

**IMPROVING THE SPEAKING SKILLS OF THE EIGHTH GRADE  
STUDENTS OF SMP N 2 KALASAN YOGYAKARTA BY CUE CARDS  
IN THE ACADEMIC YEAR OF 2013/2014**

**A Thesis**

**Presented as the partial fulfilment of the requirements  
to obtain the *Sarjana Pendidikan* Degree in English Education**



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**APPROVAL PAGE**

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## RATIFICATION

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## HALAMAN PERNYATAAN

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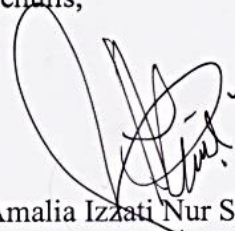
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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim.

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

Yogyakarta, 23 Oktober 2014

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## DEDICATIONS

*This thesis is fully dedicated to:*

*My beloved mother, Dwi Robiatun,*

*my beloved father, Dwi Wahyono,*

*my two beloved brothers, M. Riza Asyhar and Rafli Handika Agustian,*

*and my dearest one, Faris Ammar M. Zhafir.*

## MOTTOS

*"Bismillahirrahmanirrahüm"*

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ  
حَتَّىٰ يَغَيِّرُوا مَا بِأَنفُسِهِمْ

*"... Indeed, Allah will not change the condition of people until they change what is in themselves..." (QS. Ar Ra'd: 11)*

*"Success is not final, failure is not fatal; it is the courage to continue that counts." – Winston Churchill*

*"I am thankful for all those who said NO to me. It's because of them I'm doing it myself." – Albert Einstein*



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Finally I hope that this thesis will be useful for readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, October 2014

The writer,

Amalia Izzati Nur Shabrina

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**ABSTRACT**

The aim of this research was to improve the speaking skills of the eighth grade students of SMP N 2 Kalasan by cue cards in the academic year of 2013/2014.

This research was classified into action research which was conducted in two cycles with two meetings in the first cycle and two meetings in the second one. The main subjects of this research were 32 students of class VIII F at SMP N 2 Kalasan. The data obtained were qualitative and quantitative. The qualitative data were gained from the observations and the interviews with both the English teacher and the students. The data were transformed into vignettes and interview transcripts. Meanwhile, the quantitative data were gained from the speaking performance tests that were conducted before the action of implementation and at the end of every cycle. There were several validity principles applied in this research; they were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Furthermore, to test the trustworthiness of the data, these two triangulation principles were implemented: time triangulation and investigator triangulation. There are four steps of the research procedure; they were reconnaissance, planning, action and observation, and reflection. The actions implemented in this research were implementing the cue cards as the media of teaching and learning process of speaking; giving more explanation related to pronunciations, grammatical rules, vocabulary, and some expressions; and providing activities that give the adequate opportunities for the students to speak more.

The results of qualitative data of the research show that the implementation of the cue cards in the English teaching and learning process of speaking was effective to improve the students' speaking skills. They made a good improvement fluency aspect during the speaking process. Moreover, their motivation and enthusiasm in learning English also improved. They spoke English without much encouragement. Furthermore, as supporting data, the research findings of quantitative data show the means of the students' speaking scores in the pre-test and post-test that improved from 42.65 to 69.68.



## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Speaking skills have a very important role in the communication. It contains social interactions that involve not only verbal communication, but also paralinguistic and non-linguistic elements of speech, which enable someone to convey someone's meaning without any accompanying speech. Therefore, speaking is important for students to practice their capability and their understanding, to share ideas, and to pronounce words well; in this case the students' motivation and interest are very needed to make the process of their understanding more easily. But the fact, students cannot keep the conversation going because they lack of vocabularies, ideas, and sometimes the way to express their ideas while speaking. As a teacher, it is a big challenge to make students speak up in the class without any hesitation.

Good speaking skills bring many advantages for students in their future. For examples, accurate and fluent English speakers can communicate with people internationally; well-developed speaking skills can increase someone's negotiation skills; good speaking skills enable someone to get appreciation from others; good speaking reflects the good personality of the person; and many others.

An observation was done in English teaching and learning process of speaking in the eighth grade students of SMP N 2 Kalasan. Based on the observation that the researcher had conducted while doing teaching practice (PPL), she found some problems in the teaching and learning process of speaking. The students found some difficulties in generating ideas. It is the reason why the students need a long time just to think what they would speak about. So that, it also makes their participation in the speaking class very low. Speaking learning process should give priority to student's activeness in speaking, but what she found in the most schools is very different. Meanwhile the final product from speaking class should be the students' participation in producing dialogue independently. Interesting media which could attract the students' interest in learning English, especially in speaking were not used. Besides, she also found that students are still afraid of making mistakes in speaking and reluctant to participate in producing utterances independently. They lack of vocabularies even from the easiest and simple words. They tend to be passive and less productive in speaking.

Based on the phenomena above, the researcher tried to find an effective solution to improve the students' speaking mastery by implementing cue cards to be the learning media. Harmer (2007) states that cue cards are cards with words and pictures on them. He adds that students can use this kind of media in a pair or group work. He argues that cue cards will help students to speak up easily in the form of words or phrases even sentences when they are involved in a

conversation. It is expected to be the media to attract students to speak. They are given different situations to produce and practice a dialogue that had previously been given by the teacher. They act to imitate the character and behavior of a type of person who is very different from themselves. It would be taught from the guided to independent works.

The reason of why the researcher chose cue cards as the teaching and learning media is that it could give clues for the students in generating their ideas to practice speaking. It also could make them feel enthusiastic to be engaged in producing a dialogue in front of the class. It is expected that cue cards could motivate them in learning English without feeling that it is as a difficult subject to learn. In addition, cooperative skill can be developed here as one of the value in character education because students have to discuss with their partners. Therefore, the action research was used as an effort to improve the students' speaking skills by using cue cards in the grade VIII F of SMP N 2 Kalasan.

## **B. Identification of the Problems**

Speaking practice needs a lot of attention in the second language learning. The ability to speak cannot be reached in a short time. It needs a lot of practices. In the real classroom situations in Junior High Schools, teaching speaking still has a lot of weaknesses. The reason to improve students' speaking practice should be based on the problems that may cause those weaknesses.

Based on the classroom observation and interviews, some problems related to the grade VIII F students' speaking skills were identified. The first problem is related to the students. The researcher found that most students were lack of ideas that they would speak about. They were also unconfident in performing speaking practices in front of the class. They did not know how to express the ideas or they knew how to express them but sometimes they delivered these ideas in wrong ways. That is why the level of students' anxiety is high in the speaking class. The impact of feeling unconfident is students have low motivation to speak. This fact leads to a small number of participation in the class. Besides, grammatical errors were also the problems that were mostly made by the students. Due to the limited vocabulary and grammar mastery, they translated Bahasa Indonesia into English word by word. As the result, fluency, accuracy, and discourse in speaking are not successfully achieved.

The second problem is that speaking is regarded unimportant since there is no speaking test in the English national exam. The activities in the class tend to focus mainly on the other skills that are tested in national exam, such as listening and reading. The students did not have an adequate opportunity to practice speaking. The practice of the activity does not suit the nature of teaching speaking since they were just drilling the vocabulary and pronunciation in the beginning of the lesson and continued by doing some tasks on the textbook which were in a written form.

The third problem is related to the use of media. Media, as the name suggests, are tools to help students have better understandings about the materials. They should be used based on the materials and activities which have been planned by the teacher. But sometimes, the media did not match with the materials and activities. This fact also happened in grade VIII F of SMP N 2 Kalasan.

And the last problem is related to the materials. The tasks that the teacher provided for the students were mostly taken from the textbooks which were in a form of fill in the blank tasks or answering the written question related to the dialogue given. The tasks seemed not to stimulate the students to interact with others so the students cannot communicate each other.

### **C. Limitation of the Problems**

Based on the description of the problems, it can be seen that the participation of the students of grade VIII F in SMP N 2 Kalasan in English teaching and learning process of speaking was still low. The lack of the students' speaking participation was influenced by the students, speaking activities in the class, media, and materials. It would be impossible to investigate all of those problems because it would make a wider scope of discussion and also the limited time that the researcher had to finish the research. That is why it was focused on finding how the cue cards improve the students' speaking skills in grade VIII F of SMP N 2 Kalasan in the English speaking class.

The research was conducted in grade VIII F of SMP N 2 Kalasan in the second semester of the academic year of 2013/2014. Related to the action, the cue cards were chosen since the media open a wider opportunity for the students to get involved on the learning and teaching process of speaking. The supporting activities could provide more chances for the students to practice their speaking skills by listening, working in pair/group of making dialogues, and performing the dialogues in front of the class with their partners.

#### **D. Formulation of the Problems**

Based on the background and the limitation of the problems presented above, the researcher formulated the problems as follow:

How can cue cards be implemented to improve the speaking skills of the eighth grade students of SMP N 2 Kalasan?

#### **E. Objectives of the Research**

The main objective of this research is to improve the speaking skills of the eighth grade students of SMP N 2 Kalasan by using cue cards. In addition to this, this research is conducted to discover students' speaking problems, describe how cue cards are used as teaching-learning media in the speaking class, and to promote significances of using cue cards in the speaking class.

## **F. Significance of the Research**

In general, it is expected that the result of the research can give some contributions to the teaching-learning process and that the result can be useful, especially to the following parties:

1. English teachers in Junior High Schools

The result of the research is expected to help the teachers, especially English teacher in SMP N 2 Kalasan to deal with the problems that commonly appear on the class, the lack of the students' speaking skills. It can be also one of the references for the teaching learning media.

2. School principals

The result of this research is expected to facilitate students with equipment that support students learning English. It may give them consideration to create policies that promote the use of cue cards as an English teaching media and the other relevant subjects.

3. Material developers of Junior High School materials

Especially the material writers of textbooks for Junior High Schools, the result of the research are expected to be useful as a need analysis to develop materials that suit students' needs. It can also give material developers pictures of the success of using cue cards as a teaching-learning media in the speaking class so they can create more activities deal with this kind of media.



4. English Education Department

It can be used as a reference for the next research. The result of this research can provide data and information as the reference for the development of English language teaching.

5. Other researchers

This result is expected to be used as one of the beneficial references for the other researches that are having the similar topic.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Teaching English in Junior High School**

###### **a. The Characteristics of Teenagers**

Junior High School students are mostly between 12 to 15 years old which we usually called as teenager. Teenagers are different. They are neither children nor adults. They bring to the classroom and the learning situation a very unique set of cognitive, emotional, social factors which teachers must consider when delivering content. They learn differently either. That is why teaching the teenager is not as easy as people think. As a teacher, we should understand our teenage students, also engage through their interests. Harmer (2007:83) also says that teaching teenager will be challenging. Teenagers are bound with passionate and high curiosity in learning. They start to understand the need for learning and its goal, and can be responsible for the task they are doing. However, teenagers are also seen as trouble students based on their relatives success as language learners.

We all know that teenager between the ages of 12 to 15 years old is relatively unstable. Their self-identity which is not yet fully formed also affects the cognitive development. Like what Piaget (1999) formulates that teenager's cognitive development on 12 years old and onwards is in a Period of Formal

Operation that means their thought becomes more abstract, incorporating the principles of formal logic. They tend to have the ability to generate abstract propositions and multiple hypotheses; moreover their possible outcomes would be very visible. Thinking becomes less tied to concrete reality.

Finally, teenagers' characteristics serve as guide to help teacher to give them materials which are involving and relevant and to design intellectual activities. At the same time teachers need to help students' development by bolstering their self-esteem and self-identity (Harmer, 2007:84). Therefore, teachers should consider anything that really matters to their students in order to raise their motivation in learning English.

#### **b. Principles of Teaching English to the Teenagers**

A teacher has a different role depending on who will be taught, whether the students are children, teenagers, or maybe adults. The treatment should be also different for each. In this case, teenager's character is very influencing the principles of teaching as well.

Anderson (2008:1-2) proposes the twelve things to keep in mind when teaching teenagers: (1) most of the teenagers today are interested in pop songs. It is a good idea to exploit that interest by bringing music – and the feelings that can be expressed through songs – in the classroom; (2) teenagers tend to be seen as cool and up-to-date. Teacher may bring in topics of current interest from IT, sport, entertainment and media, and English-speaking culture that is personally relevant

to the students; (3) teenagers will find a different relationship with others and group work. It allows individuals to interact with different classmates, even they often find it with difficulties, but it could make it less stressful and collaborative atmosphere; (4) teenagers, in that age range, are mostly in their period of defining their self-identity. They are starting to define a proper personality – they may have multiple personalities – and role-play activities can allow them to try to express different feelings behind non-threatening, face-saving masks; (5) part of growing up is taking responsibility for one's acts and for the students, who is learning in the school, a measure of learner autonomy and individual choice can be helpful for them; (6) it is good to give a cross-circular work to the students. It gives an opportunity to the students to bring their outside interests and knowledge into the classroom.

Furthermore, there are the other things that should be considered by the teachers; (7) teachers are suggested to give a variety – including surprise and humor – to the students for raising their new feeling in the class (especially for teenagers and their infamous short attention span). So, it would be better to try out the different warmers, starters, and fillers to change the pace and enliven the organization of the lessons; (8) to decrease the students' anxiety in the class, teacher may give them an opportunity to move around during the class; (9) teaching in secondary school often means teaching multi-level classes, but effective classroom management can help even with very large classes; (10) teacher also should consider the use of mother tongue in the class. This can be

used to steer a whole class activity away from misunderstanding, confrontation, and potential discipline problems. It also helps avoid pressure on an individual by removing the impression that one person is being tested and put on the spot; (11) games can provide not only purposeful contexts in which to use language but they also stimulate interaction, provide competition and are fun – as long as rules are clear and clearly followed by all participants; and (12) Project work offers each individual a chance to use their individual talent to do something personally meaningful and motivating with the language they are learning – and the resulting posters and other visuals can be displayed around the classroom (just as teenagers decorate their rooms at home).

Furthermore, Anderson (2008) states that it is difficult to generalize about teenager from individual to individual, and from culture to culture; levels of maturity can differ significantly from culture to culture and in individuals within the same culture. But if someone has accepted the challenge of teaching teenager, then they are the teachers of a group of young, impressionable people and will need to try to be flexible and patient with each individual. We as teachers also must choose the best learning media resources smartly which interests the students. They tend to feel bored easily when they are taught by the monotonous teaching methods or media. Here, the teacher's creativity is very important to raise the teenager students' motivation. When the teacher brings something new to the class, like picture, song, the up-to-date reading, film, etc., it will make the students learn faster and can improve their long term memory.

For example, he adds that one of the most difficult skills to achieve is speaking. Speaking in a foreign language can be a scary experience and very necessary comprehensible output can be hard to achieve. Teachers must be sensitive to this and spend much time in creating a very warm, inviting and risk taking atmosphere in the classroom. Group work is essential and a less teacher centered delivery method a must. Teenager along with control, want to learn in and by their peer group.

## **2. Teaching Speaking**

### **a. The Nature of Speaking**

There are many definitions of speaking that have been proposed by some experts in language learning.

Brown (2001:267) states that when someone can speak a language it means that she can carry on a conversation reasonably competently. In addition, she 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.

Richards and Renandya (2002:204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying

messages directly without any accompanying speech. Brown (2007:237) 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 their discussion on the nature of spoken language, Brown and Yule in Nunan (1989:26) distinguish spoken language from written language. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs. Brown and Yule in Nunan (1989) also differentiate between two basic language functions, i.e. the transactional and the interactional functions. The former basically concerns with the transfer of information. According to Nunan (1989:32) successful oral communication involves:

- a. the ability to articulate phonological features of the language comprehensibly
- b. mastery of stress, rhythm, intonation patterns
- c. an acceptable degree of fluency
- d. transactional and interpersonal skills
- e. skills in taking short and long speaking turns
- f. skills in the management of interaction
- g. skills in negotiating meaning
- h. conversational listening skills (successful conversations require good listeners as well as good speakers)
- i. skills in knowing about and negotiating purposes for conversations
- j. using appropriate conversational formulae and fillers



Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

Brown (2001:271) adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. She also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore he mentions micro skills of oral communication:

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
4. Produce reduced forms if words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devicespauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to the situation, participants and goals.

13. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinetics, body languages, and other nonverbal cues among with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

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

#### **b. Principles in Teaching Speaking**

There are 5 principles of teaching speaking proposed by Nunan (2003:54-56), they are: (1) be aware of the differences between second language and foreign language learning contexts; (2) give students practice with both fluency and accuracy; (3) provide opportunities for students to talk by using group work or pair work, and limiting teacher talk; (4) plan speaking tasks that involve negotiation for meaning; and (5) design classroom activities that involve guidance and practice in both transactional and interactional speaking.

The first principle discusses about how foreign language and second language context are different in nature. A learner in foreign language (FL) context needs more efforts in learning the target language, due to it is not a

language of communication in the society. Especially in learning speaking skills, it is very challenging for the students in FL context, because they have very few opportunities to use the target language outside the classroom. While in a second language (SL) context, the target language is the language of communication in the society. It seems no problem for those who born in the country with the target language as a second language, but not for the others – like the refugees, international students, and immigrants. Those who arrive in their new country as children can achieve notable speaking skills, but many others progress to a certain proficiency level and then go no further. Their speech seems to stop developing at a point where it still contains noticeable, patterned errors. These can be errors in grammar, vocabulary, pronunciation, or any combination of problems that affect the learners' ability to communicate by speaking.

The second principle is about how to give students practice with both fluency and accuracy. In language lessons – especially at the beginning and intermediate levels – teacher should give an opportunity to the students to develop both their fluency and accuracy. By giving them a fluency-building practice, students can develop their fluency by themselves. Teacher may not constantly interrupt them to correct their oral errors, but they should realize that they make some mistakes when the teacher gives some feedback in the end of the lesson.

The principle number three emphasizes on the teacher talking time. Most of teachers in the school do approximately 50 to 80 percent of the talking in the classroom. The teacher should manage their talk time appropriately in order to

give an opportunity to the students in practicing speaking. Pair work or group work activities can be used to maximize the amount of time that students have to speak in the target language during the lesson.

The next principle focuses on students' speaking tasks. Designing an appropriate speaking task in the form of negotiating meaning can reflect speaking activities that they have in their real time. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repetition, or explanations during conversations, students get the people they are speaking with to address them with language at a level they can learn from and understand.

And the last principles concerns with the purposes of transactional and interactional speaking activities. In the speaking class, students must be practicing both transactional and interactional speaking to achieve a real situation that they will meet in the real life. The interaction speech is much more variable and unpredictable than transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional settings.

### **c. Classroom Speaking Activities**

Designing a classroom speaking activity that should deal with students' need, required competence, fluency, and accuracy is not a simple thing. Many

teachers still found difficulties in designing a successful one. Based on Brown and Yule's statement (1983) in Richards (2008:22-28), they said that in designing speaking activities or instructional materials for second or foreign language teaching it is also necessary to recognize the very different purposes for which our students need speaking skills. He adds that there are 3 functions of speaking, they are: talk as interaction, talk as transaction, and talk as performance. Each of these speech activities are quite distinct in terms of form and function and require different teaching approaches.

Talk as interaction according to Brown and Yule (1983) in Richards (2008:22) means as "conversation" and describes interaction which serves a primarily social function. When people meet, they exchange greetings engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal depending on the circumstances and their nature.

The second is talk as transaction. This type of talk refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. Burns (1998) in Richards (2008:26) distinguishes between two different types of talk as transaction. The first situation is where the focus is on giving and receiving information and where

the participants focus primarily on what is said or achieved (e.g. asking someone for the time). Accuracy may not be a priority as long as information is successfully communicated or understood. The second type is transaction which focuses on obtaining goods or services, such as checking into a hotel.

Talk as performance refers to public talk, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. It tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g. a speech of welcome) and is closer to written language than conversational language. Similarly it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction.

On the other hand, Brown (2001:272-274) concerns on six types of classroom speaking performances. They are imitative, intensive, responsive, transactional, interpersonal, and extensive speaking. The description of each activity follows.

#### 1. Imitative

The focus of this performance is to make learners familiarize with certain vowel sound or intonation therefore it deals with drilling. The activities are dominated by repetition.

## 2. Intensive

Intensive speaking goes further than the initiative. The area is same, which covers certain phonological of grammatical aspect of the language.

## 3. Responsive

Responsive speaking is familiar for short replies. Learners respond to teacher- or student- initiated question. The respond does not intend to dialogues.

## 4. Transactional

Transactional speaking is the extended form of responsive language. It means that learners intend to create dialogues that are addressed to convey or exchange specific information.

## 5. Interpersonal

Interpersonal speaking demonstrates building social relationship between participants rather than exchange information.

## 6. Extensive

Extensive speaking aims for intermediate and advanced level learners. They are asked to perform monologue such as speeches, reports, summaries and presentations.

### **d. Assessing the Students' Speaking Skills**

Assessing students' oral proficiency is not easy, as Brown (2001) states that the speaking skill has more language features than the other skills. So, it is challenging for the teacher to grade those aspects in one sheet of rubrics. The

rubric should represent the criteria of the students' ability in each language feature in speaking skills. The purpose of the criteria is to make all clear for both students and teachers. Students are able to know what the teachers expect to them towards their performance in English speaking skills. The criteria are also useful for the teachers because they show the aspects that the teacher should grade.

As a tool in assessing the students' performance, the researcher adopted the speaking rubric from Dick, Gall, and Borg (2003:571). The rubric is attached on the appendix. There are several things that should be considered in assessing speaking skills. The rubric consist of four aspects, they are fluency, pronunciation, accuracy, and vocabulary. Each aspect has its own criteria from the score range 1 until 10. It was important as scoring guidelines that can be used to provide consistency in evaluating the students' tests. In this research, the collaborator helped the researcher to assess the students' speaking performance based on the criteria.

### **3. Cue Cards**

#### **a. Definition of Cue Cards**

English teaching and learning process nowadays are commonly using many kinds of teaching media. As Gerlach and Ely (1980) define, the instructional media have a very wide scope, i.e. including human, material or studies that establish a condition that makes the learners to be able to acquire the knowledge, skills or attitudes. Cue card is one of the examples.



Cue card is one of the learning media to be used during the speaking activity. It focused on an action exercise where the students can involve and learn the content on the cue cards. This kind of media is aimed to improve the students' intention to speak in front of the classroom. It can be used in some different ways: individually, pair work, and group work. It can also be functioned as small cards that have pictures or photos completed by words as the cues. It is supported by the experts' opinion about the cue card itself, it can be defined as the media that help the students when they deal with speaking activities.

Harmer (2007) states that cue cards are cards with words and pictures on them. He adds that students can use this kind of media in a pair or group work. He argues that cue cards will help students to speak up easily in the form of words or phrases even sentences when they are involved in a conversation.

The similar definition also stated by Bazo (2007) who assess that cue cards are small photos or pictures that are stuck onto cards. They are flashcards with images. He adds that in making cue cards, we need collaboration between the teacher and students. Traditionally, the teacher has been considered the only person who must make or provide materials for use in class. However, teaching materials can also be made by the students themselves as a class activity with the teacher's help.

### **b. Advantages of Using Cue Cards**

Cue cards are one of the media of teaching and learning process that is considered as a way to engage the students' attention and motivation especially in speaking activity. They are a really handy resource to have and can be useful at every stage of the class. They are a great way to be implemented in the class by pair or group working activity in speaking class. In this case, the cue cards can be used to remind the clues to the students since they have a high anxiety in performing speaking in front of the class.

In addition, Gonzalez Pino (1988) in O'Malley (1992:4) states that teacher can use cue cards and ask students to interview each other or to interact following the directions on the cue cards in pairs. He adds that cue cards can easily be constructed by providing written directions, called prompts, on index cards to elicit the performance teachers wish to assess. Here, we can conclude that teachers could create the cue cards depend on the competence they want to assess. The prompts or cues could generate the students' ideas what they have to say.

### **c. Using Cue Cards as the Teaching-Learning Media in Speaking Class**

As the explanation of what the cue cards are and its advantages before, Mora (1994) shows how cue cards can be used to give students a chance to practice speaking or writing English in real situations. Four aspects of each activity will be described: a) materials, b) procedure, c) language items, and d) follow up. For the first aspect; materials, the cards can be made of thin card-board,

the size may be vary. The name and/or the number printed on them should be legible, and the picture should be big enough for the students to see and should not have text that will distract the students. It would be better if we take margins on each side.

While for the procedure, she adds that at first, the students will work in pairs or a small group after the teacher explains about how the exercises should be carried out. The situational sentences had been printed on each cue card, which is different from one group/pairs and another. This will help the students to initiate the conversation. Especially when they are lack of ideas how to start a conversation, what it is about, and so on. However, they also should have the freedom to form their own questions and answers as creative as possible. The third is language items. The aim of this kind of media is to stress the grammatical patterns that should be practiced by the students. However, the final objective is not to teach grammar, but rather to give students an opportunity to practice English thoughtfully. Naturally, the grammar covered should be reviewed in the feedback session of the class. And the last, follow up section contains ideas for reinforcement and further practice. Some recommendations for using these activities are:

- The activities are not intended to fill a whole class period. They can be more profitably used for a specific stage of the class, preferably for *active* use (exploitation) of recently studied material.

- The items to be classified, arranged, etc., should be presented in scrambled order to challenge the students' imaginations and thinking powers.
- The activities are intended for students at the intermediate level.
- While the students are working with the cards, they should be encouraged to use the target language at all times.
- Certain activities lend themselves to being timed. Timing encourages competition and motivation.

## **B. Review of Related Studies**

There was a study related to the use of cue cards as the media in the teaching and learning process of speaking conducted by Farah (2012). She dealt with the eighth grade students of Junior High School who were afraid to speak in front of the class. They also have difficulties in pronunciation and memorizing the vocabulary. She stated that the students not fully participated during the teaching and learning process of speaking. They only practiced speaking once or twice, while the others prefer to chat with their friends. The cue cards were used to improve the students speaking ability and their motivation to speak. According to her thesis, the implementation of cue cards as the teaching and learning media in the speaking class was successful to improve the students' speaking ability.

The second study is related to the use of picture in improving the students' speaking skills in Junior High School conducted by Wulandari (2012). She found some problems related to the students that they lacked of awareness in learning

speaking. They thought that learning speaking was not really important since the speaking skills were not tested on the National Examination. She used pictures as media in her teaching speaking. The result shows that the media have made some improvements in students' speaking process and performance. Students were more stimulated to discuss the topic of the lesson through the using of the media. Some of them who formerly often lost their attention became more focused on the lesson, and some others who formerly were not brave enough to perform in front of the class changed to be challenged and would show their speaking performances.

### **C. Conceptual Framework**

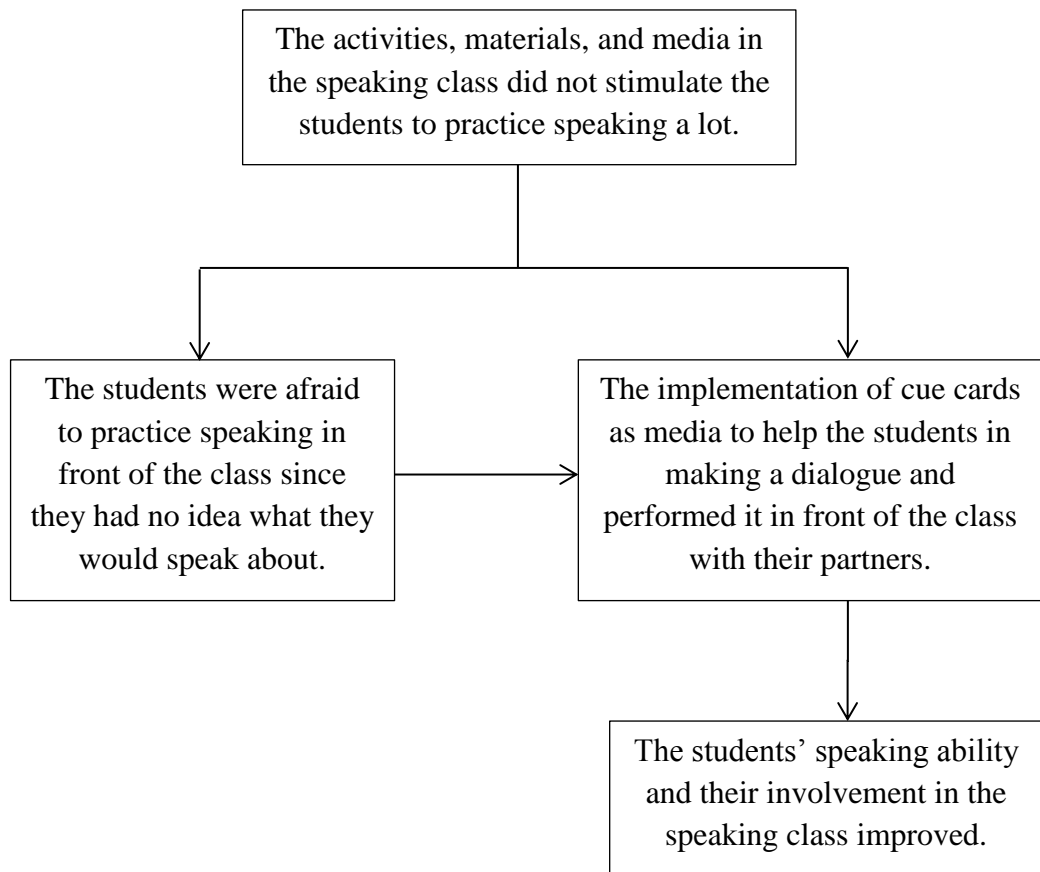
This study began from the researcher's class observation in the class VIII F of SMP N 2 Kalasan. She found some problems about students' anxiety in performing speaking skills. Some of the students were afraid to perform in front of the class. They tend to speak softly, unconfidently, and doubtfully. They often lacked of ideas about what they were about to speak and did not know how to express them. Some of them also found a difficulty to pronounce words correctly. That is why most of them were just too shy to show up. The activities, materials, and media in the speaking class also did not stimulate the students to practice speaking a lot.

To strengthen the problems identification, the researcher has done interviews with the English teacher. She argued that she still had difficulties in

encouraging students to speak because they were noisy. She even overwhelmed in encountering the boys who were generally as the trouble makers in the class.

Cue cards could be one of the solutions for solving these problems. This teaching and learning media were expected to improve the students' motivation in the speaking class since it opened wider opportunity for the students to practice speaking. The cue on the card can help the students to generate ideas to speak, while the picture gives the illustration of the conversation. This would attract the students' curiosity and their intention to speak. While the pair or group working is also needed as a supporting technique to improve students' academic achievement as well as social skills.

The conceptual framework of the study is described as follows:



**Figure 1: The Conceptual Framework of the Research**

## **CHAPTER III**

### **RESEARCH METHOD**

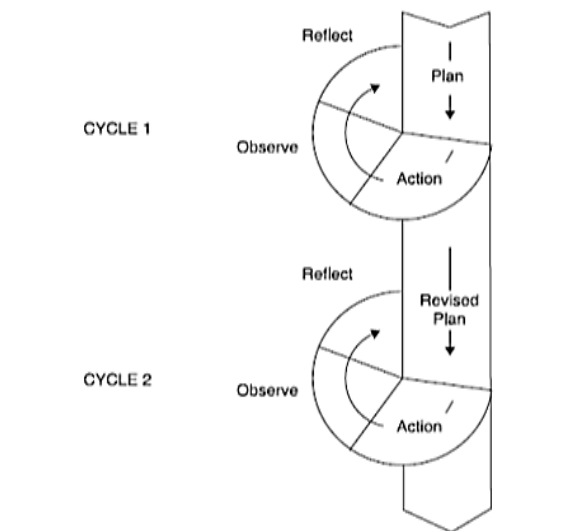
#### **A. Type of the Research**

Classroom action research is the type of this research. In this study, the researcher concerned with improving students' speaking skills to focus on the issues that were found in the teaching-learning process based on initial observations and interviews.

This research was aimed to describe the action in the process of improving students' speaking skills. Collaborative action was the nature of this study related the English teacher and researcher's peer as collaborators and the researcher herself. In addition, this determines collaborative action research focused on improving the quality of teaching and learning.

In doing this action research, the researcher considered phases which were conducted in each cycle. Those were planning, action and observation, and reflection. Each phase was done based on her ideas on the research. The processes of the phases could be drawn as figure 1.





**Figure 2: Cyclical AR model based on Kemmis and Mc Taggart (1988)**

## **B. Research Setting**

This part consists of three issues. The first issue is the place of the research, the second issue is the schedule of the research and the last issue is the learning setting. Each part will be discussed as follows.

### **1. Place of the Research**

The place of the research was SMP N 2 Kalasan. It is located in Kledokan, Selomartani, Kalasan, Sleman. It is about 6 Km from Jogja – Solo Street and it is rather difficult to reach particularly for the students since there is no public transportation. The students who go to school by public transport have to walk about 10 minutes from Jogja – Solo Street to reach their schools. Most of students use bicycle to go to school or their parents drop the students off to school by motorcycles or cars.

## **2. Learning Setting**

SMP N 2 Kalasan is led by a headmaster named Mrs. H. Nurul Wachidah, S.Pd. She graduated from Natural Sciences Department, Yogyakarta State University. There are four English teachers in SMP N 2 Kalasan. They graduated from different universities. The one who would be the collaborator in the research is Mrs. Tavip Zulaifah, S.Pd as the teacher of the eighth grade students especially, VIII F.

SMP N 2 Kalasan has 18 classes in all grades. Each grade consists of six classes. It has three laboratories. They are two biology laboratories and a computer laboratory which are also used in learning English. It has a badminton court and a Green House for the students who want to plant some flowers. There is a library in the east of the badminton court and mosque in the south of the school hall.

## **3. Schedule of the Research**

The research was carried out during the second semester of teaching-learning activities in SMP N 2 Kalasan in the academic year 2013/2014. The actions were conducted twice or three times in a week with 40 minutes duration of each meeting. This research was conducted from 1<sup>th</sup> until 26<sup>th</sup> of April 2014.

### **C. Research Subjects**

The research was conducted collaboratively by all members of the research. They were the students of VIII F, English teacher, the researcher's peer and the researcher. In data collection, the researcher was helped by her peer as the

collaborator who is also studying in the Department of English Language Education.

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

The data in this research consist of qualitative and quantitative data. The qualitative data were the description of the process during the action based on interview transcripts, observation checklists, and students' speaking tasks. The quantitative data were obtained through the mean score of the students. In this research, there were some steps that need to be done by the researcher as the procedure to collect the data, such as:

##### **1. Class Observation**

The researcher observed the English teaching and learning process in class VIII F. Here, she took much information about the students' speaking ability progress, the students' behavior in learning speaking skills, the teacher's action in the class, and problems related to the teaching-learning process. The information was needed by her in the next action plan in this research.

The researcher also asked for the materials which would be used in the cue cards from the teacher based on Competency Standard and Basic Competence. She should find the appropriate materials to be applied with the cue cards.

##### **2. Interviews**

Then the researcher interviewed some students to get information about the responses of the implementation of using cue cards as media in the speaking

class. In addition, she also interviewed the teacher for much further planning in this research, which were about the appropriate material and planning that will be implemented.

### **3. Speaking Performance Test**

Students' speaking tests were used as the media to get information about students' speaking skills before and after cue cards were implemented as learning media on students' speaking class. These tests were in the form of pre-test which was conducted without the implementation of any media and post-test which was conducted in the last meeting of the second cycle in the research. Both of the tests are aimed to check the students' improvement in their speaking skills.

### **4. Taking Pictures and Recording the Teaching and Learning Process**

The researcher took some photographs in teaching and learning process when the research was running. The photographs were taken to support the data. According to Burns (1999:101) photographic data hold promise as a way of richly illuminating numerous aspects of the classroom quickly and relatively inexpensive and providing new angles on the phenomenon being researched.

The students were also being recorded when they did the speaking performance test. The recordings were taken from the pre-test to post-test. The photographs and recordings were important as evidence while taking research.

The collected data were used as the sources to evaluate and reflect the research cycle. The descriptions of all the data collection techniques in this study are presented in the following.

**Table 1: Data Collection Techniques and Instruments**

No	Techniques	Instruments	Data
1.	Class observation	Observation checklists	Vignettes of the classroom teaching and learning process
2.	Interviews	Interview guidelines	Interview transcripts about the implementation of the cue cards
3.	Speaking performance test	- Test materials - Speaking Rubric (Dick, Gall, and Borg, 2003:571)	The students' speaking scores
4.	Taking pictures and recording the teaching and learning process	A camera	Photographs and recordings of the students' speaking performance

## **E. Instruments**

### **1. Observation Checklists**

The observation checklist was used to check the implementation of cue cards in the teaching and learning process. It was done by putting a check in the table contained of statements related to the teaching and learning process which had been done. There were three major points to list in the observation checklist

such as pre-teaching, whilst-teaching and post-teaching each part of which has many points.

## **2. Interview Guidelines**

The interview guidelines were used to help the interviewer to focus on the conversation of several items. It consisted of two interview sessions; the first was done before the implementation of cue cards as media in teaching and learning process of speaking, and the second one was done after the implementation. Each session included some points that should be asked to the English teacher and the students.

## **3. Speaking Rubric**

The speaking rubric was used to evaluate the result of the students' speaking performance test. The researcher used the speaking rubric from Dick, Gall, and Borg (2003:571). There are four aspects that should be assessed from the students' speaking performance tests; they were fluency, pronunciation, accuracy, and vocabulary. Each aspect has its own criteria from the score range 1 until 10. It was important as scoring guidelines that can be used to provide consistency in evaluating the students' tests. It also helped the teacher authentically monitor a students' learning process.

## **4. A Camera**

A camera was needed to take photographs and record the students' speaking performances. The collaborator had a duty to record each group of the

students. The recordings were used as the evidence that shows the production stage in the teaching and learning process of speaking as the result of the research.

#### **F. Data Analysis Technique**

The data collected in this research were divided into qualitative data and quantitative data. The qualitative data were analyzed based on what have been stated by Miles and Huberman (1994:11). They proposes several steps on data analysis; data collection, data reduction, data display, and conclusion. The data collections were in the form of interview transcripts and vignettes. As for the data reduction step, the researcher summarized or paraphrased the interview transcripts and the vignettes in order to simplify the data. Then, in the data display, the simplified data were organized. At last, the researcher took the conclusion based on the students' speaking performance, vignettes, and interview transcripts in which the collaborator was involved in making conclusion to achieve valid findings.

Later, to support the data, the researcher assessed the students' speaking performance based on speaking rubrics in which it became a reference in assessing both pre-test and post-test. The rubrics will be used twice, both in the pre-test and the post-test. Then, the results of both tests were compared. Here, the researcher used Excel program to find out the means of students' speaking performance scores.

### **G. Research Validity and Reliability**

To make the data valid, the researcher used five kinds of validity. The data validity of this research was based on Anderson, et al. in Burns (1999:161-162). They are democratic validity, outcome validity, catalytic validity, process validity, and dialogic validity.

In this research, democratic validity was achieved by having continuous discussion with the collaborator where the collaborator was given chances to give ideas, comments, and suggestion towards the research. The discussion was held in almost every cycle in the research.

Outcome validity is related to notions of actions as the measurement of successful result within the research context. Thus, the researcher formulated some indicators that measure the improvement of the students' writing skills.

Catalytic validity deals with range in which the researcher allows the participants to deepen their understanding of the social context. By this chance, the researcher learnt about the realities in English teaching and learning process. The English teacher was involved in this research to give information related to the learning situation. Besides, it involved the researcher and the collaborator in monitoring the research process.

Process validity is related to criterion of believable action research. Here, the researcher collected the data by observing and taking some field notes during



the research to achieve the validity. The notes were about anything which happened in the teaching and learning process.

Dialogic validity is related to the process of peer review which is usually used in the academic research. The researcher discussed the research findings with the collaborator. The discussions parties shared and gave any opinion or suggestion for the sake of the improvement of the research.

Meanwhile, the reliability of the data was gained by the use of multiple techniques of the data collection, such as, tests, interview transcripts, and other records. To gain the trustworthiness of the data, the researcher used triangulation. According to Burns (1999:163), the aim of triangulation is to gather multiple perspectives on the situation being studied. Burns also adds there are two of four different ways of triangulation. Those are explained as follows:

1. Time triangulation: data were collected at one point in time.
2. Investigator triangulation: more than one observer was involved in the research.

## **H. Research Procedures**

There are four steps in the study of structural actions suggested by Kemmis and Mc Taggart in Burns (1999:33). They are the thematic concerns- Reconnaissance, planning, action and observation, and reflection. Each step is described as follows:

## **1. Determining the Thematic Concern-Reconnaissance**

The reconnaissance step was conducted by the researcher to find out information concerning students' speaking ability. The researcher interviewed the English teacher first to collect the data. Then, she conducted a classroom observation of the speaking teaching and learning process of VIII F. She identified the problems in VIII F students speaking skill. Furthermore, the researcher also interviewed the students to find out their difficulties in learning English.

The steps were carried out in order to fulfill democratic validity. Each participant was given the benefit to share their opinions, feelings, and expectations throughout the study. After that, the researcher with the collaborator analyzed the problems which exist and classify them based on its urgency scale of priorities to be solved and finally, made next planning.

## **2. Planning**

After the researcher and the collaborator identified the problems, they made the plan of the actions to be implemented in order to solve the low students' speaking skill. The researcher tried to improve the speaking ability of the students VIII F of SMP N 2 Kalasan. She and the collaborator prepared the technique to solve the problems, teaching materials and the instruments to collect the data.

In this research, the researcher implemented two cycles. Each cycle consisted of two meetings, so the action was implemented in four meetings.

However, before conducting the research, she made course grid, lesson plans and other instruments for the research.

### **3. Action and Observation**

After the plan was agreed, the actions were implemented in the class. The actions were implemented in two cycles. Cycle I was conducted in two meetings and Cycle II was conducted in two meetings, too. In Cycle I, the researcher and the collaborator decided to teach the expressions based on the Standard of Competence and Basic Competence such as expression of how to give an attention to the speaker, starting, extending, and closing the conversation. In Cycle II, the researcher decided to teach another expression that is starting, prolonging, and closing the conversation on the phone.

The researcher and the collaborator observed and took notes of everything happened in the class. After that, the researcher interviewed the students and the teacher as a collaborator to find out the implementation of cue cards as teaching and learning media. Therefore, the data collection technique used was filling the observation checklist, vignettes, and taking photographs.

To fulfill the process validity, the researcher examined the data and identified it. It was supported by some data sources that show the process which was valid. In addition, to assess the catalytic validity, the researcher gave the benefits to the teacher as a collaborator and the students to give their response.

#### **4. Reflection**

After the researcher conducted the actions completely, she and the collaborator conducted reflections. They evaluated the implementation of cue cards as teaching and learning media. It was done to find out whether the actions were successful or not. If the actions that had been carried out were successful, she and the collaborator continued to implement those actions by giving a different topic to the students.

However, if the actions were unsuccessful, the researcher and the collaborator tried to find the suitable actions of using the cue cards in teaching speaking skills. The cycle was continued until it met its purpose, that was improving the students' speaking skills. The result of the reflection contributed in deciding whether the cycle would be continued or not. To fulfill the dialogic validity, the researcher collaborated with English teacher to review the value of the actions.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Reconnaissance

In conducting the research, the researcher worked collaboratively with other research members: the English teacher, the researcher's peer, and the students of grade VIII F of SMP N 2 Kalasan. In the reconnaissance step, class observation was done during the teaching and learning process helped by the English teacher and the researcher's peer as collaborators and the students as the interviewees in order to gain data related to the teaching and learning process of speaking.

##### 1. Identification of the Field Problems

The identification of the problems was based on the observations and interviews. Based on the observation, the students did not have adequate opportunities to practice speaking. They also lacked ideas because they took a long time only to think what they were about to speak. The first observation was done on April 1<sup>st</sup>, 2014. Here is the vignette of the observation.

<b>R= Researcher</b>	<b>Ss= Students</b>	<b>ET= English Teacher</b>
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...

ET began the lesson. She opened the *LKS (Lembar Kerja Siswa)* Pioneer book. She reminded the Ss about the previous meeting's topic about asking, giving, and refusing services/goods "*Coba dibuka LKSnya halaman 2. Kemarin kita belajar tentang meminta, memberi, dan menolak jasa atau barang. Ayo kita ulangi lagi dibaca dialognya bareng-bareng! Dua baris sebagai Lena, sisanya sebagai Wulan.* (Let's open your worksheet book page 2. Yesterday, we have learned

about asking, giving, and refusing services or goods. Let's repeat our lesson, read the dialogue together! Two rows as Lena, and the rest as Wulan.) Repeat after me!"

Lena : "Wulan, could you help me turn off the fan?"

Wulan : "No problem."

Lena : "Thanks. By the way, do you mind accompanying me to Renisa Book Store after school? I want to get the Conan newest comic."

Wulan : "That sounds great but I must say sorry for it. I have to go home early. My mother is not so well, I've to help her doing the household chores."

.....

"*Dari percakapan tadi isinya tentang apa? Siapa yang meminta jasa? Who is asking for the services? Lena or Wulan?*" ET asked the Ss.

"Lenaaaa..." some Ss answered surely.

"Look at page 3, *disitu ada tabel tentang bagaimana meminta, memberi, dan menolak bantuan atau jasa. Di baca dulu tabelnya.*" ET asked the Ss to read the table that consisted of the expressions of asking, giving, and refusing to give some help or goods.

"*Sudah ya? Kemudian dikerjakan latihan Activity 2 – Task 1, 20 menit, abis itu nanti Ma'am tunjuk satu persatu maju ke depan nulis jawabannya.*" ET then asked the Ss to do the task in the LKS.

While Ss did their task, ET went around the classroom to check their work and some time, some Ss use the chances to ask about their confusedness to ET. After 20 minutes later, ET asked the Ss randomly to write their answer on the board one by one. She discussed the answers whether it is true or false. After that, she read the dialog in the Task 1 loudly and asked the Ss to repeat after her. She would repeat the same sentence for several times until the Ss said the appropriate pronunciation.

...

(Vignette 1, Apr 1, 2014)

Some data could not be gained only by doing the observations, therefore to support the data from the vignettes, interviews were done to both students and teacher. From the interview, it was found more data about the problems that the students met in the speaking learning process and the activities when the speaking class. It could be inferred from the following interview transcript.

---

**R= Researcher**


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**S= Student**

R : “*Hi Kiki, menurutmu gimana pembelajaran speaking atau berbicara kalau di kelas?*” (Hi Kiki, in your opinion, how is the speaking learning process in the class?)

S<sub>1</sub> : “*Em... kalo speaking sih menurut aku gak terlalu susah, soalnya kan paling cuma niruin Ma’am Tavip ngomong aja, trus ngerjain soal di LKS, udah.*” (Em... in my opinion, speaking class is not very hard for me, because Ma’am Tavip just asked us to repeat her saying and then she asked me to do some exercises.)

R : “*Oo... gitu doang ya kalau pelajaran speaking? Kamu pernah gak disuruh bikin dialog gitu trus dipraktekin di depan kelas sama temen-temen?*” (Oo... did she only ask you to do that? Did you ever been asked to make a dialog and practiced it in front of the classroom with your friends?)

S<sub>1</sub> : “*Kayaknya sih kalau suruh bikin dialog gitu gak pernah, Miss. Paling ya dialog yang dari LKS aja dibaca gitu doing sih.*” (As I remember, we were never asked to make a dialog. We just read the dialog in the LKS.)

(Interview Transcript 2)

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One of the students said that their problems during the speaking class included that they need a long time just to organize the ideas and they did not know how to express the Indonesian expressions into English. They were also afraid in making mistakes so it makes them unconfident to perform speaking in front of the classroom. Some of them admitted that their vocabulary, pronunciation, fluency, and accuracy mastery is low. It could be inferred from the following interview transcript.

---

**R= Researcher**


---

**S= Student**

R : “*Kalau semisal Ma’am Tavip nyuruh kalian ngarang dialog sendiri, kira-kira susah gak?*” (If only Ma’am Tavip asked you to make a dialog by your own, is it difficult for you?)

S<sub>1</sub> : “*Kayaknya susah deh, Miss. Kadang tu kita mau ngarang dialog ya bingung mau ngomongin apa. Trus kalo mau ngomong apa tapi gak tau Bahasa Inggrisnya gimana gitu hlo, Miss.*” (Yes, it seems difficult for me. I do not know what I will talk about sometimes. And I do not know how to say in English.)

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## (Interview Transcript 2)

R : “*Febby kenapa tadi kok gak mau maju duluan? Kan sudah selesai ngerjain tugasnya to?*” (Febby why you did not want to write the answer on the board first? Your works have already done, right?)

S<sub>2</sub> : “*Gak ah, Miss. Manda sek wae, Miss. Aku takut.*” (No, Miss. It would be better if Manda first. I am afraid.)

R : “*Loh takut kenapa? Kan cuma maju ke depan trus di baca dialog nya.*” (Why afraid? You just write your answer on the board and read it aloud.)

S<sub>2</sub> : “*Takut salah, Miss. Nanti diketawain temen-temen.*” (I am afraid if I make a mistake, my friends will laugh at me.)

## (Interview Transcript 3)

R : “*Kamu suka pelajaran bahasa Inggris gak?*” (Do you like English?)

S<sub>3</sub> : “*Susah, Miss. Ra iso bahasa Inggris.*” (It is difficult. I am bad at it.)

R : “*Gak bisa bagian mananya?*” (Which part are you not good at?)

S<sub>3</sub> : “*Gak ngerti artinya, Miss.*” (I don’t know the meaning of some words.)

R : “*Oo... kosa kata ya?*” (I see, vocabulary?)

S<sub>3</sub> : “*Iya, kosa kata. Ya kalau dikasih bacaan trus dikerjakan soal-soalnya, itu gak tau artinya apa, kan jadi gak bisa jawab pertanyaannya.*” (Yes, vocabulary. If I got the text and do the tasks, I find it difficult to find out the meaning of the words.)

## (Interview Transcript 4)

From the interview above, it could be concluded that the students’ motivation in learning English was still low, they were not actively involved in the speaking class, and interesting media were not used. The materials were mostly taken from worksheets or text books which were in a written form, so that it could not stimulate the students to interact with others in order to communicate to each other actively.

The interview was also done to the English teacher of grade VIII F. The teacher admitted that she got difficulties in controlling the students. Some students, especially those who sat in the back row ignored the teacher’s



explanation and sometimes they were busy with their friends. She said that she got difficulties in finding some materials or other media that could be used to support her teaching and learning process especially in the speaking class. She just used the materials that she could find in the textbook or LKS. It can be inferred from the interview transcript below.

R= Researcher	ET= English Teacher
...	
R : “ <i>Oo... begitu ya bu? Jadi itu juga alasan kenapa siswa kurang berpartisipasi aktif ya bu selama pembelajaran tadi?</i> ” (Oo... I see. So that is why the students were less actively participated during the lesson?)	
ET : “ <i>Yo ngono kuwi, mbak. Sok rame dewe kalau lagi dijelasin, apalagi yang cowok-cowok itu lho, mbak. Bangsane Aldi, dkk., iyo to mbak?</i> ” (Yes, they were usually busy with their friends when I explained the materials, especially the boys, Aldi and friends.)	
R : “ <i>Hehe, iya sih bu memang agak susah mengontrol siswa tersebut. Selain dari siswanya, kesulitan apa lagi yang ibu temui dalam mengajar speaking tu apa saja bu?</i> ” (Yes, Ma’am, it seems a bit hard to control him. Besides the students, what the obstacles that you usually met in teaching speaking, Ma’am?)	
ET : “ <i>Kadang ya nyari materi sama medianya agak susah ya mbak, paling ya saya ambil dari LKS itu.</i> ” (I found a difficulty in finding the materials and media of speaking. So I just take from the LKS.)	
R : “ <i>Jadi cuma dari LKS saja ya bu? Atau mungkin ibu pernah menggunakan media lain yang ibu buat sendiri?</i> ” (so, it is just from the LKS. Or maybe did you ever use the other media which was made by your own?)	
ET : “ <i>Selama ini dari LKS dan buku saja udah cukup sih mbak.</i> ” (I think from LKS and textbook are enough.)	

(Interview Transcript 1)

She also realized that the task did not encourage the students to practice speaking because speaking does not exist in the National Examination. She emphasized the teaching and learning process of speaking with the pronunciation drill and doing some tasks that were related to the language function. She only

used the dialogues as the materials that she could find in the textbook. It can be inferred from the interview transcript below.

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**R= Researcher**

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**ET= English Teacher**

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...

R : *“Kalau proses belajar speaking, siswa lebih sering disuruh membuat dialog, lalu dipraktekkan atau hanya menirukan ekspresi-ekspresi language function seperti tadi saja, Bu?”* (Ma’am, during the speaking learning process, students are asked to make dialogues, then practiced or just repeated the expressions of language function like you did just now, Ma’am?)

ET : *“Jadi gini mbak, karena speaking itu tidak ada di Ujian Nasional ya mbak, saya kurang memfokuskan anak untuk belajar speaking, lagipula nanti di Ujian Nasional kan yang keluar ya soal tertulis tentang language function saja untuk bagian speaking nya. Jadi ya saya lebih sering ngasih materi untuk mengerjakan soal saja.”* (So, since speaking was not exist in National Examination, I had not focused the students to learn speaking orally, moreover, there is only written exercises for language function in the National Exam for the speaking part. So I just give them some exercises to do.)

(Interview Transcript 1)

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After collecting the data from observation and interviews, the problems appearing during the speaking teaching and learning process were identified. The problems are presented on the table below.

**Table 2: The field problems in the English teaching and learning process of speaking in grade VIII F of SMP N 2 Kalasan**

No	Field Problems	Code
1.	The students had low motivation in learning speaking.	S
2.	The students lacked ideas to speak about.	S
3.	The students were confused about how to express the idea in English.	S
4.	The students had low confidence to speak English.	S
5.	The students were afraid to make mistakes in speaking English so they relied on the text while performing speaking. They performed speaking as reading aloud.	S
6.	The students had low vocabulary mastery.	S
7.	The students got difficulties in pronouncing some words.	S

8.	The students were rarely asked to practice speaking.	S
9.	The activities in the speaking class did not make the students to get accustomed by English classroom.	Act
10.	The activities in the speaking class only focused on the pronunciation drill with some repetition and doing some written tasks.	Act
11.	The media used in the teaching and learning process did not support the students to practice speaking.	Med
12.	The materials were mostly taken from LKS or text books which were in a written form.	Mat
13.	The materials did not stimulate the students to interact with others so the students cannot communicate to each other actively.	Mat

**S= Students**

**Act= Activities**

**Mat= Materials**

**Med=Media**

From the list of the identified problems above, it could be seen that the problems during the speaking teaching and learning process were affected by some factors: the students, teacher, media, and materials. The first problems were related to the students. They had low motivation in learning speaking because they thought that English is a difficult subject. They did not have adequate opportunities to practice speaking. They lacked of ideas to speak about. And they thought that speaking in English was difficult since they were confused about how to express the idea in English. They also did not know how to translate an Indonesian expression to English because they were also lack of vocabularies. Some of them also did not know how to pronounce some English words.

The second problem came from the activities. The classroom English during the speaking activity was rarely used. So that, the students were not get accustomed with spoken English. Even though the teacher did pronunciation drill with some repetition in the beginning of the lesson, but the activity did not encourage the students to be dare to speak. It continued by doing some written

tasks in the textbook. They were just reading aloud the dialogue from the textbook.

The third problem was related to the use of media. Interesting media which could attract the students' interest in learning English, especially in speaking were not used. That is why the students easily got bored in learning speaking.

And the last problem was related to the materials. The tasks that the teacher provided for the students were mostly taken from worksheet or textbooks which were in a written form. The materials also did not stimulate the students to interact with others so the students cannot communicate to each other.

## 2. Problems to Solve

After identifying the field problems, the researcher and the teacher discussed to decide the problems to solve. Firstly, she showed the table of the field problems that she had already identified. Then after having a discussion with the teacher, the problems to solve were identified. The feasible problems to be solved were determined by considering time and her ability to conduct the research. The result can be seen in the table below.

**Table 3: The feasible problems to solve in the English teaching and learning process of speaking in grade VIII F of SMP N 2 Kalasan**

No	Field Problems	Code
1.	The students lacked ideas to speak about.	S
2.	The students had low confidence to speak English.	S
3.	The students had low vocabulary mastery.	S
4.	The students got difficulties in pronouncing some words.	S
5.	The students were rarely asked to practice speaking.	S
6.	The activities in the speaking class only focused on the	Act

	pronunciation drill with some repetition and doing some written tasks.	
7.	The media used in the teaching and learning process did not support the students to practice speaking.	Med
8.	The materials did not stimulate the students to interact with others so the students cannot communicate to each other actively.	Mat

**S= Students**

**Act= Activities**

**Mat= Materials**

**Med=Media**

After the feasible problems to solve were identified, the researcher designed some plans to overcome them. Therefore, she applied cue cards as the media for the students to speak. By giving the cue cards, the students were expected to make some improvement in their speaking performance. Cue cards could help the students to generate ideas. In this case, the students made a dialogue based on the situational sentence as a clue given. Then they practiced the dialogue in pair or group work without reading the dialogue that they had made. Furthermore, the students should also act as the role given on the cue cards.

Presentation, Practice, and Production (PPP) was used as the teaching method in conducting the research. In the Presentation stage, the students were given opportunities to activate their learning experiences relating to the materials given. They were also introduced to the context through some recordings. The vocabulary was shown based on the recordings to make the students enrich their vocabulary mastery related to the topic being discussed. The following stage was Practice. In this stage, the students also tried to pronounce some words they found from the expressions used in the recordings with some repetition in the beginning of the lesson. They did a question and answer activity with the teacher orally, and they would be chosen randomly to do a small conversation with the teacher. They

were also given some materials related to grammar. They continued practicing pronunciation and identifying some other expressions that were commonly used. Finally, the last stage was Production. In this stage, the students were given a situational context in which they needed to make their own dialogue based on the cue cards and perform it in front of the classroom with their partners.

**Table 4: The Actions Applied in the Research**

No.	Problems	Actions
1.	The students lacked ideas to speak about.	Implementing cue cards as media to give them the clue in the form of situational sentences written in the cue cards.
2.	The students had low confidence to speak English.	Implementing cue cards as media and making a dialogue to be performed in front of the classroom with their partners.
3.	The students had low vocabulary mastery.	Giving vocabulary drills to make the students acquire some words that will be used in the lesson.
4.	The students got difficulties in pronouncing some words.	Giving pronunciation drills and doing some repetition.
5.	The students were rarely asked to practice speaking.	Implementing cue cards as media and making a dialogue to be performed in front of the classroom with their partners.
6.	The activities in the speaking class only focused on the pronunciation drill with some repetition and doing some written tasks.	
7.	The materials did not stimulate the students to interact with others so the students cannot communicate to each other actively.	
8.	The media used in the teaching and learning process did not support the students to practice speaking.	Implementing cue cards as media in teaching and learning process of speaking.

## **B. The Implementation of the Action**

The aim of the research was to improve speaking skills of class VIII F students of SMP N 2 Kalasan in the academic year of 2013/2014. To achieve the aim, there are three stages which were implemented in this study. They were planning, action and observation, and reflection.

In the planning stage, the researcher and the collaborator designed the course grid and lesson plans together. They also decided the teaching method, the materials, the activities, and the cue cards for the students.

After that, they moved to action and observation stage. In this stage, the plans were put into actions. The researcher acted as the English teacher and she was helped by the collaborator in conducting the research. The collaborator helped her by taking some pictures and videos related to the teaching and learning process. The collaborator also helped her in conducting some interviews with the English teacher and the students of class VIII F.

In the reflection stage, they made reflections on the implementation of cue cards as media to improve the students' speaking ability. They also evaluated it based on the data collected through observation, interview, and documentation. The complete description of the implementation of cue cards is presented on the following section.

## **1. The Report of Cycle I**

### **a. Planning**

In the first step of Cycle I, a series of plans was made. The researcher and the collaborator designed the course grid, the lesson plans, the materials, and the cue cards which were developed based on the topics determined by the teacher. She also consulted to the teacher about the use of cue cards in speaking. They decided to use Presentation Practice and Production steps or PPP in the teaching and learning process. There would be two meetings in Cycle I and the cue cards would be used in each meeting as the main action. The schedule of the actions would be on April 11<sup>th</sup> and April 22<sup>nd</sup>, 2014. The time allocation for each meeting was 80 minutes (2x40 minutes).

The first lesson plan contained some cue cards and materials for the students. In the first lesson plan, the researcher put the recording entitled 'At the Camping Site' as the modelling. It was expected that the students could identify the expression that was used in the recording. After that, the students discussed how to start, extend, and end the conversation which was found in the recording. The teacher then gave some other expressions that were commonly used in the real communication. The students would be grouped in pairs and got a pair of cards. After that, they were asked to make a dialogue based on the clues in the cards they have got. In the last activity which was also the main activity of the speaking learning process, the students memorized the topic of their conversation and performed the dialogue in front of the classroom orally.



While the second lesson plan, some cue cards with QRFH {**Q**uestions (Topic), **R**esponse (Echo), **F**ollow-up question, and **H**ow about you?' question} conversation pattern which is adapted from 'Toss 'n Talk: A Conversation Card Game Rules' proposed by Hansford (2000) in Gibson (2003) would be implemented. The students were grouped in a group of four. Each student get one cards which decided what they have to speak. After that, they were asked to make a dialogue based on the clues in the cards they have got. Every student must have a chance to speak at least two sentences. In the last activity which was also the main activity of the speaking learning process, the students memorized the topic of their conversation and performed the dialogue in front of the classroom.

The teaching and learning process in Cycle I and Cycle II were summarized in the course grid and lesson plans. Here is the example form of the course grid.

### **THE COURSE GRID OF IMPROVING THE SPEAKING SKILLS BY USING CUE CARDS**

School : SMP N 2 Kalasan  
Grade/Skill : VIII / Speaking  
Semester/Academic Year : 2 / 2013/2014

#### **Cycle I**

##### **Meeting 1**

SK : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

KD : 9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan,

merespon pernyataan, memberi perhatian terhadap pembicara, **mengawali, memperpanjang, dan menutup percakapan**, serta mengawali, memperpanjang, dan menutup percakapan telepon.

Indicators	Topic	Learning Materials			Teaching and Learning Activities	Media / Cue Cards
		Function	Grammar	Vocabulary		

*\*The complete form of the course grid could be seen in the appendix.*

## **b. Actions and Observation in Cycle I**

### ***Meeting 1***

In the first meeting for Cycle I, the class was started while some students were still busy with their friends and some others tidied their table from the books of previous subject. The researcher acted as the teacher in the classroom.

At first, the students were asked about the previous meeting when they did a pre-test. Only several students who answered the question, while others were still busy with their friends. In the pre-listening activity, some question and answer activities were applied while discussing the previous conversation that they have made in the pre-test meeting. They started to feel comfortable in answering the researcher's questions. Then she prepared the class for the listening section by closing the door and some windows to avoid some noises from the outside of the class. They listened to the recording entitled 'At the Camping Site' seriously. It can be inferred from the following vignette.

R= Researcher	Ss= Students	ET= English Teacher
...		
R began the lesson by reviewing the previous meeting when doing pre-test and asking some question to the Ss, like: "What did we do in the last week?" and "What were we talking about in the conversation?". Only several Ss who answered the question, while the others still busy with their friends.		
"Conversation, Miss," one students answered and another one answered at the same time, "Dialogue, Miss."		
"Yes, that's right. Make a dialogue then do a conversation with friends orally. Anyway, I will give a listening section for you."		
"Listening <i>lagu ya</i> , Miss? (Will we listen to the music?)" one students asked. He mispronounced in saying word 'listening', he said /listening/ instead of /lisniŋ/.		
"No, we will listen a conversation," then she explained how to say 'listen' or 'listening' with the right pronunciation.		
She then prepared the speaker to play a recording and asked the Ss to close the window and the door, so that the noise from the outside of the classroom would not disturb the listening section.		
"I have a recording, <i>judulnya</i> 'At the Camping Site'. Listen carefully, <i>ya</i> ," R played the recording while the Ss were listening carefully. It was played twice, and at the third, she stopped the recording in each sentences and asked the Ss to repeat the expression. She discussed that the recording is about 'Meeting a Stranger' with the Ss. Then she wrote it down on the white board. She also wrote the other expressions that could be used in the same topic. She read it loudly, and asked the Ss to repeat after her with the appropriate pronunciation, stress, and intonation. She grouped the expressions on the white board into 3 columns, they were starting, extending, and ending the conversation. She once pointed some Ss randomly to read the expressions appropriately.		
...		
(Vignette 3, Apr 11, 2014)		

Questioning and answering activity was done while the last time recording played. It was played and stopped in each sentence and the students were asked to repeat the expression. Then the students were asked about the language function of the expression used in the recording. However, because of the limitation of vocabulary mastery, the students answered the questions mostly in Indonesian.

So, she helped them to answer the questions in English. After that, she wrote the expressions of starting, extending, and ending the conversation which were found in the recording and the other ones which were commonly used in the real communication on the white board.

After noting the expressions on their note books, the researcher did a small conversation with the students. Once she started the conversation, the students responded with the possible answer. She then chose some students randomly to do a conversation, while the others paid attention to them.

The students were showed some cards and told that they would have a speaking activity with cue cards. They were looked curious with the cards and wondering what they have to do with it. She then explained what they would do with the cue cards. She gave an example in the form of a situational sentence which was written on the board. The students were asked to identify what the sentence means.

<b>R= Researcher</b>	<b>Ss= Students</b>	<b>ET= English Teacher</b>
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R : "Take a look on the board, here is the example."

**A: *You are looking for the teacher room in the other school.***

**B: *You meet a person who is looking for the teacher room in your school.***

"So, there will be someone who's become an A, and another one is become a B. Misalnya Rike jadi A and then Febby jadi B. Trus kalian harus membuat dialog berdasarkan kalimat ini, kira-kira dialognya seperti apa? Gunakan ekspresi yang tadi kita diskusikan."

S<sub>1</sub> : "Excuse me, do you know where is the teacher room?"

R : "Yes, good, and then how about B's answer?"

S<sub>2</sub> : "*Sebelahnya ruang musik di depan aula. Ngomongnya gimana tu, Miss?*"

R : "It is..."

S<sub>2</sub> : "...beside..."

R : "Yes, then how we say '*ruang musik*' in English?"

S<sub>2</sub> : "It is beside music room... *di depan aula?*"

S<sub>3</sub> : "...in front of the *Aula*. *Aula apa Miss Bahasa Inggrisnya?*"

R : "Yap, that's very good. We call it in English as 'hall'. So, *gimana coba kalimat tadi disambung ayok bareng-bareng.*"

Ss : "It is beside the music room, in front of the hall."

R : "Good job! *Nah, kurang lebih begitu contohnya, udah mudeng kan ya?* Okay, now do you understand everybody?"

"Yeeess, Miss," most of the girls answered and the boys still did not understand the instruction.

(Vignette 3, Apr 11, 2014)

The students worked in pairs and were enthusiastically doing the activity.

The cue cards were distributed to the students, a pair of students got a pair of cards. Each pair got the different topic that is distributed randomly. They were asked to make a dialogue and write the draft down for about 20 minutes. During the process of making a dialogue based on the cue cards, they asked some questions about how to translate the Indonesian expressions to English or just asked the pronunciation of the words. It can be revealed in the following vignette.

**R= Researcher**

**Ss= Students**

**ET= English Teacher**

...

"Miss, *kalau mau ngomong 'ada yang bisa saya bantu' gitu gimana, Miss?*" one student asked.

"*Coba dibuka lagi kemarin kan sudah diajarin Ma'am Tavip caranya menawarkan bantuan?*" R asked her to open the previous material given by ET.

"*Oh iya, Miss. Can I help you, ya?*"

"*Naaahh, smart. But, bacanya /kən/ bukan /kʌn/, got it?*" R corrected the students' mispronounce.

And another student rose his hand, "Miss, questions, Miss."

"Yes, Dito?"

"Miss *ini bacanya gimana, Miss? 'Luggage' ini, Miss?*" a student asked for the pronunciation of a strange word for him.

"*/lʌgɪdʒ/ okay? Come on, repeat after me! /lʌgɪdʒ/ !*" R asked him to repeat the word after her.

"*/lʌgɪdʒ/. Artinya koper besar ya, Miss?*"

"Yep, clever boy!"

(Vignette 3, Apr 11, 2014)



**Figure 3: The students ask the teacher when they are in the process of making a dialogue based on the cue cards.**

In the next activity, after the students had finished their draft, the researcher let the students to perform the conversation in pairs in front of the classroom, they both acted as strangers, and have a dialog with the topic and situation as given by her on the cue cards. They should be conversing as the role given.

The cue cards seemed to successfully help them to generate the idea to speak, they started imagining the situation mentioned in the cards and directly made the dialogue in pairs. They also enthusiastically tried to memorize the dialogue which they have made, while the collaborator had a job to record the conversation of the students. Generally, the students could work together well.

They also enjoyed the activity. It could be seen in the following interview transcript.

<b>R= Researcher</b>	<b>S= Students</b>
R	: “ <i>Masih inget gak tadi dapet kartu yang topiknya tentang apa?</i> ” (Do you like the English learning process like we did just now?)
S <sub>4</sub>	: “ <i>Tadi aku dapet yang bantuin bawa koper, Miss.</i> ” (I got the cue card which is I have to help someone bring his luggage as the topic.)
R	: “ <i>Susah gak menurut kamu topiknya?</i> ” (Is the topic difficult for you?)
S <sub>4</sub>	: “ <i>Em... susahnya pas bingung gimana ngomongnya pake Bahasa Inggris itu lho, Miss.</i> ” (I found a difficulty when I should translate to English.)
R	: “ <i>Tapi kalau mengartikan kalimat yang ada di kartunya, susah dipahami gak?</i> ” (But when you translate the sentence on the cue cards, is it also difficult for you to understand?)
S <sub>4</sub>	: “ <i>Ya tadi itu, Miss. Gak tau artinya ‘luggage’ apa.</i> ” (Like what I asked before, I did not know what ‘luggage’ means.)
R	: “ <i>Tapi senang gak sama aktivitas berbicara kayak tadi?</i> ” (So, did you enjoy the activity?)
S <sub>4</sub>	: “ <i>Seneng, Miss.</i> ” (Yes, I did.)

(Interview Transcript 5)

R	: “ <i>Sabrina, asik gak waktu Miss kasih kegiatan kayak tadi?</i> ” (What do you think about the English learning process like we did just now?)
S <sub>5</sub>	: “ <i>Asik sih, Miss. Tapi malu e Miss, nek banyak salah gimana?</i> ” (It was fun. But I feel shy if I will make some mistakes.)
R	: “ <i>Gak usah takut salah, namanya juga belajar. Nanti kan jadi tau salahnya dimana, trus besok jadi lebih baik lagi.</i> ” (Do not be afraid to make mistakes. It could make you learn to be better.)

(Interview Transcript 6)

The activity was interesting. Even though, they admitted that they were still afraid to make some mistakes in speaking because of their limited vocabulary. Then, she asked them to prepare themselves to speak up more confidently and motivated them to never be afraid to make mistakes, because mistakes should make a better performance for the next meeting.

### ***Meeting 2***

In the second meeting, the class was started by question and answer about the topic in the previous meeting. Some students still mispronounced some vocabulary in their last performance. The researcher corrected the students' pronunciation before continuing the lesson.

The students also asked about the cue cards that they use as the media in learning speaking in the last meeting. Most of them said that the cards help them in generating ideas from the clues written in the cards. But, one student admitted that he tried to cheat when conversing in front of the classroom. It could be inferred from the vignette below.

<b>R= Researcher</b>	<b>Ss= Students</b>	<b>ET= English Teacher</b>
<p>...She asked the Ss what they did in the previous meeting. The Ss answered that they were conversing in pairs and acted like did not know each other. Then R asked the Ss' that the cue cards were helping them in what way. Most of them answered that the cards help to find a clue that they wanted to talk about. "<i>Bisa nulis pertanyaannya di belakang kartunya</i>, Miss. (We could write what will we say in the back of the card.)" one student said that they use the card to write the sentences that he wanted to cheat when conversing in front of the classroom.</p> <p>"Nooo, <i>gunanya pakai kartu bukan buat contekan ya. Kalau begitu kapan bisanya ngomong pake English dong</i>, (No, the cards is not for cheating. If you're still like that, you'll never be able to speak English.)"</p> <p>...</p>		
(Vignette 4, Apr 22, 2014)		

Some students wrote their dialogue scripts on the back side of the cards, so they could read it when they performed speaking in front of the classroom. The researcher then explained to him that the use of the cards was to guide them to



generate the ideas of the topic they would speak about, and it provided the clue of what they have to do or what they have to be.

Then, the researcher told the students about the topic of the day, which was entitled 'What is your Favorite?'. The cue cards that would be used was different from the last meeting. It contained QRFH {**Q**uestions (Topic), **R**esponse (Echo), **F**ollow-up question, and '**H**ow about you?' question} conversation pattern. The rule of the activity was told by using bilingual language to make the students easily understand it. The students were divided into groups of four and each student got a different job. She asked them to read the sentence on the card carefully and tried to understand what the cue cards were about. The student who got a 'Questions (Topic)' card started to choose a topic from the list that the researcher wrote on the board and think about what he/she wanted to ask another student. Then, any student, in any order, can continue the conversation by responding (playing an "Echo" card), asking a Follow-up question, or changing the speaker (playing a "How about you?" card).

The researcher wrote the list of the topic on the board that consist of the favorite things based on the discussion with the students' wants before, they are: (1) the hobby, (2) the favorite movie, (3) the favorite football player, (4) the favorite music, (5) the favorite actress/actor, (6) the favorite place, and (7) the favorite teacher. She labelled the group orderly with numbers, so the first group will get the first list of the topic. Some students who had not understood the rules yet, rose their hand and asked for the detailed explanation.

The activity was successful to make the students collaboratively engaged in the group work. They discussed about the topic would be conversed about. While the collaborator prepared for the camera in front of the classroom, the researcher walked around the classroom controlling the group work. But, some of the group of boys refused to do the task. Then she paid more attention to the group of boys until they understood the rule and started to make a draft. The boys on the back row had a very low motivation in learning English, while the others were enthusiastic to learn. It can be revealed from the following vignettes.

<b>R= Researcher</b>	<b>Ss= Students</b>	<b>ET= English Teacher</b>
<p>...“Come on, you guys are smart. You can do it, <i>kalian itu sebenarnya bisa, cuma males aja kalau suruh mendengarkan terus nanti gak tau suruh apa, rame sendiri dan giliran maju, gak bisa.</i>”</p> <p>“<i>Lha wong gak iso kok, Miss. Ra dong e, (I cannot do it, Miss. I don’t understand.)</i>” one of them answered.</p> <p>“<i>Makanya dengerin kalau Miss sedang menerangkan di depan kelas. If you are listening carefully, and you do like what your friends did, kalian pasti bisa. Temen-temennya aja bisa, berarti kalian juga bisa. Come on, salah gak papa kok.</i>” R tried to motivate the boys to make them confident in learning English. Then they did the task under the R’s control. R’s peer also helped her to answer the other Ss’ questions.</p> <p>...</p>		
(Vignette 4, Apr 22, 2014)		

The students finished their draft for about 20 minutes. But they were refused to perform in front of the class for the first. Then the researcher pointed one group of girls to perform first. At first, the students were hesitated to start the conversation when performing the dialogue. They spoke slowly in front of the class, while the others on the seats spoke louder than them. The class became a bit

noisy. So, the collaborator who recorded the students' performance in front of the classroom tried to ask them to speak louder, while the researcher walked around the classroom to reduce the noise.

The activity provided chances for the students to speak in a group. They organized the turn of each person to speak. Even though the cards defined who speak first, and who speak then, but they should still divide the turn of each person in order to get a similar participation in speaking.



**Figure 4: The students perform the dialogue in front of the classroom.**

However, there were still some weaknesses from the implementation of the activity. Their voices in the recording were not clearly heard because of some noises from the other students. Several students still cheated by writing the sentences on their hand. But even they read the sentences, they still mispronounced some words.

### c. Reflection

After implementing the cue cards as the media in the speaking teaching and learning process, the researcher discussed the process of Cycle I and the result of the students' speaking with the teacher and collaborator. The result of the discussion was the plan for what the researcher was going to do in Cycle II.

The researcher found some feedback of the implementation of the use of cue cards in Cycle I. It was found that the students' motivation in learning English increased. Based on the vignettes in the first meeting until the second meeting, the students were excited when they discussed in making a dialogue to be performed. The cue cards helped them in generating ideas and giving them clue of what they should speak about. Besides, cue cards eased them in imagining the situation of the dialogue in the real communication. The interview transcripts inferred the students' improvement in Cycle I.

R= Researcher	S= Student
R : “ <i>Suka gak bikin dialog kayak kemarin trus dipraktekin di depan kelas?</i> ” (Do you like to make a dialog and perform it in front of the classroom like we did yesterday?)	
S <sub>6</sub> : “ <i>Suka sih, Miss. Tapi kadang grogi, takut lupa dialognya pas maju.</i> ” (I like it but I am still nervous because I am afraid I'll forget the dialog when perform it in front of the classroom.)	
R : “ <i>Kenapa grogi? Kan udah ada clue nya di kartunya to?</i> ” (Why is it so? There have been a clue in the cue card.)	
S <sub>6</sub> : “ <i>Iya sih, Miss. Ekspresinya itu lho yang kadang lupa.</i> ” (Yes, that's true, but I forgot the expressions sometimes.)	
R : “ <i>Em... lebih enak mana waktu disuruh bikin dialog pake kartu sama enggak?</i> ” (Which one did you prefer whether you have to make a dialog with or without cards?)	
S <sub>6</sub> : “ <i>Enak pas pake kartu sih, Miss. Jadi gak bingung mau ngomong apa. Pas kemarin suruh ngarang dialog itu malah temen sekelompok juga pada bingung mau ngomongin apa, jadi buang-buang waktu gitu lah.</i> ” (I like when it used the cue cards. So, I no need to be confused what we will talk about, while when we	

have to make a dialog without cards, it was wasting time for just thinking what we will talk about.)

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(Interview Transcript 7)

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R : “*Suka gak sih belajar speaking English kayak kemarin?*” (Do you like to speak English like we did yesterday?)

S<sub>7</sub> : “*Lumayan, Miss. Sithik-sithik dadi iso ngomong Inggris. Tapi kadang ya masih malu, Miss.*” (I like it. I become dare to speak English, even though I feel shy sometimes.)

R : “*Emang tadinya gak bisa?*” (Don’t you dare to speak English before this?)

S<sub>7</sub> : “*Yaaa gimana ya, Miss. Susah ngomongnya, takut salah, malu juga. Biasanya cuma baca sih.*” (I found it difficult in speaking English, I am afraid to make mistakes, and I feel shy to speak in front of the class. Because we usually just read from the textbooks.)

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(Interview Transcript 8)

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The students admitted that they found some benefits in using cue cards in their speaking. Some students said that they found it easier to generate ideas about what they had to speak about. They can more easily develop their dialogues based on the clue given on the cue cards. They also felt that their pronunciation in English become more fluent. In this case, the pronunciation drill that the researcher gave to the students before they had to perform their ability to speak could increase their fluency, and their pronunciations were also getting better. Another student admitted that their confidence and motivation to speak increased. They enjoyed the teaching and learning process and they had willingness to speak.

Furthermore, from the interviews, the researcher tried to find out whether the implementation of cue cards made their speaking better or not. It can be inferred in the following interview transcript.

---

**R= Researcher**


---

**S= Student**


---

...

R : “*Kalo menurut kamu selama belajar Bahasa Inggris sama Miss gimana?*”  
(in your opinion, what do you feel when learning English with me?)

S<sub>8</sub> : “*Enak, Miss. Menurutku aku lebih seneng kalau diajar Bahasa Inggris sama, Miss.*” (I like it, Miss. I prefer to be taught by you.)

R : “*Emang bedanya apa sama pelajaran Bahasa Inggris biasanya?*” (What’s the difference with the usual English lesson?)

S<sub>8</sub> : “*Biasanya aku gak mudeng, Miss kalau diajar sama Ma’am Tavip, agak kecepetan. Kadang belum jelas tentang materi sebelumnya, udah ganti materi lagi. Kalau kemarin seneng, Miss ngajarinnya pelan kan jadi mudeng gitu, trus aku jadi bisa ngomong pake Bahasa Inggris. Kayaknya kalau lancar ngomongnya tuh keren gitu, Miss. Hehe..*” (I usually cannot catch the materials given by the teacher. She was too fast in teaching us, she give the other materials when I have not got the previous one. While when you taught me slowly, I can follow the lesson well and I can speak English. I think it will be cool if I speak English more fluently.)

(Interview Transcript 9)

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By the finding above, it can be concluded that cue cards worked well for the teaching and learning process of speaking. However, the students’ speaking ability had not been significantly improved. Some weaknesses were found during the implementation of the actions. First, some students were still not confident to speak. And the second, the researcher found that the students’ ability in arranging good sentences in English were still low. Meanwhile, the researcher took the last task in Cycle I as the post-test in Cycle I.

After conducting a discussion, the researcher, the English teacher, and the collaborator decided to continue the research to Cycle II to solve some weaknesses appearing in Cycle I. It was also expected to get more improvement of some aspects, such as pronunciation, vocabulary mastery, and grammar.

## **2. The Report of Cycle II**

### **a. Planning**

In Cycle II, the researcher still used the cue cards to improve the students' speaking ability. In the previous cycle, the students showed some improvements related to their speaking ability. However, some students still found difficulties in learning speaking. In Cycle II, it was expected to give better improvements for all of the students in Class VIII F. However the problems still could be optimized in this cycle.

The researcher and the collaborator still used PPP as the teaching method to be applied in this cycle. They changed the basic competence became starting, extending, and ending the conversation on the phone. They also planned the course grid, the lesson plans, the materials, and the cue cards to be used in the speaking teaching and learning process. This cycle was conducted in two meetings, on April 25<sup>th</sup> and April 26<sup>th</sup>, 2014. The time allocation of each meeting was 80 minutes (2x40minutes).

The first lesson plan contained some cue cards and materials for the students. In the first lesson plan, the researcher put some expressions that were commonly used in the real communication on the phone. The students were grouped in pairs and got a pair of cards. After that, they were asked to make a dialogue based on the clues in the cards they have got. In the last activity which was also the main activity of the speaking learning process, the students performed the dialogue in front of the classroom orally.

The second lesson plan contained some cue cards that required the students to be grouped of three. A group got a cue card. Each card consists of three situational sentences which were related one another. The students were asked to make a dialogue which would be performed as the role given in the cue cards. The students had a chance to speak by turns in front of the classroom. It is adapted from 'The Telephone Tennis Game Rules' proposed by Wilson (2009).

#### **b. Actions and Observation in Cycle II**

##### ***Meeting 1***

The researcher started the first meeting of this cycle by questioning and answering about the topic in the previous meeting. It was to measure the students' understanding related to materials before. But only some students answered the questions. It was Friday and the class was quite noisy because English was the last subject.

The researcher introduced the new topic that will be learned by the students, it was 'Making Telephone Calls'. Before giving some materials, the researcher had a little discussion with the students about the topic of the day. Some students asked for the rewards that they would get if they could speak better than they did in the last meeting. She then promised to give them rewards if they get the good mark. The vignette below contains a note describing the class situation in the beginning of the English lesson.



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**R= Researcher**
**Ss= Students**
**ET= English Teacher**


---

...

“*Dialog pake kartu lagi ya, Miss?*” one student asked.

“Yes, sure! *Kan biar bisa lancar ngomong English nya,*”

“*Ada hadiahnya gak, Miss?*”

“*Pasti ada, makanya belajar dulu sampai bisa, Miss janji bakal ada hadiahnya, deal ya? Okay, today we will learn how to start, extend, and end the conversation on the phone. Kalau kemarin kan percakapan langsung, nah kalau sekarang kita belajar ngobrol di telepon ceritanya. Biasanya kalau di telepon how to start the conversation?*”

Ss : “Hallo?”, “Hallo, *assalamualaikum?*”

R : “Who speak ‘hallo’ first? *Yang telepon atau yang di telepon?*”

Ss : “*Yang nerima telepon, Miss!*”

R : “Yes, smart! And then *abis ‘hallo’ biasanya ngomong apa?*”

S<sub>1</sub> : “*Bisa bicara dengan...*”

S<sub>2</sub> : “*Amanda nya ada?*”

R : “So, how we said in English?”

S<sub>3</sub> : “Can I speak with ...?”

R : “Speak with or speak to, Dennis?”

S<sub>3</sub> : “*Oh iya ding, Miss. Can I speak to ...?*”

R : “Good, smart!”

...

(Vignette 5, Apr 25, 2014)

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The students were nervous to answer the questions because they were afraid of making mistakes. Then, after the researcher tried to encourage them to speak and said that making mistakes were common in the teaching and learning process, they started to be more confident. After that, the students were asked about their conversation in the real communication on the phone. In the real world, we know that the phone was not always handed by the person we would speak to. It may be handed by someone we may not know. Therefore, the students were asked about the possible responses if the phone handed by unknown someone. Most of the students answered in Indonesian, then, it was translated word by word first. The researcher helped them to correct the sentence. The

question and answer session about starting, extending, and ending the conversation on the phone was continued until they found some expressions that mostly used in the real world.

The researcher wrote the expressions on the white board, and discussed the possible responses. She divided the white board into 4 columns, they consisted of starting conversation on the phone, the possible responses, extending the conversation on the phone (how to make a conversation longer), and ending the conversation on the phone. She listed some expressions that were mostly used. The students also wrote the expressions on their note book. She read the expressions on the board aloud and asked the students to repeat after her several times until they said by using the appropriate pronunciation and accuracy in speaking. She also tried to make a small conversation with the randomly chosen students. They acted as two persons that were communicated by phone.

Like what the researcher did in the previous meeting, the next activity was making a dialogue based on the clue given on the cue cards. The students worked in pairs. One student gave her opinion that she wanted to change her pair and the researcher agreed. The following vignette infers the situation in the class.

---

**R= Researcher**

**Ss= Students**

**ET= English Teacher**

---

...

And another student said, “Miss *mbok dituker pasangannya* Miss *biar gak bosen*.”

“That’s a good idea! *Gimana teman-teman, pasangannya dituker ya biar gak sama itu-itu terus?*”

Some Ss seemed did not agree to change their pair, but R divided them in different pairs. She made a deal with each student to make sure that they were comfortable in doing pair work with his/her chosen friend.

...

(Vignette 5, Apr 25, 2014)

The researcher monitored the run of making the dialogue process. Some students walked around the classroom to borrow the electronic dictionary from their friends, while some others rose their hands to ask some questions to the researcher or the collaborator. The class became a bit noisy, but generally, they enjoyed the activity. It could be inferred from the interview transcript below.

<b>R= Researcher</b>	<b>S= Student</b>
...	
R	: “ <i>Tadi kegiatannya ngapain aja dek?</i> ” (What did you do in the English speaking class today?)
S <sub>9</sub>	: “ <i>Tadi bikin percakapan di telepon, Miss.</i> ” (I made a dialogue about conversation on the phone.)
R	: “ <i>Trus buka percakapannya gimana? Coba Jati?</i> ” (And how did you start the conversation? Try it, Jati.)
S <sub>9</sub>	: “Hello, can I speak to...?”
R	: “Good. <i>Tadi asik gak?</i> ” (How was the activity?)
S <sub>9</sub>	: “ <i>Asik, Miss.</i> ” (It was fun.)
R	: “ <i>Susah gak bikin dialognya?</i> ” (Was the dialogue difficult?)
S <sub>9</sub>	: “ <i>Gak sih, Miss. Kan udah diajarin.</i> ” (No, you have thought us.)

(Interview Transcript 10)

They were also highly motivated to perform in front of the class first. Due to the previous meeting's recordings of the students' performances did not clearly catch the voice of the students, the researcher and the collaborator decided to record the students outside the classroom. It was aimed to avoid the noise disturbance of the other students in the classroom.



**Figure 5: The students perform their speaking outside the classroom.**

### *Meeting 2*

The topic in the second meeting of Cycle II was inviting someone by phone. The researcher started the class by questioning and answering about the topic in the previous meeting which would still be learnt in this meeting. She asked the students to open their note books from the previous meeting, and recalled the expression that they used in performing speaking. There were some students still mispronounced the words. The following vignette describes the situation in the classroom.

---

**R= Researcher**

**Ss= Students**

**ET= English Teacher**

---

...

The students were asked to read their note from the materials of the previous meeting.

“Could I speak to..., please?”

“Can I speak to..., please?”

“May I speak to..., please?” some students pronounce ‘May’ as /mAI/ instead of saying /meɪ/. The researcher corrected the students’ pronunciation.

“It should be /meɪ/, not /mʌɪ/. Come on everybody repeat after me! /meɪ/. May I speak to...?”

...

(Vignette 6, Apr 26, 2014)

Most of the students paid attention to the researcher’s explanation in correcting the students’ mispronounced. They practiced the expression repeatedly until they said the appropriate pronunciation. After that, the researcher did a small conversation with the students. They were more fluent in responding the expressions.

Before doing the main activity, the students were asked whether they have experienced in inviting someone or invited by someone by phone. They were enthusiastically answered the questions. Some students answered that they have invited by phone, chat, message, or even broadcast message. They told their own experience delightfully. Then the researcher told them the topic of the day was ‘Inviting Someone by Phone’. Questioning and answering with the students continued by asking them to recall the expressions of how to invite someone. It could be seen in the vignette below.

R= Researcher	Ss= Students	ET= English Teacher
---------------	--------------	---------------------

...

“In what event you’re usually invited by someone?” R asked to the Ss.

“Birthday.” one student answered.

“Yes, good. Any other events?”

“*Jadian, Miss. Kan makan-makan tuh,*” the class became a bit noisy in sudden because of one student’s answer.

“Okay, but any other event  *mungkin*? How about School Stage-Performance  *atau biasanya kita sebut pentas seni? Bisa kan? Or maybe family dinner juga bisa toh?*” R helped the Ss to give the examples of events.

“*Nah sekarang diinget-inget,* how the expressions to invite someone?”

“Would you come to...?”

“Could you join the event tonight?”

“Can you visit...?”

“Please come/visit/join...”

The Ss read their last semester materials of how to invite someone.

...

(Vignette 6, Apr 26, 2014)

Like usual, some students were chosen randomly to do a small conversation with the researcher. The conversation was about inviting someone by phone. And she acted as the person who called someone to invite them to attend her birthday party. The students put their hand on their right ear as like they hold a cell-phone in calling someone. They were happy and enjoyed the activity.



**Figure 6: The students put their hands on the right ear as if they were telephoning someone.**

In the next activity, the students worked in a group of three which was chosen randomly by the researcher. Every group consisted from boys and girls. It

was aimed in order to make the boys understand the rule as instructed by the girls. Since they were various in level of proficiency, not all of the members could work cooperatively in making a dialogue. But the researcher and the other members of the group helped them who got difficulties.

Each group performed their dialogues outside of the class. Some students tried to disturb their friends while doing the performance. The researcher controlled the students inside the classroom, while the collaborator handled and recorded a group of performing students outside the classroom. They struggled for the first turn to perform. It showed that their motivation in speaking increased. The class was ended after all the groups performed their dialogue. The interview transcript below shows the evidence.

<b>R= Researcher</b>	<b>S= Student</b>
...	
R : “ <i>Tadi kegiatannya gimana?</i> ” (What do you think about our class activity just now?)	
S <sub>10</sub> : “ <i>Seru, Miss, hehe. Besok lagi dong, Miss.</i> ” (It was fun. Will we do it again tomorrow?)	
(Interview Transcript 11)	
R : “ <i>Kalau pelajaran tadi gimana dek?</i> ” (How was the lesson today?)	
S <sub>11</sub> : “ <i>Enak, Miss. Mbok Miss ngajar aja terus disini.</i> ” (I enjoyed it. Would you keep teaching us again?)	
(Interview Transcript 12)	

### **c. Reflection**

After implementing actions in Cycle II, the students’ speaking skills improved. Firstly, the students’ pronunciation was improved and they seldom

mispronounced the words because they were always given pronunciation drill in the beginning of the lesson. Secondly, they students had better vocabulary mastery. They enriched their vocabulary mastery by having drill and making dialogues.

The basic competence was almost similar to the previous one, but in a different context. The students had to learn about the expressions of how to start, extend, and end the conversation on the phone. In the beginning of the lesson, they were given pronunciation and vocabulary drills related to the topic being discussed to stimulate them in enriching new words.

After conducting this cycle, there were some improvements related to the students' speaking ability. The students were more confident in speaking activity. They showed great willingness to speak in English although some of the students were still a bit shy to speak in front of the classroom. The students could perform their speaking naturally without reading the dialogue script.



**Figure 7: The students perform their speaking.**



The students showed their enthusiasm in learning speaking by using cue cards. They could easily understand the instruction in them. Their motivation in speaking was clearly increased. It could be seen that in the end of the Cycle II, they were struggling to perform speaking. As we know, in the Cycle I, they were still lack of confidence in performing speaking. The following transcript shows the students' feeling related to the speaking practice by using cue cards.

R= Researcher	S= Student
...	
R : “ <i>Selama beberapa meeting kemarin kan Miss yang ngajar Bahasa Inggris, menurut kamu gimana?</i> ” (We have learned English together for some meetings. What do you think?)	
S <sub>12</sub> : “ <i>Penak e, Miss. Jadi mudeng gitu.</i> ” (I enjoyed the class. I became understand the materials.)	
R : “ <i>Ada kesulitan gak selama praktek berbicara?</i> ” (Is there any the obstacles you met in practicing speaking?)	
S <sub>12</sub> : “ <i>Gak sih, Miss. Cuma kadang lupa sama dialognya aja.</i> ” (No, I just forgot the dialogue sometimes.)	
R : “ <i>Tapi menurut kamu kemampuan ngomong Bahasa Inggrisnya jadi meningkat gak?</i> ” (in your opinion, is it increase your English speaking ability?)	
S <sub>12</sub> : “ <i>Banget, Miss. Kan sebelumnya cuma baca aja jadi cepet lupa, nah kalo kemaren kan praktek terus jadi sampe sekarang juga inget.</i> ” (It was quite increased. I just read before, so I easily forgot the expressions. But now since we have practiced some time, I remember it till now.)	
R : “ <i>Ngomongnya lebih enak pake kartu atau ngarang sendiri?</i> ” (Which one is better? Using cards to guide you making a dialogue, or you made the dialogue by your own?)	
S <sub>12</sub> : “ <i>Pake kartu, Miss. Kalo suruh ngarang malah susah, bingung.</i> ” (Using cards. if I am asked to make my own, I just confused what I am going to talk about.)	
R : “ <i>Trus pengen gak kalau kelas speaking gini gurunya pake kartu atau media-media yang lain?</i> ” (Do you want your teacher use the cards in speaking class?)	
S <sub>12</sub> : “ <i>Aku sih mau-mau aja, Miss.</i> ” (Yes, I want.)	

(Interview Transcript 13)

R : “Kemampuan berbicaranya jadi meningkat gak?” (Do you think you have made improvement in speaking?)

S<sub>13</sub> : “Iya, Miss. Tadinya malu kalo disuruh ngomong di depan kelas takut salah, sekarang udah gak gitu malu sih.” (Yes. Before this, I feel shy every time I should speak in front of the class, I am afraid of making mistakes. But now I became dare to speak.)

R : “Trus seneng gak pake media kartu kayak tadi?” (Do you think using the cue cards as the media is fun?)

S<sub>13</sub> : “Seneng, Miss. Gambarnya lucu-lucu.” (I love it. The pictures were cute.)

(Interview Transcript 14)

In summary, some improvements were made after Cycle II. The following table shows the comparison of the situation after Cycle I and Cycle II.

**Table 5: The Comparisons of the Situations after Cycle I and Cycle II.**

No.	After Cycle I	After Cycle II
1.	Some students could easily generate the ideas from the clue given in the cue cards.	All of the students got quickly understand the clues.
2.	Some students were willing to practice speaking with much encouragement. However, some students still lacked of confidence. They were afraid of making mistakes.	All of the students showed their effort to speak English. Their confidence in speaking was improved. They were struggling with their friends to practice speaking firstly. Moreover, they could help each other in correcting mistakes.
3.	Some students understood the meaning of some words after vocabulary drill.	All of the students could identify the meaning of some words.
4.	The students became more aware of their pronunciations and expressions after the drills.	The speaking practices made the students more aware to improve their speaking ability.
5.	The implementation of cue cards makes the students to practice a dialogue in pair or group work in each meeting.	All of the students became more accustomed to practice speaking and their motivation in speaking was also increased.

6.	Some interesting activities were implemented in the class. They should perform the dialogue in front of the classroom in each meeting.	The more various activities and cue cards were used to avoid the students' boredom. They practiced speaking with their different partner in each meeting.
7.	The cue cards and the recording were implemented as the media which supported the students to practice speaking.	The more various cue cards were used to attract the students' interest. They showed more enthusiasm in understanding the clues on the cue cards.
8.	Pair work and group work were implemented in doing a task. The students worked together to solve the clue and make the dialogues.	The students worked cooperatively in pair or group work. They could help each other in understanding the clues.

### C. General Findings and Discussions

This section consists of the findings of the research in the form of qualitative and quantitative data. The qualitative data deal with the general findings of the result in each cycle, while the quantitative data present in the form of the students' scores of the pre-test and the post-test. The data in this part show the findings collected during Cycle I and Cycle II, how the changes were made, and the results of the change after each cycle.

The problem of the English teaching and learning process of speaking in Class VIII F before the implementation of the actions was the students' low speaking ability caused by the lack of speaking practice done in the learning process. It caused the limited chances for the students to have speaking practice because the teaching technique used in the classroom did not stimulate them to have opportunities to speak in English. The students also had a problem related to self-confidence when they were to speak in English. It made them nervous so they

cannot speak fluently. Therefore, the actions to overcome the problems were needed to be applied to improve the students' speaking ability.

Cue cards were chosen to improve the students' speaking ability because it was expected to provide wider opportunities for the students to participate. By providing opportunities to speak English, the students were expected to improve their speaking ability. This media allowed the students to generate the ideas to speak and they could actively participate in speaking activity. It is expected that cue cards could help the students think themselves as real participants in the situation so they can explore their imagination while practicing their speaking.

Cue cards also provided them to do some interaction by working in pairs or groups in the classroom. It stimulated them to involve themselves in the speaking activity and be motivated to speak English which was beneficial to increase their self-confidence. Mora (1994) states that the situational sentences that had been printed on each cue card, which is different from one group/pairs and another will help the students to initiate the conversation. Especially when they are lack of ideas how to start a conversation, what it is about, and so on. However, they also should have the freedom to form their own questions and answers as creative as possible.

Before the implementation of the speaking activities, the students were presented the recording and expressions that would be used later. The drills were done to help them develop their accuracy and prepare them to the speaking performance (Littlewood in Richards, 2006:18).

Pronunciation drills were also done to strengthen the students' pronunciation. Brown (2001: 272) proposes that drills are part of communication activities and it offers an opportunity for the students to listen and repeat the words orally.

In the end of the lesson, a reflection was done to discuss about what the students had learned and the difficulties they found in the teaching and learning process. The students were given some feedbacks related to the students' participation during the class. She gave the right pronunciation of some words that had been mentioned by the students. She appreciated those who participated actively during the practices and also supported the students to be more motivated in the next class. The following descriptions are the findings on the use of cue cards in improving students' speaking ability.

#### **a.) Cycle I**

All of the students joined the activities in the Cycle I. The topics were 'Meeting a Stranger' and 'What is Your Favorite?'. They were given some new vocabulary and expressions related to the topic. They were also did pronunciation drills before having speaking practice. The students were excited to discuss with their friends and the researcher about the clues in the cue cards but when it came to the speaking practices, some of the students showed their unwillingness to speak in English. The students needed more time to be encouraged in speaking English. Some of them were shy and some others were nervous although they

worked in pairs. They were afraid to make mistakes because they usually just read aloud from the textbook when they were asked to speak in English. Furthermore, in this cycle, they students mostly read the text when they performed in front of the class.

### **b.) Cycle II**

In Cycle II, the researcher gave two different topics. They were about 'Making Telephone Calls' and 'Inviting Someone by Phone'. Even though the topic was different from the Cycle I, the students still had similar activities to the previous one. It was aimed to make them practice more. They were asked to pronounce some words, to classify the expressions, and to perform the dialogue which they have made based on the cue cards. They were more enthusiastic because they had practiced it before. Some drills were still used because they found some new words and expressions. The students worked in pairs and groups in making the dialogues. Before performing, they were given several minutes to practice their dialogue. After all of the students were ready, the researcher asked them to perform in front of the classroom.

In performing speaking, all of the students were struggling with their friends to perform first. They also more fluently in expressing the dialogue based on the context given on the cue cards. They could perform the dialogue in pairs in front of the classroom very well because they did some practices in the previous cycle. The students' speaking ability was improved well.

**Table 6: The Changes (before and after the implementation)**

No.	Before the cue cards were implemented	After the cue cards were implemented	
		Cycle I	Cycle II
1.	The students lacked ideas to speak about.	Some students could easily generate the ideas from the clue given in the cue cards.	All of the students got quickly understand the clues.
2.	The students had low confidence to speak English.	Some students were willing to practice speaking with much encouragement. However, some students still lacked of confidence. They were afraid of making mistakes.	All of the students showed their effort to speak English. Their confidence in speaking was improved. They were struggling with their friends to practice speaking firstly. Moreover, they could help each other in correcting mistakes.
3.	The students had low vocabulary mastery.	Some students understood the meaning of some words after vocabulary drill.	All of the students could identify the meaning of some words.
4.	The students got difficulties in pronouncing some words.	The students became more aware of their pronunciations and expressions after the drills.	The speaking practices made the students more aware to improve their speaking ability.
5.	The students were rarely asked to practice speaking.	The implementation of cue cards makes the students to practice a dialogue in pair or group work in each meeting.	All of the students became more accustomed to practice speaking and their motivation in speaking was also increased.
6.	The activities in the speaking class only focused on the pronunciation drill with some repetition and doing some written tasks.	Some interesting activities were implemented in the class. They should perform the dialogue in front of the classroom in each meeting.	The more various activities and cue cards were used to avoid the students' boredom. They practiced speaking with their different partner in each meeting.
7.	The media used in the teaching and learning process did not support the students to practice speaking.	The cue cards and the recording were implemented as the media which supported the students to practice speaking.	The more various cue cards were used to attract the students' interest. They showed more enthusiasm in understanding the clues on the cue cards.
8.	The materials did not stimulate the students to interact with others so the students cannot	Pair work and group work were implemented in doing a task. The students worked together to solve the clue	The students worked cooperatively in pair or group work. They could help each other in

	communicate to each other actively.	and make the dialogues.	understanding the clues.
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### c.) The Students' Speaking Scores

In this section, the researcher discusses the quantitative data. They were in the form of the students' score of the pre-test, progress test, and post-test. The progress test were gained from the last student' speaking performance in Cycle I, while the post-test scores were gained from the last students' performance in Cycle II. She shows the general finding of students' scores in four aspects of speaking, namely, fluency, pronunciation, accuracy, and vocabulary. The output of the data is presented as follows:

**Table 7: The Result of the Students' Speaking Scores  
in the Pre-test in Each Aspect**

<b>Rater</b>	<b>Fluency</b>	<b>Pronunciation</b>	<b>Accuracy</b>	<b>Vocabulary</b>
1	3.94	3.53	3.00	3.06
2	4.09	3.81	3.12	3.12
<b>Mean score</b>	<b>4.01</b>	<b>3.67</b>	<b>3.06</b>	<b>3.09</b>

**Table 8: The Result of the Students' Speaking Scores  
in the Progress test in Each Aspect**

<b>Rater</b>	<b>Fluency</b>	<b>Pronunciation</b>	<b>Accuracy</b>	<b>Vocabulary</b>
1	4.84	4.45	4.22	4.06
2	4.87	4.67	4.39	4.16
<b>Mean score</b>	<b>4.85</b>	<b>4.56</b>	<b>4.30</b>	<b>4.11</b>



**Table 9: The Result of the Students' Speaking Scores  
in the Post-test in Each Aspect**

<b>Rater</b>	<b>Fluency</b>	<b>Pronunciation</b>	<b>Accuracy</b>	<b>Vocabulary</b>
1	6.28	5.78	5.68	5.78
2	6.41	6.03	5.87	6.12
<b>Mean score</b>	<b>6.34</b>	<b>5.91</b>	<b>5.78</b>	<b>5.95</b>

In the pre-test, the students had low speaking ability. They made grammatical mistakes in most of the basic grammatical structure, like phrases, simple and compound sentences. They also could not deliver the dialogue fluently. Almost all of them were hesitant to speak in English. They had low vocabulary with poor pronunciation. Many of them refused to perform the speaking firstly since they were afraid in making mistakes.

After the implementation of cue cards in the Cycle I, the students' speaking skills had improved. The improvements could be seen from the result of the progress test. The students were more confident to speak in English. They were also actively engaged in the learning process. Some of them could easily generate the ideas from the clue given in the cue cards. During Cycle 1, they always learnt the vocabulary with the pronunciation in every meeting. Hence, the students' vocabulary increased and their pronunciation was getting better. Although many students still read notes or doing memorization all the time, they were not hesitant and fluent enough to perform the dialogue.

Thus, the implementation of cue cards in the Cycle II was successful to improve the students' speaking skills. The improvement revealed from the result of the students' speaking performance in the post-test. Based on the post-test, the students' speaking performance was getting better. Many students could easily understand the clues given on the cue cards. They were able to deliver the dialogue by using appropriate vocabulary. Thus, their pronunciation was also getting better. They were also actively engaged in the pair and group discussion. Thus, they were more confident and not shy anymore to perform in front of the class.

The following table presents the comparison of the students' mean scores in the pre-test, the progress test, and the post-test with the gain score of each aspect.

**Table 10: The Comparison of Students' Mean Scores in Four Aspects of Speaking in the Tests**

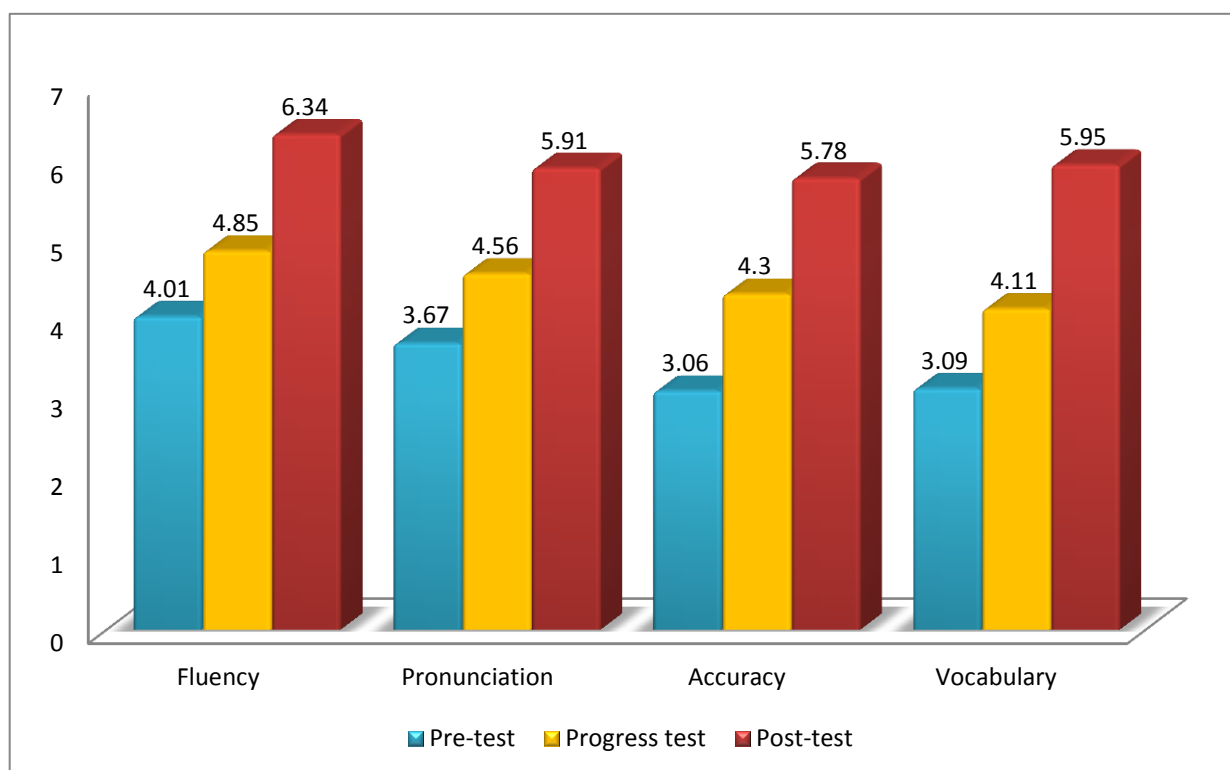
<b>Test</b>	<b>Fluency</b>	<b>Pronunciation</b>	<b>Accuracy</b>	<b>Vocabulary</b>
Pre-test	4.01	3.67	3.06	3.09
Progress test	4.85	4.56	4.30	4.11
Post-test	6.34	5.91	5.78	5.95
<b>Gained score</b>	<b>2.33</b>	<b>2.24</b>	<b>2.72</b>	<b>2.86</b>

From the table above, the students' mean scores in the speaking aspects increased after the implementation of the cue cards. The first aspect is fluency. The students' mean scores in fluency aspect increased 2.33 from 4.01 in the pre-test to 6.34 in the post-test. The next aspect is pronunciation, the students' mean

score increased 2.24 from 3.67 in the pre-test to 5.92 in the post-test. In accuracy aspect, the students' mean score in the pre-test is 3.06 meanwhile the mean score in the post-test is 5.78. Thus, the gained score is 2.72. The last aspect is vocabulary. In the pre-test, the students' mean score is 3.09 while in the post-test is 5.95. Therefore, the gained score is 2.86.

To conclude, the general finding of the students' improvement in the four aspects is visualized in the following chart.

**Figure 8: The students' mean scores in Pre-test, Progress test, and Post-test.**



## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **A. Conclusions**

The research was aimed to improve the students' speaking skills through cue cards. As stated in the discussion in the previous chapter, it can be concluded that the use of cue cards is successful in improving the students' speaking skills. In formulating the result, the qualitative data was gained from interview transcripts. It could be summarized as follows:

In Cycle I, cue cards were implemented and supported by some actions like drillings involving pronunciation, vocabularies, and expressions. Those actions were expected to improve the students' involvement in developing their speaking ability. However, some weaknesses still appeared during the implementation of actions in Cycle I. it was found that the speaking ability of the students was not really improved yet. The actions were continued in Cycle II with some improvement to solve some weaknesses appeared in Cycle I. According to the class observations and interviews, the students' speaking ability was significantly improved during the implementation of actions in Cycle II.

There were some changes as the results of the actions. The first change was related to the students. They showed the improvement on their pronunciation, grammar, vocabulary, and fluency in speaking. They also became more active in joining the speaking activity. Their confidence and motivation were also

improved. They could speak English without fear of making mistakes. Moreover, they could arrange the sentences better.

Related to the materials, activities, and media in the English speaking class, there were also some changes. The various materials were used in order to give the opportunity to the students to speak. The activity became more interesting since the media were implemented in every meeting. It is successfully encouraged the students to speak and to interact with others. The fun atmosphere in the class made the students felt comfortable to speak and developed their language ability.

## **B. Implications**

Based on the observation, the researcher found that the speaking activities in the classroom are rarely given and students' speaking ability is low. The students' speaking ability can be improved by providing adequate speaking practices that can stimulate them to speak English more frequently. Cue cards can be used as media in the teaching and learning process to make them accustomed to speaking English.

The use of cue cards in teaching speaking could improve the students' speaking ability. It implies that the teacher has to include the interesting and interactive pictures and topics inside the cards in order to give some clues for what the students will speak about. Therefore, the students can get more involved in group work. In addition, the students' interest towards the topic should be considered by the teacher so they get more motivated to join the speaking class.

However, the researcher believes that drillings involving pronunciation, vocabularies, and expressions, also play an important role in the implementation of the actions. Those speaking activities help to give some positive effects on the students' speaking ability. Firstly, the students are more motivated in learning speaking because they learn speaking in a fun way. Secondly, they work cooperatively because during the lesson, they work in pairs and groups. The use of pair and group work could improve the students' interaction with their friends. They could help each other to solve the task, they discussed about the topic, and they played the role as the teacher had given in the cue cards. It implies that the teacher has to encourage the students to work in pairs or groups. Thirdly, they are more confident to speak in English and lastly, they can improve their speaking ability.

### **C. Suggestions**

Based on the conclusions and implications above, some suggestions can be directed toward the English teacher, the students, and the other researchers. The suggestions are described as follows:

#### **1. For the English teachers in Junior High Schools**

The cue cards can be a good media for teaching English especially for improving the students' speaking ability. It can be used to teach language functions in an interesting way. It is important to provide interesting activities

to make the students keep paying attention to the teaching and learning process.

It is important for the English teacher to make some actions to respond the finding in the research. First, she needs to enrich herself with the knowledge of how to develop interesting media to encourage her students to speak up, so that she would not depend too much on the textbook. Second, she has to provide some activities in which all students can be involved in speaking activity. Third, various media should be used during the teaching and learning process since they make the teaching and learning process becomes more interesting. All of those actions will improve the quality of the English teaching and learning process especially the students' speaking ability. Therefore, the English teachers are suggested that they should use the cue cards as media to improve the students' speaking ability.

2. For the eighth grade students of Junior High School

Through the cue cards, the students are accustomed to practice speaking in English. The activities before practicing the dialogue should be followed by activities to make them improve their speaking ability such as drillings and others tasks. It is suggested that they should be engaged in the whole activities to improve their speaking ability. This technique also provides them models in communicating in their daily life using English.

3. For the other researchers

This study describes how the cue cards can be applied as media to improve the students' speaking ability. For other researchers who are interested in conducting research in the same field, the researcher suggests that they carefully examine the activities that will be used. They should also consider the English proficiency of the students and the aspects that should be focused more. This study may be used as one of the references before they conduct research related to the students' speaking ability.

4. For the material developer for Junior High School materials

Especially the material developer of the textbook for Junior High Schools, this study is expected to be useful as a need analysis to develop materials that suit students' needs. It can also give material developers pictures of the success of using cue cards as a teaching-learning media in the speaking class so they can create more activities deal with this kind of media.

5. For the course book writers for Junior High School

This study is expected to help the course book writers as a reference of the media that could be used for one of the speaking materials for Junior High School and it may give them consideration to promote the use of the cue cards as the media in supporting the students speaking practices.



#### 6. For the English Education Department

This study can be used as a reference for the next research. Besides, it can provide data and information as the reference for the development of English language teaching.

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# **APPENDICES**

# **A. VIGNETTES**

## VIGNETTES

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### VIGNETTE 1, April 1<sup>st</sup>, 2014

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#### Observation

#### Class VIII F of SMPN 2 Kalasan

**R= Researcher**

**Ss= Students**

**ET= English Teacher**

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R followed ET to the class VIII F at 7.00 a.m. The class was very noisy. Some Ss were still walked around outside the class and some others talked loudly inside the class. “*Pagi Ma’am! (Morning, Ma’am!)*” some Ss came to ET to shake hand and greeted her.

“Hi, Miss Shabrina! *Mau ngapain e, Miss? Ngajar lagi ya, Miss? (Hi, Miss Shabrina! What will you do here, Miss? Will you teach us again, Miss?)*” some Ss have already noticed the name of R since R did the teaching practicum in grade VIII F and E in the school on the previous semester.

ET asked the Ss to enter the class and sit down, “*Wes ayo, Aldi masuk kelas! (Come on, Aldi come in the class!)*”. ET asked R to sit down on the back row seats of the class. ET asked the captain of the class to prepare his friends to pray together, “*Drajat ayo disiapkan. (Drajat, lead the prayer, please.)*” The captain of the class leaded the prayer before the lesson started. ET greeted the class, “Good morning Ss!”. All of the Ss answered the greeting. ET asked Ss condition by saying, “How are you today?”. They responded by saying, “I’m fine, thank you. And you?”

“I’m fine, too.” ET answered. ET explained to the Ss that R would watch their teaching and learning process, “*Mbaknya yang di belakang itu mau melihat proses belajar Bahasa Inggris kalian, makanya jangan rame, pertemuan selanjutnya kalian akan diajarin sama mbak Shabrina ya. (The woman on the back wants to watch your learning English process, so do not be noisy, next meeting you would be taught by Miss Shabrina.)*” and then she began the lesson.

ET began the lesson. She opened the *LKS (Lembar Kerja Siswa)* Pioneer book. She reminded the Ss about the previous meeting’s topic about asking, giving, and refusing services/goods “*Coba dibuka LKSnya halaman 2. Kemarin kita belajar tentang meminta, memberi, dan menolak jasa atau barang. Ayo kita ulangi lagi dibaca dialognya bareng-bareng! Dua baris sebagai Lena, sisanya sebagai Wulan. (Let’s open your worksheet book page 2. Yesterday, we have learned about asking, giving, and refusing services or goods. Let’s repeat our lesson, read the dialogue together! Two rows as Lena, and the rest as Wulan.) Repeat after me!*”

Lena : “Wulan, could you help me turn off the fan?”

Wulan : “No problem.”

Lena : “Thanks. By the way, do you mind accompanying me to Renisa Book Store after school? I want to get the Conan newest comic.”

Wulan : “That sounds great but I must say sorry for it. I have to go home early. My mother is not so well, I’ve to help her doing the household chores.”

.....

“*Dari percakapan tadi isinya tentang apa? Siapa yang meminta jasa? Who is asking for the services? Lena or Wulan?*” ET asked the Ss.

“Lenaaaa...” some Ss answered surely.

“Look at page 3, *disitu ada tabel tentang bagaimana meminta, memberi, dan menolak bantuan atau jasa. Di baca dulu tabelnya.*” ET asked the Ss to read the table that consisted of the expressions of asking, giving, and refusing to give some help or goods.

“*Sudah ya? Kemudian dikerjakan latihan Activity 2 – Task 1, 20 menit, abis itu nanti Ma’am tunjuk satu persatu maju ke depan nulis jawabannya.*” ET then asked the Ss to do the task in the LKS.

While Ss did their task, ET went around the class to check their work and some time, some Ss use the chances to ask about their confusedness to ET. After 20 minutes later, ET asked the Ss randomly to write their answer on the board one by one. She discussed the answers whether it is true or false. After that, she read the dialog in the Task 1 loudly and asked the Ss to repeat after her. She would repeat the same sentence for several times until the Ss said the appropriate pronunciation.

ET continued the lesson by asking the Ss to do the next task in the LKS. The difference with Task 1 is that in the Task 1, Ss was given several responses on the box, so they just matched the question with the right response on the box. While in Task 2, they were not given the responses as before. There was just an example of a question and a response. She went around the class to check their work. But some Ss at the back row seems like did not really pay attention to the ET. They were looked bored, busy with their friends, and kept talking. R saw that two of them did not bring the LKS, so they did not do the task though, but ET did not notice them.

Unfortunately, when the Ss had not finished their work, the bell rang at 8.30. It shows that the English class at that day was ended.

“*Sisanya buat PR ya, minggu depan di cocokkan.*” ET closed the class by telling them to do the rest of the task at their home then it would be discussed for next week. She tidied up her stuffs on the table, and say goodbye to the Ss, “Thank you very much, and see you.”

“See youuuu...” all the Ss answered.

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## VIGNETTE 2, April 5<sup>th</sup>, 2014

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### Pre Test

#### Class VIII F of SMPN 2 Kalasan

**R= Researcher**

**Ss= Students**

**ET= English Teacher**

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R and her peer entered the class at 9.15 a.m. R greeted the Ss, “Good morning, class!” and the Ss answered “Good morning”. Then R asked for Ss condition, “How are you today?” “I’m fine, thank you. And you?” the Ss responded R’s question. R answered and introduced her peer to the Ss, “I’m good. By the way, she is my friend. And let her introduce herself *yaa..*”. R’s peer introduced herself to the Ss, “Hello, my name is Intan. I am from Yogyakarta State University. *Disini* Miss Intan *cuma nemenin* Miss Shabrina *ngajar kalian* ya. (Here, Miss Intan just accompany Miss Shabrina in teaching you all.) Any question?”

“*Umurnya berapa, Miss? (How old are you, Miss?)*” one student asked to R’s peer.

“*Hayo coba bagaimana cara nanyain umur pake Bahasa Inggris? (How to ask someone’s age in English?)*” R asked the Ss to ask in English.

“*Aah, Miss. Rasido takok nek ngono, (I choose not to ask.)*” the student refused to ask in English.

“*Ayo masak gak ada tau gimana nanyain umur? (Anyone here knows how to ask someone’s age in English?)*” R asked other Ss to answer.

“How old are you?” one student answered with low voice.

“Yes, what, Dennis?” R asked the student to repeat the sentence a little bit louder.

“How old are you, Miss!” answered the student louder.

“That’s right. Good! How old are you *itu untuk menanyakan umur seseorang ya, diingat-ingat! Ayo coba tadi Amanda, diulang gimana ngomongnya? (How old are you is an expression to ask someone’s age, remember! Come on, Amanda,*



would you repeat the expression?)” R asked the student to repeat the expression in English.

“How old are you, Miss?” asked the student to R’s peer.

“I am 22 years old. Any other question?” said R’s peer.

“Noooo...” some Ss answered.

“OK, thank you, Miss Intan, you can sit on the back row, please,” R asked her peer to sit down.

“OK class, start from today, I will teach you for about two weeks or more for my research needs. And it’s about speaking, so you should speak up in every meeting with me, agree?” before started the lesson, R told the Ss that she would teach the class for some meetings.

“*Ngomong opo to, Miss, ra dong aku, (What are you talking about? I don’t get it.)*” one Ss on the back corner talked loudly, and other Ss laughed to respond him.

“*Ya intinya Miss akan mengajar kalian inshaa Allah selama dua minggu atau lebih, dan temanya tentang speaking ya, makanya selama Miss ngajar kalian harus mau maju belajar berbicara pake Bahasa Inggris, deal? (I will teach you for about two weeks or more and the theme will be about speaking, so you should learn to speak in English during my class, deal?)*” R translated and explained further about what will be taught in the class.

“*Aaah, Miss. Ra iso lah, Miss. Paling gak bisa nek kon ngomong Inggris, (I cannot speak English, Miss)*” some Ss expressed their objection in speaking English.

“That’s okay, don’t be afraid to make mistake, *yang penting berani ngomong aja udah bagus kok. Kalau salah gak ada yang marahin kok, namanya juga belajar, masa disini gak ada yang pengen gitu bisa ngomong pake Bahasa Inggris? Kan keren tuh kalau bisa, jadi bisa keliling dunia, jadi bisa ngobrol sama bule-bule loh, (The point is dare to speak, if you make some mistake, that’s okay, I won’t punish you. Anyone here don’t want to be able to speak English fluently? It would be cool, so you can go around the world, and you can also have a chat with the foreigner.)*” R tried to motivate the Ss by explaining the advantages of speaking English.

“*Yo pengen sih, Miss. Tapi angel je, kadang gak tau Bahasa Inggrisnya gimana, ngomonge piye juga gak tau kadang, Miss, (I want to be able to speak English actually, but sometimes I found some difficulty in translating the word or arranging the word to a good sentence.)*” answered some Ss.

*“Nah makanya belajar, kuncinya jangan takut, nanti kita belajar bareng-bareng biar bisa ngobrol pake English, oke deal ya? (So, the key is never be afraid in making mistakes, we will learn to speak English together, deal?)”* she still motivated the Ss to be dare to speak English.

R began the lesson. R asked about the Ss’ last holiday, *“Kemarin katanya ada study tour ke Bali ya? (I heard that you have a study tour to Bali on the last holiday?) Who join the study tour, here? Raise your hand!”* Most of the Ss raised their hand and only several Ss that did not join the study tour to Bali. *“Trus yang lain who did not join the study tour liburan kemana dong? (How about the others, who did not join the study tour?)”* R asked the Ss who did not join the study tour.

*“Ke tempat embah, Miss, (I went to my grandparent’s house.)”*

*“Gak kemana-mana, Miss, di rumah aja, (I did not go to anywhere, I was just staying at home.)”* two Ss answered.

*“Oke gak papa, ya sudah, langsung aja ya. Make a group of four! Nurut tempat duduk aja ya kelompoknya, so turn your chair, please! (That’s okay, so now make a group of four! The group will be formed according to the nearest seats, so turn your chair, please!)”* R asked the Ss to make a group of four.

R played a recording for the example of how the conversation was like. After it was played repeatedly twice, she stopped the recoding at each sentence, and asked the Ss to repeat the expression orally. Then she wrote it down on the white board. She also wrote the other expressions that could be used in the same topic. She read it loudly, and asked the Ss to repeat after her with the right pronunciation and intonation. After that, R did a small conversation with the students. Once she started the conversation, the students responded with the possible answer. She then chose some students randomly to do a conversation, while the others paid attention to them.

Then R explained the rule of the group work. She asked the Ss to make a conversation about last holiday activity, it could be the real or fictitious experience. Every student must speak at least 3 sentences for each. They were allowed to write the draft on a sheet of paper, but they could not bring it when they spoke in front of the class. During the group work discussion, R went around the class while checking each Ss’ work. Three group of boys on the back corner were not doing their task, but made some noises and was busy with their friends. R came to them and asked them what they should do in a group work, *“Hey, what are you doing, guys? Hayo tadi Miss nyuruh kalian ngapain? Mana dialognya, sudah selesai? (What did I ask you to do? Where’s the dialogue, have you all finished?)”*

*“Ra dong e, Miss. Aldi wi hlo mah dolanan wae. (I did not know what I should do. Aldi is busy with his toys.)”* three of the Ss did not listen to R’s instruction, while one student hold a toys which was hidden in the drawer.

*“Mana mainannya sini Miss minta dulu, nanti hanya boleh dimainkan lagi kalau sudah istirahat. (Where’s the toys? I save it first, then you may play it only when the break time.)”* R asked the toys from the student. Then she explained the rule to some groups that were not paying attention to the instruction. She was monitoring those groups more than the others. While some Ss from the other groups rose their hands to ask their difficulties in translating the Indonesian expression to English.

*“Miss, kalau mau ngomong aku gak pergi kemana-mana itu Bahasa Inggrisnya gimana Miss? (Miss, how if I would to tell my friend that I went nowhere in English?)”* asked one student.

*“Well, coba di translate bareng-bareng yuk. Saya tidak pergi kemana-mana. I...? (Well, let us translate it together. I did not go anywhere. I...?)”* R tried to give a chance to the student to translate the words one by one.

*“I am not go ya, Miss?”* answered the student.

*“Kalau mau bilang tidak tapi kejadiannya lampau, kita pake kata apa biasanya? (If we want to say no but the event happened yesterday, what the word we usually use?)”*

*“Didn’t!”* said the student next to him.

*“Yes, good! Itu Dito pintar. Coba disusun satu-satu, Jati. I... did not...?”*

*“Berarti I did not go to... kemana-mana apa dong, Miss?”*

*“Anywhere. Yak, kalau dirangkai, I did not go to anywhere, or bisa juga pakai kalimat I went nowhere. Hayo kenapa tadi kalimat kedua Miss pake went bukan go lagi?”*

*“Karena kemarin ya, Miss?”*

*“Yep, smaaaart! Kalau yang kalimat pertama, tadi kita menggunakan kalimat negative ya, makanya terdapat ‘did not’ dan diikuti kata kerja bentuk pertama yaitu ‘go’. Sedangkan kalimat kedua, yang dinegatifkan adalah keterangannya, makanya kata kerjanya tetap positive dan menggunakan kata kerjabentuk kedua atau lampau yaitu ‘went’, is it clear? (In the first sentence, we use the negative sentence so that there was ‘did not’ and followed by Verb 1, namely ‘go’. Meanwhile, in the second sentence, we use the negative adverb, so that the verb was still in the form of positive sentence and used the Verb 2 or past verb, namely ‘went’, is it clear?)”* R tried to explain a grammar implicitly.

After the Ss had finished their draft, she let the Ss to perform the conversation in a group of four in front of the class, they had a dialog with the topic and situation is 'The Last Holiday's Experience'. They should be conversing as the role given. The R's peer had a job to record the conversation of the Ss.

After all of the Ss had been recorded, R reviewed what has been learnt at that day and asked them to prepare themselves to speak up more confidently on the next meeting. She also motivated them to never be afraid to make mistakes, because mistakes should make a better performance for the next meeting. Class ended at 10.45. R asked the captain of the class to lead the prayer in English. R then said goodbye and the Ss shook her hand.

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### **VIGNETTE 3, April 11<sup>th</sup>, 2014**

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#### **Implementation I of Cycle I**

#### **Class VIII F of SMPN 2 Kalasan**

**R= Researcher**

**Ss= Students**

**ET= English Teacher**

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R and her peer entered the class at 10.45 a.m. The class was quite noisy because this was the last subject at that day. R greeted the Ss, "Good morning, class!" and the Ss answered "Good morning". Then R asked for Ss condition, "How are you today?" "I'm fine, thank you. And you?" the Ss responded R's question. R answered and checked the roll, "I'm very well, thank you. By the way, who's absent today?"

"*Nihil*, Miss. (No one, Miss.)" one student answered and told that no one was absent.

"*Coba deh kalau nihil Bahasa Inggrisnya gimana?*" R asked to the class.

"Nothing," one Ss answered.

"Nothing? Or no one? *Kalau buat kata ganti orang* nothing or no one?" R asked more.

"No one, Miss," some Ss answered.

"Good, so if Miss *tanya* 'who's absent today' *kalau masuk semua berarti jawabannya...*?"

"No one."

R began the lesson by reviewing the previous meeting when doing pre-test and asking some question to the Ss, like: "What did we do in the last week?" and

“What were we talking about in the conversation?”. Only several Ss who answered the question, while the others still busy with their friends.

“Conversation, Miss,” one students answered and another one answered at the same time, “Dialogue, Miss.”

“Yes, that’s right. Make a dialogue then do a conversation with friends orally. Anyway, I will give a listening section for you.”

“Listening *lagu ya*, Miss?” one students asked. He mispronounced in saying word ‘listening’, he said /listening/ instead of /lisning/.

“No, we will listen a conversation,” then she explained how to say ‘listen’ or ‘listening’ with the right pronunciation.

She then prepared the speaker to play a recording and asked the Ss to close the window and the door, so that the noise from the outside of the classroom would not disturb the listening section.

“I have a recording, judulnya ‘At the Camping Site’. Listen carefully, ya,” R played the recording while the Ss were listening carefully. It was played twice, and at the third, she stopped the recording in each sentences and asked the Ss to repeat the expression. She discussed that the recording is about ‘Meeting a Stranger’ with the Ss. Then she wrote it down on the white board. She also wrote the other expressions that could be used in the same topic. She read it loudly, and asked the Ss to repeat after her with the appropriate pronunciation, stress, and intonation. She grouped the expressions on the white board into 3 columns, they were starting, extending, and ending the conversation. She once pointed some Ss randomly to read the expressions appropriately. After noting the expressions on their note books, R did a small conversation with the Ss. Once she started the conversation, the Ss responded with the possible answer. She then chose some Ss randomly to do a conversation, while the others paid attention to them.

After that, R hold some cue cards in her hands and show them to the Ss. R asked the Ss to prepare themselves working with cue cards. Then one student asked, “*Dialog lagi ya*, Miss?”

“Yep, that’s right. But, *kali ini bikin dialognya pake kartu*. (But, today you use some cards to make the dialog.) I have some cards here, there’s a picture inside, and a sentence. *Kira-kira isi kartunya tentang apa?* (Guess what the sentence is about.) Anyone knows?” R showed the cue cards and asked the Ss to guess what the sentence is about. The Ss seemed confused to answer and had no idea.

“OK, let me explain to you. The picture here is the speaker. So, who’s the speaker actually? Yes, that’s you. And the sentence here is the topic that helps you to decide what the dialogue will be about, got it?” R explained to the Ss.

“Berarti topiknya beda-beda ya, Miss?” one student asked.

“Yep, exactly. *Jadi nanti kalian pair work*, then each pair will get the different topic. But, *temanya tetap* ‘Meeting a Stranger’,” R explained further and then gave an examples to the Ss. She wrote a pair of the situations on the board and made a dialog based on it.

R : “Take a look on the board, here is the example.”

***A: You are looking for the teacher room in the other school.***

***B: You meet a person who is looking for the teacher room in your school.***

“So, there will be someone who’s become an A, and another one is become a B. Misalnya Rike jadi A and then Febby jadi B. Trus kalian harus membuat dialog berdasarkan kalimat ini, kira-kira dialognya seperti apa? Gunakan ekspresi yang tadi kita diskusikan.”

S<sub>1</sub> : “Excuse me, do you know where is the teacher room?”

R : “Yes, good, and then how about B’s answer?”

S<sub>2</sub> : “*Sebelahnya ruang musik di depan aula. Ngomongnya gimana tu, Miss?*”

R : “It is...”

S<sub>2</sub> : “...beside...”

R : “Yes, then how we say ‘*ruang musik*’ in English?”

S<sub>2</sub> : “It is beside music room... *di depan aula?*”

S<sub>3</sub> : “...in front of the Aula. *Aula apa Miss Bahasa Inggrisnya?*”

R : “Yap, that’s very good. We call it in English as ‘hall’. So, *gimana coba kalimat tadi disambung ayok bareng-bareng.*”

Ss : “It is beside the music room, in front of the hall.”

R : “Good job! *Nah, kurang lebih begitu contohnya, udah mudeng kan ya?* Okay, now do you understand everybody?”

“Yeeess, Miss,” most of the girls answered and the boys still did not understand the instruction.

“*Yang di belakang mudeng gak tadi Miss nyuruh apa?* (The boys on the back, did you understand what I asked you to do?)” R addressed the boys on the back row who did not pay attention to the R’s explanation. “*Dengarkan ya, nanti Miss gak*

*bakal ulangin lagi perintahnya.* (Listen to me, I will not repeat the instruction.)” then R repeated the instruction and explained what the card was about.

R distributed the cards to each student. A pair of Ss got a pair of cards. Each pair got the different topic that is distributed randomly by her. They were asked to do pair work and write down the draft for about 20 minutes. During the process of making a dialogue based on the cue card, they asked some questions about how to translate the Indonesian expressions to English.

“Miss, *kalau mau ngomong ‘ada yang bisa saya bantu’ gitu gimana*, Miss?” one student asked.

“*Coba dibuka lagi kemarin kan sudah diajarin Ma’am Tavip caranya menawarkan bantuan?*” R asked her to open the previous material given by ET.

“*Oh iya, Miss.* Can I help you, ya?”

“*Naaahh, smart. But, bacanya /kən/ bukan /kʌn/, got it?*” R corrected the students’ mispronounce.

And another student rose his hand, “Miss, questions, Miss.”

“Yes, Dito?”

“Miss *ini bacanya gimana*, Miss? ‘Luggage’ *ini*, Miss?” a student asked for the pronunciation of a strange word for him.

“/lʌɡɪdʒ/ okay? Come on, repeat after me! /lʌɡɪdʒ/ !” R asked him to repeat the word after her.

“/lʌɡɪdʒ/. *Artinya koper besar ya*, Miss?”

“Yep, clever boy!”

Most of the students found the difficulty in pronouncing the word ‘luggage’ and then R did a pronunciation drill to all the students.

After the Ss had finished their draft, she let the Ss to perform the conversation in pairs in front of the class, they both acted as strangers, and have a dialog with the topic and situation as given by her on the cue cards. They should be conversing as the role given. The R’s peer had a job to record the conversation of the Ss.

After all of the Ss had been recorded, R reviewed what has been learnt at that day and asked them to prepare themselves to speak up more confidently on the next meeting. She also motivated them to never be afraid to make mistakes, because mistakes should make a better performance for the next meeting. Class ended at 11.15. R asked the volunteer who wanted to lead the prayer in English.

Then a girl rose her hand. "Yes, please," R let her to lead the prayer. R then said goodbye and the Ss shook her hand.

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#### **VIGNETTE 4, April 22<sup>nd</sup>, 2014**

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#### **Implementation II of Cycle I**

#### **Class VIII F of SMPN 2 Kalasan**

**R= Researcher**

**Ss= Students**

**ET= English Teacher**

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R entered the class at 7.00 a.m. Some Ss still kept talking. R asked the captain of the class to prepare his friends to pray together, "Drajat, *ayo disiapkan*. (Drajat, lead the prayer, please.)" The captain of the class led the prayer before the lesson started. R greeted the Ss, "Good morning, class!" and the Ss answered "Good morning". Then R asked for Ss condition, "How are you today?" "I'm fine, thank you. And you?" the Ss responded R's question. R answered and checked the roll, "I'm very well, thank you. By the way, who's absent today?"

"Sabrina, Miss *gak berangkat*. Miss *kok sendirian* Miss, Miss Intan *kemana?* (Sabrina is absent today, Miss. Why are you alone, where's Miss Intan?)" some Ss asked about R's peer.

"Sabrina *kenapa kok gak berangkat, ada yang tau?* Miss Intan will be a bit late maybe, *kita tunggu aja sebentar lagi mungkin datang*. (Why is Sabrina absent? Just wait, she may come a minute later.)" One student said that Sabrina was absent because of her family business. R started the lesson then R's peer came to the class.

R began by previewing the previous lesson about 'Meeting a Stranger'. She asked the Ss what they did in the previous meeting. The Ss answered that they were conversing in pairs and acted like did not know each other. Then R asked the Ss' that the cue cards were helping them in what way. Most of them answered that the cards help to find a clue that they wanted to talk about. "*Bisa nulis pertanyaannya di belakang kartunya*, Miss. (We could write what will we say in the back of the card.)" one student said that they use the card to write the sentences that he wanted to cheat when conversing in front of the class.

"Nooo, *gunanya pakai kartu bukan buat contekan ya. Kalau begitu kapan bisanya ngomong pake English dong*, (No, the cards is not for cheating. If you're still like that, you'll never be able to speak English.)"

After reviewing the previous topic, R told that the topic of the day was 'What is Your Favorite?'. R held a card game for the class. She divided the Ss into groups of four and started to distribute the cards to each student. They were



asked to read it carefully and tried to understand what the cue cards were about. She then explained the rule of the game, every group got 4 different cards for each student. The cards were about QRF {Questions (Topic), Response (Echo), and Follow-up Question} conversation pattern. Ss select one person to start the conversation. The student who started chooses a topic from the list that R would write on the board and asks another student an appropriate question. Then, any student, in any order, can continue the conversation by responding (playing an "Echo" card), asking a Follow-up question, or changing the speaker (playing a "How about you?" card). She wrote the list of the topic on the board that consist of the favorite thing, they are:

- *the hobby,*
- *the favorite movie,*
- *the favorite football player,*
- *the favorite music,*
- *the favorite actress/actor,*
- *the favorite place, and*
- *the favorite teacher.*

She labelled the group orderly with numbers, so the first group will get the first list of the topic. The Ss were free to ask some questions if they had not understood the rules yet.

After that, the Ss made a draft depends on the topic they got. R gave the Ss time for about 20 minutes. While R's peer prepared for the camera in front of the class, R walked around the class controlling the group work. Like usual, the group of boys refused to do the task. Then she paid more attention to the group of boys until they understood the rule and started to make a draft. The boys on the back row had a very low motivation in learning English, while the others were enthusiastic to learn.

"Come on, you guys are smart. You can do it, *kalian itu sebenarnya bisa, cuma males aja kalau suruh mendengarkan terus nanti gak tau suruh apa, rame sendiri dan giliran maju, gak bisa.*"

"*Lha wong gak iso kok, Miss. Ra dong e,* (I cannot do it, Miss. I don't understand.)" answered one of them.

"*Makanya dengerin kalau Miss sedang menerangkan di depan kelas. If you are listening carefully, and you do like what your friends did, kalian pasti bisa. Temen-temennya aja bisa, berarti kalian juga bisa. Come on, salah gak papa kok.*" R tried to motivate the boys to make them confident in learning English. Then they did the task under the R's control. R's peer also helped her to answer the other Ss' questions.

After the Ss had finished their draft, she let the Ss to perform the conversation in group in front of the class, they had a dialog with the role as given by her on the cue cards. The R's peer had to record the conversation of the Ss.

After all of the Ss had been recorded, R concluded what has been learnt at that day and asked them to prepare themselves to speak up more confidently on the next meeting. She gave a little explanation about the next topic, they were asked to prepare themselves. She also motivated them to never be afraid to make mistakes, because mistakes should make a better performance for the next meeting. Class ended at 9.00 a.m. She chose the student randomly to lead the prayer in English. R then said goodbye and the Ss shook her hand.

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#### **VIGNETTE 5, April 25<sup>th</sup>, 2014**

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#### **Implementation I of Cycle II**

#### **Class VIII F of SMPN 2 Kalasan**

**R= Researcher**

**Ss= Students**

**ET= English Teacher**

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R and her peer entered the class at 10.45 a.m. The class was quite noisy because this was the last subject at that day. R greeted the Ss, "Good morning, class!" and the Ss answered "Good morning". Then R asked for Ss condition, "How are you today?" "I'm fine, thank you. And you?" the Ss responded R's question. R answered and checked the roll, "I'm very well, thank you. By the way, who's absent today?"

"No one, Miss," almost all the Ss answered.

R began by previewing the previous lesson about 'What is Your Favorite?'. She asked the Ss what they had learned in the previous meetings. Then she introduced the new topic that will be taught, it is 'Making Telephone Calls'.

"*Dialog pake kartu lagi ya, Miss?*" one student asked.

"Yes, sure! *Kan biar bisa lancar ngomong English nya,*"

"*Ada hadiahnya gak, Miss?*"

"*Pasti ada, makanya belajar dulu sampai bisa, Miss janji bakal ada hadiahnya, deal ya? Okay, today we will learn how to start, extend, and end the conversation on the phone. Kalau kemarin kan percakapan langsung, nah kalau sekarang kita belajar ngobrol di telepon ceritanya. Biasanya kalau di telepon how to start the conversation?*"

Ss : "Hallo?", "Hallo, *assalamualaikum?*"

R : “Who speak ‘hallo’ first? *Yang telepon atau yang di telepon?*”

Ss : “*Yang nerima telepon, Miss!*”

R : “Yes, smart! And then *abis ‘hallo’ biasanya ngomong apa?*”

S<sub>1</sub> : “*Bisa bicara dengan...*”

S<sub>2</sub> : “*Amanda nya ada?*”

R : “So, how we said in English?”

S<sub>3</sub> : “Can I speak with ...?”

R : “Speak with or speak to, Dennis?”

S<sub>3</sub> : “*Oh iya ding, Miss. Can I speak to ...?*”

R : “Good, smart!”

R wrote the expression on the white board, and discussed the others expression to start the conversation on the phone. Then she also wrote the possible responses. She divided the white board into 4 columns, they were consisted of starting conversation on the phone, the possible responses, extending the conversation on the phone (how to make a conversation longer), and ending the conversation on the phone. She listed some expressions that is mostly used. The Ss also wrote the expressions on their note book. She read the expressions on the board aloud and asked the Ss to repeat after her several times until they said the appropriate pronunciation and accuracy in speaking. Then, R did a small conversation with the Ss. Once she started the conversation, the Ss responded with the possible answer. She then chose some Ss randomly to do a conversation, while the others paid attention to them.

R then explained to the Ss what they had to do. She showed them a stack of cards. The cards consisted of the situational sentence as a clue for what the students were going to talk about. Then she divided the Ss into pairs.

“Okay students! Listen to me, I have some cards here, as usual, so you will be divided into pairs, and make a dialogue in pairs, and Miss Intan will record you like you did last week,” she explained.

Then one student rose her hand, “Miss, *temanya sama kayak kemarin, Miss?*”

“No, *temanya ya yang kita bahas tadi, yaitu starting, extending, and ending the conversation on the phone, jelas ya? Any other questions?*”

And another student said, “Miss *mbok dituker pasangannya Miss biar gak bosan.*”

“That’s a good idea! *Gimana teman-teman, pasangannya dituker ya biar gak sama itu-itu terus?*”

Some Ss seemed did not agree to change their pair, but R divided them in different pairs. She made a deal with each student to make sure that they were comfortable in doing pair work with his/her chosen friend.

After all the Ss had been divided in pairs, R distributed the cards to each student. A pair of Ss got a pair of cards. Each pair got the different topic that is distributed randomly by her. They were asked to do pair work and write down the draft for about 20 minutes. After the Ss had finished their draft, she let the Ss to perform the conversation in pairs in front of the class, they both conversed like on the phone, and have a dialog with the topic and situation as given by her on the cue cards. They should be conversing as the role given. The R’s peer had a job to record the conversation of the Ss.

After all of the Ss had been recorded, R reviewed what has been learnt at that day and asked them to prepare themselves to speak up more confidently on the next meeting. She also motivated them to never be afraid to make mistakes, because mistakes should make a better performance for the next meeting. Class ended at 11.15. R asked the volunteer who wanted to lead the prayer in English. Then a boy rose his hand. “Yes, please,” R let him to lead the prayer. R then said goodbye and the Ss shook her hand.

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## **VIGNETTE 6, April 26<sup>th</sup>, 2014**

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### **Implementation II of Cycle II**

#### **Class VIII F of SMPN 2 Kalasan**

**R= Researcher**

**Ss= Students**

**ET= English Teacher**

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R and her peer entered the class at 9.15 a.m. R greeted the Ss, “Good morning, class!” and the Ss answered “Good morning”. Then R asked for Ss condition, “How are you today?” “I’m fine, thank you. And you?” the Ss responded R’s question. R answered and checked the roll, “I’m very well, thank you. By the way, who’s absent today?”

“No one, Miss,” almost all the Ss answered.

R began by previewing the previous lesson about ‘Making the Telephone Calls’. She asked the Ss what they had learned in the previous meetings. Some of them opened their note books to remind what they had learnt.

The students were asked to read their note from the materials of the previous meeting.

“Could I speak to..., please?”

“Can I speak to..., please?”

“May I speak to..., please?” some students pronounce ‘May’ as /mAI/ instead of saying /meɪ/. The researcher corrected the students’ pronunciation.

“It should be /meɪ/, not /mAI/. Come on everybody repeat after me! /meɪ/. May I speak to...?”

R then did a small conversation with the Ss. Once she started the conversation, the Ss responded with the possible answer. She then chose some Ss randomly to do a conversation, while the others paid attention to them.

R started to explain about the day’s topic. The topic is about ‘Inviting Someone by Phone’. She reminded the Ss about the expressions of inviting someone which they have learnt in the previous semester.

“In what event you’re usually invited by someone?” R asked to the Ss.

“Birthday.” one student answered.

“Yes, good. Any other events?”

“*Jadian, Miss. Kan makan-makan tuh,*” the class became a bit noisy in sudden because of one student’s answer.

“Okay, but any other event  *mungkin*? How about School Stage-Performance  *atau biasanya kita sebut pentas seni? Bisa kan? Or maybe family dinner juga bisa toh?*” R helped the Ss to give the examples of events.

“*Nah sekarang diinget-inget,* how the expressions to invite someone?”

“Would you come to...?”

“Could you join the event tonight?”

“Can you visit...?”

“Please come/visit/join...”

The Ss read their last semester materials of how to invite someone.

The Ss were divided into groups of three. Then R explained the rule of the group work. The students worked in a group of three which was chosen randomly

by the researcher. Every group consisted from boy and girl. It was aimed in order to make the boys understand the rule as instructed by the girls.

After that, R distributed the cards to each group. A group of Ss got a cue card. Each group got the different topic that is distributed randomly by her. They were asked to do a group work and write the draft down for about 20 minutes. After the Ss had finished their draft, she let the Ss to perform the conversation in group in the outside of the class, they conversed like on the phone, and have a dialog with the topic and situation as given by her on the cue cards. They should be conversing as the role given. The R's peer had a job to record the conversation of the Ss.

After all of the Ss had been recorded, R reviewed what has been learnt at that day and asked them to prepare themselves to speak up more confidently on the next meeting. She also motivated them to never be afraid to make mistakes, because mistakes should make a better performance for the next meeting. Class ended at 10.45. R asked the captain of the class to lead the prayer in English. R then said goodbye and the Ss shook her hand.

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## **B. INTERVIEW GUIDELINES**

## **INTERVIEW GUIDELINES**

### **Before Implementation**

#### **Teacher:**

1. Apakah motivasi siswa untuk belajar Bahasa Inggris besar?
2. Apakah siswa berpartisipasi aktif dalam kegiatan di kelas?
3. Apakah masalah yang ibu temui ketika mengajar Bahasa Inggris terutama aspek berbicara di kelas VIII F?
4. Apakah ibu menggunakan media untuk mendukung proses belajar mengajar?
5. Pernahkah ibu mengembangkan media sendiri untuk mendukung proses belajar mengajar dalam aspek berbicara?
6. Kegiatan apa saja yang biasa ibu berikan dalam mengajar berbicara?
7. Aspek apa saja yang dinilai dalam penilaian harian berbicara?
8. Apakah ibu mengevaluasi peningkatan kemampuan siswa dalam berbicara Bahasa Inggris?

#### **Students:**

1. Apakah kamu suka pelajaran Bahasa Inggris terutama aspek berbicara?
2. Aktifitas berbicara apa saja yang biasa diberikan guru dikelas? Apakah adik menyukainya?
3. Apakah guru sering menggunakan media untuk belajar berbicara di kelas? Apakah adik menyukai media tersebut?
4. Apakah ada kesulitan yang adik temui saat kelas berbicara Bahasa Inggris?



## **After Implementation**

### **Teacher and collaborator:**

1. Apakah media dan kegiatan yang sudah diaplikasikan berjalan dengan baik?
2. Apakah media dan kegiatan tersebut bisa mengatasi masalah yang ada?
3. Bagaimanakah keterlibatan siswa dalam kegiatan pembelajaran berbicara?
4. Apakah keterlibatan serta kemampuan siswa untuk berbicara meningkat?
5. Apakah media yang digunakan menarik?
6. Apakah ada yang perlu diperbaiki atau ditambahkan?

### **Students:**

1. Bagaimana kegiatan yang sudah dilakukan? Apakah menyenangkan? Mengapa?
2. Apakah ada kesulitan selama pembelajaran tadi? Jika ada, apa kesulitan itu? Mengapa?
3. Apakah media yang digunakan selama pembelajaran berbicara bisa meningkatkan kemampuan berbicaramu?
4. Apakah adik lebih menyukai pembelajaran dengan menggunakan media kartu atau pembelajaran yang tidak menggunakan media kartu?
5. Kegiatan pembelajaran Bahasa Inggris apa yang adik harapkan terutama pada kelas berbicara?

## **C. INTERVIEW TRANSCRIPTS**

## INTERVIEW TRANSCRIPT

Tuesday, April 1<sup>st</sup>, 2014

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### INTERVIEW TRANSCRIPT 1

R= Researcher

ET= English Teacher

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- R : *"Bu, boleh minta waktunya sebentar?"* (May I interrupt you Ma'am?)
- ET : *"Pripun, mbak?"* (What's the matter?)
- R : *"Untuk melengkapi data saya harus melakukan beberapa interview sama ibu."* (To complete the data, I have to interview you.)
- ET : *"Oalah iya, mbak. Silahkan saja."* (Yes, please.)
- R : *"Kalau dari siswanya sendiri, antusiasme atau motivasi belajar Bahasa Inggris terutama speaking itu gimana bu?"* (How about the enthusiasm and motivation of the students to learn English especially in speaking?)
- ET : *"Ya susah mbak memang anak-anaknya. Kalau suruh ngomong di depan kelas suka gak mau. Dan memang di sini untuk kemampuan Bahasa Inggrisnya sangat kurang, jadi ya kadang anak-anak disuruh mengerjakan soal tertulis saja masih banyak yang salah, apalagi secara lisan."* (The problem is the students were hard to speak. As you know, the English competence in this school is very low, so when the students were asked to do some exercises, they still got a very low achievement.)
- R : *"Oo... begitu ya bu? Jadi itu juga alasan kenapa siswa kurang berpartisipasi aktif ya bu selama pembelajaran tadi?"* (Oo... I see. So that is why the students were less actively participated during the lesson?)
- ET : *"Yo ngono kuwi, mbak. Sok rame dewe kalau lagi dijelasin, apalagi yang cowok-cowok itu lho, mbak. Bangsane Aldi, dkk., iyo to mbak?"* (Yes, they were usually busy with their friends when I explained the materials, especially the boys, Aldi and friends.)
- R : *"Hehe, iya sih bu memang agak susah mengontrol siswa tersebut. Selain dari siswanya, kesulitan apa lagi yang ibu temui dalam mengajar speaking tu apa saja bu?"* (Yes, Ma'am, it seems a bit hard to control him. Besides the students, what the obstacles that you usually met in teaching speaking, Ma'am?)
- ET : *"Kadang ya nyari materi sama medianya agak susah ya mbak, paling ya saya ambil dari LKS itu."* (I found a difficulty in finding the materials and media of speaking. So I just take from the LKS.)
- R : *"Jadi cuma dari LKS saja ya bu? Atau mungkin ibu pernah menggunakan media lain yang ibu buat sendiri?"* (so, it is just from the LKS. Or maybe did you ever use the other media which was made by your own?)
- ET : *"Selama ini dari LKS dan buku saja udah cukup sih mbak."* (I think from LKS and textbook are enough.)

- R : *“Kalau proses belajar speaking, siswa lebih sering disuruh membuat dialog, lalu dipraktekan atau hanya menirukan ekspresi-ekspresi language function seperti tadi saja, Bu?”* (Ma’am, during the speaking learning process, students are asked to make dialogues, then practiced or just repeated the expressions of language function like you did just now, Ma’am?)
- ET : *“Jadi gini mbak, karena speaking itu tidak ada di Ujian Nasional ya mbak, saya kurang memfokuskan anak untuk belajar speaking, lagipula nanti di Ujian Nasional kan yang keluar ya soal tertulis tentang language function saja untuk bagian speaking nya. Jadi ya saya lebih sering ngasih materi untuk mengerjakan soal saja.”* (So, since speaking was not exist in National Examination, I had not focused the students to learn speaking orally, moreover, there is only written exercises for language function in the National Exam for the speaking part. So I just give them some exercises to do.)
- R : *“Oo... begitu ya, Bu. Tapi kalau untuk penilaian harian, biasanya untuk pelajaran speaking ini apa saja yang dinilai, Bu?”* (Oo... I see. What about the daily assessment, for speaking lerning process, what aspects did you assess?)
- ET : *“Ya itu tadi mbak, paling ya menirukan ekspresi yang saya bacakan, nanti siswa yang lumayan bagus pronounciationnya ya nilainya bagus. Sama dari mengerjakan soal-soal di LKS atau saya kadang ambilkan soal dari buku saja. Trus jadinya mau mulai kapan mbak penelitiannya?”* (Like what I taught just now, they just repeated the expressions that I read for them, and the students who have a good pronunciation will get a good mark. And also from their works in doing exercises from LKS or sometimes I get from the other books. So when will you start conducting your research?)
- R : *“Secepatnya bu, kalau minggu depan bagaimana bu?”* (As soon as possible, how about next week, Ma’am?)
- ET : *“Boleh mbak, kebetulan saya diutus bu Kepala suruh ngajar kelas IX minggu depan untuk persiapan UN.”* (Okay, I am also asked by the headmaster to teach the grade IX next week for the National Exam preparation.”
- R : *“Oo... iya bu, kalau begitu makasih banyak ya bu.”* (Thank you very much, Ma’am.)
- ET : *“Iya mbak, sama-sama. Saya tak ke kantor dulu.”* (You’re welcome. I’ll go to my office.)
- 

## INTERVIEW TRANSCRIPT 2

**R= Researcher**

**S= Student**

- R : *“Hi Kiki, kamu suka pelajaran Bahasa Inggris pas speaking gak sih? Menurutmu gimana pembelajaran speaking atau berbicara kalau di*

- kelas?” (Hi Kiki, do you like speaking class? In your opinion, how is the speaking learning process in the class?)
- S<sub>1</sub> : “*Em... gimana ya Miss, suka sih tapi susah kalo suruh ngomong sendiri. Kalo speaking sih menurut aku gak terlalu susah, soalnya kan paling cuma niruin Ma’am Tavip ngomong aja, trus ngerjain soal di LKS, udah.*” (Em... I like it actually, but it is difficult for me to speak without some texts. In my opinion, speaking class is not very hard for me, because Ma’am Tavip just asked us to repeat her saying and then she asked me to do some exercises.)
- R : “*Oo... gitu doang ya kalau pelajaran speaking? Kamu pernah gak disuruh bikin dialog gitu trus dipraktekkin di depan kelas sama temen-temen?*” (Oo... did she only ask you to do that? Did you ever been asked to make a dialog and practiced it in front of the classroom with your friends?)
- S<sub>1</sub> : “*Kayaknya sih kalau suruh bikin dialog gitu gak pernah, Miss. Paling ya dialog yang dari LKS aja dibaca gitu doing sih.*” (As I remember, we were never asked to make a dialog. We just read the dialog in the LKS.)
- R : “*Kalau semisal Ma’am Tavip nyuruh kalian ngarang dialog sendiri, kira-kira susah gak?*” (If only Ma’am Tavip asked you to make a dialog by your own, is it difficult for you?)
- S<sub>1</sub> : “*Kayaknya susah deh, Miss. Kadang tu kita mau ngarang dialog ya bingung mau ngomongin apa. Trus kalo mau ngomong apa tapi gak tau Bahasa Inggrisnya gimana gitu hlo, Miss.*” (Yes, it seems difficult for me. I do not know what I will talk about sometimes. And I do not know how to say in English.)
- 

### INTERVIEW TRANSCRIPT 3

**R= Researcher**

**S= Student**

- R : “*Febby kenapa tadi kok gak mau maju duluan? Kan sudah selesai ngerjain tugasnya to?*” (Febby why you did not want to write the answer on the board first? Your works have already done, right?)
- S<sub>2</sub> : “*Gak ah, Miss. Manda sek wae, Miss. Aku takut.*” (No, Miss. It would be better if Manda first. I am afraid.)
- R : “*Loh takut kenapa? Kan cuma maju ke depan trus di baca dialog nya.*” (Why afraid? You just write your answer on the board and read it aloud.)
- S<sub>2</sub> : “*Takut salah, Miss. Nanti diketawain temen-temen.*” (I am afraid if I make a mistake, my friends will laugh at me.)
- R : “*Gak usah takut salah, namanya juga belajar. Lain kali maju aja, ya?*” (You do not need to be afraid, because you and your friends are learning the same thing. Come on.)
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#### INTERVIEW TRANSCRIPT 4

**R= Researcher**

**S= Student**

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- R : "*Kamu suka pelajaran bahasa Inggris gak?*" (Do you like English?)  
S<sub>3</sub> : "*Susah, Miss. Ra iso bahasa Inggris.*" (It is difficult. I am bad at it.)  
R : "*Gak bisa bagian mananya?*" (Which part are you not good at?)  
S<sub>3</sub> : "*Gak ngerti artinya, Miss.*" (I don't know the meaning of some words.)  
R : "*Oo... kosa kata ya?*" (I see, vocabulary?)  
S<sub>3</sub> : "*Iya, kosa kata. Ya kalau dikasih bacaan trus dikerjakan soal-soalnya, itu gak tau artinya apa, kan jadi gak bisa jawab pertanyaannya.*" (Yes, vocabulary. If I got the text and do the tasks, I find it difficult to find out the meaning of the words.)  
R : "*Lho kan tinggal buka kamus aja? Boleh to?*" (So, why don't you access the dictionary? It is permitted by the teacher, isn't it?)  
S<sub>3</sub> : "*Gak bawa kamus, Miss, hehe.*" (I did not bring the dictionary.)  
R : "*Kenapa gak dibawa?*" (Why don't you bring it?)  
S<sub>3</sub> : "*Lah nganu... biasanya pinjem Alfa-link nya punya Manda, Miss.*" (I usually borrow the Manda's electronic dictionary.)  
R : "*Memangnya gak punya kamus sendiri?*" (Don't you have any dictionary?)  
S<sub>3</sub> : "*Punya sih, Miss. Tapi males bawanya, berat.*" (I have, but it is too heavy to bring it to school.)
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**Friday, April 11<sup>th</sup>, 2014**

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#### INTERVIEW TRANSCRIPT 5

**R= Researcher**

**S= Student**

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- R : "*Masih inget gak tadi dapet kartu yang topiknya tentang apa?*" (Do you like the English learning process like we did just now?)  
S<sub>4</sub> : "*Tadi aku dapet yang bantuin bawa koper, Miss.*" (I got the cue card which is I have to help someone bring his luggage as the topic.)  
R : "*Susah gak menurut kamu topiknya?*" (Is the topic difficult for you?)  
S<sub>4</sub> : "*Em... susahnya pas bingung gimana ngomongnya pake Bahasa Inggris itu lho, Miss.*" (I found a difficulty when I should translate to English.)  
R : "*Tapi kalau mengartikan kalimat yang ada di kartunya, susah dipahami gak?*" (But when you translate the sentence on the cue card, is it also difficult for you to understand?)  
S<sub>4</sub> : "*Ya tadi itu, Miss. Gak tau artinya 'luggage' apa.*" (Like what I asked before, I did not know what 'luggage' means.)  
R : "*Tapi senang gak sama aktivitas berbicara kayak tadi?*" (So, did you enjoy the activity?)  
S<sub>4</sub> : "*Seneng, Miss.*" (Yes, I did.)
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## INTERVIEW TRANSCRIPT 6

**R= Researcher**

**S= Student**

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- R : “*Sabrina, asik gak waktu Miss kasih kegiatan kayak tadi?*” (What do you think about the English learning process like we did just now?)
- S<sub>5</sub> : “*Asik sih, Miss. Tapi malu e Miss, nek banyak salah gimana?*” (It was fun. But I feel shy if I will make some mistakes.)
- R : “*Gak usah takut salah, namanya juga belajar.*” (Do not be afraid to make mistakes.)
- S<sub>5</sub> : “*Besok masih ngajar lagi to, Miss?*” (Will you still teach us for tomorrow?)
- R : “*Inshaa Allah masih sampai dua minggu ke depan. Dan besok banyak kegiatan yang sama asiknya.*” (I’ll be teaching here for next two weeks. And there are many fun activities for tomorrow.)
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**April 22<sup>nd</sup>, 2014**

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## INTERVIEW TRANSCRIPT 7

**R= Researcher**

**S= Student**

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- R : “*Suka gak bikin dialog kayak kemarin trus dipraktekkin di depan kelas?*” (Do you like to make a dialog and perform it in front of the classroom like we did yesterday?)
- S<sub>6</sub> : “*Suka sih, Miss. Tapi kadang grogi, takut lupa dialognya pas maju.*” (I like it but I am still nervous because I am afraid I’ll forget the dialog when perform it in front of the classroom.)
- R : “*Kenapa grogi? Kan udah ada clue nya di kartunya to?*” (Why is it so? There have been a clue in the cue card.)
- S<sub>6</sub> : “*Iya sih, Miss. Ekspresinya itu lho yang kadang lupa.*” (Yes, that’s true, but I forgot the expressions sometimes.)
- R : “*Em... lebih enak mana waktu disuruh bikin dialog pake kartu sama enggak?*” (Which one did you prefer whether you have to make a dialog with or without cards?)
- S<sub>6</sub> : “*Enak pas pake kartu sih, Miss. Jadi gak bingung mau ngomong apa. Pas kemarin suruh ngarang dialog itu malah temen sekelompok juga pada bingung mau ngomongin apa, jadi buang-buang waktu gitu lah.*” (I like when it used the cue cards. So, I no need to be confused what we will talk about, while when we have to make a dialog without cards, it was wasting time for just thinking what we will talk about.)
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## INTERVIEW TRANSCRIPT 8

**R= Researcher**

**S= Student**

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- R : *"Suka gak sih belajar speaking English kayak kemarin?"* (Do you like to speak English like we did yesterday?)
- S<sub>7</sub> : *"Lumayan, Miss. Sithik-sithik dadi iso ngomong Inggris. Tapi kadang ya masih malu, Miss."* (I like it. I become dare to speak English, even though I feel shy sometimes.)
- R : *"Emang tadinya gak bisa?"* (Don't you dare to speak English before this?)
- S<sub>7</sub> : *"Yaaa gimana ya, Miss. Susah ngomongnya, takut salah, malu juga. Biasanya cuma baca sih."* (I found it difficult in speaking English, I am afraid to make mistakes, and I feel shy to speak in front of the class. Because we usually just read from the textbooks.)
- R : *"Kalau sekarang jadi harus pede ya ngomong pake Bahasa Inggris?"* (And how about now? You have to be confident in speaking English.)
- S<sub>7</sub> : *"Yo, njajal, Miss."* (I'll try, Miss.)
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## INTERVIEW TRANSCRIPT 9

**R= Researcher**

**S= Student**

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- R : *"Hai Ulrike, kok gak ke kantin? Kebetulan nih, Miss mau nanya-nanya sebentar boleh ya?"* (Hi, Ulrike, why don't you go to the canteen? Let's have a talk for a moment, I want to ask you something.)
- S<sub>8</sub> : *"Iya, Miss lagi males ke kantin. Mau nanya apa, Miss?"* (I am not really feel want to go to canteen. What will you ask about?)
- R : *"Kalo menurut kamu selama belajar Bahasa Inggris sama Miss gimana?"* (in your opinion, what do you feel when learning English with me?)
- S<sub>8</sub> : *"Enak, Miss. Menurutku aku lebih senang kalau diajar Bahasa Inggris sama, Miss."* (I like it, Miss. I prefer to be taught by you.)
- R : *"Emang bedanya apa sama pelajaran Bahasa Inggris biasanya?"* (What's the difference with the usual English lesson?)
- S<sub>8</sub> : *"Biasanya aku gak mudeng, Miss kalau diajar sama Ma'am Tavip, agak kecepetan. Kadang belum jelas tentang materi sebelumnya, udah ganti materi lagi. Kalau kemarin senang, Miss ngajarinnya pelan kan jadi mudeng gitu, trus aku jadi bisa ngomong pake Bahasa Inggris. Kayaknya kalau lancar ngomongnya tuh keren gitu, Miss. Hehe.."* (I usually cannot catch the materials given by the teacher. She was too fast in teaching us, she give the other materials when I have not got the previous one. While when you taught me slowly, I can follow the lesson well and I can speak English. I think it will be cool if I speak English more fluently.)
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Friday, April 25<sup>th</sup>, 2014

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INTERVIEW TRANSCRIPT 10

R= Researcher

S= Student

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- R : “*Dito, Jati, ayo handphone nya di simpen dulu.*” (Dito, Jati, save your handphone, please.)
- S : “*Lah, Miss. Kan lagi istirahat.*” (But, it is break time.)
- R : “*Nanti dimarahin guru loh kalau ketahuan bawa handphone.*” (You’ll be punished if the teachers know you bring it to school.)
- S : “*Iya iya, Miss.*” (Okay, Miss.)
- R : “*Sini dulu, Miss mau nanya-nanya nih.*” (Come here, I want to ask you something.)
- S : “*Nanya apa, Miss?*” (What’s the matter?)
- R : “*Tadi kegiatannya ngapain aja dek?*” (What did you do in the English speaking class today?)
- S<sub>9</sub> : “*Tadi bikin percakapan di telepon, Miss.*” (I made a dialogue about conversation on the phone.)
- R : “*Trus buka percakapannya gimana? Coba Jati?*” (And how did you start the conversation? Try it, Jati.)
- S<sub>9</sub> : “Hello, can I speak to...?”
- R : “*Good. Tadi asik gak?*” (How was the activity?)
- S<sub>9</sub> : “*Asik, Miss.*” (It was fun.)
- R : “*Susah gak bikin dialognya?*” (Was the dialogue difficult?)
- S<sub>9</sub> : “*Gak sih, Miss. Kan udah diajarin.*” (No, you have thought us.)
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Saturday, April 26<sup>th</sup>, 2014

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INTERVIEW TRANSCRIPT 11

R= Researcher

S= Student

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- S : “*Wayan, tolong cue cards nya dikumpulkan ya.* And come here I want to ask you something.” (Wayan, please collect the cue cards from your friends.)
- S : “Okay, Miss.”
- R : “*Tadi kegiatannya gimana?*” (What do you think about our class activity just now?)
- S<sub>10</sub> : “*Seru, Miss, hehe. Besok lagi dong, Miss.*” (It was fun. Will we do it again tomorrow?)
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## INTERVIEW TRANSCRIPT 12

**R= Researcher**

**S= Student**

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- R : “*Tadi kenapa kok gak mau kelompokan sama Anisa?*” (Why did you refuse to be grouped with Anisa?)
- S<sub>11</sub> : “*Nyebelin, Miss. Ra dong an e.*” (I hate her. She doesn’t easily understand the lesson.)
- R : “*Hey, gak boleh gitu ah. Kalau temannya gak bisa, kamu ajarin dong.*” (Don’t mistreat your friend. If she cannot do the task, you should teach her.)
- S<sub>11</sub> : “*Males, Miss. Anaknya aneh.*” (I don’t want to. She is weird.)
- R : (Smiling) “*Lain kali gak boleh gitu ya. Kalau pelajaran tadi gimana dek?*” (Next time, you shouldn’t be like that anymore. How was the lesson today?)
- S<sub>11</sub> : “*Enak, Miss. Mbok Miss ngajar aja terus disini.*” (I enjoyed it. Would you keep teaching us again?)
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## INTERVIEW TRANSCRIPT 13

**R= Researcher**

**S= Student**

- 
- R : “*Selama beberapa meeting kemarin kan Miss yang ngajar Bahasa Inggris, menurut kamu gimana?*” (We have learned English together for some meetings. What do you think?)
- S<sub>12</sub> : “*Penak e, Miss. Jadi mudeng gitu.*” (I enjoyed the class. I became understand the materials.)
- R : “*Ada kesulitan gak selama praktek berbicara?*” (Is there any the obstacles you met in practicing speaking?)
- S<sub>12</sub> : “*Gak sih, Miss. Cuma kadang lupa sama dialognya aja.*” (No, I just forgot the dialogue sometimes.)
- R : “*Tapi menurut kamu kemampuan ngomong Bahasa Inggrisnya jadi meningkat gak?*” (in your opinion, is it increase your English speaking ability?)
- S<sub>12</sub> : “*Banget, Miss. Kan sebelumnya cuma baca aja jadi cepet lupa, nah kalo kemaren kan praktek terus jadi sampe sekarang juga inget.*” (It was quite increased. I just read before, so I easily forgot the expressions. But now since we have practiced some time, I remember it till now.)
- R : “*Ngomongnya lebih enak pake kartu atau ngarang sendiri?*” (Which one is better? Using cards to guide you making a dialogue, or you made the dialogue by your own?)
- S<sub>12</sub> : “*Pake kartu, Miss. Kalo suruh ngarang malah susah, bingung.*” (Using cards. if I am asked to make my own, I just confused what I am going to talk about.)
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- R : “*Trus pengen gak kalau kelas speaking gini gurunya pake kartu atau media-media yang lain?*” (Do you want your teacher use the cards in speaking class?)  
S<sub>12</sub> : “*Aku sih mau-mau aja, Miss.*” (Yes, I want.)
- 

#### INTERVIEW TRANSCRIPT 14

**R= Researcher**

**S= Student**

- R : “Hi Tyas, why are you so silent? *Kok dari tadi diem aja kenapa?*”  
S<sub>13</sub> : “*Jawab kui lho...*” (Answer the question, please.)  
S<sub>14</sub> : (Smiling) .....  
R : “*Yaudah, lain kali kalo nemu yang susah, tanya aja, gausah takut. Kalau kamu gimana, Anisa? Seneng gak selama belajar diajarin sama Miss?*” (Next time, if you found some difficulties, just ask to me, don’t be afraid. What about you, Anisa? What do you think during learning English with me?)  
S<sub>13</sub> : “*Seneng, Miss.*” (I feel happy.)  
R : “*Kemampuan berbicaranya jadi meningkat gak?*” (Do you think you have made improvement in speaking?)  
S<sub>13</sub> : “*Iya, Miss. Tadinya malu kalo disuruh ngomong di depan kelas takut salah, sekarang udah gak gitu malu sih.*” (Yes. Before this, I feel shy every time I should speak in front of the class, I am afraid of making mistakes. But now I became dare to speak.)  
R : “*Trus seneng gak pake media kartu kayak tadi?*” (Do you think using the cue cards as the media is fun?)  
S<sub>13</sub> : “*Seneng, Miss. Gambarnya lucu-lucu.*” (I love it. The pictures were cute.)
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#### INTERVIEW TRANSCRIPT 15

**R= Researcher**

**ET= English Teacher**

- R : “*Ibu, hari ini saya interview sebentar ya, ini sudah pertemuan terakhir.*” (Ma’am, I want to interview you since today was the last meeting of cycle II.)  
ET : “*Oh ya, gimana Mbak?*” (Okay.)  
R : “*Menurut ibu bagaimana dengan media yang sudah saya terapkan di kelas bu?*” (What do you think about the media which had been implemented in the speaking class?)  
ET : “*Iya, sudah bagus, Mbak. Anak-anak jadi sudah bisa belajar ngomong.*” (It’s good. The students were be able to learn speaking.)  
R : “*Kalau untuk kegiatannya sendiri bagaimana, Bu?*” (What about the activity?)

- ET : *“Bagus, Mbak. Cuma ya harus lebih bisa mengontrol anak-anak yang lain juga ya, tadi saya lihat memang agak sedikit rame untuk siswa yang di dalam kelas itu.”* (It’s good, but you must be able to more control the other students, I saw that the teaching-learning process was a bit noisy for the students inside the class.)
- R : *“Iya, Bu. Agak susah untuk mengontrol satu-satu ya, Bu. Kadang kalau lagi mengontrol kelompok satu, satunya lagi rame.”* (Yes, Ma’am. I found a difficulty in controlling the students one by one. Sometimes, when I focused on one group, the others were making some noises.)
- ET : *“Memang susah, Mbak kalau gak dikerasin anak-anaknya.”* (Maybe you should try a little harder to punish them.)
- R : *“Terus menurut ibu bagaimana sikap anak-anak terhadap kegiatan tadi?”* (So, what do you think about the students’ response to the activity?)
- ET : *“Anak-anak sudah lumayan aktif. Aldi juga sebenarnya kalau dipaksa ya bisa, sama Tyas itu juga harus dipaksa. Tadi juga sudah bagus kelompoknya dituker-tuker saja biar semua maju.”* (The students were active. Aldi and Tyas should get a reinforcement to speak. You’ve done a good job, the group member should be exchanged in order to make them performed well.)
- R : *“Iya, Bu. Tapi tadi juga anak-anak seperti biasa hampir tidak mau kelompokan sama Tyas. Tapi tadi saya agak terangin macem-macem trus mau.”* (Yes, Ma’am. I almost failed in persuading the students to be a group with Tyas, but when I tried a bit harder, they want to.)
- ET : *“Iya, Mbak tadi sudah bagus. Memang Tyas sangat kurang itu mbak, harus dapat perhatian khusus.”* (That’s good. Tyas should get a special attention and treatment.)
- R : *“Kalau untuk cue cards yang saya gunakan menurut ibu menarik atau tidak, Bu?”* (So for the cue cards I used, what do you think? Is it interesting or not?)
- ET : *“Cukup menarik, Mbak. Karena ada gambarnya juga ya. Tapi harus kreatif juga ya nyari gambarnya.”* (It was interesting enough since there was some picture in it. But we have to be creative to find the appropriate pictures.)
- R : *“Iya, Bu. Kemarin saya juga minta tolong sama teman-teman saya yang bisa gambar. Kalau ibu mau, nanti biar saya copykan.”* (I asked my friend who was able to draw. I will copy them for you if you want.)
- ET : *“Oh iya boleh, Mbak. Saya sudah tua e, ra dong kalo suruh cari-cari gambar gitu mbak.”* (Okay. I am too old to search the pictures.)
- R : *“Hehe. Mungkin dari ibu sendiri ada kritik dan saran tentang pembelajaran tadi? Ada yang perlu diperbaiki atau ditambahkan gitu gak, Bu?”* (Is there any critics or comments for the teaching-learning process?)
- ET : *“Ya secara keseluruhan sih sudah bagus, anak-anak sudah mulai terbiasa untuk berbicara di depan. Dan beberapa siswa yang tadinya sangat susah untuk bekerja kelompok apalagi suruh maju ya alhamdulillah sudah*

*sedikit teratasi. Kurangnya paling ya yang kayak saya bilang tadi, Mbak. Kurang kontrol untuk siswa yang lain, yang tidak sedang maju di depan kelas itu rame sendiri. Lain kali harus agak sedikit tegas ya, Mbak ben anak-anak gak nggampangke.”* (It’s all good enough, the students were getting accustomed for speaking in front of the class. And there was some students who was too hard to work in group, it has been solved. For the weakness, like what I said that you should be more a little harder to give them a punishment for the other students who were not practicing speaking in front of the class.)

R : *“Oh iya, Bu. Makasih banyak untuk masukannya, Bu. Saya akan berusaha lebih baik lagi untuk kedepannya.”* (Okay, Ma’am. Thank you very much for the suggestion. I’ll try to be better.)

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## **D. COURSE GRID**

**THE COURSE GRID OF IMPROVING THE SPEAKING SKILLS BY USING CUE CARDS  
FOR THE EIGHTH GRADE STUDENTS OF SMP N 2 KALASAN YOGYAKARTA IN THE ACADEMIC YEAR 2013/2014**


School : SMP N 2 Kalasan  
Grade/Skill : VIII / Speaking  
Semester/Academic Year : 2 / 2013/2014


**Cycle I**

**Meeting 1**

SK : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

KD : 9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, **mengawali, memperpanjang, dan menutup percakapan**, serta mengawali, memperpanjang, dan menutup percakapan telepon.

Indicators	Topic	Learning Materials			Teaching and Learning Activities	Media / Cue Cards
		Function	Grammar	Vocabulary		
Students are able to: - pronounce the words related to the topic with the appropriate stress and intonation; - identify the expression to start, extend, and end the	Meeting a Stranger	1. Expression to start a conversation. e.g. - Excuse me. - Lovely day, isn't it? - How long have you been waiting? - Have you been here long? - Pretty nice place, huh? - Nice day to be outside, isn't it?	1. Q: Excuse me, <u>are</u> you <u>waiting</u> for the train to Solo? A: Yes, I <u>am</u> <u>waiting</u> for Prameks train.  2. Q: Can I help you, Sir? A: Oh yes, I <u>was</u> <u>looking</u> for someone's help.	Past Form Verbs (the regular past form verbs are generally pronounced /d/ or /ɪd/ in the final syllable): closed, walked, slipped, watched worked, branded, planted, wanted, exploded, rounded, etc.	<b>Presentation</b> - The teacher does brainstorm by asking the students about their last holiday. - The teacher elicits answer from the students. - The teacher discusses the students' answer. - The teacher plays a recording entitled "At the Camping Site". - The teacher discusses what the conversation is about with the students.	- Recording entitled "At the Camping Site" - Speakers - Cue cards with the theme and situation inside. e.g. 

<p>conversation; - use the pattern of how to start, extend, and end the conversation; and - say the expression to start, extend, and end the conversation.</p>		<p>2. Expression to extend or make a conversation longer. e.g. - By the way.... - Tell me more about it. - And then?</p> <p>3. Expression to end a conversation. e.g. - It's been a pleasure talking to you. - Well, have a nice day. - I think I have to go now. - I'm afraid I must go now. - I must be off now. - Good bye then. - See you! - I'm sorry, but I have to go. - Nice to meet you.</p>	<p>3. <b>Present Continuous Tense</b> S+is/am/are+Ving +O/Adv. I <u>am sitting</u> next to the new student.</p> <p>4. <b>Past Continuous Tense</b> S+was/were+Ving+O/Adv. I <u>was washing</u> my car in front of the house.</p>		<p>- The teacher asks the students about the expression in the conversation.</p> <p><b>Practice</b></p> <p>- The teacher says the expression of starting, extending, and ending the conversation and students repeat after her.</p> <p>- The teacher chooses some students randomly to say the expressions with the appropriate stress and intonation.</p> <p>- The teacher asks the students to identify the adjective, comparative, and superlative words that they used to complete the conversation.</p> <p><b>Production</b></p> <p>- The teacher groups the students in pairs. Both of them act as strangers, and have a dialog with the theme and situation as given by the teacher on cue cards. They should be conversing as the role given.</p> <p>- The teacher let the students perform the conversation in pairs.</p>	<div data-bbox="1834 236 2141 438"> <p><i>You are trying to find an address and ask a person who is washing his car in front of the house.</i></p>  </div>
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## Meeting 2

SK : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

KD : 9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, **mengawali, memperpanjang, dan menutup percakapan**, serta mengawali, memperpanjang, dan menutup percakapan telepon.

Indicators	Topic	Learning Materials			Teaching and Learning Activities	Media / Cue Cards
		Function	Grammar	Vocabulary		
Students are able to: - pronounce the words related to the topic with the appropriate stress and intonation; - identify the expression to start, extend, and end the conversation; - use the pattern of how to start, extend, and end the conversation; and - say the expression to start, extend,	What is Your Favorite?	1. Expression to start a conversation. e.g. - Nice day, isn't it? - Did you catch the news today? - How are you? - Hey, what is your...? - Tell me about your favorite.... - Look! I have a new ..., this is one of my favorite ones.  2. Expression to extend or make a conversation longer. e.g. - By the way.... - And then? - Tell me more about it.	1.Q: <u>Did you catch</u> the news today? A: Yes, I <u>heard</u> that....  2. Q: <u>Have</u> you ever <u>seen</u> the movie? A: Yes, I've <u>seen</u> for 3 times.  3. <b>Simple Past Tense</b> S+V <sub>2</sub> +O/Adv. We <u>went</u> to Bali this morning.  4. <b>Past Prefect Tense</b> S+had+V <sub>3</sub> +O/Adv. She <u>had been</u> in the airport for 3 hours.	1.Nouns: teacher, song, singer, movie, artist, actor, actress, football player, school subject, etc.  2. Adjective: favorite, cool, awesome, interesting, handsome, pretty, smart, challenging, attractive, etc.  3. Past form verbs: went, wanted, came, saw, enjoyed, met, watched, invited, learned,	<b>Presentation</b> - The teacher does brainstorm by asking the students about their previous meeting. - The teacher elicits answer from the students. - The teacher discusses the students' answer. - The teacher asks the students about the expression that had been taught in the last meeting. - The teacher writes the expressions and adds some different others on the board.  <b>Practice</b> - The teacher does a question and answer activity with the students orally. - The teacher does a conversation with the chosen randomly students.	Cue cards with the QRF conversation pattern.  <i>Toss 'n Talk: A Conversation Card Game Rules</i>  - Teacher explains about the QRF {Questions (Topic), Response (Echo), and Follow-up question} conversation pattern. - Students select one person to start the conversation. The student who starts chooses a topic from the list on the board and asks another student an appropriate question. Then, any student, in any order, can continue the conversation by responding (playing an "Echo" card), asking a Follow-up question, or changing the speaker (playing a "How about

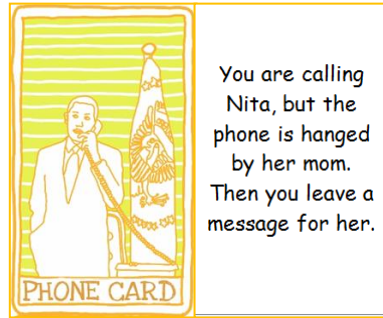
<p>and end the conversation.</p>		<ul style="list-style-type: none"> <li>- Really?</li> <li>- How about you?</li> <li>- How about ...?</li> </ul> <p>3. Expression to end a conversation.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>- Well, have a nice day.</li> <li>- I think I have to go now.</li> <li>- It's been a pleasure talking to you.</li> <li>- Let's continue this another time.</li> <li>- Take care.</li> </ul>		<p>adored, etc.</p>	<ul style="list-style-type: none"> <li>- The teacher asks the students to identify the sentence pattern in the expressions (i.e. Simple Past Tense and Past Perfect Tense).</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- The teacher divides the students into groups of four.</li> <li>- The teacher gives the students some cards which contain of QRF conversation pattern.</li> <li>- The teacher explains the rules of the card game.</li> <li>- The students perform their conversation in a group.</li> </ul>	<p>you?" card).</p> <p>e.g.</p> 
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## Cycle II

### Meeting 3

SK : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

KD : 9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta **mengawali, memperpanjang, dan menutup percakapan telepon**.


Indicators	Topic	Learning Materials			Teaching and Learning Activities	Media / Cue Cards
		Function	Grammar	Vocabulary		
Students are able to: - pronounce the words related to the topic with the appropriate stress and intonation; - identify the expression to start, extend, and end the conversation on the phone; - use the pattern of how to start, extend, and end the conversation on the phone; and	Making Telephone Calls	1. Expression to start a conversation on the phone. e.g. - Hello? - Who is calling, please? - Can I speak to...? - May I speak to...?  2. Expression to extend or make a conversation longer on the phone. e.g. - By the way, .... - Well, .... - Anyway, ....  3. Expression to end a conversation on the phone.	1. Polite requests e.g. - May I speak to John, please? - Could I speak to John, please? - Can I speak to John, please? - Do you mind if ...? - Would you mind if ...?  2. Possible responses e.g. - Wait a moment. (formal) - He is out. (formal) - Yes. Certainly. (formal)	1. Verb +s (the letter 's' is generally pronounced /ziz/ when occurring in the final syllable): surprises, causes, chooses, composes, excuses, praises, etc.  2. Noun: appointment, meeting, date, dinner, hanging out, party, shopping, refreshing, event, etc.	<b>Presentation</b> - The teacher does brainstorm by asking the students about making telephone calls. - The teacher elicits answer from the students. - The teacher discusses the students' answer. - The teacher asks the students about the expression that is used in the conversation on the phone. - The teacher writes the expressions to start, extend, and end the conversation on the phone on the board.  <b>Practice</b> - The teacher says the expression of starting, extending, and ending the conversation and	Cue cards with the theme and situation inside.  e.g. 

<ul style="list-style-type: none"> <li>- say the expression to start, extend, and end the conversation on the phone.</li> </ul>		<p>e.g.</p> <ul style="list-style-type: none"> <li>- It's nice talking with you.</li> <li>- It's time for me to say goodbye.</li> <li>- Bye.</li> </ul>	<ul style="list-style-type: none"> <li>- Sorry, wrong number. (formal)</li> <li>- Sure. (informal)</li> <li>- Okay. (informal)</li> </ul>		<p>students repeat after her.</p> <ul style="list-style-type: none"> <li>- The teacher chooses some students randomly to say the expressions with the appropriate stress and intonation.</li> <li>- The teacher asks the students to identify how to express the polite requests and possible responses when we make a telephone call.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- The teacher divided students into pairs.</li> <li>- The teacher gives students a card for each pairs that contain the clue what is to ask and they do by turns. Each pair has different topic of telephoning.</li> <li>- The students act that they are telephoning in pairs.</li> </ul>	<div data-bbox="1742 236 1921 550">  </div> <div data-bbox="1933 263 2116 539"> <p>You are Nita's mom who is hanging the phone and telling him/her that she is not at home. And you write a message from the caller.</p> </div>
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## Meeting 4

SK : 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

KD : 9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta **mengawali, memperpanjang, dan menutup percakapan telepon.**

Indicators	Topic	Learning Materials			Teaching and Learning Activities	Activities Using Cue Cards						
		Function	Grammar	Vocabulary								
Students are able to: - pronounce the words related to the topic with the appropriate stress and intonation; - identify the expression to start, extend, and end the conversation on the phone; - use the pattern of how to start, extend, and end the conversation on the phone; and - say the	Inviting Someone by Phone	1. Expression to start a conversation on the phone. e.g. - Hello? - Who is calling, please? - Can I speak to...? - May I speak to...?  2. Expression to extend or make a conversation longer on the phone. e.g. - By the way, .... - Well, .... - Anyway, ....  3. Expression to end a conversation on the phone. e.g.	<i>How to invite someone</i>  1. Modals + you + to inf. + Adv. ? e.g. - <u>Would</u> you <u>come</u> to my birthday party? - <u>Could</u> you <u>join</u> the event tonight? - <u>Can</u> you <u>visit</u> ...?  2. Please, come/visit/join ....  3. Modals + you + like/mind to + to inf. + Adv. ? e.g.	1. The Events: birthday party, barbeque dinner, school art performance, music concert, graduation party, traditional dance show, etc.  2. Modals: will, would, can, could, may, might, shall, etc.	<b>Presentation</b> - The teacher does brainstorm by asking the students about the previous meeting. - The teacher asks the students to identify what are the expressions in starting, extending, and ending the conversation on the phone together with the teacher. - The teacher asks the students about how to invite someone that they have already learned in the previous semester. - The teacher elicits answer from the students. - The teacher discuss what the conversation is about with the students. - The teacher writes the expressions for inviting someone by phone.	Cue cards: <div></div> <table><tr><td>Caller (A)</td><td>You hold a barbeque dinner this evening at 7.00 p.m and call your friend (C) to invite him/her.</td></tr><tr><td>Telephonist (B)</td><td>You are hanging the phone and tell the caller (A) that the receiver (C) is out now. You will give the message when the caller (A) is in.</td></tr><tr><td>Receiver (C)</td><td>You get a message from the telephonist (B) and you call the caller (A) back and ask the intention why he/she is calling.</td></tr></table> <i>The Telephone Tennis Game Rules</i>  - Teacher divides the students into groups of three. Each student has his/her own role to	Caller (A)	You hold a barbeque dinner this evening at 7.00 p.m and call your friend (C) to invite him/her.	Telephonist (B)	You are hanging the phone and tell the caller (A) that the receiver (C) is out now. You will give the message when the caller (A) is in.	Receiver (C)	You get a message from the telephonist (B) and you call the caller (A) back and ask the intention why he/she is calling.
Caller (A)	You hold a barbeque dinner this evening at 7.00 p.m and call your friend (C) to invite him/her.											
Telephonist (B)	You are hanging the phone and tell the caller (A) that the receiver (C) is out now. You will give the message when the caller (A) is in.											
Receiver (C)	You get a message from the telephonist (B) and you call the caller (A) back and ask the intention why he/she is calling.											

expression to start, extend, and end the conversation on the phone.		<ul style="list-style-type: none"> <li>- It's nice talking with you.</li> <li>- It's time for me to say goodbye.</li> <li>- Bye.</li> </ul>	<ul style="list-style-type: none"> <li>- <u>Would</u> you like to <u>come</u> ...?</li> <li>- <u>Would</u> you mind to <u>join</u> ...?</li> </ul>		<p><b><i>Practice</i></b></p> <ul style="list-style-type: none"> <li>- The teacher does a question and answer activity with the students orally.</li> <li>- The teacher does a conversation with the chosen randomly students.</li> <li>- The teacher asks the students to identify the expression how to invite someone on the phone to be the aims of the telephoning conversation.</li> </ul> <p><b><i>Production</i></b></p> <ul style="list-style-type: none"> <li>- The teacher divides the students into groups of four.</li> <li>- The teacher explains the rules of the telephone tennis game.</li> <li>- The students perform their conversation in a group.</li> </ul>	<p>speak. Student A is the caller, B is the telephonist, C is the receiver.</p> <ul style="list-style-type: none"> <li>- Student A picks a call card and performs it. Student A initiates the game by telephoning the student C, but he/she is not in. Then, the telephonist who is student B is hanging the phone and got a message from the student A for the student C.</li> <li>- The student C calls back the student A to ask the intention why he/she is calling.</li> </ul>
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## **E. LESSON PLANS**

# LESSON PLAN

School : SMP N 2 Kalasan  
Class/Semester : VIII (eight)/2  
Subject : English  
Text Type : Transactional  
Skill : Speaking  
Allocation Time : 2 x 40 minutes (1 meeting)

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<b>Cycle I</b> <b>Meeting 1</b>
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## A. COMPETENCY STANDARD

### Berbicara

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

## B. BASIC COMPETENCE

### Berbicara

- 9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, **mengawali, memperpanjang, dan menutup percakapan**, serta mengawali, memperpanjang, dan menutup percakapan telepon.

## C. LEARNING OBJECTIVES

At the end of teaching and learning process, students are expected to be able to:

1. pronounce the words related to the topic with the appropriate stress and intonation;
2. identify the expression to start, extend, and end the conversation;
3. use the pattern of how to start, extend, and end the conversation; and
4. say the expression to start, extend, and end the conversation.

### Characters:

- Trustworthiness
- Cooperation
- Confidence

## D. LEARNING MATERIALS

- a. Recording entitled "At the Camping Site"



- b. Past Form Verbs (the regular past form verbs are generally pronounced /d/ or /ɪd/ in the final syllable): closed, walked, slipped, watched, worked, branded, planted, wanted, exploded, rounded, etc.

- c. Expression of starting, extending, and ending a conversation.

1. *Expression to start a conversation.*

e.g.

- Excuse me.
- Lovely day, isn't it?
- How long have you been waiting?
- Have you been here long?
- Pretty nice place, huh?
- Nice day to be outside, isn't it?

2. *Expression to extend or make a conversation longer.*

e.g.

- By the way....
- Tell me more about it.
- And then?

3. *Expression to end a conversation.*

e.g.

- It's been a pleasure talking to you.
- Well, have a nice day.
- I think I have to go now.
- I'm afraid I must go now.
- I must be off now.
- Good bye then.
- See you!
- I'm sorry, but I have to go.
- Nice to meet you.

- d. Present Continuous Tense

S + is/am/are + Ving + O/Adv.

I am sitting next to the new student.

Past Continuous Tense

S + was/were + Ving + O/Adv.

I was washing my car in front of the house.

## **E. LEARNING METHODS**

- PPP

## **F. LEARNING ACTIVITIES**

### **1. Pre-Activity (10 minutes)**

- a. Greeting, praying, and checking the roll.
- b. Students prepare themselves to start the lesson.
- c. Students are listening to the teacher's explanation about today's materials that related to the previous meeting (activating students' schemata).

### **2. Whilst-Activity (60 minutes)**

#### **a. Presentation**

- 1) The teacher does brainstorm by asking the students about their last holiday.
- 2) The teacher elicits answer from the students.
- 3) Based on the class brainstorming, the teacher generates the expression of how to start, extend, and end a conversation in English.
- 4) Students are played a recording of someone's conversation.
- 5) Students discuss what the conversation is about with the teacher.
- 6) Students are asked about the expression in the conversation.
- 7) Students are asked to identify what are the expressions that used in the video in starting, extending, and ending the conversation together with the teacher.
- 8) Students are asked to write the expressions on the board.
- 9) Students are asked more expressions that similar to the expressions on the video that familiar with them.

#### **b. Practice**

- 1) Students and the teacher discuss about the other expressions of starting, extending, and ending the conversation and identify whether there are some difficult words in each expression.
- 2) Students are repeating how the teacher says the expression of starting, extending, and ending the conversation.
- 3) Some students are checked one by one whether they have said the expressions with the appropriate stress and intonation or not.
- 4) Students are asked to review how to start, extend, and end a conversation and identify the adjective, comparative, and superlative words that they used to complete the conversation.

#### **c. Production**

- 1) Students are explained about the rules of the activity in playing the cards.
- 2) Students are given some cards that contain a situation and roles for each group in the conversation.
- 3) Students are grouped into pairs. Each pair gets a situational problem that requires students to act as the person in the cards.
- 4) The teacher chooses a pair of students randomly to perform the conversation.

### **3. Post-Activity (10 minutes)**

- a. Students and the teacher summarize the lesson.

- b. Students are given feedback/evaluation about the today activities by the teacher.
- c. Students are given a little explanation about what they are going to do in the next session by the teacher.
- d. Students are motivated to keep learning and practicing English in home.
- e. Closing session.

## G. LEARNING SOURCES

1. Recording entitled “At the Camping Site”.
2. Blundell, John, et.al. 1982. *Function in English*. Oxford University Press.
3. Media and students’ worksheets.

## H. ASSESSMENT

### 1. Assessment Indicators

No.	Indicators of Achievement	Technique	Form	Instruments
1.	Produce expressions to start a conversation	Pair work	Oral test	
2.	Produce expressions to extend or make a conversation longer	Pair work	Oral test	
3.	Produce expressions to end a conversation	Pair work	Oral test	

### 2. Assessment Rubric

Fluency	Pronunciation	Accuracy	Vocabulary	Total Scores
10	10	10	10	100

Skor maksimal :  $10 \times 4 = 40$

Nilai siswa :  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

<i>Excellent</i>	81-100
<i>Very good</i>	61-80
<i>Good</i>	41-60
<i>Average</i>	21-40
<i>Poor</i>	$\leq 20$

### 3. Characters Assessment (Observation)

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Karakter yang diharapkan	Keterangan
1. Dapat dipercaya	
2. Kerjasama	
3. Percaya diri	

**Keterangan :**

- MK/A = Membudaya Konsisten
- MB/B = Mulai Berkembang
- MT/C = Mulai Terlihat
- BT/D = Belum Terlihat

### 4. Character Assessment (Self-assessment)

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Berilah tanda √ pada kolom yang sesuai dengan keadaan kalian.

No.	Pernyataan	Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
1.	Saya menghargai jawaban teman yang berbeda.				
2.	Saya membantu teman yang memerlukan bantuan.				
3.	Saya dapat berbagi tugas dengan teman selama mengerjakan tugas kelompok.				
4.	Saya mengerjakan tugas/ tes individu dengan usaha sendiri				
5.	Tidak gaduh membicarakan hal-hal diluar konteks pelajaran				
6.	Membagi tugas saat bekerja kelompok untuk menghemat waktu				

Mengetahui,  
Guru Pembimbing

Mahasiswa

Tavip Zulaifah, S.Pd.  
NIP. 19640927 198703 2 012

Amalia Izzati Nur Shabrina  
NIM. 10202244089

# LESSON PLAN

School : SMP N 2 Kalasan  
Class/Semester : VIII (eight)/2  
Subject : English  
Text Type : Transactional  
Skill : Speaking  
Allocation Time : 2 x 40 minutes (1 meeting)

**Cycle I**  
**Meeting 2**

## A. COMPETENCY STANDARD

### Berbicara

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

## B. BASIC COMPETENCE

### Berbicara

- 9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, **mengawali, memperpanjang, dan menutup percakapan**, serta mengawali, memperpanjang, dan menutup percakapan telepon.

## C. LEARNING OBJECTIVES

At the end of teaching and learning process, students are expected to be able to:

1. pronounce the words related to the topic with the appropriate stress and intonation;
2. identify the expression to start, extend, and end the conversation;
3. use the pattern of how to start, extend, and end the conversation; and
4. say the expression to start, extend, and end the conversation.

### Characters:

- Trustworthiness
- Cooperation
- Confidence

## D. LEARNING MATERIALS

- a. The Sentence Pattern:

*Simple Past Tense*

(+) S + V<sub>2</sub> + O/Adv.

(--) S + did not/didn't + V<sub>1</sub> + O/Adv.

(?) Did + S + V<sub>1</sub> + O/Adv. + ?

e.g.

(+) He went to Bali this morning.

(--) He didn't go to Bali this morning. He will leave this afternoon because all the tickets were sold.

(?) Did he go to Bali this morning?

### *Past Prefect Tense*

(+) S + had + V<sub>3</sub> + O/Adv.

(--) S + had not + V<sub>3</sub> + O/Adv.

(?) Had + S + V<sub>3</sub> + O/Adv. + ?

e.g.

(+) She had been in the airport for 3 hours.

(--) She had not been in the airport for 3 hours. She had just arrived five minutes ago.

(?) Had she been there for 3 hours?

## b. Expression of starting, extending, and ending a conversation.

### 1) *Expression to start a conversation.*

e.g.

- Nice day, isn't it?
- Did you catch the news today?
- How are you?
- Hey, what is your...?
- Tell me about your favorite....
- Look! I have a new ..., this is one of my favorite ones.

### 2) *Expression to extend or make a conversation longer.*

e.g.

- By the way....
- And then?
- Tell me about it.
- Really?
- How about you?
- How about ...?

### 3) *Expression to end a conversation.*

e.g.

- Well, have a nice day.
- I think I have to go now.
- It's been a pleasure talking to you.
- Let's continue this another time.
- Take care.

## c. Vocabulary

1. *Nouns*: teacher, song, singer, movie, artist, actor, actress, football player, school subject, etc.
2. *Adjective*: favorite, cool, awesome, interesting, handsome, pretty, smart, challenging, attractive, etc.
3. *Past form verbs*: went, wanted, came, saw, enjoyed, met, watched, invited, learned, adored, etc.

## **E. LEARNING METHODS**

- PPP

## **F. LEARNING ACTIVITIES**

### **1. Pre-Activity (10 minutes)**

- a. Greeting, praying, and checking the roll.
- b. Students prepare themselves to start the lesson.
- c. Students are listening to the teacher's explanation about today's materials that related to the previous meeting (activating students' schemata).

### **2. Whilst-Activity (60 minutes)**

#### **a. Presentation**

- 1) The teacher does brainstorm by asking the students about the previous meeting.
- 2) The teacher elicits answer from the students.
- 3) Students discuss what the conversation is about with the teacher.
- 4) Students are asked about the expression that had been taught in the last meeting.
- 5) Students are asked to write the expressions on the board.

#### **b. Practice**

- 1) Students are doing question and answer with the teacher orally about the expressions in the last meeting.
- 2) Students that are conversing with the teacher are chosen randomly to answer the teacher's questions.
- 3) Students are identifying the sentence pattern of the expressions (i.e. Simple Past Tense and Past Prefect Tense).

#### **c. Production**

- 1) Students are grouped into groups of four.
- 2) Students are given some cards which contain of QRF conversation pattern.
- 3) Students are explained about the rules of the card game.
- 4) Students are performing the conversation in a group.



### 3. Post-Activity (10 minutes)

- Students and the teacher summarize the lesson.
- Students are given feedback/evaluation about the today activities by the teacher.
- Students are given a little explanation about what they are going to do in the next session by the teacher.
- Students are motivated to keep learning and practicing English in home.
- Closing session.

## G. LEARNING SOURCES

- Blundell, John, et.al. 1982. *Function in English*. Oxford University Press.
- Media and students' worksheets.

## H. ASSESSMENT

### 1. Assessment Indicators

No.	Indicators of Achievement	Technique	Form	Instruments
1.	Produce expressions to start a conversation	Pair work	Oral test	
2.	Produce expressions to extend or make a conversation longer	Pair work	Oral test	
3.	Produce expressions to end a conversation	Pair work	Oral test	

### 2. Assessment Rubric

Fluency	Pronunciation	Accuracy	Vocabulary	Total Scores
10	10	10	10	100

Skor maksimal :  $10 \times 4 = 40$

Nilai siswa :  $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

<i>Excellent</i>	81-100
<i>Very good</i>	61-80
<i>Good</i>	41-60
<i>Average</i>	21-40
<i>Poor</i>	$\leq 20$

### 3. Characters Assessment (Observation)

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Karakter yang diharapkan	Keterangan
1. Dapat dipercaya	
2. Kerjasama	
3. Percaya diri	

**Keterangan :**

- MK/A = Membudaya Konsisten
- MB/B = Mulai Berkembang
- MT/C = Mulai Terlihat
- BT/D = Belum Terlihat

### 4. Character Assessment (Self-assessment)

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Berilah tanda ✓ pada kolom yang sesuai dengan keadaan kalian.

No.	Pernyataan	Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
1.	Saya menghargai jawaban teman yang berbeda.				
2.	Saya membantu teman yang memerlukan bantuan.				
3.	Saya dapat berbagi tugas dengan teman selama mengerjakan tugas kelompok.				
4.	Saya mengerjakan tugas/ tes individu dengan usaha sendiri				
5.	Tidak gaduh membicarakan hal-hal diluar konteks pelajaran				
6.	Membagi tugas saat bekerja kelompok untuk menghemat waktu				

Mengetahui,

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Mahasiswa

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# LESSON PLAN

School : SMP N 2 Kalasan  
Class/Semester : VIII (eight)/2  
Subject : English  
Text Type : Transactional  
Skill : Speaking  
Allocation Time : 2 x 40 minutes (1 meeting)

**Cycle II**  
**Meeting 1**

## A. COMPETENCY STANDARD

### Berbicara

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

## B. BASIC COMPETENCE

### Berbicara

- 9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta **mengawali, memperpanjang, dan menutup percakapan telepon.**

## C. LEARNING OBJECTIVES

At the end of teaching and learning process, students are expected to be able to:

1. pronounce the words related to the topic with the appropriate stress and intonation;
2. identify the expression to start, extend, and end the conversation on the phone;
3. use the pattern of how to start, extend, and end the conversation on the phone; and
4. say the expression to start, extend, and end the conversation on the phone.

### Characters:

- Trustworthiness
- Cooperation
- Confidence

## D. LEARNING MATERIALS

### a. Polite requests

e.g.

- a. May I speak to John, please?
- b. Could I speak to John, please?
- c. Can I speak to John, please?
- d. Do you mind if ...?

e. Would you mind if ...?

*Possible responses*

e.g.

- a. Wait a moment. (formal)
- b. He is out. (formal)
- c. Yes. Certainly. (formal)
- d. Sorry, wrong number. (formal)
- e. Sure. (informal)
- f. Okay. (informal)

b. Expression of starting, extending, and ending a conversation.

1. *Expression to start a conversation on the phone.*

e.g.

- Hello?
- Who is calling, please?
- Can I speak to...?
- May I speak to...?

2. *Expression to extend or make a conversation longer on the phone.*

e.g.

- By the way....
- Well, ....
- Anyway, ....

3. *Expression to end a conversation on the phone.*

e.g.

- It's nice talking with you.
- It's time for me to say goodbye.
- Bye.

c. Vocabulary

- 1. Verb + s (the letter 's' is generally pronounced /zɪz/ when occurring in the final syllable): surprises, causes, chooses, composes, excuses, praises, etc.
- 2. Noun: appointment, meeting, date, dinner, hanging out, party, shopping, refreshing, event, etc.

## **E. LEARNING METHODS**

- PPP

## **F. LEARNING ACTIVITIES**

### **1. Pre-Activity (10 minutes)**

- a. Greeting, praying, and checking the roll.
- b. Students prepare themselves to start the lesson.
- c. Students are listening to the teacher's explanation about today's materials that related to the previous meeting (activating students' schemata).

### **2. Whilst-Activity (60 minutes)**

#### **a. Presentation**

- 1) The teacher does brainstorm by asking the students about making telephone calls.
- 2) The teacher elicits answer from the students.
- 3) The teacher asks the students about the expression that is used in the conversation on the phone.
- 4) Based on the class brainstorming, the teacher generates the expression of how to start, extend, and end a conversation on the phone in English.
- 5) The teacher writes the expressions to start, extend, and end the conversation on the phone on the board.

#### **b. Practice**

- 1) Students and the teacher discuss about the other expressions of starting, extending, and ending the conversation on the phone and identify whether there are some difficult words in each expression.
- 2) Students are repeating how the teacher says the expression of starting, extending, and ending the conversation on the phone.
- 3) Some students are checked one by one whether they have said the expressions with the appropriate stress and intonation or not.
- 4) Students are identifying how to express the polite request and possible responses when we make a telephone call.

#### **c. Production**

- 1) Students are divided into pairs.
- 2) Students are given a card for each pairs that contain the clue what is to ask and they do by turns. Each pair has different topic of telephoning.
- 3) Students act that they are telephoning in pairs.

### **3. Post-Activity (10 minutes)**

- a. Students and the teacher summarize the lesson.
- b. Students are given feedback/evaluation about the today activities by the teacher.
- c. Students are given a little explanation about what they are going to do in the next session by the teacher.
- d. Students are motivated to keep learning and practicing English in home.
- e. Closing session.

## G. LEARNING SOURCES

1. Media and students' worksheets.

## H. ASSESSMENT

### 1. Assessment Indicators

No.	Indicators of Achievement	Technique	Form	Instruments
1.	Produce expressions to start a conversation on the phone	Pair work	Oral test	
2.	Produce expressions to extend or make a conversation longer on the phone	Pair work	Oral test	
3.	Produce expressions to end a conversation on the phone	Pair work	Oral test	

### 2. Assessment Rubric

Fluency	Pronunciation	Accuracy	Vocabulary	Total Scores
10	10	10	10	100

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### 3. Characters Assessment (Observation)

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Karakter yang diharapkan	Keterangan
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### 4. Character Assessment (Self-assessment)

Name : \_\_\_\_\_

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Berilah tanda √ pada kolom yang sesuai dengan keadaan kalian.

No.	Pernyataan	Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
1.	Saya menghargai jawaban teman yang berbeda.				
2.	Saya membantu teman yang memerlukan bantuan.				
3.	Saya dapat berbagi tugas dengan teman selama mengerjakan tugas kelompok.				
4.	Saya mengerjakan tugas/ tes individu dengan usaha sendiri				
5.	Tidak gaduh membicarakan hal-hal diluar konteks pelajaran				
6.	Membagi tugas saat bekerja kelompok untuk menghemat waktu				

Mengetahui,  
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# LESSON PLAN

School : SMP N 2 Kalasan  
Class/Semester : VIII (eight)/2  
Subject : English  
Text Type : Transactional  
Skill : Speaking  
Allocation Time : 2 x 40 minutes (1 meeting)

**Cycle II**  
**Meeting 2**

## A. COMPETENCY STANDARD

### Berbicara

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

## B. BASIC COMPETENCE

### Berbicara

- 9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta **mengawali, memperpanjang, dan menutup percakapan telepon.**

## C. LEARNING OBJECTIVES

At the end of teaching and learning process, students are expected to be able to:

1. pronounce the words related to the topic with the appropriate stress and intonation;
2. identify the expression to start, extend, and end the conversation on the phone;
3. use the pattern of how to start, extend, and end the conversation on the phone; and
4. say the expression to start, extend, and end the conversation on the phone.

### Characters:

- Trustworthiness
- Cooperation
- Confidence

## D. LEARNING MATERIALS

### a. *Inviting Someone*

1. Modals + you + to inf. + Adv. ?

e.g.

- a. Would you come to my birthday party?

- b. Could you join the event tonight?
  - c. Can you visit ...?
- 2. Please, come/visit/join ....
- 3. Modals + you + like/mind to + to inf. + Adv. ?
  - e.g.
    - a. Would you like to come ...?
    - b. Would you mind to join ...?
- b. Expression of starting, extending, and ending a conversation on the phone.
  - 1. *Expression to start a conversation on the phone.*
    - e.g.
      - Hello?
      - Who is calling, please?
      - Can I speak to...?
      - May I speak to...?
  - 2. *Expression to extend or make a conversation longer on the phone.*
    - e.g.
      - By the way....
      - Well, ....
      - Anyway, ....
  - 3) *Expression to end a conversation on the phone.*
    - e.g.
      - It's nice talking with you.
      - It's time for me to say goodbye.
      - Bye.
- c. Vocabulary
  - 1. *The Events:* birthday party, barbeque dinner, school art performance, music concert, graduation party, traditional dance show, etc.
  - 2. *Modals:* will, would, can, could, may, might, shall, etc.

## E. LEARNING METHODS

- PPP

## **F. LEARNING ACTIVITIES**

### **1. Pre-Activity (10 minutes)**

- a. Greeting, praying, and checking the roll.
- b. Students prepare themselves to start the lesson.
- c. Students are listening to the teacher's explanation about today's materials that related to the previous meeting (activating students' schemata).

### **2. Whilst-Activity (60 minutes)**

#### **a. Presentation**

- 1) The teacher does brainstorm by asking the students about the previous meeting.
- 2) Students are asked to identify what are the expressions in starting, extending, and ending the conversation on the phone together with the teacher.
- 3) The teacher asks the students about how to invite someone that they have already learned in the previous semester.
- 4) The teacher elicits answer from the students.
- 5) Students discuss what the conversation is about with the teacher.
- 6) The teacher writes the expressions for inviting someone by phone.

#### **b. Practice**

- 1) Students are doing question and answer with the teacher orally about the expressions in the last meeting.
- 2) Students that are conversing with the teacher are chosen randomly to answer the teacher's questions.
- 3) Students are identifying the expression how to invite someone on the phone to be the aims of the telephoning conversation.

#### **c. Production**

- 1) Students are divided into groups of four.
- 2) The teacher explains the rules of the telephone tennis game.
- 3) Students perform their conversation in a group.

### **3. Post-Activity (10 minutes)**

- a. Students and the teacher summarize the lesson.
- b. Students are given feedback/evaluation about the today activities by the teacher.
- c. Students are given a little explanation about what they are going to do in the next session by the teacher.
- d. Students are motivated to keep learning and practicing English in home.
- e. Closing session.

## **G. LEARNING SOURCES**

1. Media and students' worksheets.

## H. ASSESSMENT

### 1. Assessment Indicators

No.	Indicators of Achievement	Technique	Form	Instruments
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### 3. Characters Assessment (Observation)

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Class : \_\_\_\_\_

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2. Kerjasama	
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### 4. Character Assessment (Self-assessment)

Name : \_\_\_\_\_

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Berilah tanda √ pada kolom yang sesuai dengan keadaan kalian.

No.	Pernyataan	Sangat setuju	Setuju	Kurang Setuju	Tidak Setuju
1.	Saya menghargai jawaban teman yang berbeda.				
2.	Saya membantu teman yang memerlukan bantuan.				
3.	Saya dapat berbagi tugas dengan teman selama mengerjakan tugas kelompok.				
4.	Saya mengerjakan tugas/ tes individu dengan usaha sendiri				
5.	Tidak gaduh membicarakan hal-hal diluar konteks pelajaran				
6.	Membagi tugas saat bekerja kelompok untuk menghemat waktu				

Mengetahui,  
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## **F. CUE CARDS**





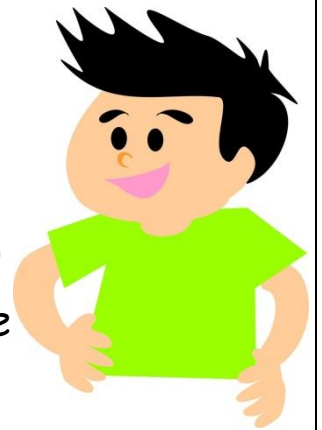
*You attend an English course and you sit beside a new student who wants to talk with you.*

*You are a new student in an English course and you want to talk with a person beside you.*



*You meet a person who is trying to find an address around your house.*

*You are trying to find an address and ask a person who is washing his car in front of the house.*



*You see a person who is in trouble of bringing her luggage and you want to help her.*

*You find a trouble in bringing your luggage by yourself and you look for someone to help you.*



*You are in a waiting room of the train station and someone asks you about the schedule of Prameks train.*

*You want to go Solo by train, but you don't know the schedule and you ask someone who is in the waiting room.*



**T**OPIC



Make a statement and ask  
a question to change the topic

**E**CHO



Repeat the key words.

**H**



OW ABOUT YOU  
QUESTION

Ask another student about the topic.

**F**

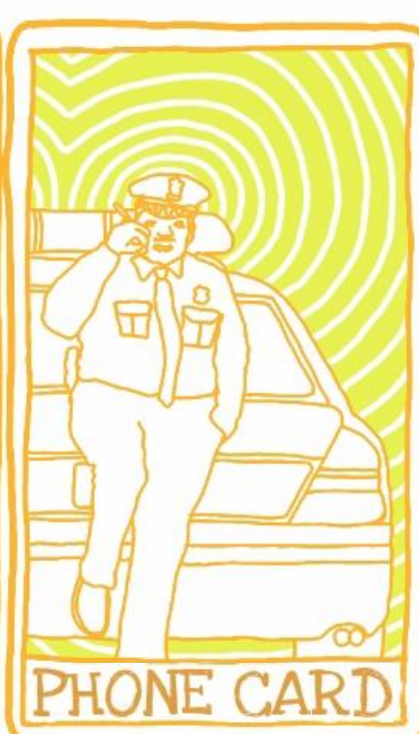


OLLOW-UP  
QUESTION(S)

Ask for more questions.

<p>You are calling Rifky, but the phone is hanged by his mom. Then you leave a message for him.</p>	<p>You are calling Nita, but the phone is hanged by her mom. Then you leave a message for her.</p>	<p>You are calling Marsha, but the phone is hanged by her sister. Then you leave a message for her.</p>	<p>You are calling Dion, but the phone is hanged by his mom. Then you leave a message for him.</p>
<p>You are Rifky's brother who is hanging the phone and telling him/her that he is not at home. And you write a message from the caller.</p>	<p>You are Nita's mom who is hanging the phone and telling him/her that she is not at home. And you write a message from the caller.</p>	<p>You are Marsha's sister who is hanging the phone and telling him/her that she is not at home. And you write a message from the caller.</p>	<p>You are Dion's father who is hanging the phone and telling him/her that he is not at home. And you write a message from the caller.</p>





Caller (A)	You hold a barbeque dinner this evening at 7.00 p.m and call your friend (C) to invite him/her.	Caller (A)	You hold a birthday party this afternoon at 4.00 p.m and call your friend (C) to invite him/her.
Telephonist (B)	You are hanging the phone and tell the caller (A) that the receiver (C) is out now. You will give the message when the caller (A) is in.	Telephonist (B)	You are hanging the phone and tell the caller (A) that the receiver (C) is out now. You will give the message when the caller (A) is in.
Receiver (C)	You get a message from the telephonist (B) and you call the caller (A) back and ask the intention why he/she is calling.	Receiver (C)	You get a message from the telephonist (B) and you call the caller (A) back and ask the intention why he/she is calling.
Caller (A)	You hold a barbeque dinner this evening at 7.00 p.m and call your friend (C) to invite him/her.	Caller (A)	You hold a birthday party this afternoon at 4.00 p.m and call your friend (C) to invite him/her.
Telephonist (B)	You are hanging the phone and tell the caller (A) that the receiver (C) is out now. You will give the message when the caller (A) is in.	Telephonist (B)	You are hanging the phone and tell the caller (A) that the receiver (C) is out now. You will give the message when the caller (A) is in.
Receiver (C)	You get a message from the telephonist (B) and you call the caller (A) back and ask the intention why he/she is calling.	Receiver (C)	You get a message from the telephonist (B) and you call the caller (A) back and ask the intention why he/she is calling.
Caller (A)	You hold a barbeque dinner this evening at 7.00 p.m and call your friend (C) to invite him/her.	Caller (A)	You hold a birthday party this afternoon at 4.00 p.m and call your friend (C) to invite him/her.
Telephonist (B)	You are hanging the phone and tell the caller (A) that the receiver (C) is out now. You will give the message when the caller (A) is in.	Telephonist (B)	You are hanging the phone and tell the caller (A) that the receiver (C) is out now. You will give the message when the caller (A) is in.
Receiver (C)	You get a message from the telephonist (B) and you call the caller (A) back and ask the intention why he/she is calling.	Receiver (C)	You get a message from the telephonist (B) and you call the caller (A) back and ask the intention why he/she is calling.
Caller (A)	You hold a barbeque dinner this evening at 7.00 p.m and call your friend (C) to invite him/her.	Caller (A)	You hold a birthday party this afternoon at 4.00 p.m and call your friend (C) to invite him/her.
Telephonist (B)	You are hanging the phone and tell the caller (A) that the receiver (C) is out now. You will give the message when the caller (A) is in.	Telephonist (B)	You are hanging the phone and tell the caller (A) that the receiver (C) is out now. You will give the message when the caller (A) is in.
Receiver (C)	You get a message from the telephonist (B) and you call the caller (A) back and ask the intention why he/she is calling.	Receiver (C)	You get a message from the telephonist (B) and you call the caller (A) back and ask the intention why he/she is calling.





# **G. OBSERVATION CHECKLIST**

## Observation Checklist

Date : April 11<sup>th</sup>, 2014  
 Meeting : 1  
 Observer : Intan Wahyu Saputri

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Yes	No	Comment
<b>A.</b>	<b>Pre-teaching</b>			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher's greeting and tell about their condition.	√		Some students are still busy with their friends.
	3. The teacher leads a prayer.		√	
	4. The teacher reviews the previous materials.	√		
	5. The teacher introduces the new topic to the students.	√		
	6. The teacher gives lead in questions.	√		
	7. The teacher tells the objective of the teaching and learning process.	√		
<b>B.</b>	<b>Whilst-teaching</b>			
	1. The students are ready to learn the materials.	√		Some students are not ready to learn.
	2. The teacher does brainstorm with the students to lead into the topic of the lesson.	√		
	3. The teacher reminds the students about the expression of how to start, extend, and end the conversation in English.	√		
	4. The teacher explains the rules of the activity in playing the cards.	√		
	5. The teacher checks the students' understanding.	√		
	6. The teacher gives chances to the students to ask questions.	√		
	7. The students deliver the questions to the teacher.	√		
	8. The teacher guides the students in every stage in the process of doing the tasks.	√		
	9. The lesson is smooth, sequenced, and logical.	√		
<b>C.</b>	<b>Post-teaching</b>			
	1. The teacher summarizes and reflects the lesson.	√		
	2. The teacher previews on the upcoming materials.	√		



	3. The teacher closes the teaching and learning process.	√		
<b>D.</b>	<b>Methods</b>			
	1. There are balance and variety activities during the lesson.	√		
	2. The teacher moves around the class and makes eye contact with the students.	√		
	3. The teacher positively reinforces the students.	√		
	4. Examples and illustration are used effectively.	√		
	5. The teacher corrects the students' errors and mistakes.	√		
	6. The teacher uses the allocated time well.	√		
<b>E.</b>	<b>Teacher-students' interaction</b>			
	1. The teacher encourages the students' participation.	√		
	2. The students have enthusiasm/motivation during the teaching process.	√		
	3. The students actively take parts in each class activity.	√		Some students need more encouragement in performing the dialogue.
	4. The teacher's instructions are clear.	√		

## Observation Checklist

Date : April 22<sup>nd</sup>, 2014  
 Meeting : 2  
 Observer : Intan Wahyu Saputri

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Yes	No	Comment
<b>A.</b>	<b>Pre-teaching</b>			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher's greeting and tell about their condition.	√		
	3. The teacher leads a prayer.	√		
	4. The teacher reviews the previous materials.	√		
	5. The teacher introduces the new topic to the students.	√		
	6. The teacher gives lead in questions.	√		
	7. The teacher tells the objective of the teaching and learning process.	√		
<b>B.</b>	<b>Whilst-teaching</b>			
	1. The students are ready to learn the materials.	√		
	2. The teacher does brainstorm with the students to lead into the topic of the lesson.	√		
	3. The teacher reminds the students about the expression of how to start, extend, and end the conversation in English.	√		
	4. The teacher explains the rules of the activity in playing the cards.	√		
	5. The teacher checks the students' understanding.	√		
	6. The teacher gives chances to the students to ask questions.	√		
	7. The students deliver the questions to the teacher.	√		
	8. The teacher guides the students in every stage in the process of doing the tasks.	√		
	9. The lesson is smooth, sequenced, and logical.	√		
<b>C.</b>	<b>Post-teaching</b>			
	1. The teacher summarizes and reflects the lesson.	√		
	2. The teacher previews on the upcoming materials.	√		
	3. The teacher closes the teaching and learning process.	√		

<b>D.</b>	<b>Methods</b>			
	1. There are balance and variety activities during the lesson.	√		
	2. The teacher moves around the class and makes eye contact with the students.	√		
	3. The teacher positively reinforces the students.	√		
	4. Examples and illustration are used effectively.	√		
	5. The teacher corrects the students' errors and mistakes.	√		
	6. The teacher uses the allocated time well.	√		
<b>E.</b>	<b>Teacher-students' interaction</b>			
	1. The teacher encourages the students' participation.	√		
	2. The students have enthusiasm/motivation during the teaching process.	√		
	3. The students actively take parts in each class activity.	√		Some students still need more encouragement in performing the dialogue.
	4. The teacher's instructions are clear.	√		

## Observation Checklist

Date : April 25<sup>th</sup>, 2014  
 Meeting : 3  
 Observer : Anisa Nur Pratiwi

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Yes	No	Comment
<b>A.</b>	<b>Pre-teaching</b>			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher's greeting and tell about their condition.	√		
	3. The teacher leads a prayer.		√	
	4. The teacher reviews the previous materials.	√		
	5. The teacher introduces the new topic to the students.	√		
	6. The teacher gives lead in questions.	√		
	7. The teacher tells the objective of the teaching and learning process.	√		
<b>B.</b>	<b>Whilst-teaching</b>			
	1. The students are ready to learn the materials.		√	Some students are hard to be controlled by the teacher.
	2. The teacher does brainstorm with the students to lead into the topic of the lesson.	√		
	3. The teacher reminds the students about the expression of how to start, extend, and end the conversation by phone in English.	√		
	4. The teacher explains the rules of the activity in playing the cards.	√		
	5. The teacher checks the students' understanding.	√		
	6. The teacher gives chances to the students to ask questions.	√		
	7. The students deliver the questions to the teacher.	√		
	8. The teacher guides the students in every stage in the process of doing the tasks.	√		
	9. The lesson is smooth, sequenced, and logical.	√		
<b>C.</b>	<b>Post-teaching</b>			
	1. The teacher summarizes and reflects the lesson.	√		
	2. The teacher previews on the upcoming materials.	√		

	3. The teacher closes the teaching and learning process.	√		
<b>D.</b>	<b>Methods</b>			
	1. There are balance and variety activities during the lesson.	√		
	2. The teacher moves around the class and makes eye contact with the students.	√		
	3. The teacher positively reinforces the students.	√		
	4. Examples and illustration are used effectively.	√		
	5. The teacher corrects the students' errors and mistakes.	√		
	6. The teacher uses the allocated time well.	√		
<b>E.</b>	<b>Teacher-students' interaction</b>			
	1. The teacher encourages the students' participation.	√		
	2. The students have enthusiasm/motivation during the teaching process.	√		
	3. The students actively take parts in each class activity.	√		
	4. The teacher's instructions are clear.	√		

## Observation Checklist

Date : April 25<sup>th</sup>, 2014  
 Meeting : 4  
 Observer : Intan Wahyu Saputri

Check each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Yes	No	Comment
<b>A.</b>	<b>Pre-teaching</b>			
	1. The teacher greets and asks the students' condition.	√		
	2. The students respond to the teacher's greeting and tell about their condition.	√		
	3. The teacher leads a prayer.		√	
	4. The teacher reviews the previous materials.	√		
	5. The teacher introduces the new topic to the students.	√		
	6. The teacher gives lead in questions.	√		
	7. The teacher tells the objective of the teaching and learning process.	√		
<b>B.</b>	<b>Whilst-teaching</b>			
	1. The students are ready to learn the materials.	√		
	2. The teacher does brainstorm with the students to lead into the topic of the lesson.	√		
	3. The teacher reminds the students about the expression of how to start, extend, and end the conversation by phone in English.	√		
	4. The teacher explains the rules of the activity in playing the cards.	√		
	5. The teacher checks the students' understanding.	√		
	6. The teacher gives chances to the students to ask questions.	√		
	7. The students deliver the questions to the teacher.	√		
	8. The teacher guides the students in every stage in the process of doing the tasks.	√		
	9. The lesson is smooth, sequenced, and logical.	√		
<b>C.</b>	<b>Post-teaching</b>			
	1. The teacher summarizes and reflects the lesson.	√		
	2. The teacher previews on the upcoming materials.	√		
	3. The teacher closes the teaching and learning process.	√		

<b>D.</b>	<b>Methods</b>			
	1. There are balance and variety activities during the lesson.	√		
	2. The teacher moves around the class and makes eye contact with the students.	√		
	3. The teacher positively reinforces the students.	√		
	4. Examples and illustration are used effectively.	√		
	5. The teacher corrects the students' errors and mistakes.	√		
	6. The teacher uses the allocated time well.	√		
<b>E.</b>	<b>Teacher-students' interaction</b>			
	1. The teacher encourages the students' participation.	√		
	2. The students have enthusiasm/motivation during the teaching process.	√		
	3. The students actively take parts in each class activity.	√		
	4. The teacher's instructions are clear.	√		

# **H. STUDENTS' ATTENDANCE LIST**



### THE STUDENTS' ATTENDANCE LIST

No.	NAME	MEETING / DATE				
		Pre-test	Cycle I		Cycle II	
			Meeting 1	Meeting 2	Meeting 1	Meeting 2
			5/4/14	11/4/14	22/4/14	25/4/14
1.	Abdurrokhim	√	√	√	√	√
2.	Agmel Ratindra Haya	√	√	√	√	√
3.	Aldiyanto	√	√	√	√	√
4.	Andi Setiawan	√	√	√	√	√
5.	Andito Kusuma Prayogi	√	√	√	√	√
6.	Anisa Suprpto	√	√	√	√	√
7.	Annisa Nur Pratiwi	√	√	√	√	√
8.	Anugerah Nur Siti M	√	√	√	√	√
9.	Aprillia Rohadatul A Y	√	√	√	√	√
10.	Arum Tri Ambarsari	√	√	√	√	√
11.	Ayuni Sekar Amanda	√	√	√	√	√
12.	Cahya Jati Romadon	√	√	√	√	√
13.	Drajat Jatining W W A	√	√	√	√	√
14.	Febi Candra Dewi	√	√	√	√	√
15.	Herlina Pratiwi	√	√	√	√	√
16.	Ivan Anugerah Pratama	√	√	√	√	√
17.	Marga Aditya Yuli Nur H	√	√	√	√	√
18.	M. Alfian Sepdilan Dwi S	√	√	√	√	√
19.	M. Sendy Febriansah	√	√	√	√	√
20.	M. Thaufiq Sucipto	√	√	√	√	√
21.	Panji Bayu Saputro	√	√	√	√	√
22.	Rizqi Amalia	√	√	√	√	√
23.	Sabrina Kurnia Wijayanti	√	√	-	√	√
24.	Salsabila Mellia Putri W	√	√	√	√	√
25.	Triyadi	√	√	√	√	√
26.	Tyas Rismawati	√	√	√	√	√
27.	Ulrike Wikansari	√	√	√	√	√
28.	Wayan Alviansyah	√	√	√	√	√
29.	Winarno	√	√	√	√	√
30.	Yusril Ichsa Abimanyu M	√	√	√	√	√
31.	Kiki Novita Sari	√	√	√	√	√
32.	Dennisa Gita Sari R	√	√	√	√	√

# **I. STUDENTS' SPEAKING SCORES**

## STUDENTS' SPEAKING SCORES

### Pre-test

No .	NAMA		F	P	A	V	Score		F	P	A	V	Score
1	ABDURROKHIM	RATER 1	3	2	2	2	22.5	RATER 2	3	2	2	2	22.5
2	AGMEL RATINDRA H		5	4	4	4	42.5		4	5	4	4	42.5
3	ALDIYANTO		2	2	2	2	20		2	2	2	2	20
4	ANDI SETIAWAN		2	2	2	2	20		2	2	2	2	20
5	ANDITO KUSUMA P		4	2	3	4	32.5		5	3	3	4	37.5
6	ANISA SUPRAPTO		4	4	2	3	32.5		4	5	2	4	37.5
7	ANNISA NUR PRATIWI		6	4	3	3	40		6	4	3	4	42.5
8	ANUGERAH NUR SITI M		4	4	4	4	40		4	5	4	4	42.5
9	APRILLIA ROHADATUL A Y		4	4	3	3	35		5	4	3	3	37.5
10	ARUM TRI AMBARSARI		5	3	3	3	35		5	4	3	3	37.5
11	AYUNI SEKAR AMANDA		6	6	4	4	50		7	7	5	4	57.5
12	CAHYA JATI ROMADON		5	4	3	4	40		6	4	4	4	45
13	DRAJAT JATINING WAHYU		2	2	2	2	20		2	2	2	2	20
14	FEBI CANDRA DEWI		5	4	4	3	40		6	4	4	3	42.5
15	HERLINA PRATIWI		5	4	3	3	37.5		5	4	3	3	37.5
16	IVAN ANUGERAH P		3	5	2	2	30		3	4	2	2	27.5
17	MARGA ADITYA YULI		2	2	2	2	20		2	2	2	2	20
18	MUHAMMAD ALFIAN S		2	2	2	2	20		2	2	2	2	20
19	MUHAMMAD SENDY F		2	2	2	2	20		3	2	2	2	22.5
20	MUHAMMAD THAUFIQ		2	2	2	2	20		2	2	2	2	20
21	PANJI BAYU SAPUTRO		2	2	2	2	20		2	2	2	2	20
22	RIZQI AMALIA		5	4	3	4	40		6	4	3	3	40
23	SABRINA KURNIA W		7	6	6	6	62.5		7	7	6	6	65
24	SALSABILA MELLIA PUTRI		6	6	4	4	50		6	7	5	4	55
25	TRIYADI		2	2	2	2	20		2	2	2	2	20
26	TYAS RISMAWATI		3	3	2	2	25		3	4	2	3	30
27	ULRIKE WIKANSARI		7	6	5	5	57.5		7	6	5	5	57.5
28	WAYAN ALVIANSYAH		3	3	2	2	25		2	3	2	2	22.5
29	WINARNO		3	3	2	2	25		3	3	2	2	25
30	YUSRIL ICHSA ABIMANYU		3	3	2	2	25		3	2	2	2	22.5
31	KIKI NOVITA SARI		6	5	5	4	50		6	6	5	4	52.5
32	DENNISA GITA SARI R		6	6	7	7	65		6	7	8	7	70
	Mean Score		3. 9	3. 5	3 3	3. 1	33.82 8		4.0 9	3.8 1	3.1 3	3. 1	35.39 1

## Meeting 1

No.	NAMA		F	P	A	V	Score		F	P	A	V	Score
1	ABDURROKHIM	RATER 1	3	2	2	2	22.5	RATER 2	3	2	2	2	22.5
2	AGMEL RATINDRA H		4	5	4	4	42.5		4	5	3	4	40
3	ALDIYANTO		2	2	2	2	20		2	2	1	2	17.5
4	ANDI SETIAWAN		2	3	2	2	22.5		2	2	2	2	20
5	ANDITO KUSUMA P		5	4	5	4	45		5	5	5	4	47.5
6	ANISA SUPRAPTO		4	4	5	4	42.5		4	4	4	4	40
7	ANNISA NUR PRATIWI		6	6	6	6	60		6	6	6	6	60
8	ANUGERAH NUR SITI M		4	4	4	4	40		4	5	4	4	42.5
9	APRILLIA ROHADATUL A Y		4	5	4	4	42.5		4	5	4	4	42.5
10	ARUM TRI AMBARSARI		3	3	3	3	30		3	3	2	3	27.5
11	AYUNI SEKAR AMANDA		6	5	5	5	52.5		6	5	5	5	52.5
12	CAHYA JATI ROMADON		6	5	5	4	50		6	5	5	4	50
13	DRAJAT JATINING WAHYU		2	2	2	2	20		2	2	2	2	20
14	FEBI CANDRA DEWI		4	5	4	3	40		4	5	4	4	42.5
15	HERLINA PRATIWI		3	4	3	3	32.5		3	4	3	3	32.5
16	IVAN ANUGERAH P		3	3	2	2	25		3	3	2	2	25
17	MARGA ADITYA YULI		2	2	2	2	20		2	2	2	2	20
18	MUHAMMAD ALFIAN S		2	3	2	2	22.5		2	3	2	2	22.5
19	MUHAMMAD SENDY F		2	2	2	2	20		2	2	2	2	20
20	MUHAMMAD THAUFIQ		3	2	2	2	22.5		3	2	2	2	22.5
21	PANJI BAYU SAPUTRO		3	2	2	2	22.5		3	2	2	2	22.5
22	RIZQI AMALIA		4	4	4	5	42.5		4	4	5	5	45
23	SABRINA KURNIA W		7	7	7	6	67.5		7	6	7	6	65
24	SALSABILA MELLIA PUTRI		6	5	5	5	52.5		6	5	5	5	52.5
25	TRİYADI		2	2	2	2	20		2	2	2	1	17.5
26	TYAS RISMAWATI		3	3	3	3	30		3	4	3	3	32.5
27	ULRIKE WIKANSARI		7	5	5	5	55		7	6	5	5	57.5
28	WAYAN ALVIANSYAH		3	2	2	2	22.5		3	2	2	2	22.5
29	WINARNO		3	2	3	2	25		3	2	3	2	25
30	YUSRIL ICHSA ABIMANYU		3	2	3	2	25		3	2	3	3	27.5
31	KIKI NOVITA SARI		6	6	8	6	65		6	6	7	6	62.5
32	DENNISA GITA SARI R		7	6	8	7	70		7	6	8	7	70
	Mean Score		3.9	3.7	3.7	3.4	36.563		3.88	3.72	3.56	3.4	36.484

**Meeting 2**  
**(ProgressTest)**

No.	NAMA		F	P	A	V	Score		F	P	A	V	Score
1	ABDURROKHIM	RATER 1	5	5	5	4	47.5	RATER 2	5	6	5	4	50
2	AGMEL RATINDRA H		6	5	5	5	52.5		6	6	5	5	55
3	ALDIYANTO		3	3	1	2	22.5		3	3	2	2	25
4	ANDI SETIAWAN		3	2	2	2	22.5		3	2	2	2	22.5
5	ANDITO KUSUMA P		5	4	5	4	45		5	5	5	4	47.5
6	ANISA SUPRAPTO		6	4	4	5	47.5		6	5	4	5	50
7	ANNISA NUR PRATIWI		6	6	5	4	52.5		6	6	5	5	55
8	ANUGERAH NUR SITI M		6	5	5	5	52.5		5	5	5	5	50
9	APRILLIA ROHADATUL A Y		5	5	5	5	50		5	5	5	5	50
10	ARUM TRI AMBARSARI		6	4	5	5	50		6	5	4	5	50
11	AYUNI SEKAR AMANDA		8	7	7	7	72.5		8	8	7	7	75
12	CAHYA JATI ROMADON		6	5	4	5	50		6	5	5	5	52.5
13	DRAJAT JATINING WAHYU		2	2	1	2	17.5		2	2	2	2	20
14	FEBI CANDRA DEWI		6	4	5	5	50		6	5	5	5	52.5
15	HERLINA PRATIWI		6	5	5	5	52.5		6	4	5	5	50
16	IVAN ANUGERAH P		4	4	4	4	40		4	4	4	4	40
17	MARGA ADITYA YULI		2	2	1	2	17.5		2	2	1	2	17.5
18	MUHAMMAD ALFIAN S		4	5	5	3	42.5		4	5	5	3	42.5
19	MUHAMMAD SENDY F		5	6	5	4	50		6	6	5	4	52.5
20	MUHAMMAD THAUFIQ		4	3	3	1	27.5		4	3	3	2	30
21	PANJI BAYU SAPUTRO		2	2	2	2	20		2	2	2	2	20
22	RIZQI AMALIA		5	7	5	5	55		5	7	6	4	55
23	SABRINA KURNIA W						0						0
24	SALSABILA MELLIA PUTRI		6	6	6	7	62.5		6	6	6	7	62.5
25	TRİYADI		2	2	2	1	17.5		2	2	2	1	17.5
26	TYAS RISMAWATI		4	5	5	4	45		5	5	5	4	47.5
27	ULRIKE WIKANSARI		7	7	6	6	65		7	8	7	6	70
28	WAYAN ALVIANSYAH		4	4	4	4	40		4	4	4	4	40
29	WINARNO		4	3	2	2	27.5		4	3	3	2	30
30	YUSRIL ICHSA ABIMANYU		3	2	2	2	22.5		3	2	2	2	22.5
31	KIKI NOVITA SARI		7	7	7	6	67.5		7	7	7	7	70
32	DENNISA GITA SARI R		8	7	8	8	77.5		8	7	8	9	80
	Mean Score		4.8	4.5	4.2	4.1	42.578		4.87	4.68	4.39	4.2	43.828

### Meeting 3

No.	NAMA		F	P	A	V	Score		F	P	A	V	Score
1	ABDURROKHIM	RATER 1	5	4	5	4	45	RATER 2	6	4	5	5	50
2	AGMEL RATINDRA H		5	6	6	7	60		5	6	6	7	60
3	ALDIYANTO		4	5	3	2	35		4	5	3	3	37.5
4	ANDI SETIAWAN		5	2	4	4	37.5		5	3	4	4	40
5	ANDITO KUSUMA P		6	6	6	6	60		5	6	5	6	55
6	ANISA SUPRAPTO		6	4	6	6	55		6	4	6	7	57.5
7	ANNISA NUR PRATIWI		6	4	6	7	57.5		6	5	6	7	60
8	ANUGERAH NUR SITI M		5	5	6	7	57.5		5	6	6	7	60
9	APRILLIA ROHADATUL A Y		6	5	5	6	55		6	5	5	6	55
10	ARUM TRI AMBARSARI		6	5	6	6	57.5		6	6	6	7	62.5
11	AYUNI SEKAR AMANDA		7	7	6	6	65		8	7	7	7	72.5
12	CAHYA JATI ROMADON		7	6	6	7	65		7	7	6	7	67.5
13	DRAJAT JATINING WAHYU		2	1	2	2	17.5		1	1	2	2	15
14	FEBI CANDRA DEWI		6	5	5	6	55		6	5	5	5	52.5
15	HERLINA PRATIWI		6	5	6	6	57.5		6	5	6	7	60
16	IVAN ANUGERAH P		4	2	5	5	40		3	2	5	5	37.5
17	MARGA ADITYA YULI		4	4	5	4	42.5		4	4	5	4	42.5
18	MUHAMMAD ALFIAN S		5	4	5	4	45		5	4	5	4	45
19	MUHAMMAD SENDY F		6	5	5	4	50		6	5	5	4	50
20	MUHAMMAD THAUFIQ		4	4	5	4	42.5		4	4	5	4	42.5
21	PANJI BAYU SAPUTRO		5	5	5	5	50		5	4	5	5	47.5
22	RIZQI AMALIA		6	6	6	6	60		6	6	6	7	62.5
23	SABRINA KURNIA W		8	7	8	8	77.5		8	8	8	8	80
24	SALSABILA MELLIA PUTRI		6	6	7	7	65		7	6	7	7	67.5
25	TRİYADI		4	3	2	2	27.5		4	3	2	2	27.5
26	TYAS RISMAWATI		6	6	6	6	60		6	7	6	6	62.5
27	ULRIKE WIKANSARI		8	7	7	8	75		8	8	7	8	77.5
28	WAYAN ALVIANSYAH		4	2	5	5	40		4	3	5	5	42.5
29	WINARNO		3	4	4	3	35		4	5	4	3	40
30	YUSRIL ICHSA ABIMANYU		5	5	5	5	50		5	4	5	5	47.5
31	KIKI NOVITA SARI		6	5	6	7	60		6	5	7	7	62.5
32	DENNISA GITA SARI R		6	5	7	7	62.5		6	7	7	7	67.5
	Mean Score		5.4	4.7	5.3	5.4	51.953		5.41	5	5.38	5.6	53.359

### Meeting 4 (Post-test)

No.	NAMA		F	P	A	V	Score		F	P	A	V	Score
1	ABDURROKHIM	RATER 1	6	4	3	3	40	RATER 2	6	4	4	3	42.5
2	AGMEL RATINDRA H		6	6	5	5	55		6	6	5	6	57.5
3	ALDIYANTO		4	4	5	5	45		5	4	5	4	45
4	ANDI SETIAWAN		6	5	5	6	55		6	6	5	6	57.5
5	ANDITO KUSUMA P		7	6	6	6	62.5		7	6	6	7	65
6	ANISA SUPRAPTO		6	5	5	5	52.5		6	5	5	6	55
7	ANNISA NUR PRATIWI		6	6	5	5	55		6	6	5	6	57.5
8	ANUGERAH NUR SITI M		6	5	5	5	52.5		6	5	5	6	55
9	APRILLIA ROHADATUL A Y		6	7	6	6	62.5		7	7	6	7	67.5
10	ARUM TRI AMBARSARI		8	7	6	6	67.5		8	7	6	7	70
11	AYUNI SEKAR AMANDA		8	7	6	7	70		8	7	7	7	72.5
12	CAHYA JATI ROMADON		8	6	7	7	70		8	7	7	7	72.5
13	DRAJAT JATINING WAHYU		5	4	4	4	42.5		5	4	4	4	42.5
14	FEBI CANDRA DEWI		7	7	7	7	70		7	7	6	7	67.5
15	HERLINA PRATIWI		7	7	6	6	65		8	7	6	7	70
16	IVAN ANUGERAH P		6	4	4	4	45		6	5	4	4	47.5
17	MARGA ADITYA YULI		6	4	5	5	50		5	4	6	6	52.5
18	MUHAMMAD ALFIAN S		5	6	4	4	47.5		4	6	5	6	52.5
19	MUHAMMAD SENDY F		6	5	5	5	52.5		5	5	5	6	52.5
20	MUHAMMAD THAUFIQ		6	4	5	6	52.5		6	5	6	6	57.5
21	PANJI BAYU SAPUTRO		6	5	5	5	52.5		6	6	6	6	60
22	RIZQI AMALIA		5	6	7	7	62.5		5	6	8	7	65
23	SABRINA KURNIA W		8	8	8	8	80		9	8	8	8	82.5
24	SALSABILA MELLIA PUTRI		6	6	6	7	62.5		7	7	6	7	67.5
25	TRİYADI		4	4	4	4	40		4	5	5	5	47.5
26	TYAS RISMAWATI		7	7	7	7	70		7	7	6	7	67.5
27	ULRIKE WIKANSARI		7	8	8	8	77.5		7	7	8	7	72.5
28	WAYAN ALVIANSYAH		6	5	5	4	50		6	6	5	4	52.5
29	WINARNO		6	6	6	7	62.5		7	6	6	7	65
30	YUSRIL ICHSA ABIMANYU		6	6	6	6	60		7	6	6	6	62.5
31	KIKI NOVITA SARI		7	7	8	7	72.5		7	8	8	7	75
32	DENNISA GITA SARI R		8	8	8	8	80		8	8	8	7	77.5
	Mean Score		6.3	5.8	5.7	5.8	58.828		6.41	6.03	5.88	6.1	61.094

# **J. SPEAKING RUBRIC**



## SPEAKING RUBRICS

by Dick, Gall, and Borg (2003:571)

Range	Fluency	Pronunciation	Accuracy	Vocabulary
<b>10</b>	The speaker very fluently in communication to perform the expected competency.	The speaker never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; all sounds are unambiguous and can be understood.	The speaker never makes any grammatical mistakes; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like complex sentences)	The speaker uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
<b>9</b>	The speaker speaks fluently in communication to perform the expected competency, but there are natural hesitations.	The speaker almost never makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; a few sounds are ambiguous but can be understood.	The speaker almost never makes any grammatical mistakes but makes very few mistakes in complex structure (like complex sentences), however those mistakes do not impede meaning.	The speaker uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency.
<b>8</b>	The speaker speaks quite fluently although there are hesitations which are not quite natural hesitations.	The speaker rarely makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate some sounds are rather ambiguous but can be understood.	The speaker makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes few mistakes in complex structure (like complex sentences), in performing the expected competency so that they rather impede meaning.	The speaker uses quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in performing the expected competency.

<b>7</b>	The speaker speaks quite fluently although there are often hesitations which are not quite natural.	The speaker sometimes makes pronunciation mistakes in performing the expected competency; intonation and stress are sometimes not quite appropriate; some sounds are rather ambiguous but can be understood	The speaker rarely makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes some mistakes in complex structure (like complex sentences), so that they rather impede meaning.	The speaker uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency, he/ she sometimes has to explain ideas to get the appropriate words.
<b>6</b>	The speaker speaks does not quite fluently; sometimes he / she is impeded by language problems so that he/ she speaks rather slowly and hesitantly; sometimes those problems disrupt performance.	The speaker often makes pronunciation mistakes in performing the expected competency; intonation and stress are appropriate; some sounds are rather ambiguous and rather difficult to be understood.	The speaker sometimes makes grammatical mistakes very rare in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they rather impede meaning.	The speaker uses very few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency, he/ she needs to explain ideas to get the appropriate words.
<b>5</b>	The speaker does not speak quite fluently; speaks slowly and hesitantly; those problems disrupt the performance.	The speaker makes pronunciation mistakes very often in performing the expected competency; intonation and stress are inappropriate; many sounds are ambiguous and difficult to be understood.	The speaker often makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences) and makes quite a lot mistakes in complex structure (like complex sentences), so that they strongly impede meaning.	The speaker uses limited vocabulary variations and uses inappropriate word choices, he/ she often explains ideas because of the insufficient vocabulary.
<b>4</b>	The speaker does not speak quite fluently; like	The speaker almost always makes pronunciation	The speaker makes very often grammatical mistakes	The speaker uses limited vocabulary variations and uses

	repeating and searching for words so that he/she speaks hesitantly and sometimes pauses quite long; those problems strongly disrupt the performance.	mistakes in performing the expected competency; intonation and stress are very inappropriate; many sounds are ambiguous and difficult to be understood.	in basic grammatical structure (like phrases, simple and compound sentences) and makes so many mistakes in complex structure (like complex sentences), the mistakes strongly impede communication in performing the expected competency.	many inappropriate word choices, he/ she often explains ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain idea.
<b>3</b>	The speaker speaks very slowly and discontinuously (like speaking per word with simple patterns). Even pauses very long in communication to perform the expected competency.	The speaker always makes pronunciation mistakes in performing the expected competency; many sounds are ambiguous because pronunciation is not clear; speaks without considering intonation and stress.	The speaker almost always makes grammatical mistakes in basic grammatical structure (like phrases, simple and compound sentences); cannot use complex structure well, the mistakes disrupt communication in performing the expected competency.	The speaker uses limited vocabulary variations to perform the expected competency so that communication is rather difficult to understand, he/ she often asks the teacher to express the ideas.
<b>2</b>	The speaker speaks very slowly and often discontinuously (like speaking per word with simple patterns).even suddenly stops.	The speaker always makes pronunciation mistakes in performing the expected competency; such as many sounds are ambiguous because pronunciation is not clear.	The speaker always makes grammatical mistakes in most of the basic grammatical structure (like phrases, simple and compound sentences) and there is no effort to use complex structure well; the mistakes strongly disrupt communication in performing the expected competency.	The speaker uses very limited vocabulary variations to perform the expected competency so that communication is difficult to understand, he/ she often has to ask the teacher to express the ideas.
<b>1</b>	The speaker communicates very difficultly;	The speaker cannot pronounce well at all.	The speaker has no mastery of grammar to perform the expected	The speaker has no vocabulary mastery to perform

	he/she speaks very slowly and always discontinuously even stops.		competency so that the grammatical structures are entirely incorrect.	the expected competency so that communication is unclear and very difficult to understand, he/ she always asks the teacher to be able to express the ideas.
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# **K. PHOTOGRAPHS**

## PHOTOGRAPHS



*The students ask the teacher when they are in the process of making a dialogue based on the cue cards.*



*The students perform the dialogue in front of the classroom.*



*The students perform their speaking outside the classroom.*



*The students put their hands on the right ear as like they were telephoning someone.*



*The students perform their speaking.*



*The students are working in groups.*





*The students were working in pairs to make a dialogue.*



*The students ask the teacher how to pronounce some words.*



*The teacher writes some words related to the topic.*



# **L. PERMIT LETTERS**



PEMERINTAH KABUPATEN SLEMAN  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511  
Telepon (0274) 868800, Faksimilie (0274) 868800  
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 070 / Bappeda / 1139 / 2014

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,  
Dan Izin Praktik Kerja Lapangan.  
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman  
Nomor : 070/Kesbang/1093/2014  
Hal : Rekomendasi Penelitian

Tanggal : 26 Maret 2014

**MENGIZINKAN :**

Kepada :  
Nama : AMALIA IZZATI NUR SHABRINA  
No.Mhs/NIM/NIP/NIK : 10202244089  
Program/Tingkat : S1  
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta  
Alamat Rumah : Penambongan Rt 01/VII Purbalingga  
No. Telp / HP : 085729000396  
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul  
**IMPROVING THE SPEAKING SKILLS BY USING CUE CARDS FOR THE  
EIGHTH GRADE STUDENTS OF SMPN 2 KALASAN YOGYAKARTA IN THE  
ACADEMIC YEAR OF 2013/2014**  
Lokasi : SMP N 2 Kalasan  
Waktu : Selama 3 bulan mulai tanggal: 26 Maret 2014 s/d 26 Juni 2014

**Dengan ketentuan sebagai berikut :**

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 26 Maret 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris  
u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, MM  
Pembina, IV/a

**Tembusan :**

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Kalasan
5. Ka. SMP N 2 Kalasan
6. dekan FBS - UNY
7. Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA  
**SMP NEGERI 2 KALASAN**

Alamat : Kledokan, Selomartani, Kalasan, Sleman, Yogyakarta ☒ : 55571 Telp:0274-7490651

**SURAT KETERANGAN**

**Nomor : 421.3/194**

Yang bertanda tangan di bawah ini, :

Nama : NURUL WACHIDAH, S. Pd.  
NIP : 19611231 198403 2 043  
Pangkat/Golongan Ruang : Pembina /IV/a  
Jabatan : Kepala SMP Negeri 2 Kalasan

Menerangkan bahwa :

Nama : AMALIA IZZATI NUR SHABRINA  
NIM : 10202244089  
Program : S1  
Jurusan : Pendidikan Bahasa Inggris  
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat Perguruan Tinggi : Karangmalang, Yogyakarta  
Alamat Rumah : Penambongan RT 01/VII Purbalingga.

Telah melaksanakan penelitian untuk penyusunan skripsi di SMP Negeri 2 Kalasan sejak tanggal 26 Maret 2014 s/d 26 juni 2014 dengan judul : "IMPROVING THE SPEAKING SKILLS BY USING CUE CARDS FOR THE EIGHTH GRADE STUDENTS OF SMPN 2 KALASAN YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014"

Demikian surat keterangan ini diberikan, agar dapat dipergunakan sebagaimana mestinya.

Kalasan, 15 Juli 2014

Kepala Sekolah



**NURUL WACHIDAH, S.Pd.**  
**NIP. 19611231 198403 2 043**





**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 : 0346c/UN.34.12/DT/III/2014  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

20 Maret 2014

Kepada Yth.  
Bupati Sleman  
c.q. Kepala Kantor Kesatuan Bangsa Kab.  
Sleman  
Jl. Candi Gebang, Beran, Tridadi, Sleman

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 THE SPEAKING SKILLS BY USING CUE CARDS FOR THE EIGHTH GRADE STUDENTS  
OF SMPN 2 KALASAN YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014**

Mahasiswa dimaksud adalah :

Nama : AMALIA IZZATI NUR SHABRINA  
NIM : 10202244089  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Maret – April 2014  
Lokasi Penelitian : SMPN 2 Kalasan Yogyakarta

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 2 Kalasan Yogyakarta