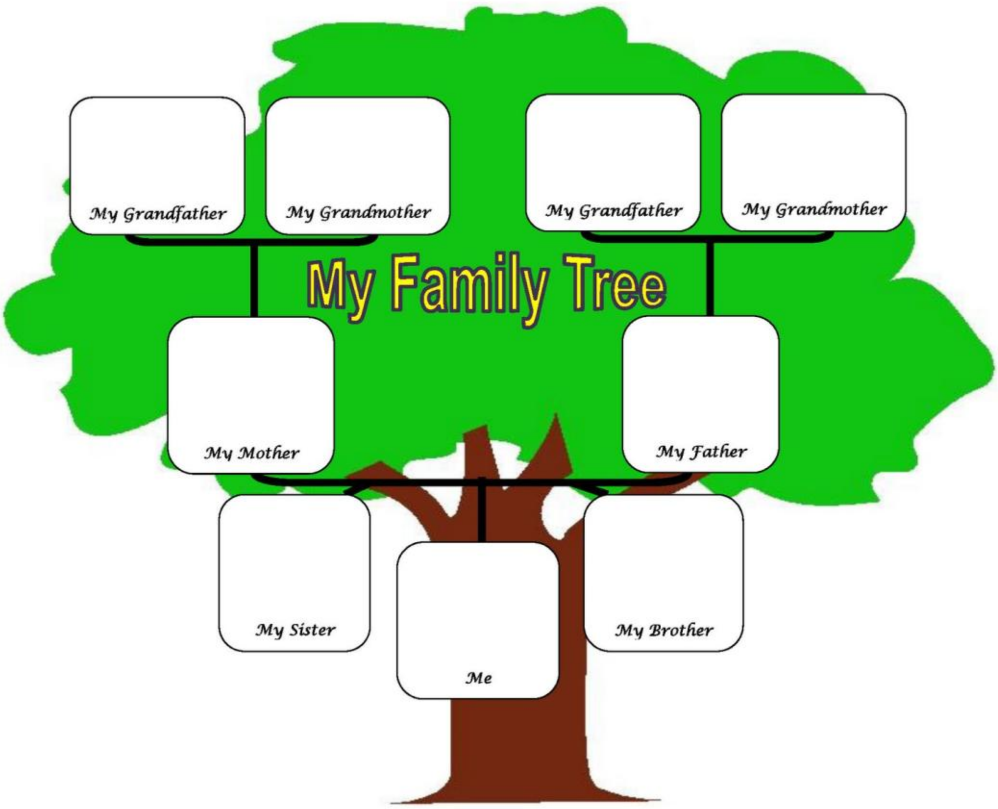
Ask your classmates about their family.

No	Name	Nickname	Relation
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			

20.			

TASK 2

Make your own family tree and introduce your family members.


My Grandfather
My Grandmother
My Grandfather
My Grandmother
My Family Tree
My Mother
My Father
My Sister
Me
My Brother

APPENDIX E
RESEARCH INSTRUMENTS

INTERVIEW GUIDE

Teacher

1. Bagaimana proses pembelajaran bahasa Inggris di kelas Bapak khususnya pembelajaran speaking?
2. Masalah-masalah seperti apa yang sering Bapak temui saat proses pembelajaran speaking di kelas?
3. Menurut Bapak, apa yang membuat belajar speaking itu sulit bagi siswa?
4. Dalam pembelajaran speaking di kelas Bapak, aktivitas seperti apa yang sering dilakukan?
5. Apakah Bapak menggunakan berbagai macam media? Jika ya apa saja media tersebut?
6. Menurut Bapak kemampuan siswa kelas VII dalam speaking seperti apa?
7. Kesulitan apa yang sering dihadapi siswa saat speaking?
8. Bagaimana cara Bapak untuk memotivasi siswa dalam belajar speaking?
9. Apakah Bapak tahu kalau animation movies bisa membantu proses pembelajaran speaking?
10. Pernahkah Bapak menggunakan media animation movies saat proses pembelajaran speaking di kelas?

Students

1. Apakah kamu suka belajar bahasa Inggris terutama speaking?
2. Kesulitan apa yang sering kamu temui saat speaking di kelas?
3. Bagaimana caramu mengatasi kesulitan tersebut?
4. Kegiatan apa yang sering diterapkan guru saat pembelajaran speaking di kelas?
5. Apakah kamu pernah melihat film animasi sebelumnya?
6. Menurutmu film animasi itu menarik tidak jika digunakan saat pembelajaran speaking?

INTERVIEW GUIDE

Teacher

1. Bagaimana pendapat Bapak tentang proses pembelajaran yang telah dilakukan?
2. Menurut Bapak apakah materi yang telah disampaikan sudah sesuai dengan tujuan pembelajaran berdasarkan KI dan KD?
3. Menurut Bapak apakah dengan menggunakan animation movies kegiatan speaking menjadi lebih menarik dan berhasil memotivasi siswa?
4. Berdasarkan pengamatan Bapak apakah siswa dapat memahami materi dengan baik?
5. Menurut pengamatan Bapak apakah pembelajaran speaking menggunakan media animation movies efektif dalam proses pembelajaran bahasa Inggris?

Students

1. Apa kesanmu terhadap pembelajaran di kelas tadi?
2. Apakah kamu menikmati proses pembelajaran speaking menggunakan media animation movies?
3. Menurutmu apakah belajar speaking menggunakan animation movies lebih menarik dan membuatmu termotivasi?
4. Apakah kamu dapat memahami materi dengan jelas dan mudah?
5. Menurutmu apakah aktivitas-aktivitasnya efektif dalam membantumu memahami materi?
6. Apakah ada masalah lain yang muncul saat proses pembelajaran?

KUESIONER TENTANG FILM ANIMASI

Berilah tanda **silang (x)** pada pilihan jawaban yang sesuai dengan keadaan anda!

1. Apakah adik-adik merasa lebih tertarik dengan bahasa Inggris setelah melihat film animasi tadi?

a. Ya.

b. Tidak.

2. Apakah adik-adik suka dengan konten film animasi tadi?

a. Ya.

b. Tidak.

3. Menurut adik-adik jika film animasi digunakan sebagai media dalam belajar bahasa Inggris apakah lebih memotivasi saat belajar?

a. Ya.

b. Tidak.

4. Dalam pembelajaran speaking, apakah film animasi membantu adik-adik dalam memahami materi dengan baik?

a. Ya.

b. Tidak.

5. Dengan film animasi apakah membantu adik-adik saat proses mengamati dalam pembelajaran speaking?

a. Ya.

b. Tidak.

6. Dalam proses pembelajaran speaking, apakah dengan adanya aktivitas seperti speaking performance membantu adik-adik untuk meningkatkan kepercayaan diri?

a. Ya

b. Tidak.

7. Dengan adanya group performance, apakah adik-adik lebih antusias dalam mempelajari bahasa Inggris?

a. Ya.

b. Tidak.

8. Apakah adik-adik lebih rileks saat sering tampil untuk perform speaking di hadapan teman-teman lainnya?

a. Ya.

b. Tidak.

APPENDIX F
OBSERVATION CHECKLIST

OBSERVATION CHECKLIST

NO	**TEACHING AND LEARNING ACTIVITIES**	**MEETING**					
		1	**2**	**3**	**4**	**5**	**6**
	Pre-teaching						
1.	The researcher greets the students.	✓	✓	✓	✓	✓	✓
2.	The students respond to the greeting.	✓	✓	✓	✓	✓	✓
3.	The researcher checking the students' attendance.	✓	✓	✓	✓	✓	✓
4.	The researcher explains the objective of teaching and learning.	✓	✓	✓	✓	✓	✓
	Whilst-teaching						
1.	The researcher asks the students to watch the text/ read dialogue.	✓	✓		✓	✓	
2.	The students watch the text/ read dialogue.	✓	✓		✓	✓	
3.	The students identify the expression used in the text/dialogue.	✓			✓		
4.	The researcher gives chances to the students for asking questions.	✓	✓	✓	✓	✓	✓
5.	The researcher and the students do the discussion.	✓	✓		✓	✓	
6.	The students do the discussion with their classmates.	✓	✓		✓	✓	
7.	The researcher checks the students' understanding.	✓	✓	✓	✓	✓	✓
8.	The students cooperate well in the group.	✓	✓	✓	✓	✓	✓
9.	The students speak in English.	✓	✓	✓	✓	✓	✓

10.	The students use dictionary to help them.	✓	✓	✓	✓	✓	✓
11.	The students offer themselves to be the volunteer.			✓	✓	✓	✓
	Post-teaching						
1.	The researcher summarize the lesson and gives feedback.	✓	✓	✓	✓	✓	✓
2.	The students reflect their learning.	✓	✓	✓	✓	✓	✓
3.	The researcher tell about the upcoming materials.	✓	✓	✓	✓	✓	
4.	The researcher gives rewards and motivate the students to participate more in the next meeting.	✓	✓	✓	✓	✓	✓
	Class Situation						
1.	The students are enthusiastic.			✓	✓	✓	✓
2.	The students are involved.	✓	✓	✓	✓	✓	✓
3.	The students are interested toward the material.			✓	✓	✓	✓
4.	The classrom interaction is occured.	✓	✓	✓	✓	✓	✓

Pacitan, October 2014

Observer

GUNAWAN, S.Pd

NIP.19630603 198412 1 005

APPENDIX G
ATTENDANCE LIST

STUDENTS'ATTENDANCE LIST

NO	NAME	MEETING					
		1	2	3	4	5	6
1	ADITIA EKO PRASETYO	✓	✓	✓	✓	✓	✓
2	AGUS UNTORO	✓	✓	✓	✓	✓	✓
3	ANDREAS MIKO	✓	✓	✓	✓	✓	✓
4	BIMA YUDA INDRAWAN	✓	✓	✓	✓	✓	✓
5	DELLA SINTA RAHAYU	✓	✓	✓	✓	✓	✓
6	DIMAS PRASETYA RIKHUL FIRDAUS	✓	✓	✓	✓	✓	✓
7	DINI DEANTAMA ARDILA	✓	✓	✓	✓	✓	✓
8	FAIRUZIAH MARTADISASTRA	✓	✓	✓	✓	✓	✓
9	GALANG ALVARELNO NAVICO FERNANDA	✓	✓	✓	✓	✓	✓
10	GALUH HERIN FARANISA	✓	✓	✓	✓	✓	✓
11	HAMAM BAYU PRADANA	✓	✓	✓	✓	✓	✓
12	ITA PUTRININGTYAS	✓	✓	✓	✓	✓	✓
13	LUTHFI FITRIA UTAMI	✓	✓	✓	✓	✓	✓
14	MOHAMMAD ALFAN ZAENURI	✓	✓	✓	✓	✓	✓
15	NINA AGUSTIN MAHARANI	✓	✓	✓	✓	✓	✓
16	RAUF ABIL FIDA	✓	✓	✓	✓	✓	✓
17	RISKY MASKURI VIRDAUS	✓	✓	✓	✓	✓	✓
18	ROBI TEZARI YUGA	✓	✓	✓	✓	✓	✓
19	TRI WAHYU DIYANTO	✓	✓	✓	✓	✓	✓
20	VITA FEBRIANTI	✓	✓	✓	✓	✓	✓
21	VIVI AVIANA SUDIRMAN	✓	✓	✓	✓	✓	✓
22	WAHYU SAPUTRA	✓	✓	✓	✓	✓	✓
23	WANDA LISNAWATI	✓	✓	✓	✓	✓	✓
24	YOGA PRATAMA PUTRA	✓	✓	✓	✓	✓	✓

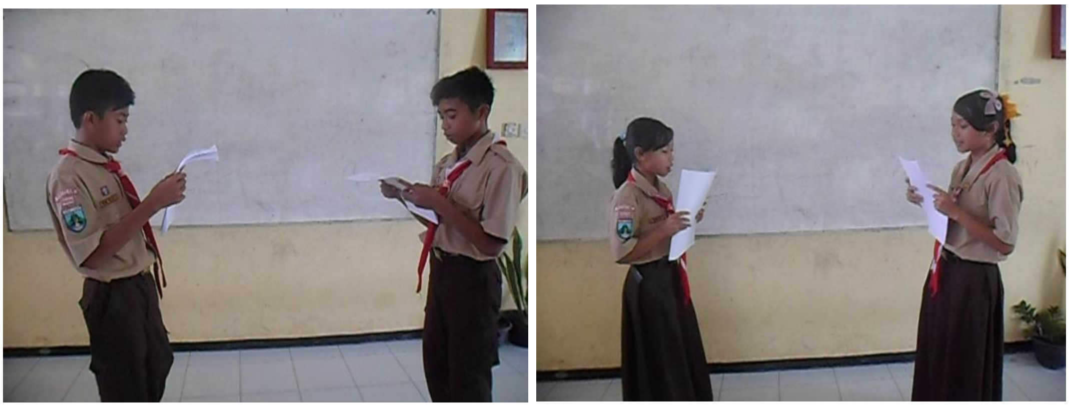
APPENDIX H
PHOTOGRAPHS

PHOTOGRAPHS

The students discussed the material in group

The researcher helped the students in group discussion

The students prepared their performance in pairs



The students performed in pairs

The students performed individually

APPENDIX I
PERMIT LETTERS

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 1130/UN.34.12/DT/IX/2014 29 September 2014
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

Kepada Yth.
Bupati Pacitan
c.q. Kepala BAPPEDA Kabupaten Pacitan
Di Jawa Timur

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING SPEAKING LEARNING PROCESS OF SEVENTH GRADE STUDENTS OF SMPN 1 KEBONAGUNG PACITAN IN THE ACADEMIC YEAR OF 2014/2015 THROUGH ANIMATION MOVIES

Mahasiswa dimaksud adalah :

Nama : HEBRIAN RACHMA WIJAYA
NIM : 10202244083
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Oktober – Desember 2014
Lokasi Penelitian : SMPN 1 Kebonagung Pacitan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMPN 1 Kebonagung Pacitan

PEMERINTAH KABUPATEN PACITAN
DINAS PENDIDIKAN
SMP NEGERI 1 KEBONAGUNG
Jln. Raya Kebonagung Kecamatan Kebonagung Telp. (0357) 881669
PACITAN
63561

SURAT KETERANGAN

Nomor : 800 / 442 / 408.37.15.07 / 2014

Yang bertanda tangan di bawah ini, Kepala UPT SMP Negeri 1 Kebonagung Kabupaten Pacitan menerangkan dengan sesungguhnya bahwa :

Nama : **HEBRIAN RACHMA WIJAYA**
NIM : 10202244083
Program studi : Pendidikan Bahasa Inggris
Lembaga : Universitas Negeri Yogyakarta

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian / observasi di SMP Negeri 1 Kebonagung pada tanggal 1 Oktober s/d 17 Oktober 2014 , dengan judul :

"Improving Speaking Learning Process Of Seventh Grade Students Of SMPN 1 Kebonagung Pacitan In The Academic Year Of 2014/2015 Through Animation Movies."

Demikian surat keterangan ini, agar dapat digunakan sebagaimana mestinya.

Kebonagung, 17 Oktober 2014
Kepala UPT SMP Negeri 1 Kebonagung

Drs. SUPANGAT, M.M
Pembina Utama Muda
NIP. 19570824 198603 1 008