

**IMPROVING THE STUDENTS' ENGLISH SPEAKING SKILLS
THROUGH CUE CARDS MEDIA AT GRADE VIII OF MTsN
ROWOKELE IN THE ACADEMIC YEAR OF 2012/2013**

A THESIS

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



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2013

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A THESIS



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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, skripsi ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

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

Yogyakarta, 12 Februari 2013

Penulis,



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DEDICATIONS

This thesis is dedicated to:

My beloved mother and father.

My brother.

My self.

MOTTOS

Man jadda wa jada (Hadiths Rasulullah SAW)

Optimism in my eyes. humility in my heart (Islamic thoughts)

Impossible means I'm possible (anonymous)

La Tahzan (Dr. 'Aidh Al-Qarni)

ACKNOWLEDGEMENTS

In the name of Allah the Most Gracious and the Most Merciful. Alhamdulillah, praise be to Allah for the strengths and His blessing for me in accomplishing this thesis.

I would like to express my special gratitude to my first consultant, Dra. Jamilah, M.Pd., for her patience in guiding and supervising me during the process of writing, in the same manner as my second consultant, Ella Wulandari, S.Pd., M.A., for her patience in correcting this thesis.

Special appreciation goes to big family in MTsN Rowokele especially to the English teacher, Suwarni, S.Pd., for her guidance in carrying out the research in MTsN Rowokele and the students of VIIIA for their participation during the research.

My sincerest gratitude goes to my beloved mother and father who are always praying and staying there in my good and bad times. I thank you for teaching me about patience and optimism and for always reminding me to worship Allah SWT. For my brother, I thank you for the prayer, suggestion and allusion.

I also thank my friends in I class of PBI '08 and also Silva, Indah, Astri and the Anchakers and others that I cannot mention one by one for their prayer and moral support. I thank you all for the memories we have made.

This acknowledgement also goes to Bagus Purbandar. I thank you for your prayer, motivation and quotation "*someday, we will make a success*". Although we cannot meet directly due to the distance and time, your care means a lot to me.

I realize that this writing is still far from being perfect. Therefore, all criticisms and suggestions will be appreciated. However, I hope that this writing will give contributions for the field of study, especially for the English teaching and learning.

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ABSTRACT

This research was aimed at improving the students' speaking skills at grade VIII of MTsN Rowokele in the academic year of 2012/2013 through cue card media.

This research was grouped as an action research study. It consisted of two cycles. There were four phases that consisted of planning, acting and observing, and reflecting. In conducting the research, the researcher involved 24 students of VIIIA class, one English teacher as the collaborator and the researcher. The data were obtained from the observation, interviews and tests. They, in the form of field notes, interview transcripts and students' scores of pre- and post-test, were analyzed qualitatively and quantitatively. The qualitative data were analyzed by adopting five steps of data analysis. They are assembling the data, coding the data, comparing the data, building interpretations and reporting the outcomes. The quantitative data were analyzed by comparing the students' mean scores in pre- and post-test. The validity of the data was accomplished by adopting democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

The result of the research shows that the use of cue cards in combination with other accompanying actions i.e. use of classroom English, listening activity and games improved students' speaking skills. The improvements including the five aspects of speaking, namely, pronunciation (1.73), vocabulary (1.71), grammar (1.56), fluency (0.98) and sentence organization of descriptive text (1.62).

CHAPTER I INTRODUCTION

A. Background of the Study

Based on BSNP (2006), English teaching and learning process has three purposes. The first purpose aims at developing students' communicative competence both in speaking and writing. By having this competence, they are expected to have ability in using English in their daily life. In addition, based on Richards (2006: 3), communicative competence consists of four language knowledge aspects that is knowing 1) the use of language for a range of different purposes and functions, 2) the different use of language according to the setting and the participant, 3) the way to produce and understand different types of texts, and 4) the way to maintain communication despite having limitations in one's language knowledge. The second purpose aims at building students' awareness related to the significance of English as an international language. By understanding English as an international language, students will be motivated to learn English seriously. Later, they are expected to be able to communicate with other people from other countries. The third purpose is aimed at building students' understanding about the relationship between language and culture. It is intended to tell the students that learning language, in this case English, is not only focused at the language itself, but it also learning about the culture.

From each purpose of English teaching and learning process above, it can be analyzed that the main purpose of English teaching and learning process is enabling students to communicate by using English in their daily life both in

spoken and written including in formal and informal communication. Achieving communicative competence involves the mastery of four main skills in English that is listening, speaking, reading and writing.

Among those four main skills in English, speaking is considered to be the most complex skill since it involves a lot of practice. Therefore, students should be given opportunity to practice English at least when they are communicating with others during the process of teaching and learning. However, in the actual practice, students have less opportunity to practice English. The same things also happen to students at grade VIII of MTsN Rowokele. They tend to use Indonesian or their mother tongue (Javanese) rather than English. In addition, when there is an opportunity to practice English in front of the class, students prefer to be silent or wait for the teacher to point one of them. they have no courage to face this kind of situation because they are afraid of making mistakes. Most of them also still have problem in organizing and expressing idea, mastering vocabulary, and pronouncing English words correctly.

On the other side, the problem during the process of English teaching and learning also comes from the activity in the class. The activity during English teaching and learning is considered to be less attractive so that only few students are actively involved in it. It seems to be monotonous since the teacher often explain the materials theoretically with less practice. The teacher rarely employed some interactive activities such as games or role-play. In addition, there is only limited use of media to support the English teaching and learning process.

The process of English teaching and learning should be adapted to the primary goals according to the existing curriculum. It is very important to understand the problems encountered in the field so that in the future teacher can determine and decide effective teaching media, techniques, or strategies for making students learn effectively.

B. Identification of the Problem

Based on the previous interview and observation that were conducted by the researcher, there were some problems faced in English teaching and learning process. Those problems came from the students, the teacher, teaching materials, and teaching media and activities.

Most of VIIIA students at MTsN Rowokele considered English as one of the difficult subjects. Since they have had such an assumption, they seemed like having no interest to join the lesson. Therefore, there were only a few students that were actively involved during the English teaching and learning process. Moreover, when the teacher asked them to do practice in front of the class, students prefer to be silent or wait for the teacher to point one of them. They had no courage to face this kind of situation because they were afraid of making mistakes. Most of them still had problem in organizing and expressing idea, mastering vocabulary, and pronouncing English words correctly. Most of students also had difficulties when they tried to express their idea including things, persons, and other objects in English. Moreover, they did not know how to organize clause, sentences, or paragraphs coherently. Mastering vocabulary could also be difficult since students could not translate English words or sentences

easily. Since their vocabulary mastery was still low, they did not understand well how to pronounce some English words correctly.

There were also some problems that came from the teacher. They were related to teaching method. The teacher took more role since she played more active than the students. During the lesson, the teacher was more likely to use individual work with less interaction than group work that could be used to improve interactions among the students.

In addition, the teaching materials that adopted only from students' work-sheet and course book seemed to be the cause of the problems. There were many kinds of tasks but the materials were dominated with reading and writing practice so that there was less practice for oral activities such as listening and speaking. To provide oral practice, the teacher only asked the students to imitate words or sentences that have been pronounced by her. Moreover, the teacher admitted the main purpose of the teaching English was preparing the students to succeed in the examination.

From the previous interview and observation, the researcher also found problems related to teaching media and activities. The teacher used media rarely to support the English teaching and learning process. The teacher only relied on students' work-sheet and course book as the source of materials without trying to use media such as pictures, video, and audio-video. Moreover, the teacher tended to use old method of teaching. It could be seen that the activities were dominated by individual work and most of them were done inside the classroom. The

teaching activities seemed to be monotonous since the materials were only adopted from the same books.

Based on the problems that have been identified above, the researcher decided to use teaching media that is called cue cards. Cue cards are considered to be effective as teaching media to solve the problems that have been mentioned above. It is also considered as simple, practical, and easy to make. These media can be in the form of small cards with pictures or words on them. They are considered to be a stimulus for students to speak easily, for example in describing things, persons, or other objects. Moreover, both the teacher and the students can modify them based on current topic being discussed on the lesson. Later, in practice, the use of cue cards will be combined with other activities. Through this action research study, the researcher planned to combine the use of media with games. Games are used in the purpose to maintain the students' motivation. This study is effectively expected to improve the speaking skills of the students at grade VIII of MTsN Rowokele.

C. Limited of the Problem

It can be considered that it is not easy to find the problem solver for all the problems. Therefore, the researcher limited the problems on the use of attractive media to help the students at grade VIII in improving their speaking skills. The media are called cue cards. By using these kinds of media, the students were expected to be able to learn speaking through enjoyable ways since the use of cue cards will be complemented with other activities such as games. In this action research study, the researcher used descriptive text as the input. Choosing it as the

input was also adjusted to the standard competence and basic competence for students at grade VIII of junior high school at first semester. In the next process of English teaching and learning, the teacher used cue cards with pictures on them. Those cue cards were used along with other activities such as games. Although there were various activities used, there was only one kind of media that is cue cards. The use of cue cards was based on the problems faced by the students in improving their speaking skills. It was also intended to stimulate students so that they would actively speak in English.

D. Formulation of the Problem

The problem is formulated as follows:

How to improve the grade VIII students' speaking skills of MTsN Rowokele through cue cards media?

E. Objective of the Research

The objective of the research is to improve the grade VIII students' speaking skills of MTsN Rowokele through cue cards media.

F. Significances of the Research

1. For the students of grade VIII of MTsN Rowokele, it will be an effort to improve their speaking skills.
2. For the English teachers of MTsN Rowokele, it will be good opportunity to improve the quality of teaching speaking to the students.
3. For the school principal of MTsN Rowokele, it will function as the beginning step to do the efforts in improving students' speaking skills.

4. For the English Department of Yogyakarta State University, it can be used as a reference of action research study particularly in improving students' speaking skills.

CHAPTER II

LITERATURE REVIEW

A. Speaking Skills

1. The Nature of Speaking

Speaking is one of the important skills in English. This language skill needs to be mastered since people use it when they express their idea to others. According to Cameron (2001), speaking is categorized as the productive uses of language since people use it actively in expressing their idea to others so that other people can make sense of them. He also explains the nature of speaking by comparing speaking to listening. Although both of speaking and listening are grouped into the active uses of language, speaking is much more demanding than listening. The most important things that are needed by the speakers are finding the most appropriate words and the correct grammar to convey meaning accurately and precisely, and organizing the discourse so that their listeners will understand the meaning. Because speaking is considered much more demanding than listening, it requires careful and plentiful support of various types, not just support for comprehension, but also support for production.

According to Brown (2001: 268) teaching language needs the involvement of other language aspects. Both accuracy and fluency become the important goals to be pursued in performing speaking by allowing students to focus on the elements of phonology, grammar, and discourse in that spoken output.

Louma (2004) also lists some features of spoken discourse, that is:

- Composed of idea units (conjoined short phrases and clauses)
- Planned (e.g., a lecture) or unplanned (e.g., a conversation)
- Employs more vague or generic words than written language
- Employs fixed phrases, fillers, and hesitation markers
- Contains slips and errors reflecting online processing
- Involves reciprocity (i.e., interactions are jointly constructed)
- Shows variation (e.g., between formal and casual speech), reflecting speaker roles, speaking purpose, and the context

2. Types of Spoken Language

Brown (200: 251) classified the types of oral language into two main categories that is monologue and dialogue. Monologue that involves only one speaker can be subdivided into planned monologues (can be in the form of speeches and other prewritten material) and unplanned monologues (can be in the form of impromptu lectures and long “stories” in conversations). Dialogues that involve two or more speakers can be subdivided into interpersonal (maintain social relations) and transactional (exchange of information).

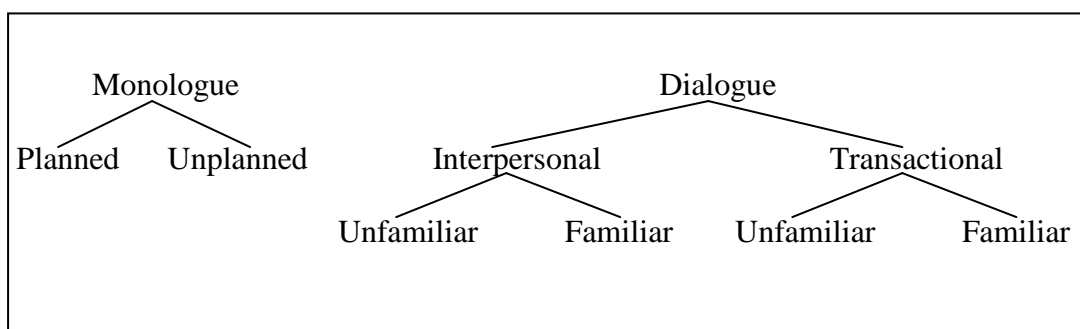


Figure 1: Types of oral language (Nunan 1991b: 20-21 in Brown 200: 251)

3. Micro- and Macroskills of Speaking

Brown (2004: 142-143) lists the micro- and macroskills of oral communication:

Microskills

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Macroskills

12. Appropriately accomplish communicative functions according to situations, participants, and goals.
13. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization, and exemplification.
15. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
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 your interlocutor is understanding you.

4. Characteristics of Spoken Language

There are some characteristics that must be achieved to make good performance of oral speaking (Brown, 2001: 270-271).

The first difficulty in speaking is clustering. Here, fluent speech is not in the form of word by word but in the form of phrase. By having such clustering, students can organize their output both cognitively and physically.

The second difficulty in speaking is redundancy. It means through redundancy of language the students have an opportunity to make clearer meaning. From this feature of redundancy, students can gain advantages for themselves.

The third difficulty in speaking is reduced form. Most of problems that appear in teaching spoken English are contractions, elisions, reduced vowels, etc. In this case, if students do not learn colloquial contractions, their speaking sounds unnatural.

The forth difficulty in speaking is performance variable. Occasionally when students speak to others, they still have difficulty to speak fluently. They still produce kinds of hesitations, pauses, backtracking, and corrections during their speaking. By identifying their hesitation phenomena, the speakers of native and non-native can be distinguished.

The fifth difficulty in speaking is colloquial language. Students are required to be familiar with colloquial language. They should have capability both in speaking and producing those aspects of colloquial language that is the words, idioms, and phrases.

The sixth difficulty in speaking is rate of delivery. In this characteristic of fluency, teachers are supposed to help their students in achieving an acceptable speed together with other attributes of fluency.

The seventh difficulties in speaking are stress, rhythm, and intonation. They are categorized into the important characteristics to produce English pronunciation. In English, the pattern of the stress-timed rhythm and its intonation convey important message.

The eighth difficulty in speaking is interaction. Students can learn the way they do conversational negotiation through creative ways of speaking skill.

5. Types of Classroom Speaking Performance

As stated by Brown (2001: 271-274), there are six types of classroom speaking performance:

The first activity is imitative. This activity focuses on some particular elements of language form. It is not solely for the purpose of meaningful interaction.

The second activity is intensive. This activity is designed to practice some phonological or grammatical aspect of language. Moreover it can be done individually in pairs or in groups.

The third activity is responsive. It involves the students' short response in the form of questions or comments during the activity.

The fourth activity is transactional. Since the name of the activity is transactional, it refers to the purpose of conveying or exchanging information.

The fifth activity is interpersonal. As the speaking activity before, this activity can be defined by the name. Interpersonal that has its purpose to maintain social relationships. Usually it is difficult for students to deal with this type of conversation due to the following complex factors such as a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert “agenda”.

The sixth activity is extensive. It deals with the students at intermediate to advanced level when in some occasions they extend their monologues in the form of oral reports, summaries, or speeches. It can be planned or unplanned for the register is more formal and deliberative.

6. The Examples of Classroom Speaking Performance

Moreover, Harmer (2007: 348) states the six examples of classroom speaking performance. They are:

- a. Acting from a script
 - Playscript
 - Acting out dialogue
- b. Communication games
 - Information-gap games
 - Television and radio games
- c. Discussion
 - Buzz groups
 - Instant comment
 - Formal debates
 - Unplanned discussion
 - Reaching a consensus
- d. Prepared talks
- e. Questionnaires
- f. Simulation and role-play

7. Teaching Speaking in Junior High School Based on School Based Curriculum

According to BSNP (2006: 1), school-based curriculum can be defined as operational curriculum that is composed by and done in each school. The function is as a directive in holding learning activities to achieve the goal of national education. This national education takes into account school's characteristics, conditions and abilities in different regions.

In addition, BSNP (2006: 3), the school-based curriculum for elementary and middle school are developed by the school and school committee based on standard of graduate competency standard of content, and guidance of composing curriculum released by BSNP (The Government Regulation of Educational Ministry No. 24 Year 2006 about the implementation of Content Standard and Graduate Competency Standard, article 2 point 2).

BSNP (2006: 5) lists the principles of curriculum as the basis for developing the school-based curriculum. They are:

- 1) Focusing on the potential, development, needs, and interest of students, and their environment
- 2) Being varied but integrated
- 3) Following the development of knowledge, teaching, and arts
- 4) Being in relevance with life needs
- 5) Being implemented wholly and continuously
- 6) Reflecting learning as a never ending process in life, and
- 7) Being in balance between the national and local needs.

In the school-based curriculum, it is also explained that an English lesson for Junior High School in Indonesia is aimed at developing communicative competence both spoken and written English through the development of the related skills, i.e. listening, speaking, reading and writing. In this case, the graduates of Junior High School are expected to achieve English mastery at information level. It means that learners, as they can assess knowledge by using their English ability, will be prepared to continue to Senior High School (BSNP, 2006: 27).

BSNP (2006: 277-278) prepared three ranges of the English lesson in Junior High School. They are: (1) comprehension related to the discourse of four skills that is listening, speaking, reading, and writing, (2) comprehension of short functional and monologue text in the genres of descriptive, procedure, narrative, recount, and report, and (3) supporting competency.

As mentioned in the previous explanation, based on the Government Regulation No. 24 Year 2006, there are some implementations of Content Standard and Graduate Competency Standard.

1) Content Standard

It is stated at the Government Regulation No.19 Year 2005 about National Education Standard Article 5 that Standard of Content includes the material and the competency level to reach the graduate competency in a certain type and level at education. It also contains the basic principles and the structure of the curriculum, the Standard of Competency of every subject in each semester in every type and level of basic education.

In this research, the researcher focused on the Standard of Content of English subject, particularly the English listening and speaking skills (oral skills) at grade VIII of first semester. The Standard of Competency and the Basic Competence are presented in the table below.

<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<i>Berbicara</i>	
3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar	<p>3.1. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (<i>bersosialisasi</i>) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat</p> <p>3.2. Memahami dan merespon percakapan transaksional Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (<i>bersosialisasi</i>) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat (<i>to get things done</i>) dan interpersonal (<i>bersosialisasi</i>) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</p>

(Continued)

(Continued)

<p>4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar</p>	<p>4.1. Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.</p>
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Table 1: The Standard Competency and the Basic Competency of First Semester of Eighth Grade Student of Junior High School

2) Graduate Competency Standard

Graduate Competency Standard describes the qualification or ability graduates must have, including the attitude, knowledge, and skills. The Standard of Graduate Competency is issued in *Kepmendiknas No. 23/2006* which is further instructed by the Government Regulation (PP) No. 19/2005 in Part 5 (Article 25-27).

This Standard of Graduate Competency includes the Regulation of Standard of Graduate Competency in every level of education, i.e., basic education, secondary education, and higher education. Then, it is used as the orientation in deciding the learners' passing from an educational unit. It also consists of the competency for all of the courses or all of the course categories.

8. The Roles of the Teacher and Students in the EFL of Speaking

As written by Harmer (2007), there are many different roles of teachers during the speaking class activities in order to get students to speak fluently.

The first role is a controller. Teachers have power to make decision about how the activities during the learning process are going to run. Teachers do many teacher-fronted classroom actions, such as call the role, give lecture, organise drills and read aloud.

The second role is a prompter. Taking a role as a prompter can be done by teachers when their students get difficulties in speaking. When students lost for words and concentration when they are speaking, teachers are supposed to help their students by giving clues in the forms of words or phrases. The main point to remember when teachers prompt their students is teachers have to do it through encouraging ways. It means teachers help students to improve their speaking without having to make them depend on teachers' help. Teachers should make them think creatively and independently.

The third role is a participant. As a participant, teachers directly take a part in students' speaking activities. In class discussions, role-plays or group decision-making, teachers get involved directly not only as a teacher but also as a participant in their own right. By having a part in those activities, teachers can act as good as their students naturally and understand the characteristics of each student since they are at the same point of view as the students. Besides keeping their role in organising class activities, teachers are able to make friendly atmosphere in the class.

The forth role is a resource. Besides taking part on those three roles mentioned before, teachers can also take a part on acting as a resource. This role can be used when teachers, in some occasions, are not supposed to take part as

participants, controllers or even prompters. Acting as a resource will be more useful when students are preparing for their writing projects or presentations. In this case, teachers can act as a resource person by letting them know some recommended books, websites and good dictionaries. However, the important point when teachers take a role as a resource is that they have to encourage their students in using those materials for themselves independently. Although they can ask everything to their teachers, they should attempt to be independent learners.

The fifth role is a tutor. Another role of teachers during the teaching and learning process is as a tutor. Acting as a tutor is the combination of the roles as a prompter and resource person. In providing resources, teachers give the students clues but they should keep giving the students chances to think independently. Acting as a tutor will be effective in small groups or with individuals. However, during this act teachers should avoid giving too much or too little help.

There are some different roles of teachers that they may take part. Everything that teachers do in switching those roles depends on their students' needs so that it is important for teachers to be able to act those roles appropriately. In other words, teachers need to know when to switch between those roles. After all, by choosing and acting well through those roles, teachers can help their students best.

9. Speaking Assessment

In giving scores, the researcher referred to the rating scale which is proposed by Harris, D.P. (1969, p.84)

Criteria	Scales	Indicators
Pronunciation	5	- Has few of foreign accent.
	4	- Always intelligible, though one is conscious of a definite accent.
	3	- Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	- Very hard to understand because of pronunciation problems and frequently be asked to repeat.
	1	- Pronunciation problems are severe.
Vocabulary	5	- Very conversant with vocabulary repaired by given content: excellent control and resourcefulness.
	4	- Vocabulary mistakes generally do not affect meaning (writing gender, writing preposition, etc), attempts at resourcefulness.
	3	- Adequate, although more mistakes give unintended meaning (wrong preposition, incorrect word choice).
	2	- Meaning frequently obscured by minimal/inadequate mastery of vocabulary.
	1	- Meaning totally obscured, inadequate vocabulary.
Grammar	5	- Makes few noticable errors of grammar or word order.
	4	- Occasionally makes grammatical errors which do not obscure meaning.
	3	- Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	- Frequent grammar errors occur which make re-phrasing and reconstructing of utterance.
	1	- Errors in grammar are severe.

Fluency	5	- Speech is fluent and less effort.
	4	- Speed of speech seems slightly affected by language problems.
	3	- Speed and fluency seems strongly affected by language problems.
	2	- Usually hesitant, often force into silence by language limitation.
	1	- Speech is so halting and fragmentary as to make the conversation impossible.
Structure of Descriptive Text: Introduction and Description	5	- Organizing the structure of descriptive text and using simple present tense are very well.
	4	- Some mistakes in organizing structure of descriptive text and using simple present tense but understandable.
	3	- Adequate, although more mistakes give clearly structure of descriptive text and simple present tense.
	2	- Inappropriate in organizing structure of descriptive text and using simple present tense.
	1	- Organizing structure of descriptive text and using simple present tense totally obscured.

Table 2: Scoring Spoken Technique (adapted from Harris: 1969)

B. Cue Cards Media

1. Definition of Cue Cards

There are many kinds of media that are commonly used in English teaching and learning process. One of them is cue cards. Teachers can use cue cards as the media to help students in improving their speaking skills abilities. According to some experts, cue cards can be defined as teaching media that help students when they deal with speaking activities.

Mora (1994) defines cue card as a medium with pictures or words that contains clues. It is useful when students do some speaking activities such as describing someone or something from the pictures orally.

The similar definition is also stated by Harmer (2007), assessing 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.

In another way, Bazo (2007) states that cue cards are small photos or pictures that are stucked onto the cards. It is kind of flashcards with images. Both teachers and students can make the cards by themselves or modify the cards by adding some pictures, photos even words.

In TKT glossary of ELT (2011), cue card is defined as words or pictures that are used to prompt or encourage learners to produce particular language during a controlled practice activity or drill.

Cue cards as supportive media in teaching and learning process can be used in some different ways; individually, pair work, and group work. Cue cards can also be functioned as small cards that have pictures or photos completed by words as the cues.

2. The Reasons of Implementing Cue Cards for Teaching Speaking

Since English is considered as the second language, there are many difficulties that are faced by students during the learning process. In speaking, for example, students usually have problems in pronouncing correctly, organizing

their idea and being reluctant when they speak in front of other people. To solve those problems, applying appropriate media is mostly recommended. Similarly, Hamalik (1986) in Azhar (2009) states that the purpose of using media is to motivate students during the learning process. Thus, when choosing media teachers should recognize and understand their students' characteristics. It is also important for them to know their students' need.

Gerlach and Ely (1980) classify six categories of media in teaching:

1. Picture

Pictures can be in the form of large or small photographs or any object or events.

2. Audio recording

Recording is made then saved on magnetic tape, disc, motion picture, and soundtrack. Which is the reproduction of actual event or soundtrack.

3. Motion picture

This medium is kind of moving colour or black and white images. It is produced from live action or graphic representation.

4. TV

All types of audio video electronic distribution system that eventually appear on TV are included in it.

5. Real things, simulation, and model

These media refer to people, events, and objects that are demonstrated as real, which will be constructed with other media. They are not however, the substitution for the actual objects or events.

Based on the six categories above, picture is one of media in teaching. Harmer (2001) states there are many various types of pictures. They can be in the form of flashcards, large wall pictures, cue cards, photographs or illustrations in a text book.

3. Advantages of Using Cue Cards Media

Harmer (2001) lists the advantages of using pictures in teaching English.

1. Pictures really help to reduce preparation time. They can be re-used; laminated, and used at any level in classes for kids, teenagers, exam classes and adults following general or business courses.
2. When teacher and students come to using picture stories in class, the key point is not to limit them to typical class activities and writing exercises. Students need as much spoken English practice as they can get.

4. Classroom Activities by Using Cue Cards

Bazo (2007) lists some pair or group work activities in using cue cards that can stimulate students in improving their speaking ability.

The first activity is “guessing the picture”. This activity can be done in pairs. Teachers prepare 20 cards. Each pair takes a card with pictures of something or someone. One student takes and looks at it, without showing it to his

or her partner. By asking “yes or no” questions, another student has to guess which picture it is. As the example, “is it an animal?”

The second activity is “do you remember”. This activity is similar to the previous one that is pair work activity. Teachers prepare 10 cards belonging to one or more semantic categories. Teachers need to write the instructions on cards, for example, and then the students have to follow those instructions. Both students have to do their own job that is one student holds the ten cue cards while another student tries to remember all the cards.

The third activity is “fast”. It is a kind of pair or small group activity. For this activity teachers prepare 20 cards. The students should take the prepared cards and place them face down in a heap. They have to pick a card up and look at it before they say the appropriate English words. They are supposed to give the right answer within three seconds. Students that get most points will be the winner.

The fourth activity is “lucky you”. This activity is a pair work activity. Each pair needs at least 30 cards put in a non-transparent bag. The cue cards should belong to two semantic categories with 15 pictures each. The procedure is each student in a pair chooses one of semantic categories first. One student puts his or her hand in the bags and takes a card out. She or he will get luck and can continue to play if the card that he or she takes belongs to the semantic category that she or he have chosen, and if the student can pronounce the appropriate English word for the card. However, if he or she makes mistake, her or his partner gets the next turn. The first student that collects all the fifteen cards for his or her chosen semantic category will be the winner. Teachers can also do variation to this play.

They can fold the cards in half and pin the two halves together with a paper clip. As the cards are placed on the floor, teachers can use short canes with magnets as hook. The students have to “fish” for the cards.

Cue cards provide many kinds of activities that can support the English teaching and learning process. Teachers can also make their own cue cards and make the activities more attractive. Cue cards provide a framework of core activities which can be adapted or extended in different ways to stimulate both less and more able students.

C. Relevant Studies

Some researchers have conducted the studies related to the use of cue cards in English teaching and learning process.

Study that was conducted by Budiastuti (2007) which is titled *The Use of Cue Cards in Teaching Spoken Descriptive Text: The Case of Eeighth Year Students of SMP N 13 Semarang Academic Year 2006/2007* finds that using cue cards as teaching media improved the average of the students’ speaking grade. The improvement was 18.4 point, including students’ fluency (31.3 point), pronunciation (25.3 point), though unfortunately the grammar aspect did not improve (-1.3 point).

In addition, a similar study conducted by Sintiani (2011) which is titled *The Use of Cue Cards in Teaching Spoken Descriptive Text: A Classroom Action Research on Seventh Grade Students in SMP N 15 Bandung* also finds that there was improvement of the students’ production of spoken descriptive text in every cycle after using cue cards. The mean of the students speaking test in cycle 1 was

68.6, with 31 students (70%) getting the scores above KKM. The mean of the students' speaking test in cycle 2 increased to 72.1, with 37 students (84%) getting the scores above KKM. Moreover, the result of interview and observation sheet in this study showed that cue cards can be one of alternative media in teaching spoken descriptive text and it could encourage the students' motivation in learning descriptive text.

D. Conceptual Framework

In junior high school, English is considered to be one of the important subjects. It can be seen from the goals of English teaching and learning that has been defined by BSNP.

Students' speaking skills at grade VIII of MTsN Rowokele still needs to be improved. There are some problems related to the students, teacher, materials, and media and activities. Most of students had difficulties when they tried to express their idea including things, persons, and other objects in English. They did not know how to organize clause, sentences, or paragraphs coherently. In addition, the English teaching and learning process seemed to be teacher-centered since the teacher was more active than the students. The teacher was more likely to use individual work with less interaction than group work that could be used to improve interactions among the students. She also admitted that the main purpose of the teaching was preparing the students to succeed in the examination. In addition, the teaching materials that adopted only from students' work-sheet and course book seemed to be the cause of problems. There were many kinds of tasks but the materials were dominated with reading and writing practice so that there

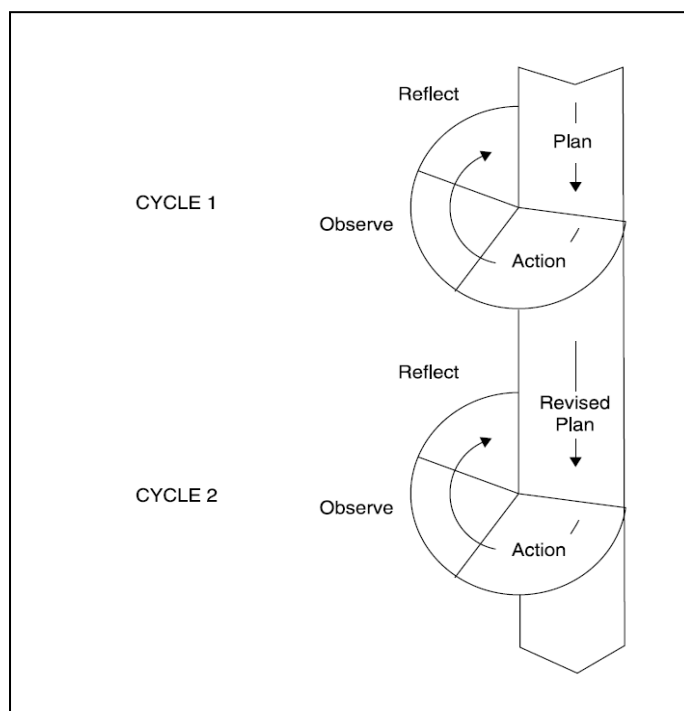
was less practice for oral activities such as listening and speaking. The teacher used media rarely to support the English teaching and learning process. The teacher only relied on students' work-sheet and course book as the source of materials without trying to use media such as pictures, video, and audio-video.

Therefore, the researcher offered media as the solution to solve the problems. Using cue cards media in teaching speaking was expected to help students in improving their speaking abilities. It is also considered as simple, practical, and easy to make. Here, cue cards can be in the form of small cards with pictures on them. In addition, cue cards can be used as a stimulus for students to speak easily in describing things, persons, or other objects. Moreover, both the teacher and students can modify them based on current topic being discussed on the lesson. In the next teaching, the use of cue cards will be combined with other activities that is games. Games were used to maintain the students' motivation.

CHAPTER III RESEARCH METHOD

A. Type of the Research

The researcher conducted an action research study since the purpose was to improve the speaking skills of grade VIII students of MTsN Rowokele by implementing media to support the teaching and learning process. Based on the preliminary observation, it tried to solve the problems discovered during the teaching and learning process. This study adopted the Kemmis and McTaggart's action research model.



**Figure 2: The steps of action research
by Kemmis and Mc Taggart**

Cycle 1: 1. Plan

2. Action 1

3. Observation 1

4. Reflection 1

Cycle 2: 1. Revised plan

2. Action 2

3. Observation 2

4. Reflection 2

B. Design of the Research

In the early stage in this action research, the researcher tried to find the weaknesses collaboratively with the teacher during the teaching and learning process. Then they identified the problems that they found. As the continuation of the stage before, they arranged plans for the actions followed by the process of action itself. In this case, cue cards media were used during the speaking learning activity. To make a sense of the data that had been collected, they observed the result of the plans and did reflection including the plans for further actions.

C. Setting of the Research

The research was conducted at MTsN Rowokele. This school is located at H. Abdul Jalil St., No.10, Purwosari, Rowokele, Kebumen. It has 23 classrooms for three grades. It consists of 8 classrooms for grade VII, 8 classrooms for grade VIII, and 7 classes for grade IX. It also has 1 headmaster room, 1 teacher room, 1 administration room, 1 library, 1 student center room, 1 counseling room, 1 students' health center room, 6 toilets, 1 laboratory, and 1 security desk.

1. Place of the Research

The research took place at VIII A class in MTsN Rowokele. This class had been chosen by discussing first with the school headmaster, vice headmaster of curriculum, and the English teacher

2. Time of the Research

The research was conducted in the first semester of the academic year 2012/2013. The details of the research schedule can be seen as follows

No.	Stages of Activities	Time Allocated
1.	Selecting data sources	July – September ‘11
2.	Consulting title research	October – November ‘11
3.	Writing and submitting research proposal	November – December ‘11
4.	Consulting and revising research proposal	January – February ‘12
5.	Writing, consulting, and revising chapter I, II, III	March – July ‘12
6.	Preparing for collecting data	August - September ‘12
7.	Collecting data	September - October ‘12
8.	Writing, consulting, and revising chapter IV and V	November ‘12 – February ‘13
9.	Examination	February ‘13

Table 3: The Detail of the Research Schedule

3. Learning Setting

The learning process of English lesson was held inside the classroom. The schedule of the learning process was customized with the schedule from the school itself that is two meetings per week on Tuesday and Wednesday.

D. Subject of the Research

The data of this research were taken from a group of eighth grade classroom at MTsN Rowokele. The participants of this research were 24 students; they are 8 male students and 16 female students. Most of them were in the average age of 13 years old.

E. Data Collection Technique

The data were collected qualitatively and quantitatively. The qualitative data were collected through observation and interview. Since the data were collected qualitatively, the researcher described anything that happened during the research based on reality. The researcher did the observation during the teaching and learning process. Then, the interview was conducted before and after the process of English teaching and learning. The data from the observation were obtained through field notes. Then, the data from the interviews were collected by interviewing the English teacher and the students. The purpose was to know the students' interest and the attitude of the teacher and students during the implementation of action. Meanwhile, the quantitative data had been collected by using tests. The tests were held twice; pre-test that was held before the media were used in the teaching and learning process and post-test that was held after the media implementation. In the end, the quantitative data were in the form of students' score in pre-test and post-test.

No.	Data	Instruments	Collection Technique	Usage
1	Pre- and Post-test scores	Speaking rubric	Tests	<ul style="list-style-type: none"> • In Pre- and Post- test
2	Field notes	Observation sheet	Observation	<ul style="list-style-type: none"> • In Planning • In action and observation
3	Interview transcripts	Interview guideline	Interview	<ul style="list-style-type: none"> • In Planning • In reflection
4	Photographs	Photo Camera	Documentation	<ul style="list-style-type: none"> • In reflection

Table 4: The Data Collection Technique and Research Instruments

F. Data Analysis

The researcher analyzed the data both qualitatively and quantitatively. In qualitative, the data were analyzed by adapting the process of analyzing data by Burns (1999: 157).

1) Assembling the Data

This step is to assemble the data that will be collected during the research including field notes, journal entries, questionnaires and others.

2) Coding the Data

This is a process removing the large number of data that will be collected to more manageable categories of concepts, themes or types.

3) Comparing the Data

The main purpose of this step is to describe and show the data rather than to interpret or explain them.

4) Building Interpretations

In this step, the researcher is supposed to be more creative since this step is concerned with articulating underlying concepts and developing theories about why particular patterns of behaviours, interactions or attitude come out.

5) Reporting the Outcomes

This is the stage where the account of the research is presented. The main point here is making sure the finding and outcomes are well supported with examples from the data.

G. Validity and Reliability of the Data

The validity of the data was accomplished by adopting those five criteria of validity (Burns, 1999: 161-162).

1) Democratic validity

It relates to the important to which the research is truly collaborative and allows for the inclusion of multiple voices. It includes the perspective of all parties who have stake in research such as teachers, administrators, students and parents. It also includes the benefit of the solution for all stakeholders and its validity related to the relevance or applicability to the context.

2) Outcome validity

It relates to the idea of actions leading to outcomes that are ‘successful’ within the research context. This criterion also depends on the validity of the process of conducting the research, which is the next criterion considered.

3) Process validity

This criterion concerns the dependability and competency of the research. As the key concept, it tries to know whether the students are able to go on learning from the process and whether the events or behaviours are viewed from different perspectives and through different data sources in order to guard against simplistic or biased interpretations.

4) Catalytic validity

It can be understood as the importance to which the participants are allowed to deepen their understanding of the social realities of the context and how they can make changes within it. It can be done by recounting changes in teacher and learners' understanding of their role and the actions taken as a result of these changes, or by monitoring other participants' perceptions of problems in the research setting.

5) Dialogic validity

The last criterion is similar to the process of peer review which is commonly used in academic research. The value or 'goodness' of the research is monitored by peer review in action research which necessitates dialogue with practitioner peers, either through collaborative enquiry or reflective dialogue with 'critical friends' or other practitioner researchers, who can act as 'devil's advocates'.

To enhance the trustworthiness of the data, the researcher used triangulation techniques. Burns (1999: 163) states that triangulation is one of the most commonly used and best known techniques to check the validity of data. Its aim is to gather multiple perspectives on the situations of the research that is conducted. He also states that triangulation can be used as a way of arguing that if different methods of investigation produce the same result then the data are likely to be valid (Burns, 1994: 272 in Burns, 1990: 163).

In this research, the researcher decided to use time triangulation, investigator triangulation and theoretical triangulation to enhance the trustworthiness of the data. The time triangulation was used since the data of the research were collected over a period of time to identify the factors involved in the change processes. Investigator triangulation was used since the research involved more than one observer in the same research setting. By using this investigator triangulation, the researcher was helped in avoiding bias and providing checks on the reliability of the observations (Burns, 1999: 164). As the collaborator, the teacher observed the implementation of the actions within the teaching and learning process that had been conducted by the researcher. While theoretical triangulation was used since the data were analyzed from more than one perspective.

H. Procedure of the Research

Kemmis and McTaggart (1998) in Burns (2010: 07) develop a simple model of the cyclical nature of the typical action research process.

Each cycle has four steps: planning, acting and observing, and reflecting.

There are four phases that were used to conduct the action research:

a) Planning

In this step, the researcher tried to identify the existing problems and to determine the possible problems to be solved. The data in the form of opinions, feelings and expectations had been collected by using observations and interviews techniques. Then, the researcher collaboratively with the teacher selected and narrowed the problems down. Here, the democratic validity had been achieved through the collaboration between the researcher and the teacher as collaborator.

In this step, the researcher tried to identify the problems that she would focus on. Then, the researcher tried to analyze and interpret the themes of the research. In this stage, the researcher also considered the resources and materials that were needed. It could be in the form of reviewing the literature or deciding the research participant.

b) Acting and Observing

This action research was implemented through two cycles that three meetings for cycle 1 and two meetings for cycle 2. So there were five meetings that were proposed during the research. In this step, the researcher began to put the plans into action, introduced the methods for collecting the data that involve observation and description of the situation including the participants. Then, it

was continued by the next step of observation. Through the action, the process validity had been met by examining the data and identifying whether the students could continue learning during the process or not. In addition, catalytic validity had been fulfilled when there were responses from the collaborator and the students after the implementation of the process.

In observation, the researcher tried to make the data became more sensible by preparing the data for both qualitative and quantitative analyses. The researcher also tried to ensure the trustworthiness of the data.

c) Reflecting

By doing reflection, the researcher tried to evaluate the research as a whole process. Together with the collaborator, the researcher discussed the result whether the action had negative or positive effects to the teaching-learning process. The action could be said to be successful if it could achieve the indicators pointed by the researcher. The results of the discussion were used as consideration for further actions.

Outcome validity had been met based on the final results. It means that if the action was considered to be successful, it would continue to the next teaching and learning process. However, if the action was considered to be unsuccessful, it would be modified to be more appropriate in improving students' speaking. Then to attain the dialogic validity, the researcher and the teacher as collaborator reviewed the value of the actions.

CHAPTER IV RESEARCH FINDING AND DISCUSSIONS

A. Planning

1. Identifying the Field Problems

During the planning step, the researcher had conducted two kinds of data collection technique both through class observations and interviews. On September 11th, 2012, class observation was conducted during the process of English teaching and learning in VIIIA class of MTsN Rowokele. The interviews that involved the English teacher who became the collaborator and the students of VIIIA also were conducted on the same day. Both class observations and interviews were conducted by the researcher to find the field problems during the English teaching and learning process in VIIIA class of MTsN Rowokele.

The vignette is presented to show a clearer description of English teaching and learning process during the observation.

The students were still reciting *Asma'ul Husna* when the researcher and the teacher entered the classroom. At 07.10, the teacher opened the lesson by saying *Assalamu'alaikum* and *Good morning*. The teacher also introduced the researcher to the students related to her purpose for entering the classroom.

The teacher started the lesson by asking if there was any homework or not. Then she reviewed the last material that is about invitation. The teacher asked, “Is there any homework?”. Some students answered *no* but some other answered *tidak, bu*. Some of them also paid less attention to what their teacher said. The students who paid more attention to their teacher's explanation tried to remember the last materials by opening their own notebook. They also discussed the materials with others. In contrast, some other students that paid less attention were still busy with their activity that is chatting about topic that has nothing to do with the lesson. They also looked so lazy and sleepy during the lesson.

(Continued)

When the researcher gave the students questions, they never answered them excitedly. They waited for the active students to answer the questions then they would imitate them. During the lesson, the students often used Indonesian or even Javanese than English. Although their teacher asked them to use English, they did not give any attention to her. **They preferred to use their mother tongue that is Indonesian or Javanese.** From their conversation that the researcher had heard, it can be said that the students' vocabulary mastery is still low. In addition, most of VIIIA students still had difficulty in organizing a simple sentence. When they wanted to say something, they would not say that in a complete sentence. **They only mentioned the nouns. As the example, when they wanted to ask someone for something, they would only say “Eh, book jal book”.** Here, the problem of pronunciation was also still severe since some students pronounced the word *book* by /bok/ but some other had correct pronunciation that is /bu:k/.

After the apperception by reviewing the last week materials for about 15 minutes, the teacher continued the materials about accepting and refusing invitations. The teacher explained the materials in Indonesian orally. Some students listened to their teacher's explanation and some other played with their friends. The teacher explained those materials for about 45 minutes. **It can be seen that during the lesson, the teacher only used English course book and worksheet as the source of the materials. Moreover, there were no media that were used to support the teaching and learning process.** At the end of explanation, the teacher offered an opportunity for the students who wanted to ask any questions. Because there was no question from the students, the teacher gave some questions back to the students as a practice. Those questions related to the previous materials about accepting and refusing invitations. The students had to write 5 sentences to accept and refuse invitations. They had to finish this practice in the last 20 minutes. Then the teacher would ask 5 of 24 students to write down the sentences in white board one by one. Some students did the practice seriously. The teacher checked their works one by one while asking if there were any questions or not. **When the teacher offered them to do the practice in front of the class, none responded to her. Suddenly they were forced into silence. They waited for the teacher pointed to them to do the practice. Some of them were pointed each other rather than doing it by themselves.** Finally the teacher pointed 5 students by herself. The teacher and the students discussed the answers together. **There were some mistakes related to grammar. However, the teacher explained one by one to the students and gave less correction on them.** At 08.20, the lesson was finished. The teacher closed the lesson on that day by summarizing the materials she had explained and saying *salam*. Then the researcher and the teacher left the classroom.

(Vignette 2, Appendix D)

From the vignette above, it could be seen that some field problems had been found during the process of English teaching and learning among VIIIA students. Overall the process of English teaching and learning did not run very well since there were problems related to the students, English teacher, media, material and teaching technique.

There were also other problems related to the English teaching and learning process as presented in the following interviews.

R : *Kemudian selama proses belajar mengajar bahasa Inggris apakah ada kesulitan?* (Then, is there any difficulties during the English teaching and learning process?)

T : *Untuk kesulitan biasanya dalam kosakata, dalam pengucapan dan artinya. Secara umum penguasaan kosakata masih kurang sehingga tidak tahu artinya.* (Usually, the difficulties are related to the vocabulary mastery, pronunciation and the meaning. Generally, their vocabulary mastery was still low so that they do not know the meaning.)

R : *Yang membuat speaking dikatakan paling sulit itu apa, bu?* (What make speaking is considered to be the most difficult?)

T : *Penguasaan vocabulary yang masih kurang dan pronounciationnya. Karena rata-rata kamus yang dimiliki siswa kan masih kamus biasa, belum komplit. Lagipula, meskipun ada cara bacanya mereka tidak tahu caranya.* (The vocabulary mastery and pronunciation are still low. It is because they do not have standard dictionary. In addition, they do not know the way to read the words correctly although the phonetic transcriptions are written on that.)

R : Researcher T : Teacher (Interview 1, Appendix E)

R : *De, bisa minta waktunya sebentar? Mba Sekha mau tanya, kesulitan apa yang kalian alami selama belajar Bahasa Inggris?* (Can I ask your time for a while? Miss Sekha wants to ask you, what is your difficulty during the learning English?)

S5: *Ngomongnya susah, Mba.* (The speaking is difficult, Miss.)

S6: *Sama, ngomongnya susah. Ngga tahu artinya juga.* (Just the same, the speaking is difficult. I do not know the meaning too.)

S7: *Speaking dan kosakatanya kurang.* (Speaking and the lack of vocabulary mastery.)

S8: *Ngga tau artinya jadi kadang takut salah.* (I do not know the meaning so that it makes me afraid of making mistakes.)

**R : Researcher S5: Mega S6: Maya S7: Binti S8: Hadiani Ss : Students
(Interview 3, Appendix E)**

- R : *Kalau menurut kalian, kesulitan yang dialami selama belajar Bahasa Inggris apa?* (In your opinion, What are the difficulties during the English learning process?)
- S9 : *Mengartikan kata-katanya, Mba.* (Translating the words, Miss.)
- S10 : *Berbicara. Ngga tahu artinya.* (Speaking. I do not know the meaning.)
- S11 : *Disuruh tanya malu. Takut salah juga.* (I am shy of asking questions. I am afraid of making mistakes too.)
- S12 : *Pengucapannya, Mba. Masih sering keliru contohnya cut kan dibacanya “kat” tapi saya bacanya “cut”. Terus put yang harusnya dibaca “put” malah saya baca “pat”.* (The pronunciation, Miss. I often make mistakes, for example, “cut” that should be pronounced /k^ht/ but I pronounced /cut/. Then, “put” that should be pronounced /put/ but I pronounced /p^ht/.

R : Researcher S9: Litsa S10 : Helni S11 : Nur S12 : Hariroh
Ss : Students

(Interview 4, Appendix E)

The result of classroom observations and interviews between the English teacher and the students showed that there were some problems related to the speaking teaching and learning process. The problems were concerned with the students' low speaking skills so that this condition needed to be improved.

The problems that affected the students' low speaking skills at grade VIII of MTsN Rowokele are presented in the table below.

Table 5: The Problems Affecting the Eighth Grade Students' Low Speaking Skills at MTsN Rowokele

No.	Problems	Codes
1	The teaching and learning process rarely included speaking activity.	Mt
2.	The students were shy to speak English	S
3.	The students were afraid of making mistakes to speak English.	S
4.	The students were not given a model	S
5.	Adequate language inputs were not given before the students were asked to practice speaking.	TT
6.	There were too many materials.	Mt
7.	The students were given a lot of vocabulary related to a certain topic.	S
8.	The students had difficulties in pronunciation.	S
9.	The students had difficulties in memorizing the vocabulary.	S
10.	The students got less chance to practice speaking.	S
11.	The students got more writing practice rather than speaking practice.	TT
12.	The use of English in the classroom was not prompted.	TT
13.	The English teacher rarely used classroom English.	T
14.	The teaching and learning process lacked the used of media.	Md
15.	The materials were mostly taken from students' worksheet (LKS).	Mt
16.	The students did not fully participate in the speaking activities.	S
17.	The speaking teaching and learning process lacked of fun activities.	TT
18.	Most students had problems in fluency.	S
19.	The students still had difficulties in grammar accuracy.	S
20.	The students had difficulties in making introduction and descriptive sentences in the form of present tense.	S
21.	Most of the students could not respond on spoken English.	S

S : Students TT : Teaching Technique T : English teacher
Md : Media Mt : Material

Based on the data appeared on the table above, the problems of speaking teaching and learning process were caused by some factors. They were related to the students, the English teacher, the teaching techniques, the media and the materials.

The first problem came from the students. During the English lesson, the students were less motivated and confident. They seemed so lazy and had no contribution by asking the English teacher questions. They were afraid of making mistakes and shy to perform in front of the class. They also had problems in memorizing vocabulary. Since their vocabulary mastery was low, they cannot produce various words or utterances in English. In addition, the students also had problems in pronunciation. Pronunciation problems were severe because it was very hard to understand. Their speech was so halting and fragmentary as to make conversation impossible. Their grammar also needed to be rephrased and reconstructed. Moreover, the students still made mistakes in organizing structure of descriptive text.

The second problem was related to the English teacher. During the observation, the English classroom activity seemed to be teacher centered learning. In addition, the teacher rarely used classroom English that could make the students more familiar with English; not only written but also spoken English.

The third problem was related to teaching technique. The teaching technique that was used by the English teacher only focused on delivering the materials orally. It had less practice. Although the topic of the lesson was speaking, the

English teacher did not give them a chance to do practice. Sometimes, the English teacher only asked the students to imitate words or utterances that she said.

The fourth problem was related to teaching media. During the observation, the researcher did not find a moment when the English teacher used any kinds of teaching media. It was also recognized by the English teacher that during the lesson, she never used supportive media.

The last problem was related to the materials. During the observation, it could be seen that the materials were only taken from course book and students' worksheet. Moreover, there were no updated materials from the English teachers.

To support the result of classroom observation and interviews, a pre-test was also conducted to obtain students' speaking scores on each aspect and to get a clearer description of the students' speaking skills. Furthermore, the mean scores of the pre-test would be compared to the post-test mean scores to find out if there was improvement after implementing the actions. Here is presented the students' mean score in each aspect of the pre-test.

Table 6: The Pre-Test Mean Score of Each Speaking Aspect

Aspect	Pronunciation	Vocabulary	Grammar	Fluency	Structure of Descriptive Text: Introduction and Description
Mean Scores	2.16	2.54	2.27	2.27	2.27

From the pre-test, it was also found out that the students still had problems in speaking. It could be seen in the aspect of pronunciation, grammar, fluency and structure of descriptive text.

2. Weighing the Solvable Problems

After identifying problems affecting the speaking teaching and learning process, the researcher grouped them based on urgency level. The very urgent problems that are affecting the students' speaking teaching and learning process at grade VIII are presented on the following table.

Table 7: The Very Urgent Problems Affecting the Eighth Grade Students' Low Speaking Skills at MTsN Rowokele that Needed to be Solved Soon

No.	Problems	Codes
1.	The students were shy to speak English.	S
2.	The students were afraid of making mistakes to speak English.	S
3.	The students had less motivation during the speaking teaching and learning process.	S
4.	The students had difficulties in pronunciation.	S
5.	The students had difficulties in memorizing the vocabulary	S
6.	Most students had problems in fluency.	S
7.	The students still had difficulties in grammar accuracy.	S
8.	The students had difficulties in making introduction and descriptive sentences in the form of present tense.	S

S : Students

After weighing the problems based on the urgency level, the researcher and the English teacher discussed the field problems that were feasible to be solved. The solvable problems are presented as follows.

Table 8: The Solvable Problems Affecting the Eighth Grade Students' Low Speaking Skills at MTsN Rowokele

	Problems	Indicators	Possible Causes	Sources
Students' Confidence	The students were shy to speak English.	The students often became into silent when the teacher asked them to answer her questions or to practice speaking in front of the class.	The activity during the speaking teaching and learning process seemed to be monotonous with less chance of practice. Moreover, there was no media implementation to build the students' motivation.	Observation and interview
	The students were afraid of making mistakes to speak English.	The students just copied their friends' answers.		
Students' Motivation	The students' less motivated in learning English.	The students did not fully participate in the speaking activities.		
Pronunciation	The students' did not know how to pronounce English words correctly.	The students often pronounced words as the way they were written or pronounced certain words using Indonesian.	The teacher rarely used classroom English and involved the students in the speaking practice that could make them more familiar with English words and sentences. The teacher only asked the students to imitate the words she had said with unclear feedback.	Observation and interview (Continued)

Vocabulary	The students had bad difficulty in memorizing the vocabulary.	The students often forgot the meaning of the vocabulary that had been mentioned.	The supporting media that could be used to help the students were also rarely used. Thus, their vocabulary mastery, fluency and pronunciation are low.	Observation and interview
Fluency	Most students had problems in fluency.	The students still spoke with hesitancy and payed less attention on word stress and intonation.		
Grammar	The students still had difficulties in grammar accuracy.	Some students had frequent grammar errors in word orders, plural forms and articles.	The teacher only focused on the students ability in answering the examination questions. She only taught materials that were listed in syllabus (certain language function and written description).	
Structure of Descriptive Text	The students' had difficulties in making introduction and descriptive sentences in the form of present tense.	Most students made errors in the use of verbs in present tense.		

3. Determining Actions to Solve the Feasible Problems

After identifying the field problems that were urgent and feasible to be solved, the researcher and the English teacher formulated some actions to overcome the problems. There were four actions that were planned as the result of the discussion.

- a. Using cue cards media during the speaking teaching and learning process.
- b. Using classroom English during the speaking teaching and learning process.
- c. Providing listening activity by telling them short description of a picture as an example and classroom language that was used.
- d. Using games i.e. *Identity Parade*, *What is It*, *Something Old Something New*, *Airport Convention* and *In the Park* games.

Those plans that were discussed together by the researcher and the English teacher had their own purpose. Here, cue cards media were used as the main media in speaking teaching and learning process. The media were used as stimulus to speak English. With many various pictures on them, the students were expected to organize their idea easily when they would speak English. Moreover, colorful cards could be used to build students' interest in learning English since they were never used before in the class. Attracting students' interest in the lesson is expected to be able to maintain the students' motivation.

As it was English speaking lesson, the researcher tried to use classroom English during the speaking lesson. The purpose was the researcher wanted to make them more familiar with English. The researcher used the classroom English mostly when she opened and closed the lesson. She also used it when she explained the materials but mixing it with Indonesian. Although the researcher did not use English entirely throughout the lesson, it helped them in improving their vocabulary mastery and also their pronunciation.

Furthermore, to support the previous plan i.e. using classroom English, the researcher also tried to do listening activity by telling them short description of a picture as an example and classroom language that was used. The researcher did the activity as she wanted to demonstrate the procedure of *Identity Parade*, *What is It* and *Something Old Something New* games. During the listening activity, the researcher asked them to listen to what she said. Then she would ask one or some of them to try what she had done.

The last plan was using games in making the speaking lesson more fun and run better. Since teaching media could not be used individually, the researcher integrated it with games i.e. *Identity Parade*, *What is it*, *Something Old Something New*, *Airport Convention* and *In the Park* games. The use of the games was adapted to the materials being taught i.e. spoken descriptive. The games were taught in every cycle. The three games would be implemented in cycle 1. *Identity Parade* game would be used during the implementation of action 1 by using cue cards about people's appearances. *What is it* game would be used during the implementation of action 2 by using cue cards about sizes and shapes. Finally,

Something Old Something New game would be used during the implementation of action 3 by using cue cards about rooms and furnitures. Meanwhile, two games would be used in cycle 2 i.e. *Airport Convention* game would be used during the implementation of action 4 by using cue cards about people's appearances and clothes, and *In the Park* game would be used during the implementation of action 5 by using cue cards about outdoor activities.

The fourth plan that was discussed together between the researcher and the English teacher was formulated in the course grid in Appendix A. Since it was in line with concept of democratic validity, the process of determining the solvable problems and planning the actions to overcome the problems was considered valid. During this process, the researcher and the English teacher worked collaboratively by giving their own opinions, feeling and expectations to achieve the same goal of English teaching and learning process.

B. Implementation of the Actions

1. Reports in Cycle 1

a. Planning

There were 3 meetings that were conducted in cycle 1. Cue cards as the main media were used in every meeting. In the first meeting, the cue cards about people's appearances would be implemented and it would be supplemented by *Identity Parade* game. In the second meeting, the cue cards about sizes and shapes would be implemented and complemented by *What is It* game. In the third meeting, the cue cards about rooms and furnitures would be implemented along with *Something Old Something New* game.

The Procedure that supporting the Implementation of Actions

- Formulating the field problems in the form of course grid.
- Selecting standard of competence and basic competence to formulate the indicators and the purposes.
- Selecting materials for 3 meetings that related to spoken description.
- Selecting the activities by integrating the use of cue cards to *Identity Parade*, *What is It* and *Something Old Something New* games.

Table 9: The Solvable Field Problems and the Solutions

No.	Problems	Solutions
1.	The students were shy to speak English.	Using classroom English during the English teaching and learning process. Giving them chances to practice speaking in groups before performing it in front of the class.
2.	The students were afraid of making mistakes to speak English.	
3.	The students had less motivation during the speaking teaching and learning process.	
4.	The students had difficulties in pronunciation.	Teaching pronunciation by telling them the way to read the phonetic transcriptions in the dictionary.
5.	Students had difficulties in memorizing the vocabulary.	Using cue cards media to help students' in memorizing the vocabulary.
6.	Most students had problems in fluency	Doing repetition and giving the students feedback on their speaking.
7.	The students still had difficulties in grammar accuracy.	Explaining them the sentence structures of questions and answers.
8.	The students had difficulties in making introduction and descriptive sentences in the form of present tense.	Giving examples of introduction and descriptive sentences in th form of present tense. Paying attention and gave feedback on the students' work.

In this session, the researcher used cue cards media that would be applied in cycle 1. The cue cards media were adapted from Bazo (2007) and Hadfield (1999). Bazo (2007) states that cue cards are small cards in the form of photos or pictures stuck onto cards. In other words, cue cards can be said as flashcards with images. In using cue cards, the researcher tried to combine them with other activities such as games. Here, the researcher used *Identity Parade*, *What is it* and *Something Old Something New* games that were adapted from Hadfield's book (1999), *Beginners' Communication Games*.

Lesson plans were made as the guidance in conducting the teaching and learning process. The researcher and the English teacher decided to use PPP i.e. Presentation, Practice and Production. In presentation stage, the researcher reviewed the essential vocabulary related to certain topics; explained sentence structures and demonstrated the game. In practice stage, the researcher asked students to practice the game by using cue cards. In production stage, the students were asked to make a short description about one of pictures they had played during the practice stage then describe it individually in front of the class.

The plans discussed above were expected to create the following conditions.

- 1) The students were not shy to speak English anymore.
- 2) The students were not afraid of making mistakes to speak English.
- 3) Students had better ability in memorizing vocabulary.
- 4) The students had no difficulty in pronunciation.
- 5) The students would be more interested in the English speaking learning process by using cue cards media.

- 6) The students would fully participate in the speaking activities.
- 7) Most of the students would be communicative so that they could respond in English.

The followings were the actions that would be implemented in each meeting of cycle 1.

1) Meeting I

In the first meeting, the researcher together with the English teacher decided to treat the students by using cue cards which pictures about people's appearances. As the input, the researcher told them about essential vocabulary and simple structures that were used in describing people appearances. She also demonstrated the way to play the cards through *Identity Parade* game by giving them sample description.

"Last night, I saw three men robbing a house (take three pictures). You are police officers. Listen. I'm going to tell you about the first man: He's tall. He's strong. He's young. Which picture is it?"

Here, the students were asked to find the criminals that were described by identifying their characters. After giving clear demonstration, the researcher asked the students to play the games with their own pairs.

2) Meeting 2

In the second meeting, the researcher used the same media i.e. cue cards. Cue cards about sizes and shapes would be implemented during the English teaching and learning process. Later, it would be combined with *What is It* game. Before the process of implementation, the essential vocabulary was

reviewed and the sentence structures were also explained to the students. To make the explanation clearer, she demonstrated the games in English and asked some students to practice as models.

3) Meeting 3

In the third meeting, the researcher still used the same media i.e. cue cards. Yet, the cue cards were different in that they present things that might be found in bedroom and living room. The use of the media would be integrated with *Something Old Something New* game. Like in the previous meeting, the researcher told them the essential vocabulary and the simple structure that might be used in describing things in bedroom and living room. By using sample pictures, the researcher told them a short descriptive text while she explained the procedure of the game.

b. Implementation and Observation

The implementation process of cycle 1 was conducted on 18th, 19th and 26th September 2012. In this cycle, both the researcher and the English teacher worked collaboratively. The researcher explained the materials during the implementation of cue cards media and the English teacher as the collaborator observed the process of teaching and learning. In each meeting, the students were taught different topic including different pictures on the cards. The following was the implementation of the cue cards media and the activities.

1) Meeting 1

The following field note shows the opening part of the first meeting.

.... The teacher greeted the students by saying *Assalamu'alaikum* and *Good morning*. She invited the researcher to take a role in holding the English teaching and learning activity on that day. The students answered it by saying *Wa'alikumsalam* and *Good morning, Mba*. However, before starting the lesson, the researcher corrected the students' answer. She said that they should answer *Good morning, Miss* not *Good morning, Mba*. Then the researcher repeated the greeting and the students replied with the correct answer. The researcher also checked attendance in English but there was no answer. Since the students did not know the meaning of researcher's question, she explained them if there was a question *Who is absent today?* or *Is anybody absent today?* they should answer *no one* or mention the name of the missing student if any on that day....

(Field Note 3, Appendix D)

It could be seen that during the opening, the students made mistakes in answering the researcher's greeting. Before explaining the materials, the researcher corrected it so that later the students could answer it correctly. The teacher repeated her greeting to check whether they still made the mistake or not.

As had been planned, the researcher and the teacher used classroom English during the English teaching and learning process. It was expected to make the students more familiar with the use of English. Since it was the first meeting, the researcher told them the detail of her teaching including the media, materials and the activities that were going to be used. Cue cards were used in delivering the materials about spoken descriptive text. The use of the media was also combined with other activities that is games. Those activities were adjusted to the materials of descriptive text.

In this first meeting, the researcher taught about description of people appearances. The activity that would be used was *Identity Parade* game. As the introduction, the researcher showed them sample pictures of people appearances. Then, she asked them to say something about the pictures. One student answered the question and was imitated by others. Then the researcher gave them feedback and continued by reviewing the essential vocabulary. To make it clearer, the researcher also explained the sentence structure that would be used in this activity. In addition, in introduction stage, she demonstrated the game by using classroom English but she mixed English with Indonesian because the students were still not familiar with the use of English. She also gave the students chance to practice the game with their partner before the real game was started. After 40 minutes of practice, the researcher spread the cue cards and the students began to play the game. While they played the game, the researcher and the teacher observed them one by one.

During 40 minutes of practice, the researcher and the teacher found that there was no significant improvement yet related to the students' speaking ability. However, in this activity, the students seemed to be more enthusiastic. They also look more enthusiastic in practicing the activity. The use of cue cards also helped them in memorizing and organizing the idea so that they could speak easily.

2) Meeting 2

As the previous meeting, the researcher opened the lesson by saying *Salam* and greeting the students. She also did the same accompanying activities during the implementation of the second action. Here, the implementation process was explained in the field note below.

.... On that day, the students would be taught about the description of shapes or objects. To catch the students' attention, the researcher asked them to mention many things (objects) around them (in their classroom) included the shapes....

.... Like in the previous meeting, the researcher explained them the sentence structures, reviewed the essential vocabulary and demonstrated the game. The sentence structures that would be used in this game consisted of interrogative sentences to ask and answer such as *Q: Is it (round)?; A: Yes, it is/No, it isn't* and *Q: Are they (round)?; A: Yes, they are/No, they aren't*. Since the topic area of the game were size and shape, the researcher reviewed some essential vocabulary such as *round, square, big, small, thick, thin, long, short* and *tall*....

(Field Note 4, Appendix D)

Involving the students during the implementation of the action made them more active. They also seemed to be more enthusiastic in learning the materials. In this second meeting, the researcher tried to catch their attention by asking them to mention objects around them. Then she asked them to say something about the objects or things that they have mentioned. As the feedback, the researcher reviewed the essential vocabulary related to size and shape, for example *round, square, big, small, thick, thin, long, short* and *tall*.

Next, the researcher explained the students about simple structures. The sentences consisted of questions and answers to ask about shapes such as *Q: Is it (round)?; A: Yes, it is/No, it isn't* and *Q: Are they (round)?; A: Yes, they are/No, they aren't*. The detail explanation of sentence structures was

expected to improve the students' ability in grammar and organization of sentence structure. It was because the indicators of spoken descriptive were focused not only on oral performance but also on grammar and the sentence structure accuracy.

To make her explanation clearer, the researcher demonstrated the game by using the vocabulary and sentence structure that had been explained. By using classroom English, the researcher demonstrated the game to the students. Sometimes, she mixed the language with Indonesian. After the demonstration finished, she asked the students to practice the game by using cue cards media with their own groups. In this occasion, the researcher divided the students into six groups which consisted of four students. They started to play the game after the second recess at 12.30. While the students did the activity, the researcher and the teacher observed them one by one.

Compared to the previous meeting, there were improvements of each aspect. The highest improvement was on students' vocabulary mastery. The number of students who improved their vocabulary mastery increased. Improvements on pronunciation, grammar, structure of description and fluency were also observed. Moreover, during this meeting, the students also seemed to be more enthusiastic in learning English. They did more interaction with others. Since the sentence structure was similar to the previous, the students' grammar accuracy and sentence structure were better.

The time was up at 08.20. Before ending the lesson, the researcher took the time to give them feedback related to the materials that had been

explained. She also told them the way to read the phonetic transcription as they were still having problems with pronunciation. She closed the lesson by saying *Salam* and *Good morning*. Together with the English teacher, the researcher left the classroom.

3) Meeting 3

The researcher opened the lesson at 11.20 by saying *Salam* and good morning. She also asked the students' absence. On that day, the researcher told the students that they would learn about spoken descriptive text using the same media that are cue cards. However, the topic area was different. In this meeting, the topic was about description of rooms. The researcher also invited the students to play *Something Old Something New* game.

The researcher asked the students to imagine their own bedroom and living room then asked them to mention the name of the things located in those rooms. One by one the students mentioned the things' name. Together with the researcher they translated them. To add to the students' vocabulary mastery, the researcher also reviewed the essential vocabularies that were related to the topic about rooms.

The sentence structures that would be used in this activity were simple present sentences such as *There is/isn't (sofa)*, *There are some (cushions)*, and *There aren't any cushions*. She also explained the prepositions that might be used such as *near*, *next to* and *on*. Then she explained the essential vocabulary including meanings related to the things such as *sofa*, *cushions*, *curtains*, *rug*, *table*, *chair*, *television*, *bookcase*, *bed*, *desk*, *picture*, *cupboard*,

chest of drawers, boxes, lamp and bunk bed. As the implementation of listening activity, she demonstrated the game to the students in English clearly. The examples of classroom English that were used were *This is your old living room* (while showing the pictures to others) and *What's different?* (to ask the differences of the pictures). In the demonstration, the researcher asked two students to practice the game under the researcher's command. After 40 minutes of explanation and practice, the students took a rest and continued the practice after the second recess.

The researcher's preparation could also be seen on this following field note.

.... The researcher and the teacher entered the classroom at 12.30 while the students still recited *Asma'ul Husna* for about 10 minutes. Then she re-opened the classroom and asked the students to continue the next activity. The researcher spread 4 cards with different pictures for each couple. The students played the game based on the rules that the researcher had explained before....

(Field Note 5, Appendix D)

The researcher and the teacher began to observe the students' activity during the implementation of cue cards. Here, they found significant improvements on some indicators of spoken descriptive text. The number of students who had improvements on vocabulary mastery increased into 24. It means that all students had achieved the indicators of it. The next improvement was on the students' pronunciation. 19 students could pronounce the words correctly with little English accent. Another good improvement was also on the students' grammar accuracy. There were 15 students who achieved the indicators. They only made noticable errors in grammar and word order. They had better ability in using article in a

sentence. However, there was no significant improvement on 2 other aspects that is fluency and organizing the structure of descriptive text (introduction and description). There were only 8 students who achieved the indicators of fluency. For those 8 students, there was no hesitation when they spoke. The words and sentences that they spoke were clear and fluent. However, the other 16 students still had problems with fluency. They still spoke with a lot of hesitations and pauses. Often, they said “*e, oh, em, ya, ah*” and then became silent. In organizing the structure of descriptive text (introduction and description), there were only 12 students that achieved the indicators. These students had good ability in making introduction and description in the form of simple present tense. In contrast with the 12 students, the other 12 students still had difficulties in making the sentences. They got confused with the structure of descriptive text. They often missed the introduction since they focused more on the description parts.

At the end of the activity, the researcher reviewed and summarized the materials that she had explained. She also asked about their impression of the third meeting. She closed the lesson by praying together, saying *Salam* and greeting students. She and the teacher left the classroom at 13.15.

The teaching and learning process of three meetings was valid because it was done corresponding to the concept of process validity and catalytic validity. The process validity was fulfilled by gathering the data through more than one technique, i.e. observation, interview and discussion with the collaborator. It was supported by some data sources, such as field notes and

interview transcripts. The catalytic validity was fulfilled by giving chances to the students and collaborator to give their response dealing with the action implemented. Besides, the result of the action was reliable because it was in line with the concept of time triangulation.

c. Reflection

In the cycle 1, the use of the cue cards media and accompanying action had not made significant improvement. Their pronunciation and fluency were not maximally improved. Neither was with grammar accuracy and organization of structure of description. However, in this meeting, the students' participation in speaking was better. The students were enthusiastic to join the activities and to practice speaking. They were actively involved in the English teaching and learning process. In addition, the number of students who achieved the ability in vocabulary mastery also increased. Here, the use of accompanying activity could also sustain the students' interest in practice speaking until the end of the activities. It can also be seen in the following data.

.... To begin, the researcher showed them some pictures of people appearances. She asked them about the things that they could say about those pictures. Enthusiastically, they answered the question with various answers. However, there were some of them who did not fully understand the researcher's question. They waited for the other students to answer the question then they imitated it. The researcher gave them feedback then continued by explaining the description of the game. To make it clearer, she also explained the structures, reviewed the essential vocabulary and demonstrated the game....

— — — — — (Field Note 3, Appendix D)

.... Compared to the previous meeting, there were improvements on each aspect. Moreover, as it was a group work activity, the students seemed to enjoy the lesson more. They were directly involved in the activity by actively doing interaction with others.... Those students could produce new vocabulary from the pictures on the cards. They could also memorize them and use them appropriately. The next improvement was also on students' grammar accuracy....

(Field Note 4, Appendix D)

.... Here, they found significant improvements on some indicators of spoken description. The number of students who achieved the indicators of vocabulary mastery increased into 24.... The next improvement was on the students' pronunciation. The 19 students could pronounce the words correctly with few foreign accents. Another good improvement was also on the students' grammar accuracy. There were 15 students who achieved the indicators....

(Field Note 5, Appendix D)

During the implementation of the cue cards media, the students had met the indicators of spoken descriptive aspects, i.e. pronunciation, vocabulary, grammar, fluency and structure of descriptive text. The following table is presents the students' improvements during cycle 1.

Table 10: The Students' Improvements during Cycle 1

INDICATORS	Improvements						Average in Cycle 1
	M1		M2		M3		
	Σ	%	Σ	%	Σ	%	
Pronunciation	2.33	46.6	2.62	52.4	2.87	57.4	2.60
Vocabulary	2.70	54	2.87	57.4	3.16	63.2	2.91
Grammar	2.41	48.2	2.45	49	2.75	55	2.53
Fluency	2.33	46.6	2.37	47.4	2.45	49	2.38
Structure of Descriptive Text: Introduction and Description	2.33	46.6	2.41	48.2	2.62	57.4	2.45

From the table, it could be inferred that during cycle 1 there were improvements in some aspects of speaking. The students' good improvements were observed in their pronunciation, vocabulary and the use of structure of descriptive text. However, most of the students still got problems in grammar and fluency. The observation result on those aspects in cycle 1 was elaborated as follows.

The first improvement laid on students' vocabulary mastery. In the first meeting, the students' mean score of vocabulary was 2.70 and in the second meeting it increased 2.87. In the third meeting it became 3.16. They recognized more English words related to the topic of people's appearance, sizes and shapes and also rooms and furnitures.

.... Overall, there was no significant improvement yet for those aspects of pronunciation, vocabulary, grammar, fluency and structure of descriptive text (introduction and description). ...

.... It was much better for the vocabulary mastery since there were 14 students that could use the vocabulary related to people's appearances appropriately. Even some of them could find other vocabulary beside the examples. ...

(Field Note 3, Appendix D)

.... There were also 18 students who had improvements on vocabulary mastery. Those students could produce new vocabulary from the pictures on the cards. They could also memorize them and use them appropriately. ...

(Field Note 4, Appendix D)

.... The number of students who achieved the indicators of vocabulary mastery increased into 24. It means that all students had achieved the indicators of it....

(Field Note 5, Appendix D)

The second improvement is on students' pronunciation. In the first meeting, the researcher and the teacher found that the students' mean score for pronunciation achieved 2.33. In the second meeting this number increased into 2.62 and 2.87 in the third meeting. The students' comprehension on the language function could be seen from their responses to the simple structure were taught. During those meetings, all of the students gave their appropriate response. The outcome could also be seen in the following field note and interview.

.... In this first meeting, most of the students were still having difficulty in pronouncing some English words. Most of them were still pronouncing the words as the way they were written. As the example, they pronounced the word *ugly* with /ugli/ not /^ugli/. There were only 9 students who correctly pronounced the English words. ...

(Field Note 3, Appendix D)

.... In this second meeting, the 13 students who had improvements on pronunciation could say some words intelligibly. Although they had no English accent yet, they could say them clearly. Moreover, they also could pronounce the words with correct stress and intonation. ...

(Field Note 4, Appendix D)

.... The next improvement was with the students' pronunciation. 19 students could pronounce the words correctly with few English accents....

(Field Note 5, Appendix D)

R : *Iya, Bu. Untuk pertemuan ke tiga ini bagaimana, Bu?* (Yes, Ma'am. How about the third meeting?)

T : *Pertemuan ke tiga.. Emm, sudah bagus ya. Makin kelihatan peningkatannya. Dari vocab, pronunciation, fluency ya mengikuti pelan-pelan. Hanya saja memang masih ada beberapa yang masih ragu-ragu dan gagap jadi di cycle selanjutnya nanti coba ditingkatkan lagi. Tapi sebagian besar sudah bisa dikatakan meningkat kok.* (The third meeting.. Emm, It is good. We can see significant improvements in vocabulary, pronunciation and fluency. There are some students that still speak in hesitancy so that it needs to be improved in the next cycle. However, most of the students improved.)

R : Researcher

T : Teacher

(Interview 12, Appendix E)

R : *Kalau yang lain? Peningkatannya dulu ni, ada ngga?* (How about the other? Is there any improvements?)

S1 : *Kosakata tambah sama tau cara ngomongnya.* (The vocabulary and pronunciation.)

S14 : *Kosakata sama pengucapan. Terus buat kalimatnya.* (The vocabulary, pronunciation and the organization of sentence.)

R : Researcher

S1 : Arif

S14: Wahyu

(Interview 13, Appendix E)

The third improvement is in the students' ability in grammar accuracy. In the first meeting the mean score was merely 2.41. In the second meeting it improved as much as 2.45. Then in the last meeting it became 2.75. The students' ability in organizing the structure of descriptive text could be considered as adequate. Although there were more mistakes, it had clear structure of descriptive text and simple present tense.

.... Their grammar accuracy was not better than their vocabulary. Here, there were 9 students who achieved the indicator of grammar accuracy although they were still making frequent errors of grammar and word order which occasionally obscured meaning. Most of them often say *he hair is black* not *his hair is black* when describing someone's hair. ...

(Field Note 3, Appendix D)

.... The next improvement was also on students' grammar accuracy. Actually, it was not a significant improvement if it was compared to the previous meeting. There were 9 students that had improvements on grammar accuracy during the previous meeting. However, there were only 10 students for this second meeting. Here, the students were still making mistakes of using the article of *a* and *an*. As the example, they often said *it is a big* not *it is big* when explaining the size. They were still getting confused in differing the adjectives from nouns so that it seemed to be difficult to put the article correctly. ...

(Field Note 4, Appendix D)

.... Another good improvement was also on the students' grammar accuracy. There were 15 students who achieved the indicators. They only made noticable errors of grammar and word order. They had better ability in using the article in a sentence....

(Field Note 5, Appendix D)

Although there were some indicators that have improved, there were still some indicators that did not highly improve yet i.e. students' fluency and the organization of sentence structure of descriptive. The first problem was on students' fluency. The students' fluency did not improved yet since they were still speaking in less speed and in some occasion they were still using Indonesian accent. In the first meeting, the mean score for fluency was 2.33. Then in the next

meeting, it slightly increased into 2.37 and 2.45 in the last meeting. The problems could also be found in the following data.

.... In line with those three indicators, their fluency was not better yet. There were only 6 students who achieved the indicator of fluency. However their speed and fluency seemed strongly affected by language problem that is pronunciation. It was because they never used English during the previous English teaching and learning activity so that they are not familiar yet with English words pronunciation. ...

Field Note 3, Appendix D

.... The same as the improvements of grammar accuracy, there were only 0.24% improvement for the aspect of fluency. In this second meeting, there were 7 students with good improvements of fluency. On the other side, there were some problems for some other 17 students. They were still silent and spoke hesitantly. Some of them also spoke with many pauses like *Is it e... Is it a...big?..* ...

(Field Note 4, Appendix D)

.... There were only 8 students who achieved the indicators of fluency. For those 8 students, there was no hesitation when they spoke. The words and sentences that they spoke were clear and fluent. However, the other 16 students still had problems with fluency. They still spoke with a lot of hesitations and pauses. Often, they said “*e, oh, em, ya, ah*” and became silent....

(Field Note 5, Appendix D)

R : *Iya, Bu. Untuk pertemuan ke tiga ini bagaimana, Bu?* (Yes, Ma'am. How about this third meeting, Ma'am?)

T : *Pertemuan ke tiga.. Emm, sudah bagus ya. Makin kelihatan peningkatannya. Dari vocab, pronunciation, fluency ya mengikuti pelan-pelan. Hanya saja memang masih ada beberapa yang masih ragu-ragu dan gagap jadi di cycle selanjutnya nanti coba ditingkatkan lagi. Tapi sebagian besar sudah bisa dikatakan meningkat kok.* (The third meeting.. Emm, It is good. We can see the improvements of vocabulary, pronunciation and fluency. Actually, there are some students who speak in doubt and hesitation so that it needs to be improved in the next cycle. However, most of them have good improvement.)

(Interview 12, Appendix E)

The second problem was on students' ability in organizing the structure of descriptive text (introduction and description). Some students still confused with the structure of descriptive text. They often missed the introduction since they gave more focused on the description parts.

In the first meeting, the mean score for students' ability in organizing structure of descriptive text was 2.33. After the second meeting, the score increased into 2.41. Finally, it became 2.62 after the third meeting. The following field note and interview showed the students' problems in organizing the structure of descriptive text.

.... For the ability in organizing the structure of descriptive text (introduction and description), there were 7 students who achieved the indicator. Their ability was adequate although there were still more mistakes in it. ...

(Field Note 3, Appendix D)

.... There was an improvement too for 9 students who achieved the indicators of organizing the structure of descriptive text (introduction and description). Those 9 students had better ability in making introduction and description sentences. However, there were problems on these aspects for the other 15 students. They made mistakes with the structure of simple present sentences mainly in the use of *verb* and *to be*. ...

(Field Note 4, Appendix D)

.... In organizing the structure of descriptive text (introduction and description), there were only 12 students that achieved the indicators. These students had good ability in making introduction and description in the form of simple present tense. In contrast with the 12 students, the other 12 students still had difficulties in making sentences. They confused with the structure of descriptive text. They often missed the introduction since they gave more focuses on the description parts....

(Field Note 5, Appendix D)

R : Kemudian untuk aspek *grammar* dan *strukturnya* bagaimana, Bu? (*Then, how about the aspect of grammar and structure, Ma'am?*)

T : *Grammar* dan strukturnya ya ada peningkatan tapi sedikit ya dibanding dengan 3 aspek yang lain tadi. (*There are little improvement on grammar and structure than on those three aspects that have been mentioned.*)

R : Iya. (*Yes.*)

T : Tadi memang agak kesulitan ya karena strukturnya beda sama yang kemarin. Kalau kemarin masih *Yes/No* tadi sudah mulai menjelaskan pakai *There is/There are* begitu. Tapi ya ngga papa. Besok masih berapa kali? Dua kali ya? (*Actually, there was a difficulty since the sentence structures were different from yesterday. Yesterday, they learnt about Yes/No but today they were taught by using There is/There are. But it's okay. How many meetings were left? Is it twice?*)

R : Researcher

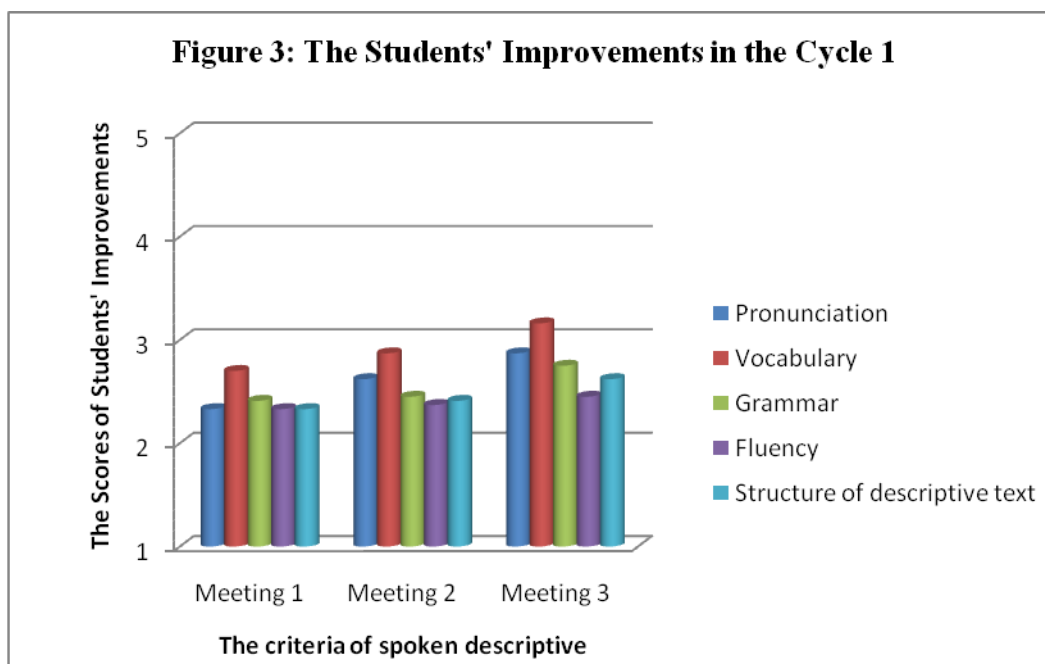
T : Teacher

(Interview 12, Appendix E)

- R : Kemudian kesulitannya masih ada ngga? Kalau suruh berbicara, nyritain sesuatu masih sulit ngga? (*Then, is there any difficulties; if you are asked to speak or describe something?*)
- S13 : Ya masih. (*Yes, there is.*)
- R : Kesulitannya apa? (*What is the difficulty?*)
- S13 : Buat kalimatnya susah. (*It is difficult to make the sentence.*)
- R : Arif gimana? (*How about Arif?*)
- S1 : Sama sih. Kadang masih takut dan malu kalau suruh maju ke depan. (*Just the same. Sometimes, I am still afraid and shy if I am asked to perform in front of the class.*)
- R : Researcher S1 : Arif S13 : Khozin (Interview 13, Appendix E)**

From the explanation above, it could be concluded that there were some improvements dealing with students' speaking skills as well as their confidence and motivation to speak. Their pronunciation, vocabulary and ability in organizing the structure of descriptive text also improved. However, there were still some problems related to the students' grammar accuracy and fluency.

The percentage of the students' improvement could also be seen from the following chart.



As the students still had problems in fluency and organization of structure of descriptive text (introduction and description), the researcher and the English teacher decided to continue the cycle to solve the problems that are still existed and improve the students' speaking skills in those aspects. Before conducting the next cycle, the actions done in cycle 1 were evaluated. Here is the conclusion of actions in cycle 1 and the recommendation for cycle 2.

Table 11: The Conclusion of Actions Done in Cycle 1 and the Recommendation for Cycle 2

Actions in Cycle 1	Reflection	Conclusion in Cycle 1	Recommendation for Cycle 2
Using cue cards media in practice stage	Cue cards media that were applied in the practice stage effectively improved the students' motivation to speak, their vocabulary, as well as their speaking skills. The students could use vocabulary and simple structure to describe someone and something. Moreover, by using pictures as the cue on the cards, the students could memorize the vocabulary well. Cue cards media could maintain the students' motivation to practice speaking.	This media would be used in cycle 2 with some modifications.	It was better if the pictures on the cue cards were about something that they often saw in their environment. In addition, it would be clearer if the pictures were colorful real pictures not cartoon ones. The change was intended to build the students' interest and motivation in speaking in English. The goal of using the media was to build students' motivation.

(Continued)

<p>(Continued)</p> <p>Using classroom English</p>	<p>Using classroom English during the English teaching and learning process was very helpful and it made students more familiar with some English words and terms.</p> <p>In addition, by using classroom English the students were expected not to be shy anymore when the teacher or the researcher asked them to speak in English.</p>	<p>This method would be used in cycle 2 with some modifications</p>	<p>After doing discussion with the teacher, the researcher decided to keep using classroom English in the next cycle to make the students more familiar with English.</p>
<p>Listening activity</p>	<p>Listening activity had a good impact during the implementation of the cycle 1. Through this activity, the students gave more their attention to the researcher's explanation.</p>	<p>This activity would be used in cycle 2 with some modifications.</p>	<p>Considering the positive affect of listening activity, the researcher and the teacher decided to do this activity in the next cycle.</p> <p>In the next cycle, the researcher would try to speak slower and louder.</p>
<p>Using games: <i>Identity Parade, What is it and Something Old Something New.</i></p>	<p>Implementing games as the accompanying actions made students more interested in English learning activities. Moreover, pair and group work made them more active during the activities in English classroom.</p>	<p>This activity would be replaced by two other games that have been adjusted to the materials about spoken descriptive.</p>	<p>In the next cycle, those three games i.e. <i>Identity Parade, What is It</i> and <i>Something Old Something New</i> games would be replaced by other games i.e. <i>Airport Convention</i> and <i>In the Park</i> games. The change of the activities has been adjusted to the topic materials about spoken descriptive.</p>

Based on the explanation above, it can be concluded that the result of cycle 1 was valid because it was in line with the concept of dialogic, process and outcome validity. It means that there were some improvements and weaknesses after the implementation of the actions which were supported by some data in the form of field notes and interview transcripts. In addition, the result was said to be reliable because there were more than one observer in gathering the data. It was in line with the concept of researcher triangulation.

2. Reports in Cycle 2

a. Planning

Based on the reflection of cycle 1, there were some improvements on students' participation, confidence, vocabulary, pronunciation and grammar. However, there were still some weaknesses found during the cycle 1. The students still had difficulties in the aspects of fluency and sentence structure of descriptive text (introduction and description). Some students still spoke in hesitancy and they also often preferred to be silent. Moreover, they were still confused in organizing the structure of description. The actions conducted in cycle 1 were sustained in the cycle 2 with modifications.

To overcome the problem related to students' fluency, the researcher drilled them by doing repetition and imitation to what the researcher said. She also reviewed vocabulary related to each topic of lessons i.e. describing people appearances and clothes and describing outdoor activities. To maintain the students' motivation in speaking through the activities, the researcher gave them reward to the students that have best performance. Here, the researcher prepared

cue cards with pictures of people's appearances and clothes for the first set cue cards. For the second set cue cards, she prepared pictures of outdoor activities. She also used two other different games as the accompanying actions. The change of the game had been adjusted to the topic materials that would be delivered. The researcher also did the accompanying actions such as using classroom English and listening activity in reviewing the essential vocabulary, explaining the sentence structure and demonstrating the games.

Those activities in the teaching and learning process were aimed at solving the field problems that emerged and were still existed after cycle 1.

Table 12: The Solvable Field Problems and the Solutions

No.	Problems	Solutions
1.	Students had problems in fluency	<p>The researcher intended to give them model of speaking that could be imitated by the students.</p> <p>The researcher gave them feedback during the English speaking teaching and learning process.</p> <p>The researcher invited the students to do speaking practice.</p>
2 .	Students had difficulties in making sentence structures of descriptive text (introduction and description)	<p>The researcher explained the students sentence structures in more detail.</p> <p>The researcher would come to the students directly to check their work and give them feedback.</p>

In this cycle, the similar standard of competence and basic competencies were used. The indicators and the purposes of the teaching and learning process were formulated based on those basic competencies. The researcher and the teacher discussed the materials that were going to be taught. The topics of the

materials were chosen from the syllabus. They decided to teach two materials i.e. the description of people's appearances and clothes and of outdoor activities.

After determining the materials, the researcher prepared the media that would be implemented in delivering the materials. She also designed the accompanying actions that would be implemented. The cue cards media were adapted from Bazo (2007) and Hadfield (1999). Bazo (2007) states that cue cards are small cards in the form of photos or pictures stuck onto cards. In other words, cue cards can be said as flashcards with images. In this cycle 2, the researcher would use colorful cue cards that contained people's appearances and clothes and outdoor activities.

The researcher made lesson plans to guide the teaching and learning process. As in the previous cycle, the researcher and the English teacher decided to use PPP (Presentation, Practice and Production). In presentation stage, the researcher reviewed the essential vocabulary, explained the sentence structures and demonstrated the games. In practice stage, the researcher asked the students to practice the games by using cue cards as the media. In production stage, the researcher asked the students to make short description individually by using one of the pictures they had played. Then, they were asked to describe it in front of the class orally.

The teaching and learning process of cycle 2 was conducted in two meetings. The actions were planned to overcome speaking problems related to the students' fluency and sentence structure of descriptive text (introduction and description). The plans of cycle 2 were in the course grid in Appendix A. The

actions that would be implemented in each meeting of the cycle 2 were formulated as follows.

1) Meeting 1

In the first meeting of cycle 2, the researcher together with the English teacher decided to treat the students by using cue cards which pictures about people's appearances and clothes. Although it was similar to the previous materials in meeting 1, it was actually different. Here, the researcher provided cue cards that had more detail pictures. Moreover, the essential vocabulary that was reviewed was also more various than the previous. As the input, the researcher told them about essential vocabulary related to people's appearances and clothes. She also explained simple structures that were used in describing people appearances and clothes. She also demonstrated the procedure to play the cards in *Airport Convention* game.

2) Meeting 2

In the second meeting, the researcher used the same media i.e. cue cards. Cue cards that contained pictures of outdoor activities were implemented during the English teaching and learning process. It would be combined with an activity that is *In the Park* game. Before the implementation, the essential vocabulary related to the topic was reviewed and the sentence structures were explained to the students in detail. To make the explanation clearer, she demonstrated the games and reviewed the vocabulary in describing outdoor activities.

b. Implementation and Observation

The process of implementation of cycle 2 was conducted on 2nd and 3rd October 2012. In this cycle, both the researcher and the English teacher worked collaboratively. The researcher explained the materials during the implementation of cue cards media and the English teacher as the collaborator observed the process of teaching and learning. In each meeting, the students were taught different topic including different pictures from the cards. The following was the implementation of the cue cards media and the activities.

1) Meeting 1

At 07.00, the students still recited *Asma'ul Husna* when the researcher and the teacher were entering the classroom. After finishing the recitation, the researcher opened the lesson by praying together, saying *Salam* and greeting them. She also checked the students' attendance. Since they had been accustomed to using classroom English in opening the lesson, they did not made mistakes anymore in replying the researcher's greeting.

On that day, they learnt materials about people appearances and clothes. These materials were almost the same as the first materials which were about people's appearances. However, in this meeting the materials were more detailed since the students learnt about not only clothes but also the accessories. Moreover, the activity was different since it involved the whole class participation.

....To get the students' understanding and catch their attention, the researcher showed them some sample pictures of people's appearances completed with clothes and other accessories. She asked them about something or information that could be described from the pictures. She also asked them whether there were differences compared to the first cue cards or not. They seemed to be more interested in the new colorful cue cards of people's appearances. Some of them said, "*Gambarnya warna warni.*". Some other also said, "*Lebih jelas, Mba.*"....

(Field Note 7, Appendix D)

The teacher asked the students to divide the class into halves, A and B, to make them easier in understanding the explanation. The three other actions the researcher did included the sentence structures, the essential vocabulary including the meanings, and use of game. The sentence structures that were used in this activity were:

He's/She's/They've got (dark hair).

He's/She's/They're (tall).

He's/She's/They're wearing (shorts).

.... The essential vocabulary that she reviewed related to adjectives and nouns either *dark/fair/curly/straight/long/short hair, tall, small, fat, thin, beard, glasses or shorts, trousers, suit, jacket, shirt, skirt, dress, T-shirt, blouse, jumper, trainers, shoes, sandals* or both, depending on the needs of the class. Then, she translated the meaning of those words to make the students more clearly understand the words. The next action was demonstrating the game. The researcher used classroom English during this listening activity. She explained the procedure of the game including the classroom language. Since the words and the sentences were considered to be more complex, the researcher mixed English with Indonesian. Some students who did not understand yet with the game asked the researcher to repeat the instruction. They seemed not to be shy anymore in making mistakes when communicating in English....

(Field Note 7, Appendix D)

In this meeting, the researcher found better improvements on each aspect of spoken descriptive text. More than a half of the total students achieved the indicators. It means that there was no serious problem anymore since they just needed to repeat the practice more and more. The highest improvement was on students' vocabulary mastery. There were 24 students who achieved the indicators. All of them could mention and memorize the vocabulary related to the people appearances and clothes. The next improvement was on students' pronunciation. There were 22 students who achieved the indicators while 2 others still had problems that is their pronunciation. For some words, their pronunciation was not too clear mainly for the vocal voice. As the example, they pronounced the word *sandals* with /séndal/ not /'sændls/. They also did not understand yet when they should put the stress or intonation. For the grammar accuracy, there were 19 students who achieved the indicators. The other 5 students still had problems in the use of plural forms especially for the pair things. When mentioning the pair things, they still missed the letter -s at the end of the singular nouns. The last was improvement of 17 students in organizing of the singular structure of descriptive text (introduction and description). It was no problem for them but it was for 7 other students. They could not use the simple present appropriately and missed verbs when making some sentences.

The lesson ended at 08.20. The researcher reviewed and summarized the materials before closing the lesson. Then, she asked the students to pray together. The researcher and the teacher left the classroom after saying *Salam* and greeting them.

2) Meeting 2

The researcher and the teacher entered the VIIIA classroom at 11.20. The lesson was opened by the researcher by *Salam* and *Good morning*. She also asked about the students' attendance.

After greeting the students, the researcher explained them about the materials that would be delivered in the second meeting.

.... On that day, the teacher told the students that they were going to learn the topic about spoken descriptive by using cue cards media and another activity that is *In the Park* game. As it would be the last meeting, the researcher asked the students to try their best. To motivate them more, she told them that she had rewards for the students with their best performance....
(Field Note 8, Appendix D)

The rewards given by the researcher were intended to maintain the students' motivation. They seemed to be more enthusiastic after the researcher told them about the rewards. Most of them paid more attention on the researcher's explanation.

The researcher showed them a picture as a sample to make them more understand the explanation. She told them that the game was similar to the previous that is *Something Old Something New* game. They were asked to find as many differences as possible in the two pictures. As the focus of this activity was describing what's happening, the sentence structures that were explained were:

What's he/she doing?

What are they doing?

He's/She's/They're (walking).

Then she also reviewed the essential vocabulary that might be used such as *walking, reading, (a newspaper/the menu), smoking a pipe, throwing (a ball/a toy), eating (bread/ice cream), pushing (a pram), climbing (a tree), sailing, playing the guitar, drinking (coffee), phoning, writing, sleeping, having a picnic*. Not only reviewing the vocabulary, the researcher also translated the meaning of them together with the students. Then, through the sample pictures, she demonstrated how to use the card in the game. When demonstrating, she mixed English with Indonesian. She told the students that after describing their own pictures, they should write the differences down on white board. There were 10 differences so that the researcher asked them to compete in finding and writing the differences. There were only 10 chances from 12 pairs. Since there was little competition here, the students seemed to be more enthusiastic in doing the practice. At 12.00 the bell of the second recess rang so that the lesson continued after 12.30 p.m.

.... The researcher asked the students to prepare themselves. They could start the game after the researcher finished spreading the cards. She spread two different cards for each pair. While the students were playing the game, the researcher and the teacher observed them.... As was expected before, there were better improvements for the aspects of spoken description. There was no problem anymore for the indicators of vocabulary mastery as the 24 students had achieved the indicators. Their ability in pronunciation was also better although there were 2 students who still had difficulties in it.

(Continued)

(Continued)

Similar with the ability in the previous meeting, 2 students pronounced the words like the way they were written. Although the researcher did correction on them, they still could not pronounce it correctly. The same number of students who achieved the indicators also reached the indicators of grammar accuracy and of structure of descriptive text (introduction and description). There were 21 students who achieved all the indicators. However, the other 3 students still had difficulties in word orders and the structure of simple present sentences. In addition, 6 students had difficulties in the aspect of fluency. There were a lot of hesitations and Indonesian accents during their speaking....

(Field Note 8, Appendix D)

The bell rang at 13.15 so the researcher prepared to end the class activity. As the researcher promised before, they had rewards for the students who performed their best. Then she gave the rewards to the entire class since all of them had performed their best. The researcher said thanks for their cooperation during these 5 meetings. She also asked for apology if there were any mistakes during their togetherness. After praying together, the researcher closed the lesson by saying *Salam* and greeting them. Together with the teacher, she left the classroom.

c. Reflection

In the cycle 2, there were significant improvements on every aspect of speaking. The highest improvement was on students' vocabulary mastery i.e. 100%. It was followed by the improvements on pronunciation, grammar, organization of sentence structure (introduction and description) and fluency. During the implementation of the actions, the students were cooperative and seemed to have more enthusiasm in learning English. They were actively involved

in the English teaching and learning process. The following data showed the implementation process of those actions in cycle 2.

....To get the students' understanding and catch their attention, the researcher showed them some sample pictures of people's appearances completed with clothes and other accessories. She asked them about something or information that could be described from the pictures. She also asked them whether there were differences compared to the first cue cards or not. They seemed to be more interested in the new colorful cue cards of people's appearances. Some of them said, "*Gambarnya warna warni.*". Some other also said, "*Lebih jelas, Mba.*"....

(Field Note 7, Appendix D)

.... The researcher asked the students to prepare themselves. They could start the game after the researcher finished spreading the cards. She spread two different cards for each pair. While the students were playing the game, the researcher and the teacher observed them.... As was expected before, there were better improvements for the aspects of spoken description. There was no problem anymore for the indicators of vocabulary mastery as the 24 students had achieved the indicators. Their ability in pronunciation was also better although there were 2 students who still had difficulties in it. Similar with the ability in the previous meeting, the 2 students pronounced the words like the way they were written. Although the researcher did correction on them, they still could not pronounce it correctly. The same number of students who achieved the indicators also reached the indicators of grammar accuracy and of structure of descriptive text (introduction and description). There were 21 students who achieved all the indicators. However, the other 3 students still had difficulties in word orders and the structure of simple present sentences. In addition, 6 students had difficulties in the aspect of fluency. There were a lot of hesitations and Indonesian accents during their speaking....

(Field Note 8, Appendix D)

During the implementation of the cue cards media, the students had achieved the indicators of speaking aspects, i.e. pronunciation, vocabulary, grammar, fluency and structure of descriptive text. The following table presents the students' improvements in cycle 2.

Table 13: The Students' Improvements during Cycle 2

INDICATORS	Improvements				
	M1		M2		Average in Cycle 2
	Σ	%	Σ	%	
Pronunciation	3.70	74	4.33	86.6	4.01
Vocabulary	3.91	78.2	4.41	88.2	4.16
Grammar	3.54	70.8	4.29	85.8	3.91
Fluency	2.95	59	3.75	75	3.35
Structure of Descriptive Text: Introduction and Description	3.41	68.2	4	80	3.70

Based on the information on the table above, there were improvements during the implementation of cycle 2 on all aspects. The students' highest improvement was on vocabulary mastery. It was followed by the improvements on pronunciation, grammar, sentence structure of descriptive text (introduction and description) and fluency. The detail of the results during the implementation on cycle 2 was presented as follows.

The highest improvement was on students' vocabulary mastery. In the first meeting of cycle 2, the students' mean score for this aspect was 3.91. It became 4.41 after the second meeting. That score shows better improvements among students of VIIIA. The students were able to memorize the vocabularies well and to use them during the speaking practice. Moreover, they could find the meaning of those words. The improvement of this aspect could also be seen in the field note and interview transcript below.

.... The highest improvement was on students' vocabulary mastery. There were 24 students who achieved the indicators. All of them could mention and memorize the vocabulary related to the people appearances and clothes....

(Field Note 7, Appendix D)

.... There was no problem anymore for the indicators of vocabulary mastery as the 24 students had achieved the indicators. ...

(Field Note 8, Appendix D)

R : *Untuk peningkatan per indikatornya bagaimana, Bu?* (How about the improvement on each indicator, Ma'am?)

T : *Vocab, pronunciation dan grammarnya sudah bagus. Kosakata bahasa Inggrisnya tahu lebih banyak dan artinya juga tahu. Kemudian pengucapannya juga sebagian besar sudah benar ya. Grammar ya bisa dikatakan sudah bagus. Sudah paham tata bahasanya seperti apa. Paling tidak dasarnya sudah paham, gitu. Untuk fluency juga meningkat. Kalau paham vocab dan pronounnya nantinya lebih fasih juga ya bicaranya. Penggunaan simple present juga sudah bagus. Tahu bentuk verb yang digunakan apa.* (Vocabulary, pronunciation and grammar are good. They know more about English vocabulary and also the meaning. Then, the pronunciation is also correct. For the grammar accuracy, at least they had known the basic rule of grammar. Their fluency also improved. If they could understand the vocabulary and pronunciation, they could also have better fluency. The use of simple present is also good. They know the verb forms that are used.)

R : Researcher

T : Teacher

(Interview 14, Appendix E)

The second improvement was on students' pronunciation. In the first meeting the students achieved score of 3.7. In the second meeting the score increased into 4.33. The improvements of this aspect could also be seen in the following field note and interview.

.... The next improvement was on students' pronunciation. There were 22 students who achieved the indicators while 2 others still had problems with their pronunciation. For some words, their pronunciation was not too clear mainly for the vocal voice. As the example, they pronounced the word *sandals* with /séndal/ not /'sændls/. They also did not understand yet when they should put the stress or intonation....

(Field Note 7, Appendix D)

.... Their ability in pronunciation was also better although there were 2 students who still had difficulties in it. Similar with the ability in the previous meeting, the 2 students pronounced the words like the way they were written. Although the researcher did correction on them, they still could not pronounce it correctly. ...

(Field Note 8, Appendix D)

- R : *Tentang pendapat kalian aja setelah 4 kali ya belajar spoken descriptive pakai media cue cards. Ada peningkatan ngga?* (Do you think you have improved your English after 4 meetings learning spoken descriptive text?)
- Ss : *Ya, ada.* (Yes, there is.)
- R : *Apa?* (What is that?)
- S3 : *Jadi bisa ngomong. Lebih mudah.* (I can speak easily.)
- S15 : *Jadi tahu bahasa Inggris.* (I know about English.)
- R : *Apanya?* (What aspect?)
- S15 : *Artinya. Cara bacanya juga di kamus.* (The meaning. And the pronunciation too.)
- R : *Kemudian yang lain apa?* (Any others?)
- S2 : *Gambarnya beda apa ya, Mba?* (The pictures are different, aren't they?)
- R : *Iya. Lebih suka yang mana sama yang kemarin?* (Yes. Which do you prefer?)
- S2 : *Yang ini. Jadi lebih jelas.* (This one. It is clearer.)
- S3 : *Bendanya juga lebih banyak.* (There are also more things here.)
- R : Researcher S15 : Fatah S3 : Ali S2 : Wahyu (Interview 15, Appendix E)**

The third improvement was on students' grammar accuracy. In the first meeting on cycle 2, their mean score for this aspect was 3.54. Then in the next meeting, this number increased into 4.29. The increase showed that the students' grammar accuracy was better. Occasionally, they made grammatical errors which do not obscure meaning. The data on the field note and interview below showed the improvements of students' grammar accuracy.

.... For the grammar accuracy, there were 19 students who achieved the indicators. The other 5 students still had problems in the use of plural forms especially for the pair things. When mentioning pair things, they still missed the letter *-s* at the end of the singular nouns. ...

_____ (Field Note 7, Appendix D).

.... The same number of students who achieved the indicators also reached the indicators of grammar accuracy and of structure of descriptive text (introduction and description). There were 21 students who achieved all the indicators. However, the other 3 students still had difficulties in word orders and the structure of simple present sentences. ...

(Field Note 8, Appendix D)

The fourth improvement laid on the aspects of organizing structure of descriptive text (introduction and description). Their mean score in organizing the structure of descriptive text increased from 3.41 into 4. The improvement was achieved after the second implementation of the action in cycle 2. Most of students were able to make descriptive sentences in the form of simple present tense with minimum mistakes. However, the meanings of the sentences were understandable.

.... Then, the other improvement could be seen on 17 students who have better ability in organizing of structure of descriptive text (introduction and description). It was no problem for them but it was for 7 other students. They could not use the simple present appropriately and missed verbs when making some sentences. ...

(Field Note 7, Appendix D)

.... The same number of students who achieved the indicators also reached the indicators of grammar accuracy and of structure of descriptive text (introduction and description). There were 21 students who achieved all the indicators. However, the other 3 students still had difficulties in word orders and the structure of simple present sentences. ...

(Field Note 8, Appendix D)

The last improvement was on students' fluency. In the first meeting, their mean score was 2.95 for the indicators of fluency. Then it increased into 3.75 after the second meeting. Here, the students' speed of speech seemed slightly affected by language problems. The detail of the improvement could be seen in the following field note and interview.

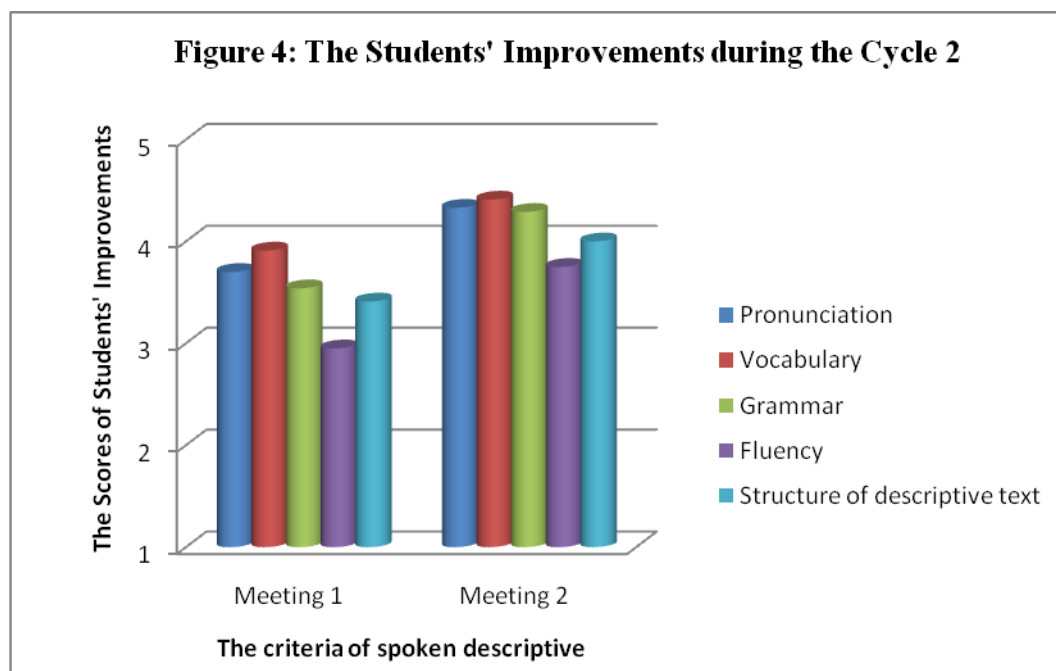
.... The last improvement was on students' fluency. There were 13 students who achieved the indicators of fluency. During the practice, they speak better with less of hesitation. In addition, they speak more fluently than the previous. ...

(Field Note 7, Appendix D)

.... In addition, 6 students had difficulties in the aspect of fluency. There was a lot of hesitation and Indonesian accent during their speaking. ...

(Field Note 8, Appendix D)

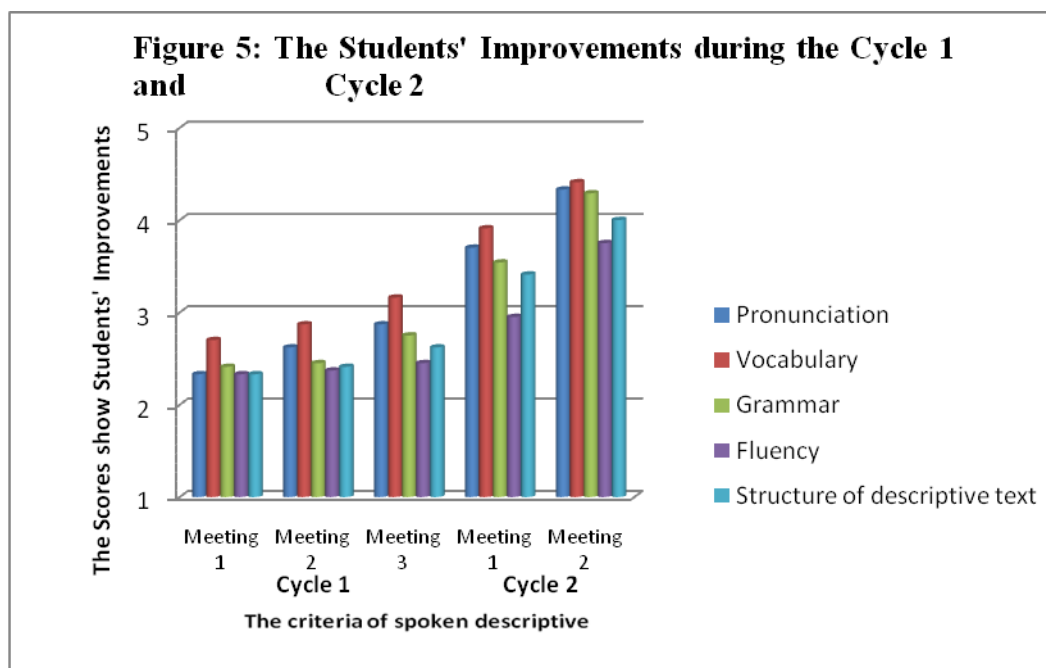
Based on the information that had been explained above, it could be said that there were improvements of all aspects of spoken descriptive i.e. pronunciation, vocabulary, grammar, fluency and organization sentence structures of descriptive text (introduction and description). The chart below presents the percentage data of the improvements during the cycle 2.



The result of cycle 2 showed that there were improvements on every aspect of spoken descriptive text. The researcher and the teacher also discussed the results together. They decided not to continue the actions by implementing the next cycle since the actions that had been done had made good effects. By implementing the media during the English teaching and learning process, the students' ability on speaking skills improved.

3. General Findings

Based on the reflection of cycle 1, the students had shown improvements on their motivation, confidence, pronunciation, vocabulary, fluency, grammar and structure of descriptive text (introduction and description). However, they still got problems in fluency and structure of descriptive text especially in the use of simple present tense. Therefore, the researcher and the teacher decided to continue to cycle 2. In cycle 2, it was found that the students had improvements in every indicator. The result of the both cycles can be seen in the following chart.



The chart above shows that the number of students who achieved each indicator improved. It indicates that the use of cue cards media and the accompanying actions were successful in improving the students' speaking skills. As the result, there were changes that occurred during the implementation of the actions. Here is the summary of changes that happened before and after the actions were conducted.

Table 14: The Changes that Existed After the Implementation

Before the Actions were Implemented	After the Actions were Implemented	
	Cycle 1	Cycle 2
<ul style="list-style-type: none"> •The students not fully participated during the teaching and learning process. •The students practised the speaking only once or twice. •The students preferred to chat with their firends. 	<ul style="list-style-type: none"> •The students fully participated during the teaching and learning process in cycle 1. •The students paid more attention and gave their response. •During the implementation of the actions by using cue cards, the students were more enthusiastic in joining the lesson. 	<ul style="list-style-type: none"> •The students kept their participation during the English teaching and learning process. •They practiced speaking enthusiastically.
<ul style="list-style-type: none"> •The students had no confidence in speaking English. •The students were shy and afraid of making mistakes. •The students also did not respond to the teacher's questions. 	<ul style="list-style-type: none"> •The students were not shy and afraid anymore of making mistakes. •The students were willing to practice without getting forced by the researcher/teacher. •However, the students were still afraid in answering the researcher's questions. 	<ul style="list-style-type: none"> •The students seemed more confident in speaking English. •The students were not shy and afraid anymore of making mistakes. •The students responded to the researcher's questions well.
<ul style="list-style-type: none"> •During the speaking practice, the students had difficulties in imitating what was said by the researcher in English. •The students could comprehend only a few instructions and conversations. 	<ul style="list-style-type: none"> •The students had been accustomed to the use of classroom English. •The students gave appropriate response on greeting, checking attendance and leave taking. •The students were still confused on some instructions that were used by the researcher. 	<ul style="list-style-type: none"> •The students appropriately responded to greetings, checking attendance, leave taking and explaining in English with help of the researcher. •The students responded to English expressions appropriately.
<ul style="list-style-type: none"> •The students lacked of fluency in speaking English 	<ul style="list-style-type: none"> •Some students were fluent when using the words or sentence 	<ul style="list-style-type: none"> •Some students were fluent enough when they used the words and

<ul style="list-style-type: none"> •The students were hesitant to speak and sometimes became silent when they were asked to do practice. 	<p>structures that had been taught.</p> <ul style="list-style-type: none"> •Some students still made grammatical mistakes related to the words and sentences. 	<p>sentence structures that had been taught in correct order.</p> <ul style="list-style-type: none"> •The students' grammatical mistakes were reduced.
<ul style="list-style-type: none"> •Students lacked of vocabulary mastery. •Students stopped speaking to look for the vocabulary by searching the words on the dictionary or asking their friends for the words. 	<ul style="list-style-type: none"> •The students could memorize the vocabulary better than before eventhough they forgot some words. 	<ul style="list-style-type: none"> •The students could memorize the vocabulary well. •The students could use the words during the speaking practice.
<ul style="list-style-type: none"> •The students had difficulty in pronunciation. •The students misspronounced some words and used inappropriate intonation. 	<ul style="list-style-type: none"> •The students could apply the appropriate intonation when practicing the speaking activity. •The students still got difficulty in pronouncing the words. 	<ul style="list-style-type: none"> •The students could pronounce correctly and said the vocabulary related to the topic of lesons with the appropriate intonation.

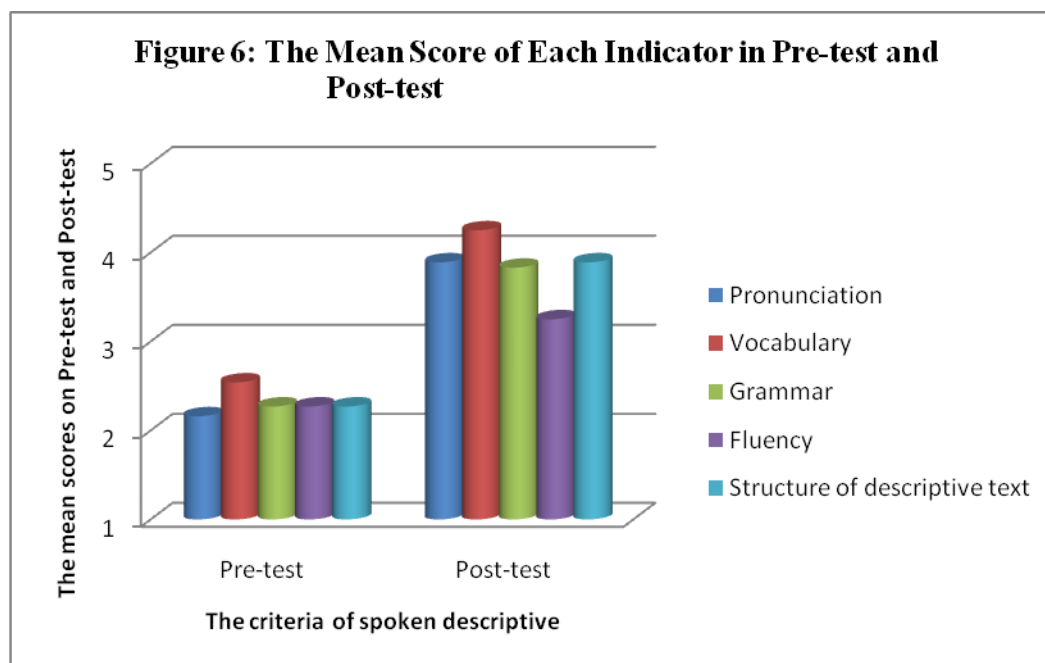
Besides the result above, the success of the actions was also indicated by comparing the results of pre-test and post-test. Some indicators of spoken description aspects such as pronunciation, vocabulary, grammar, fluency and structure of descriptive text (introduction and description) improved. The difference of mean scores between the pre-test and post-test based on each indicator can be seen in the table below.

Table 15: The Mean Score of Each Indicator in Pre-test and Post-test

Indicators	Pre-test	Post-test
Pronunciation	2.16	3.89
Vocabulary	2.54	4.25
Grammar	2.27	3.83
Fluency	2.27	3.25
Structure of Descriptive Text: Introduction and Description	2.27	3.89

The data on the table above shows that the mean scores of the post-test is higher than the pre-test. It means that there were improvements on students speaking skills that could be seen from the improvements of each aspect of spoken descriptive text.

The mean scores of each indicator in pre-test and post-test is also presented in the following chart.



Based on the information that were presented in the chart above, there were improvements on each aspect of spoken descriptive text. The improvements were on students' ability in pronunciation, vocabulary, grammar, fluency and structure of descriptive text (introduction and description).

The mean scores of pronunciation increased from 2.16 in the pre-test and 3.89 in the post-test. This improvements were marked with the students being able to pronounce English words correctly. Although they often misspronounced some words and used inappropriate intonation, their pronunciation was intelligible. In the percentage form, their pronunciation was 43.2% for the pre-test scores and 77.8% for the post-test scores.

For the vocabulary, pre-test score is 50.83%, increased became 85% in the post-test. During the post-test, the students' ability improved than in the pre-test. They could describe the pictures by using some words appropriately. In addition, their mistakes in vocabulary did not affect meaning of the words.

The mean scores of grammar accuracy also increased from 45.41% into 76.66%. The students could produce simple sentence with few grammatical errors which do not obscure meaning. Only some students still made errors on word order and the use of articles i.e. *a* and *an*.

The students' mean scores on fluency was also better. The researcher found the mean scores of fluency increased from 45.41% into 65%. Some students were fluent enough when using the words and sentence structures that had been taught in correct order.

In line with the improvement of the four aspects, the students' ability in organizing structure of descriptive text (introduction and description) increased from 45.41% into 77.91%. Their organization of structure of descriptive text was better. In addition, they could use the simple present tense appropriately.

C. Research Discussion

As had been explained that there were problems related to the students' ability in speaking. The data from the observation and interview also showed that the students had difficulties in some aspects of spoken descriptive text. Most of them had difficulties in grammar, fluency and structure of descriptive text (introduction and description).

Here, the use of cue cards were considered to solve the problems. During the actions, cue cards were implemented in the meetings. The use of the cards were adjusted to the topic materials that would be taught. The researcher prepared various cards for each meeting.

The researcher combined the implementation of cue cards with other accompanying activities such as classroom language, listening activity and games. The aims of combining the actions was to improve the students' speaking skill ability. In addition, it was also aimed at providing them with adequate actions and treatments so that they could achieve the maximum improvements.

The implementation of cue cards was conducted in two cycles. In cycle 1, the students made improvements on some aspects i.e. vocabulary, pronunciation and grammar accuracy. However, on the reflection found that the actions in cycle

1 had not covered all aspects of speaking. The finding showed that the students were interested in the use of cue cards media and the accompanying activities.

To overcome problems that emerged in the previous cycle, the researcher conducted the cycle 2 with different cue cards. The researcher gave the students feedback on their achievement on every aspect. Here, the researcher gave them rewards to maintain their interest. To keep their classroom language use, the researcher combined with other activities. As the reflection, cue cards and accompanying actions was successful to improve students' speaking skills in every aspect.

The following discussion explained the role of cue cards in improving the students' speaking ability through the process of implementation.

1. Cue cards media were considered to be useful media since they could help students' in improving their speaking skills ability. The media contained pictures on them. The pictures could be used as cues when they were talking. By looking directly on the pictures, the students could organize their idea easily. They did not need to imagine the object of description. Moreover, the pictures on the cards gave them context that provided the information of what, who, when, where and how. From those various pictures, the students could find new vocabularies and memorize them easily.
2. The students made improvement on their vocabulary mastery. By doing repetition, the students were accustomed to the words related to the topic that were taught. The various and colorful pictures helped them in memorizing the vocabulary easily. During the activity such as games, they could learn from

their friends by asking other when they faced with the difficulty in vocabulary. The other students could remind each other if there was another whom forgot the vocabulary. After the implementation of the five actions, the students' ability in vocabulary mastery was better than before.

3. The next was about students' fluency. By using classroom English repeatedly, the students would be accustomed to the familiar words, terms even sentences that often used in the activities. Their fluency was better when they known well the essential vocabulary and the pronunciation. In that condition, the students would speak without any pauses and hesitations.
4. To make the pronunciation better, the students need more chances to do practice. During the speaking practice, they could learn from others. Sometimes, they also corrected their pronunciation each other. The researcher also helped them by giving them feedback on their speaking during and after the practice stage.
5. Although the students still had mistakes in word order and the use of articles, their grammar accuracy could be said better than before. Besides from the researcher's explanation, the students could also learn about grammar by paying attention when other students took turn. If there was one of them did mistakes, the other would help by remembering or giving the clues.
6. By explaining the sentence structure in detail and using the classroom language during the teaching and learning process, the students were accustomed to the structures that are mostly used. The researcher's feedback was also given after the practice stage to make them more understand the structures.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

The action research was held to improve the students' English speaking skills at grade VIII. The subjects of this research were the students at grade VIII of MTsN Rowokele in the academic year 2012/2013. The research aimed at improving the students' English speaking skills at grade VIII of MTsN Rowokele through cue cards media. During the implementation, the use of cue cards were accompanied by other actions i.e. use of classroom English, listening activity and games. Since it was an action research, the researcher did the actions collaboratively with the English teacher.

The research was conducted in two cycles. There were three meetings for the first cycle and two meetings for the second cycle. In each meeting, cue cards with various pictures were used. The meetings in cycle 1 were held on 18, 19 and 26 September 2012. In those meetings, *Identity Parade*, *What is It* and *Something Old Something New* games were applied. The meetings in cycle 2 were held on 2 and 3 October 2012 in which *Airport Convention* and *In the Park* games were implemented. There were only two meetings on the second cycle because of the limited time before final semester examination.

The improvements were on all aspects of spoken descriptive text i.e. pronunciation, vocabulary, grammar, fluency and use of generic structure of descriptive text (introduction and description). Based on the qualitative data, the success of the research could be seen from the students' achievement during the

process of implementation, while qualitative data could be seen from the increase of students' mean score of each aspect in pre-test.

The mean score of students' pre-test for the aspect of pronunciation was 2.16. After the process of implementation, this number increased to 3.89. The students' pre-test score for the aspect of vocabulary also increased. It was 2.54 and increased to 4.25 for the post-test. Next, the mean score of grammar also increased from 2.27 to 3.83. The increase was also found in students' fluency i.e. 2.27 for the pre-test and 3.25 for the post-test. Another improvement was on students' ability in producing spoken descriptive text following its generic structure (introduction and description). The pre-test mean score for this aspect was 2.27 then increased to 3.89.

However, the improvements based on the qualitative data could be seen from the changes on: 1) English teaching and learning process, 2) students and 3) English teacher.

1) The Changes on English Teaching and Learning Process

Before the implementation of the actions, the English teaching and learning process did not run well. It was less of practice. The activity was only focused on learning grammar materials. Moreover, the teacher admitted that the main purpose of the teaching was preparing the students to succeed in the examination.

After the implementation of the actions, the English teaching and learning process ran better. The changes could be seen during the process of implementing cue cards media. The activity was not only focused on learning grammar materials. The students were also taught speaking practice.

2) The Changes on the Students

During the observation, the researcher found that the students seemed to be lazy and uninterested in learning English. They preferred to chat with their friends rather than paying attention to the teacher's explanation. They often became silent when the teacher asked them to answer and write down the answer on white board. The reasons were that they felt shy and afraid of making mistakes since they did not know the meaning and the way to pronounce the English words.

However, that condition had changed. The students did not feel shy and was not afraid of making mistakes anymore. When the teacher or researcher asked the students some questions, they were willing to answer without being forced. They involved themselves actively in the English teaching and learning process. After practicing some games, the students did not look nervous and could enjoy the next activities.

3) The Changes on the English Teacher

In the previous teaching, the teacher only focused on the students' ability in answering the questions for examination so that she gave more focus on materials about grammar. She also used monotonous method in teaching by explaining students the materials orally with less of practice. She also did not provide them chances to practice speaking. In addition, from the observation and interview, the researcher did not find moment when the teacher used such kind of teaching media. That condition was also confessed by the teacher since she had no time to find or make those kinds of media.

The implementation of cue cards media could be alternative media in teaching English. After the research finished, the teacher copied the e-book that contained of cue cards including the games. The teacher could use them as the media in the next teaching. The teacher could also made or modified the cards by herself so that it would be more practical.

B. Implications

The discussion in general findings found that after the implementation process of cue cards media, the students' speaking ability improved. It could be seen through the improvement of each aspect and the increase of pre-test mean score.

Based on the result of the study, it implies that the students' speaking skills could be improved through the following implementation:

1. Using cue cards as teaching media to motivate the students and make them easier in organizing their idea;
2. Implementing games as accompanying action to motivate the students' involvement;
3. Using classroom English to make students more familiar with English;
4. Doing listening activity to catch the students' attention on the teacher's explanation;
5. Giving the students model of speech to make them easier in learning pronunciation;
6. Doing repetition in learning pronunciation so that the students could understand every word that they learnt;

7. Reviewing the vocabulary to introduce new words to the students.

By implementing the actions, there were some improvement such as the following.

1. Cue cards media could be used as useful media since they were able to motivate the students in learning English. As the students never used them in the previous learning process, they seemed to be interested more during the activity;
2. Applying games such as *Identity Parade*, *What is It*, *Something Old Something New*, *Airport Convention* and *In the Park* games made them more enjoy the English teaching and learning process. They also involved themselves during the process naturally;
3. Using classroom English made the students more familiar with English. Sometimes they also tried to use the words they just learnt when chatting with their friends;
4. Listening activity could work well since the students paid their attention on the teacher's explanation during the demonstration of the game;
5. To improve the students' ability in pronunciation, the researcher gave the students model of speech. Although in this case the model was the researcher herself, the action ran well;
6. By doing repetition during this action, the students were able to pronounce words fluently. Besides asking the students to repeat the words she had said, the researcher taught the students the way to read the phonetic transcripts in the dictionary;

7. Reviewing vocabulary made the students easier in memorizing the vocabulary.
Reviewing vocabulary often could improve the students' vocabulary mastery.
Cue cards media were also implemented. The pictures on the cards provided the students various pictures of things. Besides that, pictures gave them clearer presentation and made them easier in memorizing the list of vocabulary;
8. Explaining the sentence structures was done to fix the students' problem on grammar accuracy. The students more understood about the grammar so that they could make sentences with better structure than before.

C. Suggestions

1. For the English Teacher

The implementation process of cue cards media during the research made improvements on students' speaking skills ability. In the daily English teaching and learning process, the English teachers could also adapt the actions that had been implemented by the researcher. However, the implementation of the actions should be adjusted to the standard of competence and basic competence of eighth grade students. It was also important to adjust to the students' wants. The English teachers could make the media by themselves or find them from other sources.

2. For Material Developers

Cue cards as teaching and learning media could be combined to other actions. It is important for the material developers to consider not only theoretical activities but also practical activities. Both of theoretical and practical activities could be combined like the implementation of cue cards that is combined with other actions.

3. For Students of English Education Department

The implementation process of cue cards media during the research could be used as a reference of action research study particularly in improving students' speaking skills.

4. For Other Researcher

For other researcher, it could be used as a reference of action research study in general. Moreover, from the result of this research, the other researcher could make an evaluation if there are weaknesses that still exist related to speaking skills ability or the other skills. So that in the future, they could make better improvements through better inventions of research.

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APPENDICES

APPENDIX A


COURSE GRID

COURSE GRID

IMPROVING THE STUDENTS' ENGLISH SPEAKING SKILLS THROUGH CUE CARDS MEDIA AT GRADE VIII OF MTsN ROWOKELE IN THE ACADEMIC YEAR OF 2012/2013

Cycle 1


Standard of Competence: *Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar*

Basic Competency	Indicators	Learning Materials				Activities	Cue Cards
		Descriptive Text	Features of a Factual Description	Key Structure	Vocabulary and Pronunciation		
4.2. <i>Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan</i>	Students are able to: - say the English name of parts of human body. - use the adjectives and nouns correctly - ask and answer questions by	Describing people/person. <u>Three Criminals</u> Last night, I saw three men robbing a house. (take three pictures) You are police officers. I am going to tell you about the first man: 'He is tall.	Construction: - Introduction - Description Grammatical Features: - Verbs in the present tense - Adjectives to describe the features of the subject - Topic sentence to begin paragraphs	Grammar: <u>Simple Present Tense</u> S+to be (is/am/are)+O Example: She/he is tall. <u>Yes/No Questions</u> A: Is she/he tall? B: No, she/he isn't.	Adjectives: tall /tɔ :l/, thin /θɪn/, fat /fæt/, old /əʊ ld/, young /j^ŋ/, strong /strɒ ŋ/, beautiful /'bju:tlfl/, handsome /'hænsəm/, ugly /'ʌ gli/.	Presentation - Teacher introduces the topic of area that are going to be learnt. - Teacher shows students pictures of cartoon or anime characters. - Teacher asks the student's	 Procedure of the game: - Divide the students into pairs A and B. - Give the

<p><i>lingkungan sekitar dalam teks berbentuk descriptive dan recount.</i></p>	<p>using correct structures of simple present tense and yes/no questions.</p> <ul style="list-style-type: none"> - describe people's appearances orally by choosing one of the pictures. 	<p>He is strong. He is young. He has short and straight hair.'</p>	<p>and organise the various aspects of the description</p>		<p>Nouns: eye(s) /aɪ/, ear(s) /ɪər/, arm(s) /ɑ:m/, nose /nəʊ z/, hair /heə(r), lips /lɪp/, head /hed/.</p>	<p>opinion about the pictures</p> <ul style="list-style-type: none"> - Teacher shares her opinion about the pictures by explaining them to the students one by one. - Teacher explains about descriptive text (the purpose and the generic structure) - Teacher demonstrates how to describe the people's physical appearances in the picture by explaining them the sentence 	<p>As a set of pictures.</p> <ul style="list-style-type: none"> - The As students should spread these out in front of the Bs students. - Give the Bs separate pictures cards. - The Bs should put these face down on the table and take three. - The Bs must not show them to the As.
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						<p>structures and the essential vocabulary that are going to be used.</p> <p>Practice</p> <ul style="list-style-type: none"> - Teacher prepares the cards of people. - Teacher asks the students to find their pairs. - Teacher asks the students to prepare themselves. - Teacher leads the students into <i>Identity Parade</i> game by using cue cards media in describing people's appearances. 	<ul style="list-style-type: none"> - The object of the game is for the As to find which three criminals B has seen. - To do this, the As will have to ask questions, e.g. 'Is he tall?' 'Is he thin?' etc., until they can match the pictures. <p><i>Source:</i> (Hadfield, 1999: 18)</p>
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						<ul style="list-style-type: none">- Teacher explains the procedure of the game.- Teacher asks the students whether there is question related to the procedure of the game or not.- Teacher distributes the cards to the students.- Teacher asks the students to play the game. <p>Production</p> <ul style="list-style-type: none">- Teacher asks the students to describe people's appearances orally by choosing one	
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						of pictures. - Teacher asks the students to describe it in front of the class.	
4.2. <i>Mengungkapkan makna dalam monolog pendek sedhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.</i>	Students are able to: - say the kinds of shapes in English (oval, circle, square, triangle, etc.) and the examples of familiar objects that have particular shapes in English (a ball, a book, a white board, etc.) - use the adjectives of shapes	Describing objects/shapes. <u>What is It?</u> I have something in my bag. Listen, I am going to tell you about its characteristics. It is not quite big. The shape is like a small box. It is thick. It has a picture in its front side.	Construction: - Introduction - Description Grammatical Features: - Verbs in the present tense - Adjectives to describe the features of the subject - Topic sentences to begin paragraphs and organise the various aspects of the description	Grammar: <u>Simple Present Tense</u> S+tobe (is/am/are)+O Example: It is round. <u>Yes/No Questions</u> A: Is it (round)? B: Yes, it is/No, it isn't. A: Are they (round)? B: Yes, they are/No, they aren't.	Adjectives: Round /raʊ nd/, square /skweə(r)/, oval /'əʊ vl/, triangle /'traɪ æŋgl/, big /bɪ g/, small /smɔ :l/, thick /θɪ k/, thin /θɪ n/, long /lɒ ŋ/, short /ʃ ɔ :t/, tall /tɔ :l/. Nouns (the pictures): A plate /ə pler t/, a photo frame /ə 'fəʊ təʊ	Presentation - Teacher shows the students pictures of many objects in different shapes. - Teacher asks the students's opinion about the pictures. - Teacher shares her opinion about the pictures by explaining them to the students one by one. - Teacher explains about descriptive	 Procedure of the game: - Divide the class into groups of three of four and seat them round a table. - Give each group two sets of picture.

	<p>(round, square, oval, etc.)</p> <ul style="list-style-type: none"> - ask and answer questions by using correct structures of simple present tense and yes/no questions. - describe a thing or an object that has particular shape orally by choosing one of the pictures. 				<p>freɪ m/, a book / ə bʊ k/, a pencil /ə 'pensl/, a photo /ə 'fəʊ təʊ /, an envelope /ən 'envələʊ p/, a coin /ə kɔɪ n/, a building /ə bɪ ldɪ ŋ/, mushrooms /'mʌʃ ru ms/, noodles /'nu:dl/, the sun /ðə sʌ n/.</p>	<p>text (the purpose and the generic structure).</p> <ul style="list-style-type: none"> - Teacher demonstrates how to describe objects or shapes in English by explaining them the sentence structures and the essential vocabulary that are mostly used. <p>Practice</p> <ul style="list-style-type: none"> - Teacher prepares the cards of shapes. - Teacher asks the students to make groups of three or 	<ul style="list-style-type: none"> - They should spread out one set on the table, face up. - They should put the others in a pile in the middle, face down. - Player 1 takes a card from the pile and keeps it hidden from the other students. - The others try to guess what it is by asking,
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						<p>fout.</p> <ul style="list-style-type: none"> - Teacher asks the students to prepare themselves. - Teacher leads the students into <i>What is It</i> game by using cue cards media in describing things with different shapes. - Teacher explain the procedure of the game. - Teacher asks the students whether there is question related to the procedure of the game or not. - Teacher 	<p>‘Is it big/ small/ round/ square (etc.)?’</p> <ul style="list-style-type: none"> - Tell the students they can’t ask questions such as ‘Is it a plate/ picture/ book?’ etc. - The object of the game is to find the corresponding card from those spread out on the table. - The player
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						<p>distributes the cards to the students.</p> <ul style="list-style-type: none"> - Teacher asks the students to play the game. <p>Production</p> <ul style="list-style-type: none"> - Teacher asks the students to describe objects or things with different shapes orally through pictures. - Teacher asks the students to describe it in front of the class. 	<p>who guess first should pick up the matching card from the table.</p> <ul style="list-style-type: none"> - At the end, the player who get the most cards is the winner. <p><i>Source:</i> (Hadfield, 1999: 19)</p>
<p>4.2. <i>Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan</i></p>	<p>Students are able to:</p> <ul style="list-style-type: none"> - say the English name of things that are found in 	<p>Describing things in the living room and bed room.</p> <p><u>My Bedroom</u> I have a lovely bedroom where I</p>	<p>Construction:</p> <ul style="list-style-type: none"> - Introduction - Description <p>Grammatical Features:</p> <ul style="list-style-type: none"> - Verbs in the 	<p>Grammar:</p> <ul style="list-style-type: none"> - There is/isn't a (sofa). - There are some (cushions). - There aren't any (cushions). 	<p>Nouns:</p> <p>Sofa /'səʊ fə/, cushions /'kʊʃ n/, curtains /'kɜ :tn/, rug /rʌ g/, table</p>	<p>Presentation</p> <ul style="list-style-type: none"> - Teacher introduces the topic area that are going to be learnt. - Teacher shows 	

<p><i>ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.</i></p>	<p>bedroom and living room (focusing on nouns).</p> <ul style="list-style-type: none"> - use prepositions correctly. - ask and answer questions by using correct structures of simple present tense and yes/no questions. - describe rooms (bedroom or living room) orally by choosing one of the pictures. 	<p>can do anything there.</p> <p>My bedroom is large. There are some photos of me hanging on the wall. There is a new desk and a chair near the door. There is a bunk bed in the corner of the bedroom. There is also a new lamp on the table.</p>	<p>present tense</p> <ul style="list-style-type: none"> - Adjectives to describe the features of the subject - Topic sentences to begin paragraphs and organise the various aspects of description 		<p>/ˈteɪ bl/, chair /tʃ eə(r)/, television /ˈtelɪ vɪ z n/, bookcase /bʊ kkeɪ s/, bed /bed/, desk /desk/, picture /ˈpɪ ktʃ ə(r)/, cupboard /ˈkʌ bəd/, chest of drawers /tʃ est əv drɔ : (r)/, boxes /bɒ ksəs/, lamp /læmp/, bunk bed /bʌ ŋk bed/</p> <p>Adjectives: New /nju:/, different /ˈdɪ frənt/.</p> <p>Prepositions: near /nɪ ə(r)/, next to /nekst</p>	<p>the students pictures of old living room and old bedroom.</p> <ul style="list-style-type: none"> - Teacher shows the students pictures of new living room and new bedroom. - Teacher tells the students that those pictures are different. - Teacher asks the students about the differences they can see. - Teacher demonstrates how to describe the rooms through the pictures by explaining 	 <p>Procedure of the game:</p> <ul style="list-style-type: none"> - Divide the class into pairs A and B. - Give the As the pictures of the old living room. - Give the Bs the pictures of the old bedroom. - Tell them this is their old living
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					<p>ɒ n/, on /ɒ n/.</p>	<p>them sentence structures and the essential vocabulary that are going to be used.</p> <p>Practice</p> <ul style="list-style-type: none"> - Teacher prepares the cards of people. - Teacher asks the students to find their pairs. - Teacher asks the students to prepare themselves. - Teacher leads the students into <i>Something Old Something New</i> game by using cue cards media to describe rooms. 	<p>room/ bedroom.</p> <ul style="list-style-type: none"> - Then gives the As the new living room card and the Bs the new bedroom card. - Tell them that things are now different. Now it looks like this. - How many difference s can they see? - Give the students a little time to work on their
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						<ul style="list-style-type: none"> - Teacher explains the procedure of the game. - Teacher asks the students whether there is question related to the procedure of the game or not. - Teacher distributes the cards to the students. - Teacher asks the students to play the game. <p>Production</p> <ul style="list-style-type: none"> - Teacher asks the students to describe rooms (bedroom or living room) orally through pictures. 	<p>own studying their pictures. (There are about eight differences in each set of pictures.)</p> <ul style="list-style-type: none"> - Then gives the As the old bedroom and the Bs the old living room. - Tell them this is their partner's old room. they haven't seen the new one.
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						<ul style="list-style-type: none">- Teacher asks the students to describe it in front of the class.	<p>ask their partner about the differences: 'What's new? What's different?'</p> <ul style="list-style-type: none">- The object of the game is to find all the changes their partner has made in their new room. <p><i>Source:</i> (Hadfield, 1999: 23)</p>
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COURSE GRID

IMPROVING THE STUDENTS' ENGLISH SPEAKING SKILLS THROUGH CUE CARDS MEDIA AT GRADE VIII OF MTsN ROWOKELE IN THE ACADEMIC YEAR OF 2012/2013

Cycle 2

Standard of Competence: *Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.*

Basic Competency	Indicators	Learning Materials				Activities	Cue Cards
		Descriptive Text	Features of a Factual Description	Key Structure	Vocabulary and Pronunciation		
4.2. <i>Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan</i>	Students are able to: - say colors and models of clothes in English. - use the adjectives and nouns correctly. - ask and answer questions by using	Describing people appearances and clothes. <u>My Grandfather</u> Today, I am going to meet my grandfather for the first time. My grandfather comes from Sydney. This is the photo of him. His body is fat and	Construction: - Introduction - Description Grammatical Features: - Verbs in the present tense - Adjectives to describe the features of the subject - Topic sentence to begin paragraphs	Grammar: <u>Simple Present Tense</u> S+to be (is/ am/ are)+O Example He is tall. <u>Yes/No Question</u> A: Is he/she (tall)? B: Yes, she/he is or No, she/he isn't.	Adjectives: Fair /feə(r)/, curly /kɜ :lɪ /, straight /streɪ t/, long /lɒ ŋ/, short /ʃ ɔ :t/, tall /tɔ :l/, small /smɔ :l/, fat /fæt/, thin /θɪ n/.	Presentation - Teacher gives the students pictures of people with different appearances. - Teacher asks the students' opinion about the pictures. - Teacher shares her opinion about the	 <i>This is a photo of me. I will wear these clothes. See you soon!</i> Procedure of the game: - Divide the class into two



<p><i>lingkungan sekitar dalam teks berbentuk descriptive dan recount.</i></p>	<p>correct structures of simple present tense and yes/no questions. - describe people's appearance s and clothes orally by choosing one of pictures.</p>	<p>not too tall. He has white skin with white beard. He said to me that he will wear these clothes today. He wears black hat and sunglasses. He wears a white shirt and a red tie. He wears a black waistcoat with full of red dots motif. In the outside, he wears a purple jacket and a turquoise scarf. He also hangs his spectacles around his neck.</p>	<p>and organise the various aspects of the description</p>		<p>Adjectives (colours): Blue /blu:/, white /waɪ t/, black /blæk/, brown /braʊ n/, green /gri:n/, red /red/, yellow /'jeləʊ /, maroon /mə'ru:n/, turquoise /'tɜ :kwɔ ɪ z/, purple /'pɜ :pl/, grey /greɪ /, dark /dɑ :k/.</p> <p>Nouns (part of human body): eye(s) /aɪ/, ear(s) /ɪər/, arm(s) /a:m/, nose /nəʊ z/, hair /heə(r),</p>	<p>pictures by explaining the characteristics to the students one by one. - Teacher explains about descriptive text (the purpose and the generic structure). - Teacher demonstrates how to describe people's appearances by explaining them the sentence structures and the essential vocabulary that are going to be used.</p>	<p>halves A and B. - Give the As a missing person card with words on (or two cards for practising <i>they</i> forms). - Get them to stand up and come to the front. - Tell them they are at an airport. They are supposed to meet the person or people on their cards and</p>
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					<p>lips /lɪp/, beard /bɪəd/.</p> <p>Nouns (accessories and clothes): Glasses /glɑːs/, shorts /ʃɔːts/, trousers /ˈtraʊzəz/, suit /suːt/, jacket /ˈdʒækɪt/, shirt /ʃɜːt/, skirt /skɜːt/, dress /dres/, T-shirt /tiː-ʃɜːt/, blouse /blaʊz/, jumper/ˈdʒʌmpə(r)/, trainers /treɪneɪs/, shoes /ʃuːz/, sandals /ˈsændl/.</p>	<p>Practice</p> <ul style="list-style-type: none"> - Teacher prepares the card of people. - Teacher asks the students to divide the class into two halves. - Teacher leads the students into <i>Airport Convention</i> game by using cue cards media in describing people's appearances and clothes. - Teacher explains the procedure of the game. - Teacher asks the students whether there are questions 	<p>take them to a conference (or they are meeting their aunt or uncle from abroad – choose context that suit the students best). They don't know the person, but have this photo of them.)</p> <ul style="list-style-type: none"> - Then give all the Bs a card (or two cards without
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						<p>related to the procedure of the game or not.</p> <ul style="list-style-type: none"> - Teacher distributes the cards to the students. - Teacher asks the students to play the game. <p>Production</p> <ul style="list-style-type: none"> - Teacher asks the students to describe people appearances and clothes orally by choosing one of pictures. - Teacher asks the students to describe it in front of the class. 	<p>words).</p> <ul style="list-style-type: none"> - They can remain seated. - Tell them they are at an airport. They are waiting for flight, sitting in a cafe. The person in their card is standing somewhere near them looking lost. - The object of the game is for all the As to find the person they have
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							<p>come to meet.</p> <ul style="list-style-type: none">- To do this, they will have to stand up and move around the class, asking the Bs if they have seen the person they are looking for, and describing them (either their physical appearances or their clothes or both).- When a B student
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							<p>hears the description of the card she/he is holding., she/he should give it to the A students.</p> <p>- When they have finished, they can play again, reversing roles.</p> <p><i>Source:</i> (Hadfield, 1999: 28)</p>
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<p>4.2. <i>Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.</i></p>	<p>Students are able to:</p> <ul style="list-style-type: none"> - say the verbs that were used in describing outdoor activities (what's happening). - use verbs correctly. - ask and answer questions by using correct structures in describing outdoor activities (what's happening). - describe about what's 	<p>Describing outdoor activities.</p> <p><u>City Park</u></p> <p>Today, I go on picnic with my friends. I want to spend my time to enjoy the atmosphere there.</p> <p>In that park, I lay on the ground while seeing to other people. Some people are chatting with their colleague but some other are doing the same thing as me that is laying on the ground. I see two women are reading books seriously. In that park, all people are enjoying holiday through their own way.</p>	<p>Construction:</p> <ul style="list-style-type: none"> - Introduction - Description <p>Grammatical Features:</p> <ul style="list-style-type: none"> - Verbs in the present tense - Adjectives to describe the features of the subject - Topic sentence to begin paragraphs and organise the various aspects of the description 	<p>Grammar:</p> <ul style="list-style-type: none"> - What's he/she doing? - What are they doing? - He's/She's/The y're (walking). 	<p>Verbs:</p> <p>Walking /wɔ :kɪ ŋ/, reading /ri:dɪ ŋ/ (a newspaper / ə nju:z'peɪ pə(r) or book /bʊ k/), eating /i:tɪ ŋ (bread /bred/ or ice cream /aɪ s kri:m/), playing the guitar /pleɪ ŋ ðə ɡɪ 'tɑ : (r)/, drinking /drɪ ŋkɪ ŋ (coffee /'kɒ fi/), feeding the baby /fi:dɪ ŋ ðə 'beɪ bi/, laying on the ground /leɪ ŋ ɒ n ðə ɡraʊ nd/, phoning</p>	<p>Presentation</p> <ul style="list-style-type: none"> - Teacher gives the students pictures of Park scene A and Park scene B. - Teacher divides the pictures based on their group i.e. A and B. - Teacher asks students B to look at their pictures. - Teacher asks students B to look at their pictures. - Teacher shares her opinion about the pictures by explaining them to the students one by one. 	<p>Park A</p>  <p>Park B</p>  <p>Procedure of the game:</p> <ul style="list-style-type: none"> - Divide the class into pairs A and B. - Give park scene A to all the As and park scene B to all the Bs. - They should not show their pictures to each
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	happening orally by choosing one of pictures (Park scene A or Park scene B).				<p>/fəʊ nɪ ɪ/, writing /raɪ tɪ ɪ/, running /rʌ nɪ ɪ/, sleeping /sli:pɪ ɪ/, having a picnic /hævɪ ɪ ə 'pɪ knɪ k/.</p>	<ul style="list-style-type: none"> - Teacher explains about descriptive text (the purpose and the generic structure) - Teacher demonstrates how to describe people's appearances by explaining them the sentence structures and the essential vocabulary that are mostly used. <p>Practice</p> <ul style="list-style-type: none"> - Teacher prepares the cards of Park A and Park B. - Teacher asks the students to 	<p>other.</p> <ul style="list-style-type: none"> - The object of the game is to find as many differences as possible between the two pictures. - To do this, they will have to describe their pictures to each other and make a note of the differences they find. - There are about ten
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						<p>find their partners.</p> <ul style="list-style-type: none"> - Teacher asks the students to prepare themselves. - Teacher leads the students into <i>In the Park</i> game by using cue cards media in describing what's happening. - Teacher explains the procedure of the game. - Teacher asks the students whether there is question related to the procedure of the game or not. - Teacher 	<p>difference s.</p> <p><i>Source:</i> (Hadfield, 1999: 39)</p>
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						<p>distributes the cards to the students.</p> <ul style="list-style-type: none">- Teacher asks the students to play the game. <p>Production</p> <ul style="list-style-type: none">- Teacher asks the students to describe what's happening from one of the pictures (choose between Park scene A and Park scene B).- Teacher asks the students to describe it in front of the class.	
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APPENDIX B

LESSON PLAN

LESSON PLAN 1

Name of School : MTsN Rowokele
 Subject : English
 Grade/Semester : VIII / I
 Kind of Text : Simple monologue
 Theme : Describing people
 Skill : Speaking
 Time Allocation : 2 x 40 minutes

Standard Competence

4. *Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.*

Basic Competence

- 4.2. *Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.*

Indicator

Students are able to:

- say the English name of parts of human body.
- use the adjectives and nouns correctly.
- ask and answer questions by using correct structures of simple present tense and yes/no questions in describing people's appearances.
- describe people's appearances orally by choosing one of the pictures.

A. Learning Objective

Students are expected to be able to describe about people's appearances.

B. Materials

Enclosed

C. Teaching Technique

Presentation, Practice, Production (PPP)

D. Learning Activities

- **Pre activities**

- Teacher greets students and introduces herself
- Teacher asks about the student's condition
- Teacher asks the students' attendance

- **Main activities**

- **Presentation**

- Teacher introduces the topic of area that are going to be learnt
- Teacher shows students pictures of cartoon or anime characters
- Teacher asks the student's opinion about the pictures
- Teacher shares her opinion about the pictures by explaining them to the students one by one
- Teacher explains about descriptive text (the purpose and the generic structure)
- Teacher demonstrates how to describe the people's physical appearances in the picture by explaining them the sentence structures and the essential vocabulary that are going to be used

- **Practice**

- Teacher prepares the cards of people
- Teacher asks the students to find their pairs
- Teacher asks the students to prepare themselves
- Teacher leads the students into *Identity Parade* game by using cue cards media in describing people's appearances
(the detail of the game and the picture of cards are enclosed)

- Teacher explains the procedure of the game
- Teacher asks the students whether there is question related to the procedure of the game or not
- Teacher distributes the cards to the students
- Teacher asks the students to play the game

➤ **Production**

- Teacher asks the students to describe people's appearances orally by choosing one of the pictures.
- Teacher asks the students to describe it in front of the class.

▪ **Closing**

- Teacher summarizes the materials
- Teacher asks students to ask the material that is not clear yet
- Teacher closes the lesson after praying together by saying *salam* and greeting the students

E. Sources

➤ Internet

➤ Relevant book

- English in Focus (English for Junior High School Grade VIII)
- Let's Talk (New Edition)
- Beginners' Communication Games

F. Assessment

Technique : Oral
 Form : Performance
 Source : Enclosed (See Appendix)

Rowokele, 18 September 2012

English Teacher

Researcher

Suwarni, S.Pd

Nasikhatun Listya Atika Farah

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Learning Materials**a. Descriptive Text**

Describing people/person

Three Criminals

Last night, I saw three men robbing a house. *(take three pictures)*

You are police officers. I am going to tell you about the first man: 'He is tall. He is strong. He is young. His has short and straight hair.'

b. Features of a Factual Description**Construction:**

- Introduction
- Description

Grammatical Features:

- Verbs in the present tense
- Adjectives to describe the features of the subject
- Topic sentence to begin paragraphs and organise the various aspects of the description

c. Key Structure**Grammar**

- | | |
|----|---------------------------|
| Si | S + to be (is/am/are) + O |
|----|---------------------------|

Example : She/he is tall.

- Yes/No Questions

A : Is she/he tall?

B : No, she/he isn't.

d. Vocabulary and Pronunciation

Adjectives	Nouns
tall /tɔ :l/	eye(s) /aɪ /
thin /θɪ n/	ear(s) /ɪ ər/
fat /fæt/	arm(s) /ɑ:m/
old /əʊ ld/	nose /nəʊ z/
young /jʌ ŋ/	hair /heə(r)
strong /strɒ ŋ/	lips /lɪ p/
beautiful /'bju:tɪ fl/	head /hed/
handsome /'hænsəm/	
ugly /'ʌ gli/	

IDENTITY PARADE

Type of activity

pairwork; matching

Function practised

describing people

Structures

Grammar:

Simple Present Tense

S+to be (is/am/are)+O

Example: *He is tall.*

Yes/No Question

A: *Is he/she (tall)?*

B: *Yes, she/he is. No, she/he isn't.*

Topic area

people's appearances

Essential vocabulary

tall, thin, fat, old, young, strong, beautiful, handsome, ugly

Materials and preparation

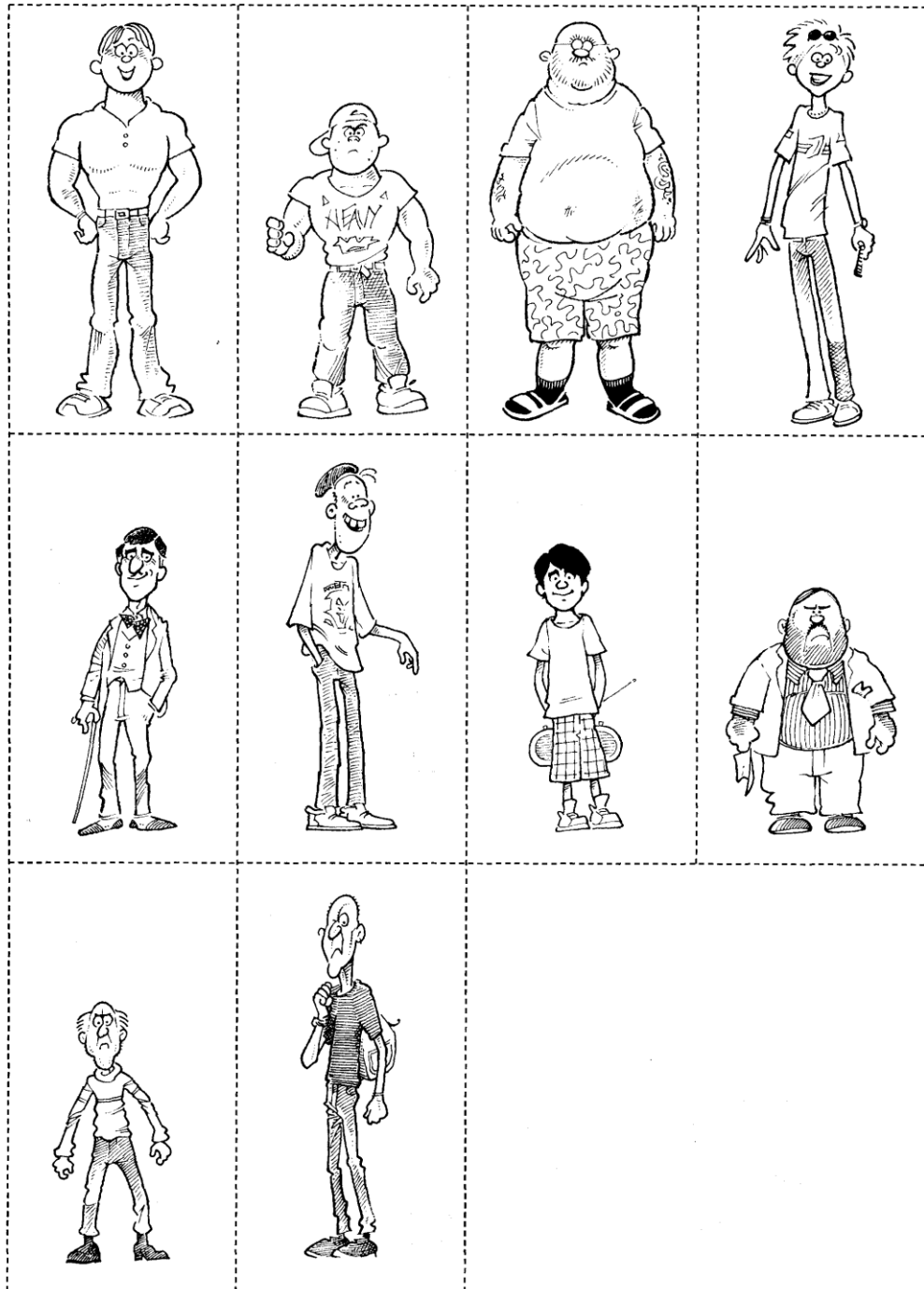
Make two copies of the pictures for each pair of students in the class.

Cut these up into separate cards.

Procedure of the game

- Divide the students into pairs, A and B.
- Give the As a set of pictures.
- They should spread these out in front of them.
- Give the Bs a set of separate pictures cards.
- They should put these face down on the table and take three.
- They must not show them to the As.
- **The object of the game is for the As to find which three criminals B has seen.**
- To do this, they will have to ask questions, e.g. 'Is he tall? Is he thin?' etc., until they can match the pictures.

10 Identity parade



LESSON PLAN 2

Name of School : MTsN Rowokele
 Subject : English
 Grade/Semester : VIII / I
 Kind of Text : Simple monologue
 Theme : Describing objects/shapes
 Skill : Speaking
 Time Allocation : 2 x 40 minutes

Standard Competence

4. *Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.*

Basic Competence

- 4.2. *Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.*

Indicator

Students are able to:

- say the kinds of shapes in English (oval, circle, square, triangle, etc.) and the examples of familiar objects that have particular shapes in English (a ball, a book, a white board, etc.)
- use the adjectives of shapes correctly (round, square, oval, etc.)
- ask and answer questions by using correct structures of simple present tense and yes/no questions.
- describe a thing or an object that has particular shape orally by choosing one of the pictures.

A. Learning Objective

Students are expected to be able to describe about thing that has particular shape orally.

G. Materials

Enclosed

H. Teaching Technique

Presentation, Practice, Production (PPP)

I. Learning Activities

- **Pre activities**

- Teacher greets students
- Teacher asks about the student's condition
- Teacher asks the students' attendance

- **Main activities**

- **Presentation**

- Teacher shows the students pictures of many objects in different shapes
- Teacher asks the student's opinion about the pictures
- Teacher shares her opinion about the pictures by explaining them to the students one by one
- Teacher explains about descriptive text (the purpose and the generic structure)
- Teacher demonstrates how to describe objects or shapes in English by explaining them the sentence structures and the essential vocabulary that are mostly used

- **Practice**

- Teacher prepares the cards of people
- Teacher asks the students to divide the class into three or four
- Teacher asks the students to prepare themselves
- Teacher leads the students into *What is It?* game by using cue cards media in describing things with different shapes.

(the detail of the game and the picture of cards are enclosed)

- Teacher explains the procedure of the game
- Teacher asks the students whether there is question related to the procedure of the game or not
- Teacher distributes the cards to the students
- Teacher asks the students to play the game

➤ **Production**

- Teacher asks the students to describe objects or things with different shapes orally through pictures.
- Teacher asks the students to describe it in front of the class.

▪ **Closing**

- Teacher summarizes the materials
- Teacher asks students to ask the material that is not clear yet
- Teacher closes the lesson after praying together by *salam* and greeting the students

J. Sources

- Internet
- Relevant book
 - English in Focus (English for Junior High School Grade VIII)
 - Let's Talk (New Edition)
 - Beginners' Communication Games

K. Assessment

Technique : Oral
 Form : Performance
 Source : Enclosed (See Appendix)

English Teacher

Suwarni, S.Pd

NIP. 19790616 200710 2 003

Rowokele, 19 September 2012

Researcher

Nasikhatun Listya Atika Farah

NIM. 08202244043

Learning Materials

e. Descriptive Text

Describing objects/shapes

What is It?

I have something in my bag.
Listen, I am going to tell you about
its characteristics.

It is not quite big. The shape is
like a small box. It is thick. It has a
picture in its front side.

f. Features of a Factual Description

Construction:

- Introduction
- Description

Grammatical Features:

- Verbs in the present tense
- Adjectives to describe the features of the subject
- Topic sentence to begin paragraphs and organise the various aspects of the description

g. Key Structure

Grammar

- S: S + to be (is/am/are) + O

Example : It is round.

- Yes/No Questions

A : Is it (round)?

B : Yes, it is/No, it isn't.

A : Are they (round)?

B : Yes, they are/No, they aren't.

h. Vocabulary and Pronunciation

Adjectives	Nouns (the pictures)
Round /raʊ nd/	A plate /ə pleɪ t/
square /skweə(r)/	a photo frame /ə 'fəʊ təʊ freɪ m/
oval /'əʊ vl/	a book / ə bʊ k/
triangle /'traɪ æŋgl/	a pencil /ə 'pensl/
big /bɪ g/	a photo /ə 'fəʊ təʊ /
small /smɔ :l/	an envelope /ən 'envələʊ p/
thick /θɪ k/	a coin /ə kɔɪ n/
thin /θɪ n/	a building /ə bɪ ldi ŋ/
long /lɒ ŋ/	mushrooms /'mʌʃ rʊ ms/
short /ʃ ɔ :t/	noodles /'nu:dls/
tall /tɔ :l/	the sun /ðə sʌ n/

WHAT IS IT? WHAT IS IT?

Type of activity

small group; guessing

Function practised

describing objects/shapes

Structures

Grammar:

Simple Present Tense

S+to be (is/am/are)+O

Example: *It is round.*

Yes/No Question

A: *Is it (round)?*

B: *Yes, it is / No, it isn't.*

A: *Are they (round)?*

B: *Yes, they are / No, they aren't.*

Topic area

size and shape

Essential vocabulary

Round, square, big, small, thick, thin, long, short, tall

Materials and preparation

Mentally divide the class into groups of three or four.

Copy and cut up two sets of pictures for each group.

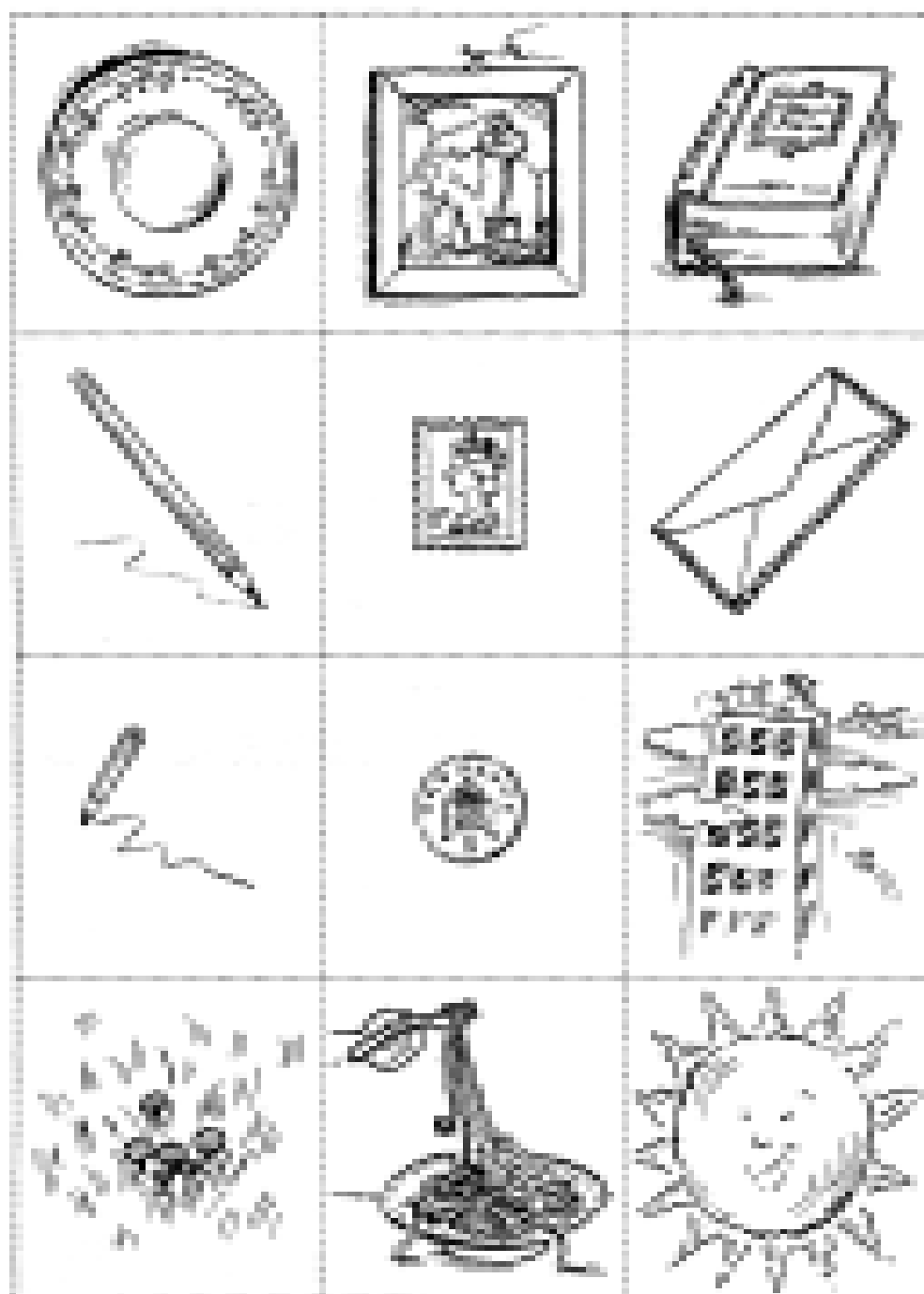
There is a pictorial Rules sheet for this game.

Make copies for each group after making the changes that are noted there.

How to use the game

- Divide your class into groups of three or four and seat them round a table.
- Give each group two sets of picture.
- They should spread out one set on the table, face up.
- They should put the others in a pile in the middle, face down.
- Player 1 takes a card from the pile and keeps it hidden from the other students.
- The others try to guess what it is by asking, 'Is it big / small / round / square (etc.)?'
- Tell the students they can't ask questions such as 'Is it a plate / picture / book?' etc.
- **The object of the game is to find the corresponding card from those spread out on the table.**
- The player who guess first should pick up the matching card from the table and claim the two cards as a trick.
- At the end, the player with the most tricks is the winner.

What is it?



LESSON PLAN 3

Name of School : MTsN Rowokele
 Subject : English
 Grade/Semester : VIII / I
 Kind of Text : Simple monologue
 Theme : Describing rooms (bedroom and living room)
 Skill : Speaking
 Time Allocation : 2 x 40 minutes

Standard Competence

4. *Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.*

Basic Competence

- 4.2. *Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.*

Indicator

Students are able to:

- say the English name of things that are found in bedroom and living room (focusing on nouns).
- use prepositions correctly.
- ask and answer questions by using correct structures of simple present tense and yes/no questions.
- describe rooms (bedroom or living room) orally by choosing one of pictures.

A. Learning Objective

Students are expected to be able to describe rooms orally (bedroom or living room).

B. Materials

Enclosed

C. Teaching Technique

Presentation, Practice, Production (PPP)

D. Learning Activities**a. Pre activities**

- Teacher greets the students and introduces herself
- Teacher asks about the student's condition
- Teacher asks the students' attendance

b. Main activities**➤ Presentation**

- Teacher introduces the topic of area that are going to be learnt
- Teacher shows the students pictures of old living room and old bedroom
- Teacher shows the students pictures of new living room and new bedroom
- Teacher tells the students that those pictures are different
- Teacher asks the students about the differences they can see
- Teacher demonstrates how to describe the rooms through the pictures by explaining them the sentence structures and the essential vocabulary that are going to be used

➤ Practice

- Teacher prepares the cards of people
- Teacher asks the students to find their pairs
- Teacher asks the students to prepare themselves
- Teacher leads the students into *Something Old Something New* game by using cue cards media to describe rooms.

(the detail of the game and the picture of cards are enclosed)

- Teacher explains the procedure of the game
- Teacher asks the students whether there is question related to the procedure of the game or not
- Teacher distributes the cards to the students
- Teacher asks the students to play the game

➤ **Production**

- Teacher asks the students to describe rooms (bedroom or living room) orally through pictures in front of the class

▪ **Closing**

- Teacher summarizes the materials
- Teacher asks students to ask the material that is not clear yet
- Teacher closes the lesson after praying together by *salam* and greeting the students

E. Sources

- Internet
- Relevant book
 - English in Focus (English for Junior High School Grade VIII)
 - Let's Talk (New Edition)
 - Beginners' Communication Games

F. Assessment

Technique : Oral
 Form : Performance
 Source : Enclosed (See Appendix)

Rowokele, 26 September 2012

English Teacher

Researcher

Suwarni, S.Pd

NIP. 19790616 200710 2 003

Nasikhatun Listya Atika Farah

NIM. 08202244043

Learning Materials

a. Descriptive Text

Describing rooms (bedroom/living room)

My Bedroom

I have a lovely bedroom where I can do anything there.

My bedroom is large. There some photos of me hangs on the wall. There is a new desk and a chair near the door. There is a bunk bed in the corner of bedroom. There is also a new lamp on the table.

b. Features of a Factual Description

Construction:

- Introduction
- Description

Grammatical Features:

- Verbs in the present tense
- Adjectives to describe the features of the subject
- Topic sentence to begin paragraphs and organise the various aspects of the description

c. Key Structure

Grammar

- There is/isn't a (sofa).
- There are some (cushions).
- There aren't any (cushions).

d. Vocabulary and Pronunciation

Nouns	Adjectives	Prepositions
Sofa /'səʊ fə/ cushions /'kʊʃ n/ curtains /'kɜːtn/ rug /rʌ g/ table /'teɪ bl/ chair /tʃ eə(r)/ television /'telɪ vɪ z n/ bookcase /bʊ kkeɪ s bed /bed/ desk /desk/ picture /'pɪ ktʃ ə(r) cupboard /'kʌ bəd/ chest of drawers /tʃ est əv drɔː(r)/ boxess /bɒ ksəs/ lamp /læmp/ bunk bed /bʌ ŋk bed/	New /njuː/ different /'dɪ frənt/	near /nɪ ə(r)/ next to /nekst tuː/ on /ɒ n/

SOMETHING OLD, SOMETHING NEW

Type of activity

pairwork, information gap

Function practised

describing rooms

Structures

There is / isn't a (sofa).

There are some (cushions).

There aren't any (cushions).

Prepositions: near, next to, on.

Topic area

Rooms and furniture

Essential vocabulary

sofa, cushions, curtains, rug, table, chair, television, bookcase, bed, desk, picture, cupboard, chest of drawers, boxes, lamp, bunk bed; new different

Materials and preparation

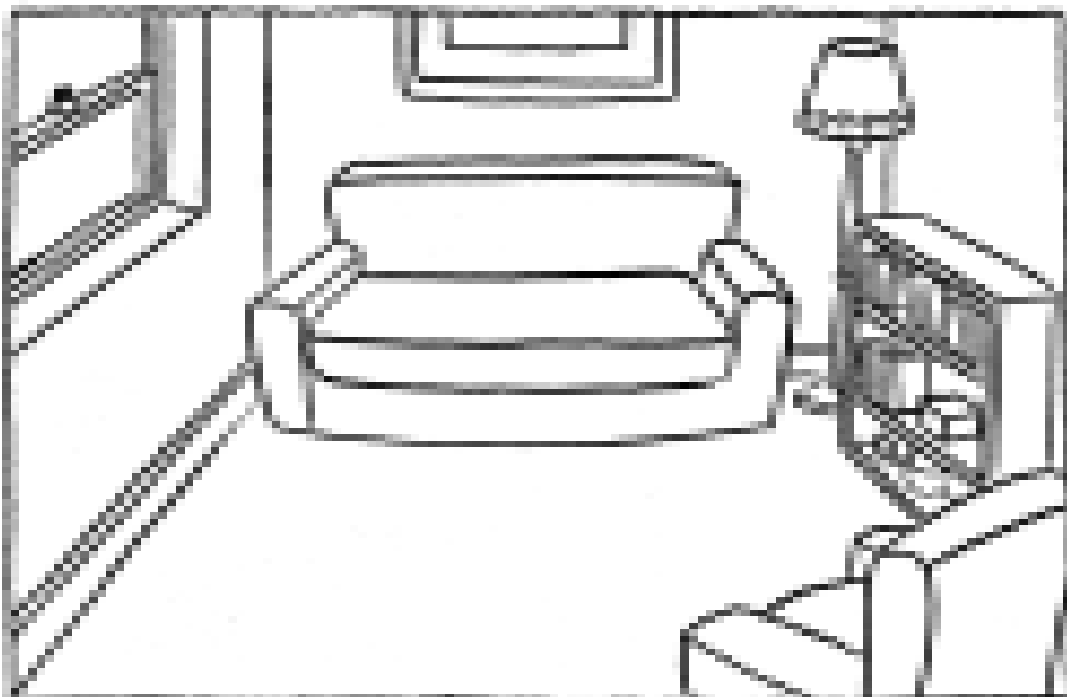
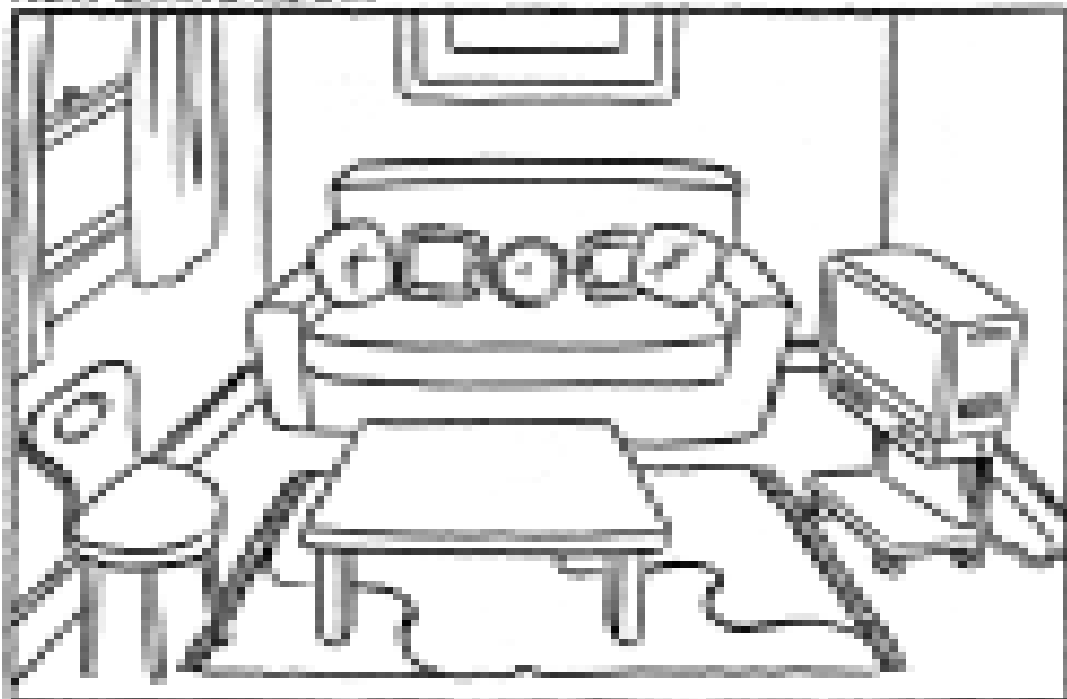
Mentally divide your class in half.

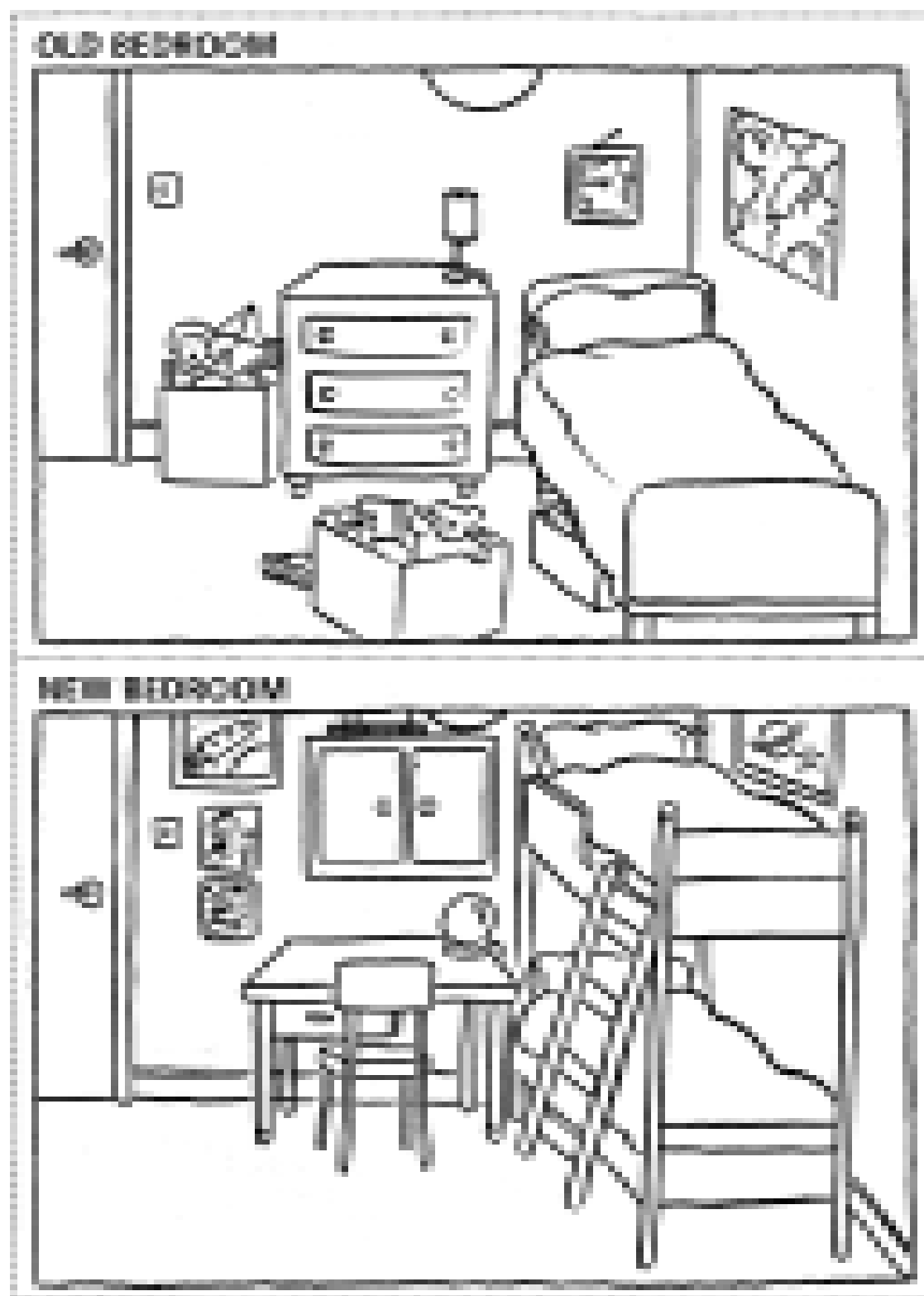
Make enough copies of the OLD LIVING ROOM CARD and the OLD BEDROOM CARD for the whole class.

Make enough copies of the NEW LIVING ROOM CARD and the NEW BEDROOM CARD for half the class.

How to use the game

- Divide your class into pairs A and B.
- Give the As the pictures of the old living room.
- Give the Bs the pictures of the old bedroom.
- Tell them this is their old living room / bedroom.
- Then give the As the new living room card and the Bs the new bedroom card.
- Tell them that things are now different. Now it looks like this.
- How many differences can they see?
- Give the students a little time to work on their own studying their pictures. (There are about eight differences in each set of pictures.)
- Then give the As the old bedroom and the Bs the old living room.
- Tell them this is their partner's old room. They haven't seen the new one. Ask their partner about the differences: 'What's new? What's different?'
- **The object of the game is to find all the changes their partner has made in their new room.**

12 Something old, something new (1)**OLD LIVING ROOM****NEW LIVING ROOM**

Something old, something new (2)

LESSON PLAN 4

Name of School : MTsN Rowokele
 Subject : English
 Grade/Semester : VIII / I
 Kind of Text : Simple monologue
 Theme : Describing people's appearances and clothes
 Skill : Speaking
 Time Allocation : 2 x 40 minutes

Standard Competence

4. *Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.*

Basic Competence

- 4.2. *Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.*

Indicator

Students are able to:

- say colors and models of clothes in English.
- use adjectives and nouns correctly.
- ask and answer questions by using correct structures of simple present tense and yes/no questions.
- describe people's appearances and clothes orally by choosing one of pictures.

A. Learning Objective

Students are expected to be able to make a short description about people's appearances orally.

B. Materials

Enclosed

C. Teaching Technique

Presentation, Practice, Production (PPP)

D. Learning Activities**a. Pre activities**

- Teacher greets students
- Teacher asks about the student's condition
- Teacher asks the students' attendance

b. Main activities**➤ Presentation**

- Teacher gives the students pictures of people with different appearances
- Teacher asks the students' opinion about the pictures
- Teacher shares her opinion about the pictures by explaining them to the students one by one
- Teacher explains about descriptive text (the purpose and the generic structure)
- Teacher demonstrates how to describe people's appearances by explaining them the sentence structures and the essential vocabulary that are going to be used

➤ Practice

- Teacher prepares the cards of people
- Teacher asks the students to divide the class into two halves A and B
- Teacher asks the students to prepare themselves
- Teacher leads the students into *Airport Convention* game by using cue cards media in describing people's appearances.

(the detail of the game and the picture of cards are enclosed)

- Teacher explains the procedure of the game
- Teacher asks the students whether there is question related to the procedure of the game or not
- Teacher distributes the cards to the students
- Teacher asks the students to play the game

➤ **Production**

- Teacher asks the students to describe people appearances and clothes orally by choosing one of pictures.
- Teacher asks the students to describe it in front of the class.

▪ **Closing**

- Teacher summarizes the materials
- Teacher asks students to ask the material that is not clear yet
- Teacher closes the lesson after praying together by saying *salam* and greeting the students

E. Sources

➤ Internet

➤ Relevant book

- English in Focus (English for Junior High School Grade VIII)
- Let's Talk (New Edition)
- Beginners' Communication Games

F. Assessment

Technique : Oral
 Form : Performance
 Source : Enclosed (See Appendix)

Rowokele, 2 October 2012

English Teacher

Researcher

Suwarni, S.Pd

NIP. 19790616 200710 2 003

Nasikhatun Listya Atika Farah

NIM. 08202244043

Learning Materials

a. Descriptive Text

Describing people appearances and clothes

My Grandfather

Today, I am going to meet my grandfather for the first time.

My grandfather comes from Sydney. This is the photo of him. His body is fat and not too tall. He has white skin with white beard. He said to me that he will wear these clothes today. He wears black hat and sunglasses. He wears a white shirt and a red tie. He wears a black waistcoat with full of red dots motif. In the outside, he wears a purple jacket and a turquoise scarf. He also hangs his spectacles around his neck.

b. Features of a Factual Description

Construction:

- Introduction
- Description

c. Grammatical Features:

- Verbs in the present tense
- Adjectives to describe the features of the subject
- Topic sentence to begin paragraphs and organise the various aspects of the description

d. Key Structure

Grammar

- | |
|---------------------------|
| S + to be (is/am/are) + O |
|---------------------------|

Example : She/he is fat.

- Yes/No Questions

A : Is she/he (fat)?

B : No, she/he isn't.

D. Vocabulary and Pronunciation

Adjectives	Adjectives (colours)	Nouns (part of human body)	Nouns (accessories and clothes)
Fair /feə(r)/ curly /kɜːlɪ / straight /streɪ t/ long /lɒŋ/ short /ʃɔːt/ tall /tɔːl/ small /smɔːl/ fat /fæt/ thin /θɪ n/	Blue /bluː/ white /waɪ t/ black /blæk/ brown /braʊ n/ green /griːn/ red /red/ yellow /'jeləʊ / maroon /mə'ruːn/ turquoise /'tɜːkwɔːz/ purple /'pɜːpl/ grey /greɪ / dark /dɑːk/	eye(s) /aɪ/ ear(s) /ɪər/ arm(s) /aːm/ nose /nəʊ z/ hair /heə(r) lips /lɪp/ beard /bɪəd/	Glasses /glɑːs/ shorts /ʃɔːts/ trousers /'traʊzəz/ suit /suːt/ jacket /'dʒækɪt/ shirt /ʃɜːt/ skirt /skɜːt/ dress /dres/ T-shirt /tiː-ʃɜːt/ blouse /blaʊz/ jumper/'dʒʌmpə(r)/ trainers /treɪnə(r)s/ shoes /ʃuːz/ sandals /'sændl/

AIRPORT CONVENTION

Type of activity

Whole class; exchanging

Function practised

Describing appearances

Structures

Grammar:

Simple Present Tense

S+to be (is/am/are)+O

Example:

He's/She's/They've got (dark hair).

He's/She's/They're (tall).

He's/She's/They're wearing (shorts).

Topic area

Appearances and clothes

Essential vocabulary

Either: dark/fair/curly/straight/long/short hair, tall, small, fat, thin, beard, glasses

Or: shorts, trousers, suit, jacket, shirt, skirt, dress, T-shirt, blouse, jumper, trainers, shoes, sandals or both, depending on the needs of your class.

Materials and preparation

Prepare enough cards for 24 students.

Mentally, teacher divide class in half.

Select that number of MISSING PERSONS CARDS (1) and (2) and copy them twice. Cut them up.

On one set, cut off the words. Leave them on the other set.

Procedure of the game

- Divide the class into two halves A and B.
- Give the As a missing person card with words on (or two cards if you are practising *they* forms).
- Get them to stand up and come to the front.
- Tell them they are at an airport. They are supposed to meet the person/people on their cards and take them to a conference (or they are meeting their aunt or uncle from abroad – choose the context that suits your students best). They don't know the person, but have this photo of them.
- Then give all the Bs a card (or two cards) without words.
- They can remain seated.
- Tell them they are at an airport. They are waiting for their flight, sitting in a cafe. The person in their card is standing somewhere near them looking lost..
- The object of the game is for all the As to find the person they have come to meet.
- To do this, they will have to stand up and move around the class, asking the Bs if they have seen the person they are looking for, and describing them (either their physical appearances or their clothes or both).
- When a B student hears the description of the card she/he is holding, she/he should give it to the A students.
- When they have finished, they can play again, reversing roles.



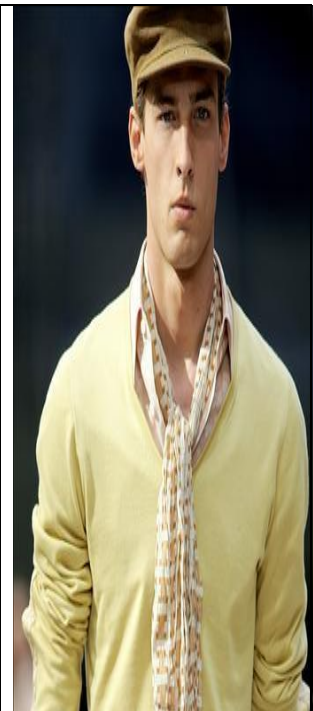
***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



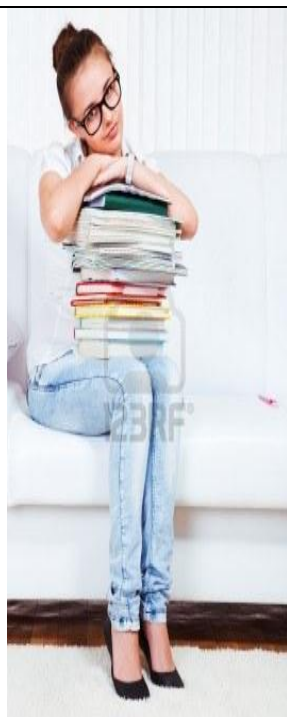
***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***

LESSON PLAN 5

Name of School : MTsN Rowokele
 Subject : English
 Grade/Semester : VIII / I
 Kind of Text : Simple monologue
 Theme : Describing outdoor activities (what's happening)
 Skill : Speaking
 Time Allocation : 2 x 40 minutes

Standard Competence

4. *Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.*

Basic Competence

- 4.2. *Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.*

Indicator

Students are able to:

- say verbs that were used in describing outdoor activities (what's happening).
- use verbs correctly.
- ask and answer questions by using correct structures in describing outdoor activities (what's happening).
- describe about outdoor activities (what's happening) orally by choosing one of pictures (Park scene A or Park scene B).

A. Learning Objective

Students are expected to be able to describe about what's happening orally from the picture.

B. Materials

Enclosed

C. Teaching Technique

Presentation, Practice, Production (PPP)

D. Learning Activities**a. Pre activities**

- Teacher greets students
- Teacher asks about the student's condition
- Teacher asks the students' attendance

b. Main activities**➤ Presentation**

- Teacher gives students pictures of Park scene A and Park scene B.
- Teacher divides the pictures based on their group i.e. A and B.
- Teacher asks B students to look at their pictures.
- Teacher asks A students to look at their pictures.
- Teacher shares her opinion about the pictures by explaining them to the students one by one
- Teacher explains about descriptive text (the purpose and the generic structure)
- Teacher demonstrates how to describe people's appearances by explaining them the sentence structures and the essential vocabulary that are mostly used

➤ Practice

- Teacher prepares the cards of people
- Teacher asks the students to find their pairs
- Teacher asks the students to prepare themselves
- Teacher leads the students into *In the Park* game by using cue cards media in describing what's happening.
(the detail of the game and the picture of cards are enclosed)
- Teacher explains the procedure of the game
- Teacher asks the students whether there is question related to the procedure of the game or not

- Teacher asks the students to play the game

➤ **Production**

- Teacher asks the students to describe what's happening from one of pictures (choose between Park scene A or Park scene B).
- Teacher asks the students to describe it in front of the class.

▪ **Closing**

- Teacher summarizes the materials
- Teacher asks students to ask the material that is not clear yet
- Teacher closes the lesson after praying together by saying *salam* and greeting the students

E. Sources

- Internet
- Relevant book
 - English in Focus (English for Junior High School Grade VIII)
 - Let's Talk (New Edition)
 - Beginners' Communication Games

F. Assessment

Technique	: Oral
Form	: Performance
Source	: Enclosed (See Appendix)

Rowokele, 3 October 2012

English Teacher

Researcher

Suwarni, S.Pd

Nasikhatus Listya Atika Farah

NIP. 19790616 200710 2 003

NIM. 08202244043

Learning Materials

a. Descriptive Text

Describing outdoor activities (what's happening)

City Park

□ □ □ □ □ □ □ □ □ □

Today, I go on picnic with my friends. I want to spend my time to enjoy the atmosphere there.

In that park, I lay on the ground while seeing to other people. Some people are chatting with their colleague but some other are doing the same thing as me that is laying on the ground. I see two women are reading books seriously. In that park, all people are enjoying holiday through their own way.

□ □ □ □ □ □ □ □ □ □

b. Features of a Factual Description

Construction:

- Introduction
- Description

c. Grammatical Features:

- Verbs in the present tense
- Adjectives to describe the features of the subject
- Topic sentence to begin paragraphs and organise the various aspects of the description

d. Key Structure

Grammar

- What's he/she doing?
- What are they doing?
- He's/She's/They're (walking).

D. Vocabulary and Pronunciation

Adjectives	Adjectives (colours)	Nouns (accessories and clothes)	Verbs
Fair /feə(r)/ curly /kɜːlɪ / straight /streɪ t/ long /lɒŋ/ short /ʃɔːt/ tall /tɔːl/ small /smɔːl/ fat /fæt/ thin /θɪ n/	Blue /bluː/ white /waɪ t/ black /blæk/ brown /braʊ n/ green /griːn/ red /red/ yellow /'jeləʊ / maroon /mə'ruːn/ turquoise /'tɜːkwɔɪ z/ purple /'pɜːpl/ grey /greɪ / dark /dɑːk/	Glasses /glɑːs/ shorts /ʃɔːts/ trousers /'traʊ zəz/ suit /suːt/ jacket /'dʒækɪ t/ shirt /ʃɜːt/ skirt /skɜːt/ dress /dres/ T-shirt /tiː-ʃɜːt/ blouse /blaʊ z/ jumper/'dʒʌmpə(r)/ trainers /treɪ ne(r)s/ shoes /ʃuːz/ sandals /'sændl/	Verbs: Walking /wɔːkɪŋ/ reading a newspaper or book /riːdɪŋ ə njuːz'peɪ pə(r) or bʊk/ Eating bread or ice cream /iːtɪŋ bred or aɪs kriːm/ playing the guitar /pleɪŋ ðə gɪ'tɑː(r)/ feeding the baby /fiːdɪŋ ðə 'beɪ bi/ laying on the ground /leɪŋ ɒn ðə graʊnd/ phoning /fəʊnɪŋ/ writing /raɪtɪŋ/ running /rʌnɪŋ/ sleeping /sliːpɪŋ/ having a picnic /hævɪŋ ə 'pɪknɪk/

IN THE PARK

Type of activity

Pairwork; information gap

Function practised

describing what's happening

Structures

What's he/she doing?

What are they doing?

He's/She's/They've (walking).

Topic area

Outdoor activities

Essential vocabulary

*Walking, reading (a newspaper/the book),
smoking a pipe, eating (bread/ice cream),
playing the guitar, laying on the ground,
feeding the baby, drinking,
phoning, running, sleeping, having a
picnic.*

Materials and preparation

Make enough copies of PARK SCENE A for half the class and enough of PARK SCENE B for the other half.

Procedure of the game

- Divide the class into pairs A and B.
- Give park scene A to all the As and park scene B to all the Bs.
- They should not show their pictures to each other.
- The object of the game is to find as many differences as possible between the two pictures.
- To do this, thwy will have to describe their pictures to each other and make a note of the differences they find.
- There are ten differences.

PARK A**PARK B**

APPENDIX C

INSTRUMENTS

OBSERVATION SHEET

Date :

Class :

Participants :

No	Observation Aspects	Description of the Observation
A	Set of Teaching-Learning Activity	
	1. Curriculum	
	2. Syllabus	
	3. Lesson Plans	
B	Teaching-Learning Process	
	1. Lead-in	
	2. Explanation	
	3. Teaching Method	
	4. Language	
	5. Time Allocation	
	6. Movements	
	7. Motivating the Students	
	8. Asking Technique	
	9. Class Management	
	10. Teaching Aids	
	11. Evaluation	
	12. Closing	
C	Students Behaviour	
	1. In the Class	
	2. Outside the Class	

OBSERVATION CHECKLIST ON STUDENTS' SPEAKING PROGRESS

Meeting : 1

Date : September 18th, 2012

Class : VIIIA

Time : 07.10 – 08.20

No.	NAME	INDICATORS				
		Pronunciation	Vocabulary	Grammar	Fluency	Structure of Descriptive Text: Introduction and Description
1.	Achmad Arif Permadi					
2.	Ahmad Ali Fikri					
3.	Binti Nimasturoh					
4.	Fatah Almujaadid Khusaeni					
5.	Helni Diana					
6.	Ilham Akfa Andromeda					
7.	Ismiyati Maghfiroh					
8.	Istiyanti					
9.	Jembarwati					
10.	Khozin Ma'mun					
11.	Liyana Fadila					
12.	Mayashinta Agustin Hidayat					
13.	Mega Sukowati					
14.	Nadiya Eka Cahyani					
15.	Nur Safitri					
16.	Nurul Hidayat					
17.	Riskia Nurul Arifah					
18.	Siti Fazriyah Khalinda					
19.	Siti Hadiani Zulichah					
20.	Siti Hariroh Arwi					
21.	Siti Litsa Oktiana					
22.	Syaiful Aziz					
23.	Ulfatul Fatonah					
24.	Wahyu Alhadi					
NUMBER OF STUDENTS						
PERCENTAGE (%)						

INTERVIEW GUIDELINES

A. In Planning

1. Guru Bahasa Inggris

- a. Menurut pendapat Anda, apakah siswa di MTsN Rowokele ini menyukai mata pelajaran bahasa Inggris?
- b. Apa kesulitan terbesar siswa dalam belajar bahasa Inggris?
- c. Apakah *speaking skill* penting untuk siswa SMP?
- d. Bagaimana kemampuan berbicara siswa kelas VIII di MTsN Rowokele?
- e. Apa usaha Anda untuk meningkatkan kemampuan berbicara siswa khususnya untuk kelas VIII?

2. Siswa

- a. Apakah kamu menyukai mata pelajaran bahasa Inggris?
- b. Bagaimana kegiatan di kelas bahasa Inggris khususnya *speaking*?
- c. Kegiatan apa yang menurut kalian sesuai untuk belajar bahasa Inggris terutama untuk skill *speaking*?
- d. Apa kesulitan terbesar kamu dalam belajar bahasa Inggris?
- e. Apa usaha kamu untuk mengatasi kesulitan tersebut?

B. During the Implementation of the Actions

Cycle 1

1. Guru bahasa Inggris

- a. Bagaimana penilaian Anda terhadap kemampuan siswa di cycle 1 ini?
- b. Apa saja kekurangan yang ada di cycle 1 ini?
- c. Kemajuan apa yang dicapai siswa di cycle 1 ini?
- d. Apa saran Ibu untuk cycle berikutnya?
- e. Apakah siswa menyukai kegiatan pembelajaran menggunakan media *cue cards*?

2. Siswa

- a. Apa pendapatmu mengenai kegiatan di kelas bahasa Inggris selama ini?
- b. Apakah kamu menyukai kegiatan pembelajaran bahasa Inggris menggunakan media *cue cards*?
- c. Apakah media *cue cards* membantu kamu dalam belajar berbicara bahasa Inggris?
- d. Apa kesulitan terbesar kamu dalam belajar berbicara bahasa Inggris?
- e. Apa usaha kamu untuk mengatasi kesulitan tersebut?

Cycle 2

1. Guru bahasa Inggris

- a. Bagaimana penilaian Anda terhadap kemampuan siswa di cycle 2 ini?
- b. Apa saja kekurangan yang ada di cycle 2 ini?
- c. Kemajuan apa yang dicapai siswa di cycle 2 ini?
- d. Apa saran Ibu untuk kegiatan pembelajaran berikutnya?
- e. Apakah siswa menyukai kegiatan pembelajaran menggunakan media *cue cards*?

2. Siswa

- a. Apa pendapatmu mengenai kegiatan di kelas bahasa Inggris selama ini?
- b. Apakah kamu menyukai kegiatan pembelajaran bahasa Inggris menggunakan media *cue cards*?
- c. Apakah media *cue cards* membantu kamu dalam belajar berbicara bahasa Inggris?
- d. Apa kesulitan terbesar kamu dalam belajar berbicara bahasa Inggris?
- e. Apa usaha kamu untuk mengatasi kesulitan tersebut?

PRE-TEST

1. Describe things, people or places around you. What can you say about them? Make a short description that is consisted of 5-10 English sentences. Perform it in front of the class orally.

POST-TEST

2. Describe things, people or places around you. What can you say about them? Make a short description that is consisted of 5-10 English sentences. Perform it in front of the class orally.

Scoring Spoken Technique (adapted from Haris: 1969)

Group	Name	Criteria	Score
		Pronunciation	
		Vocabulary	
		Grammar	
		Fluency	
		Structure of Descriptive Text: Introduction and Description	
TOTAL			

Pronunciation	5	- Has few of foreign accent
	4	- Always intelligible, though one is conscious of a definite accent
	3	- Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
	2	- Very hard to understand because of pronunciation problems and frequently be asked to repeat
	1	- Pronunciation problems are severe
Vocabulary	5	- Very conversant with vocabulary repaired by given content: excellent control and resourcefulness
	4	- Vocabulary mistakes generally do not affect meaning (writing gender, writing preposition, etc), attempts at resourcefulness.
	3	- Adequate, although more mistakes give unintended meaning (wrong preposition, incorrect word choice).
	2	- Meaning frequently obscured by minimal/inadequate mastery of vocabulary.
	1	- Meaning totally obscured, inadequate vocabulary
Grammar	5	- Makes few noticable errors of grammar or word order
	4	- Occasionally makes grammatical errors which do not obscure meaning
	3	- Makes frequent errors of grammar and word order which occasionally obscure meaning

	2	- Frequent grammar errors occur which make re-phrasing and reconstructing of utterance
	1	- Errors in grammar are severe
Fluency	5	- Speech is fluent and less effort
	4	- Speed of speech seems slightly affected by language problems
	3	- Speed and fluency seems strongly affected by language problems
	2	- Usually hesitant, often forced into silence by language limitation
	1	- Speech is so halting and fragmentary as to make the conversation impossible
Structure of Descriptive Text: Introduction and Description	5	- Organizing the structure of descriptive text and using simple present tense are very well
	4	- Some mistakes in organizing structure of descriptive text and using simple present tense but understandable
	3	- Adequate, although more mistakes give clearly structure of descriptive text and simple present tense
	2	- Inappropriate in organizing structure of descriptive text and using simple present tense
	1	- Organizing structure of descriptive text and using simple present tense totally obscured

APPENDIX D

FIELD NOTES

FIELD NOTE 1 (PERMISSION)

Day : Monday

Date : September 10th, 2012

Time : 08.00 – 11.00

Place : Administration Room, Principal Room and Teacher Room of MTsN Rowokele

At 08.00, the researcher arrived at school. She had to wait until 08.30 since the teachers and students still did ceremony then continuing with *syafarul hajj* along with the teachers who were going to hajj. After the ceremony and the *syafarul hajj* finished, the researcher went to administration room to meet the head of administration, Mr. Darsono. To him, the researcher explained her purpose for coming to MTsN Rowokele was to apply observation and research permit application letter. He asked the researcher to meet the principal directly.

In the principal room, the researcher explained her purpose again for coming to MTsN Rowokele that is to apply observation and research permit application letter. He understood about the researcher's purpose. He expected to the researcher to use the opportunity that was given by the school optimally. The principal asked the researcher to meet the vice principal of curriculum, Mr. Kamilan, to decide the class that is going to be the subject of the research and the teacher that were going to work collaboratively.

Again, the researcher explained her purpose to Mr. Kamilan. He understood what the researcher said then decided VIIIA class students as the subject of the research and Mrs. Suwarni as the collaborative teacher. Mr. Kamilan asked the researcher to meet Mrs. Suwarni to confirm the next schedule. With Mrs. Suwarni, the researcher decided the meeting that is twice per week that is Tuesday at 07.00-08.20 and Wednesday at 11.20-12.00 continued at 12.30-13.15. Moreover, the researcher with the teacher decided the time to do observation on the next day (Tuesday), September 11th, 2012. At 11.00, the researcher permit to teachers in the office before leaving.

FIELD NOTE 2 (CLASS OBSERVATION)

Day : Tuesday

Date : September 11th, 2012

Time : 07.00 – 08.20

Place : Teacher Office and VIIIA Classroom

The students were still reciting *Asma'ul Husna* when the researcher and the teacher entered the classroom. At 07.10, the teacher opened the lesson by saying *Assalamu'alaikum* and *Good morning*. The teacher also introduced the researcher to the students related to her purpose for entering the classroom.

The teacher started the lesson by asking if there was any homework or not then she reviewed the last material that is about invitation. The teacher asked, “*Is there any homework?*”. Some students answered *no* but some other answered *tidak, bu*. Some of them also paid less attention to what their teacher said. The students who paid more attention to their teacher’s explanation tried to remember the last materials by opening their own notebook. They also discussed the materials with others. In contrast, some other students that paid more less attention were still busy with their activity that is chatting about topic that has nothing to do with the lesson. They also looked so lazy and sleepy during the lesson. When the teacher gave the students questions, they never answered them excitedly. They waited for the active students to answer the questions then they would imitate them. During the lesson, the students often used Indonesian or even Javanese than English. Although their teacher asked them to use English, they did not give any attention to her. They preferred to use their mother tongue that is Indonesian or Javanese. From their conversation that the researcher had heard, it can be said that the students’ vocabulary mastery is still low. In addition, most of VIIIA students still had difficulty in organizing a simple sentence. When they wanted to say something, they would not say that in a complete sentence. They only mentioned the nouns. As the example, when they wanted to ask someone for something, they would only say “*Eh, book jal book*”. Here, the problem of pronunciation was also still severe since some students pronounced the word *book* by /bok/ but some other had correct pronunciation that is /bu:k/.

After the apperception by reviewing the last week materials for about 15 minutes, the teacher continued the materials about accepting and refusing invitations. The teacher explained the materials in Indonesian orally. Some students listened to their teacher’s explanation and some other played with their friends. The teacher explained those materials for about 45 minutes. It can be seen that during the lesson, the teacher only used English course book and worksheet as the source of the materials. Moreover, there were no media that were used to support the teaching and learning process. At the end of explanation, the teacher

offered an opportunity for the students who wanted to ask any questions. Because there was no question from the students, the teacher gave some questions back to the students as a practice. Those questions related to the previous materials about accepting and refusing invitations. The students had to write 5 sentences to accept and refuse invitations. They had to finish this practice in the last 20 minutes. Then the teacher would ask 5 of 24 students to write down the sentences in white board one by one. Some students did the practice seriously. The teacher checked their works one by one while asking if there were any questions or not. When the teacher offered them to do the practice in front of the class, none responded to her. Suddenly they were forced into silence. They waited for the teacher pointed to them to do the practice. Some of them were pointed each other rather than doing it by themselves. Finally, the teacher pointed 5 students by herself. The teacher and the students discussed the answers together. There were some mistakes related to grammar. However, the teacher explained one by one to the students and gave correction on them. At 08.20, the lesson was finished. The teacher closed the lesson on that day by summarizing the materials she had explained and saying *salam*. Then the researcher and the teacher left the classroom.

FIELD NOTE 3 (MEETING 1 CYCLE 1)

Day : Tuesday
 Date : September 18th, 2012
 Time : 07.00 – 08.20
 Place : Teacher Office and VIIIA Classroom

At 07.00, the students were still reciting *Asma'ul Husna* when the researcher and the English teacher entered the classroom. The teacher who took roles as a collaborator and an observer sat down in the back side. She prepared to observe the English teaching and learning process on that day.

The teacher greeted the students by saying *Assalamu'alaikum* and *Good morning*. She invited the researcher to take a role in holding the English teaching and learning activity on that day. The students answered it by saying *Wa'alaikumsalam* and *Good morning, Mba*. However, before starting the lesson, the researcher corrected the students' answer. She said that they should answer *Good morning, Miss* not *Good morning, Mba*. Then the researcher repeated the greeting and the students replied with the correct answer. The researcher also checked the students' attendance in English but there was no answer. Since the students did not know the meaning of researcher's question, she explained them if there was a question *Who is absent today?* or *Is anybody absent today?* they should answer *no one* or mention the name of the missing student if any on that day.

As had been arranged in her plans, the researcher intended to use classroom English during the English teaching and learning process. Before explaining the materials in detail, the researcher told the students that they were going to learn about spoken descriptive. She also told them that she would combine the cue cards media with games as the accompanying actions in delivering the materials. The students looked enthusiastic after hearing the researcher's short explanation.

In this first meeting, the researcher taught topic about people description. She had prepared cue cards of people appearances that were combined with *Identity Parade* game. To begin, the researcher showed them some pictures of people appearances. She asked them about the things that they said about those pictures. Enthusiastically, they answered the question. However, there were some of them who did not fully understand the researcher's question. The students just copied their friends answers. The researcher gave them feedback then continued by explaining the description of the game. To make it clearer, she also explained the structures, reviewed the essential vocabulary and demonstrated the game.

The sentence structures that were used in this game were the type of question, such as *Is he/she (tall)?* and the answer is *Yes, she/he is* or *No, she/he isn't*. For the essential vocabulary, the researcher took examples such as *tall, thin, fat, small, old, young, strong, beautiful, handsome* and *ugly*. After explaining the structures and the essential vocabulary, she demonstrated the game in English orally. She demonstrated the game by using classroom English as clear as possible. This activity was the implementation of listening activity that had been arranged in planning. After demonstrating the game, she asked the students to practice it with their partner. She asked them to prepare their own pairs while she starting to distribute the cue cards. She gave each of pair 8 set of pictures with the copy of them. After the preparation finished, she asked the students to start the game.

During the 40 minutes of practice, the researcher together with the English teacher observed their improvements in each aspect. Overall, there was no significant improvement yet for those aspects of pronunciation, vocabulary, grammar, fluency and structure of descriptive text (introduction and description). In this first meeting, most of the students still had difficulties in pronouncing some English words. Most of them were still pronouncing the words as the way they were written. As the example, they pronounced the word *ugly* with /ugli/ not /^ugli/. There were only 9 students who correctly pronounced the English words. It was much better for the vocabulary mastery since there were 14 students that could use the vocabulary related to people's appearances appropriately. Even some of them could find other vocabulary excepted the examples. Neither was with the vocabulary. Here, there were 9 students who achieved the indicator of grammar accuracy although they were still making frequent errors of grammar and word order. Most of them often to say *he hair is black* not *his hair is black* when describing someone's hair. In line with those three indicators, their fluency was not better yet. There were only 6 students who achieved the indicator of fluency. However, their speed and fluency seemed strongly affected by language problems that is pronunciation. It was because they never used the English classroom during the previous English teaching and learning activity so that they did not familiar yet with such kind of English words pronunciation. For the ability in organizing the structure of descriptive text (introduction and description), there were 7 students who achieved the indicator. Their ability was adequate although more mistakes in making descriptive sentences.

The time was up at 08.20. Before ending the lesson, the researcher took the time to give them feedback related to the materials that had been explained. She also told them the way to read the phonetic transcriptions as they were still having problems on pronunciation. She closed the lesson by saying *Salam* and *Good morning*. Together with the English teacher, the researcher left the classroom.

FIELD NOTE 4 (MEETING 2 CYCLE 1)

Day : Wednesday
 Date : September 19th, 2012
 Time : 11.20 – 12.00 and 12.30 – 13.15
 Place : Teacher Office and VIIIA Classroom

On that day the lesson was began at 11.20. The researcher and the English teacher entered the VIIIA classroom. The teacher told the students that on that day, they would be taught by the researcher again. As usual, the teacher sat down in the back side.

The researcher greeted the students and asked about their condition on that day. She also asked the students' attendance.

R : Assalamu'alaikum. Good morning, students. How are you today?

Ss : Wa'alaikumsalam. Good morning, *Mba*. I'm fine thank you. And you?

R : I am fine too. Thank you. Who is absent today?

Ss : No one, *Mba*.

Although they still made mistakes in answering the researcher's question, they could correct it by themselves. They who answered *Good morning, Mba* repeated the answer by saying *Good morning, Miss* or *Good morning, teacher*.

The researcher told the students that on that day, they would learn the same topic that is around spoken descriptive. However, in this meeting, the researcher used different cue cards and of course different game as an accompanying action. On that day, the students were taught about the description of shapes or objects. To catch the students' attention, the researcher asked them to mention many things or objects located around their classroom. The students looked more enthusiastic in mentioning the objects. They could mention vocabulary related to the things around them. Although their pronuciation was not too clear, the words that they mentioned was understandable.

The researcher told the students that they would play *What is It* game. Like in the previous meeting, the researcher explained them the sentence structures, reviewed the essential vocabulary and demonstrated the game. The sentence structures that would be used in this game were questions and answers forms, such as *Q: Is it (round)?; A: Yes, it is/No, it isn't* and *Q: Are they (round)?; A:*

Yes, they are/No, they aren't. Since the topic area of the game were size and shape, the researcher reviewed some the essential vocabulary such as *round, square, big, small, thick, thin, long, short* and *tall*. To make it clearer, the researcher demonstrated the game by using classroom English. This part of listening activity took an important role since through this activity the students would pay their attention more on the researcher's explanation. After finishing the demonstration, the researcher asked them to make a group of four and do practice by themselves among their each group. The researcher then spread 2 sets cue cards with the copies of them for each group.

After the second recess at 12.30, the students played the game among their own groups while the researcher and the teacher observed them for about 40 minutes. However, before starting the lesson, they should recite *Asma'ul Husna* for about 10 minutes.

Compared to the previous meeting, there were improvements on each aspect. Moreover, as it was a group work activity, the students seemed to enjoy the practice. They were directly involved in the activity by actively doing interaction with others. In this second meeting, 13 students who had improvements on pronunciation could say some words intelligibly. Although they had no English accent yet, they could say them clearly. Moreover, they also could pronounce the words with correct stress and intonation. There were also 18 students who had improvements on vocabulary mastery. Those students could produce new vocabulary from the pictures on the cards. Moreover, they could memorize and use them appropriately. The next improvement was also on students' grammar accuracy. Actually, it was not a significant improvement if it was compared to the previous meeting. There were 9 students with grammar improvements on the previous meeting while there were only 10 students for this second meeting. Here, the students were still making mistakes of using the article of *a* and *an*. As the example, they often said *it is a big* not *it is big* when explaining the size. They were still getting confused in differing the adjectives and nouns so that it seemed to be difficult to put the article correctly. In this second meeting, there were 7 students with good improvements of fluency. On the other side, there were some problems for some other 17 students. They were still forced into silence and spoke hesitantly. Some of them also spoke with many pauses like *Is it e... Is it a...big?*. There was an improvement too for 9 students who achieved the indicators in organizing the structure of descriptive text (introduction and description). Those 9 students had better ability in making introduction and description sentences. However, there were problems on this aspect for 15 other students. They made mistakes related to the structure of simple present sentences mainly in the use of *verb* and *to be*.

The time was up at 08.20. The researcher reviewed and summarized the materials that had been learnt before closing the lesson. She asked the students to submit the media that they had used. After praying together, she closed the lesson by saying *Salam* and *Good morning* then left the classroom together with the teacher.

FIELD NOTE 5 (MEETING 3 CYCLE 1)

Day : Wednesday
 Date : September 26th, 2012
 Time : 11.20 – 12.00 and 12.30 – 13.15
 Place : Teacher Office and VIIIA Classroom

The researcher and the teacher entered the VIIIA classroom at 11.20. As usual, the researcher opened the lesson by saying *Salam* and *Good morning*. After greeting the students, she asked their attendance. The students seemed not made mistakes anymore in answering the researcher's questions.

The researcher told the students that on that day they would learn the same topic as before that is spoken descriptive. The researcher used different cards of rooms since the topic of the lesson was room descriptions. She also combined with another activity that is *Something Old, Something New* game. As the beginning, the researcher asked them to imagine their own bedrooms and living rooms. She asked them to say something related to the description of their own bed rooms and living rooms. They looked so excited when describing their each own room. Most of them could mention the name of the things that were located in those rooms.

The researcher started to explain the sentence structures, review the essential vocabulary and demonstrate the game. The sentence structures that were used in this activity were in the form of simple present sentences such as *There is/isn't (sofa)*, *There are some (cushions)*, and *There aren't any cushions*. She also explained the prepositions that were used such as *near*, *next to* and *on*. She also explained the essential vocabulary including the meanings related to the things such as *sofa*, *cushions*, *curtains*, *rug*, *table*, *chair*, *television*, *bookcase*, *bed*, *desk*, *picture*, *cupboard*, *chest of drawers*, *boxes*, *lamp* and *bunk bed*. As the implementation of listening activity, she demonstrated the game to the students by using classroom English clearly. The examples of the classroom English that were used were *This is your old living room* (while showing the pictures to others) and *What's different?* (to ask the differences of the pictures). In the demonstration, the researcher asked two students to practice the game under the researcher's command. After 40 minutes of explanation and practice, the students took a rest and would continue the practice after the second recess.

The researcher and the teacher entered the classroom at 12.30 while the students still reciting *Asma'ul Husna* for about 10 minutes. Then she opened the classroom and asked the students to continue the activity. The researcher spread 4

cards with different pictures for each couple. The students played the game based on the rules that the researcher had explained before.

The researcher and the teacher began to observe the students' during the implementation of cue cards. Here, some students made improvements by achieving the indicator of speaking. The number of students who achieved the indicators of vocabulary mastery increased into 24. It means that all students had achieved the indicators of it. The next improvement was on the students' pronunciation. The 19 students could pronounce the words correctly with few English accents. Another good improvement was also on the students' grammar accuracy. There were 15 students who achieved the indicators. They only made noticable errors of grammar and word order. They had better ability in using the article in a sentence. However, there was no significant improvement on 2 other aspects that is fluency and organizing the structure of descriptive text (introduction and description). There were only 8 students who achieved the indicators of fluency. For those 8 students, there was no hesitation when they were speaking. The words and sentences that they spoke were clear and fluent. However, the other 16 students still had problems on fluency. They were still speaking with a lot of hesitations and pauses. Often, they said "e, oh, em, ya, ah" and then became silent. In organizing the structure of descriptive text (introduction and description), there were only 12 students that achieved the indicators. These students had good ability in making introduction and description in the form of simple present tense. In contrast with the 12 students, the other 12 students still had difficulty in making the sentences. They got confused with the structure of descriptive text. They often missed the introduction since they gave more focused on the description parts.

After finishing the action, the researcher reviewed and summarized the materials that she had been explained. They also asked them about their impression for this third meeting. She closed the lesson by praying together, asking *Salam* and greeting them. The researcher and the teacher left the classroom at 13.15.

FIELD NOTE 6 (MEETING 1 CYCLE 2)

Day : Tuesday

Date : October 2nd, 2012

Time : 07.00 – 08.20

Place : Teacher Office and VIIIA Classroom

The students still recited *Asma'ul Husna* when the researcher and the teacher entering the classroom at 07.00. After finishing the recitation, the researcher opened the lesson by praying together, saying *Salam* and greeting them. She also asked the students' attendance.

On that day, they learnt materials about people appearances and clothes. This materials were almost the same with the first materials which were about people's appearances. However, in this meeting the materials were wider. The activity was also different since it involved the whole class participation.

To get the students' understanding and catch their attention, the researcher showed them some sample pictures of people's appearances completed with clothes and other accessories. She asked them about something or information that could be described from the pictures. She also asked them whether there were differences compared to the first cue cards or not. They seemed to be more interested in the new colorful cue cards of people's appearances. Some of them said, "*Gambarnya warna warni.*". Some other was also said, "*Lebih jelas, Mba.*"

Before explaining the game in detail, the teacher asked the students to divide the class into halves A and B. As in the previous meeting, the researcher did three other actions that is explained the sentence structures, reviewed the essential vocabulary included translated the meanings and demonstrated the game. The sentence structures that were used in this activity were:

He's/She's/They've got (dark hair).

He's/She's/They're (tall).

He's/She's/They're wearing (shorts).

The essential vocabulary that she reviewed were related to adjectives and nouns either *dark/fair/curly/straight/long/short hair, tall, small, fat, thin, beard, glasses* or *shorts, trousers, suit, jacket, shirt, skirt, dress, T-shirt, blouse, jumper, trainers, shoes, sandals* or both, depending on the needs of the class. Then she also translated the meaning of those words to make the students more clearly understand the words. The next action was demonstrated the game. The researcher

used classroom English during this listening activity. She explained the procedure of the game included the classroom language that were used. Since the words and the sentences were considered to be more complex, the researcher mixed the language between English and Indonesian. Some students who did not understand yet with the game could ask the researcher to repeat the instruction. They seemed not to be shy anymore in making mistakes when communicating by using English.

In this fourth meeting, the students made good improvements on each aspect of spoken descriptive. More than a half students had achieved the indicators. It means that there was no serious problem anymore since they just needed to repeat the practice more and more. The highest improvement was on students' vocabulary mastery. There were 24 students who had improvements on vocabulary mastery. All of them could mention and memorize the vocabulary related to the people appearances and clothes. The next improvement was on students' pronunciation. There were 22 students who achieved the indicators while 2 others still had problems that is their pronunciation led to misunderstanding. For some words, their pronunciation was not too clear mainly for the vocal voice. As the example, they pronounced the word *sandals* with /séndal/ not /'sændls/. They also did not understand yet when they should put the stress or intonation. For the grammar accuracy, there were 19 students who had improvements. The other 5 students still had problems in the use of plural forms especially for the pair things. When mentioning the pair things, they still missed the letter -s behind the single nouns. The other improvement of 17 students in organizing of structure of descriptive text (introduction and description). It was no problem for them but for 7 other students this aspect still needed to be improved. They could not use the simple present appropriately and missed verbs when making some sentences. The last improvement was on students' fluency. There were 13 students who achieved the improvements on fluency. During the practice, their speaking was better and less of hesitancy. In additon, their speaking was heard more fluent than the previous.

The lesson was ended at 08.20. The researcher reviewed and summarized the materials before closing the lesson. Then, she asked the students to pray together. The researcher and the teacher left the classroom after saying *Salam* and greeting them.

FIELD NOTE 7 (MEETING 2 CYCLE 2)

Day : Wednesday
 Date : October 3rd, 2012
 Time : 11.20 – 12.00 and 12.30 – 13.15
 Place : Teacher Office and VIIIA Classroom

The researcher and the teacher entered the VIIIA classroom at 11.20. The lesson was opened by the researcher by *Salam* and *Good morning*. She also asked about the students' attendance.

On that day, the teacher told the students that they were going to learn the topic about spoken descriptive by using cue cards and another activity that is *In the Park* game. As it would be the last meeting, the researcher asked the students to try their best. To motivate them more, she told them that she had rewards for the students with their best performance.

The researcher showed them a picture as a sample to make them more understand the explanation. She told them that the game object was similar to the previous that is *Something Old, Something New* game. They were asked to find as many differences as possible between the two pictures. As the focus of this activity was describing what's happening, the sentence structures that were explained were:

What's he/she doing?

What are they doing?

He's/She's/They're (walking).

Then she also reviewed the essential vocabulary that were used such as *walking, reading, (a newspaper/the menu), smoking a pipe, throwing (a ball/a toy), eating (bread/ice cream), pushing (a pram), climbing (a tree), sailing, playing the guitar, drinking (coffee), phoning, knitting, writing, chasing (a cat), swimming, sleeping, having a picnic*. Not only reviewed the vocabulary, but the researcher also translated the meaning of them together with the students. By using the sample pictures, she demonstrated how to use the card in the game. In her speaking, she mixed English with Indonesian. She told the students that after describing their own pictures, they should write the differences down on white board. There were 10 differences so that the researcher asked them to use their speed in finding and writing the differences. There were only 10 chances from 12 pairs. Since there was little competition here, the students' seemed to be more enthusiastic in doing

the practice. At 12.00 the bell of the second recess rang so that the lesson would be continued at 12.30.

The researcher asked the students to prepare themselves. The researcher spread two different cards for each pair. While the students playing the game, the researcher and the teacher observed them.

As was expected before, there were better improvements for the aspects of spoken descriptive. There was no problem anymore for the indicators of vocabulary mastery as the 24 students had achieved the indicators. Their ability in pronunciation was also better although there were 2 students still had difficulties in it. The same with the ability in the previous meeting, the 2 students pronounced the words like the way they were written. Although the researcher did correction on them, they still could not pronounce it correctly. The same number of students who achieved the indicators also happened to grammar accuracy and structure of descriptive text (introduction and description). There were 21 students who achieved the indicators. However, other 3 students still had difficulties in word orders and the structure of simple present sentences. In addition, 6 students had difficulties in the aspect of fluency. There were a lot of hesitation and Indonesian accent during their speaking.

The bell rang at 13.15 then the researcher prepared to end the class activity. As the researcher promised before, she had rewards for the students who performed their best. However, she gave the rewards to the entire class since all of them had performed their best. The researcher said thanks for their cooperation during these 5 meetings. She also asked for apology if there were mistakes during their togetherness. After praying together, the researcher closed the lesson by saying *Salam* and greeting them. Together with the teacher, she left the classroom.

APPENDIX E

INTERVIEW

TRANSCRIPTS

INTERVIEW 1 (CLASS OBSERVATION)

Day : Tuesday

Date : September 11th, 2012

Time : 09.00 – 09.15

Place : Teacher Office

R : Researcher T : Teacher

R : Assalamu'alaikum. Permissi, Bu. Apakah saya bisa minta waktunya untuk wawancara?

T : Wa'alaikumsalam. Oh, iya bisa. Gimana?

R : Begini, Bu. Saya ingin menanyakan beberapa hal terkait dengan kemampuan berbahasa Inggris, khususnya speaking, siswa kelas VIII. Bagaimana menurut Anda?

T : Kemampuan berbahasa Inggris siswa kelas VIII lumayan bagus, kalau diajak berkomunikasi ya nyambung. Meskipun masih pasif kalau diaktifkan ya juga aktif.

R : Kemudian selama proses belajar mengajar bahasa Inggris apakah ada kesulitan?

T : Untuk kesulitan biasanya dalam kosakata, dalam pengucapan dan artinya. Secara umum, penguasaan kosakata kurang sehingga tidak tahu artinya.

R : Untuk mengatasi kesulitan atau masalah tersebut bagaimana, bu?

T : Kita coba pakai coba memakai media yaitu kamus. Metode pakai ceramah saat menerangkan karena emang ngga pakai media yang macam-macam, mba. Kalau untuk tertulisnya ya pakai buku teks, buku paket dan LKS. Kadang-kadang pakai foto kopian.

R : Kemudian menurut ibu dari ke empat skills seperti *listening*, *speaking*, *reading* dan *writing* yang paling sulit itu yang mana?

T : *Speaking* sama *listening*. *Reading* kan membaca. Walaupun masih banyak kesalahan, masih bisa dibetulkan. Untuk *writing* juga sudah lumayan bagus. Tapi untuk *speaking* dan *listening* ya masih sulit. Mungkin karena masih asing bagi mereka. Tapi kalau di-*drill* pake latihan-latihan.

R : Yang membuat *speaking* dikatakan paling sulit itu apa, bu?

T : Pengusaan *vocabulary* yang masih kurang dan *pronunciation*nya. Karena rata-rata kamus yang dimiliki siswa kan masih kamus biasa, belum komplit. Lagipula, meskipun ada cara bacanya mereka tidak tahu caranya.

R : Nantinya, indikator untuk mengukur keberhasilan pengajaran *spoken descriptive* itu apa?

T : Isi deskripsinya dan tahu tujuan dari deskripsi itu apa. Ya meskipun ini *spoken*, mereka paham itu. Paling tidak begitu.

R : Baik, bu. Terimakasih.

T : Sama-sama

INTERVIEW 2 (CLASS OBSERVATION)

Day : Tuesday

Date : September 11th, 2012

Time : 09.40 – 09.55

Place : VIIIA Classroom

R : Researcher S1: Arif S2: Wahyu S3: Ali S4: Ilham Ss : Students

R : De, bisa minta waktunya sebentar? Mau tanya-tanya sebentar, boleh? Kalian suka pelajaran Bahasa Inggris ngga?

S1 : Suka tapi kadang-kadang ngga.

R : Kenapa?

Ss : Sukanya kalau tahu artinya. Ngga sukanya kalau ngga tahu artinya.

R : Dari keempat *skill* yaitu mendengarkan, berbicara, membaca dan menulis yang paling sulit mana?

S1 & S3 : Mendengarkan.

R : Kenapa?

S1 : Ngga tahu artinya. Kadang bahasanya kurang jelas.

R : Kalau Wahyu sama Ilham?

S2 & S4 : Berbicara.

R : Kenapa?

S2 & S4 : Sulit mengucapkan kata-katanya, Mba. Ngga tahu artinya juga.

- R : Pembelajaran Bahasa Inggris di kelas selama ini pakai media apa?
- Ss : Pakai buku paket sama LKS.
- R : Lalu cara belajar yang menurut kalian ideal atau yang kalian ingin coba seperti apa?
- Ss : Iya itu, Mba. Pakai buku sama game atau gambar-gambar juga. Biar ngga sepi.

INTERVIEW 12 (MEETING 3 CYCLE 1)

Day : Wednesday

Date : September 26th, 2012

Time : 13.30 – 13.45

Place : Teacher Office

R : Researcher T : Teacher

R : Assalamu'alaikum. Maaf, Bu. Jadi menunggu ya.

T : Wa'alaikumsalam. Ngga papa. Itu juga masih banyak yang belum pulang.

R : Iya, Bu. Untuk pertemuan ke tiga ini bagaimana, Bu?

T : Pertemuan ke tiga.. Emm, sudah bagus ya. Makin kelihatan peningkatannya. Dari *vocab*, *pronunciation*, *fluency* ya mengikuti pelan-pelan. Hanya saja memang masih ada beberapa yang masih ragu-ragu dan gagap jadi di *cycle* selanjutnya nanti coba ditingkatkan lagi. Tapi sebagian besar sudah bisa dikatakan meningkat kok.

R : Kemudian untuk aspek *grammar* dan *structure*nya bagaimana, Bu?

T : *Grammar* dan strukturnya ya ada peningkatan tapi sedikit ya dibanding dengan 3 aspek yang lain tadi.

R : Iya.

T : Tadi memang agak kesulitan ya karena strukturnya beda sama yang kemarin. Kalau kemarin masih *Yes/No* tadi sudah mulai menjelaskan pakai *There is/There are* begitu. Tapi ya ngga papa. Besok masih berapa kali? Dua kali ya?

R : Iya, Bu. Besok masih 2 kali dan jenis medianya masih sama pakai *cue cards*. Menurut ibu untuk pertemuan selanjutnya ada yang perlu diperbaiki apa tidak? Mungkin dari medianya begitu?

T : Gambarnya ya, Mba. Kalau bisa pakai gambar yang berwarna biar lebih jelas. Tokohnya juga yang nyata saja. Soalnya kalau kartun sepertinya kok agak sulit ya.

R : Iya, Bu. Saya juga kemarin sempat kepikiran untuk mengganti medianya agar mereka juga bisa belajar tentang warna.

T : Iya, begitu Mba. Kalau kartun kan sulit juga buat menceritakan karakternya. Gambarnya juga burem ya, gitu. Ini maaf lho ya, Mba.

R : Ngga papa, Bu. Justru saya senang ada masukan kan jadi lebih baik kedepannya. Lagipula saya mengajarnya juga masih berantakan. hehe

T : Ya ngga papa. Nanti kan lama-lama bisa. Ya memang susah ya karena belum terbiasa.

R : Hehe iya, Bu. Memang tadi juga saya agak kesulitan waktu menjelaskan *structure*nya. Gambarnya juga lebih kompleks dibanding 2 pertemuan sebelumnya.

T : Wajar, Mba. Yang sudah lama ngajar saja ngga selalu berhasil apalagi masih latihan.

R : Baik, Bu. Kalau begitu terimakasih atas waktunya. Saya rasa sudah cukup dulu.

T : Oh, ya.

R : Assalamu'alaikum.

T : Wa'alaikumsalam.

INTERVIEW 13 (MEETING 3 CYCLE 1)

Day : Wednesday

Date : October 3rd, 2012

Time : 13.15 – 13.30

Place : VIIIA Classroom

R : Researcher S1 : Arif S4 : Ilham S13 : Khozin S14 : Wahyu Ss : Students

R : Minta waktunya sebentar ya?

Ss : Iya, Mba.

R : Setelah 3 kali pakai belajar pakai *cue cards* terus ada *gamenya* juga gimana kesannya? Suka apa susah?

S13 : Suka tapi susah. Hehe

R : Lah kenapa?

S13 : Gambarnya banyak jadi kosakatanya juga lebih banyak. Ngapalannya yang susah jadi sering lupa.

R : Kalau yg lain? Peningkatannya dulu ni, ada ngga?

- S1 : Kosakata tambah sama tau cara ngomongnya.
- S14 : Kosakata sama pengucapan. Terus buat kalimatnya.
- R : Ilham gimana?
- S4 : Ya suka. Bagus soalnya banyak gambarnya. Belajarnya ngga Cuma baca buku.
- R : Kemudian kesulitannya masih ada ngga? Kalau suruh berbicara, nyritain sesuatu masih sulit ngga?
- S13 : Ya masih.
- R : Kesulitannya apa?
- S13 : Buat kalimatnya susah.
- R : Arif gimana?
- S1 : Sama sih. Kadang masih takut dan malu kalau suruh maju ke depan.
- R : Yang lain gimana?
- S14 : Ya sama. Kadang masih susah, Mba.
- S4 : Gambarnya banyak agak rumit.
- R : Oh, iya. Kalau gitu, makasih ya.
- Ss : Ya, Mba. Sama-sama.

INTERVIEW 16 (MEETING 2 CYCLE 2)

- Day : Wednesday
- Date : October 3rd, 2012
- Time : 13.30 – 13.45
- Place : Teacher Office

R : Researcher T : Teacher

- R : Permisi, Bu. Interview terakhir ini Bu. Alhamdulillah sudah selesai.
- T : Oiya, sudah selesai ya.
- R : Iya, Bu. Jadi bagaimana kemajuan hingga pertemuan terakhir ini, Bu?

T : Alhamdulillah, bagus. Di tiap aspeknya sudah terlihat peningkatannya. Bicara sudah semakin lancar. Banyak tahu arti katanya juga. Tata bahasanya dari penggunaan artikel, kata ganti dan susunan kata sudah bagus. Untuk struktur kalimat juga lebih cepat memahami ya karena hampir sama dengan yang di pertemuan sebelumnya. Kalau pun ada kesalahan ya wajar. Tapi secara umum indikator sudah tercapai.

R : Kemudian dengan melihat pencapaian siswa tersebut apakah masih perlu kelanjutan untuk *cycle* selanjutnya apa tidak?

T : Saya rasa sudah cukup ya. Sudah bisa dibilang bagus peningkatannya.

R : Apakah *action-action* yang telah saya lakukan dapat digunakan sebagai referensi untuk proses pembelajaran selanjutnya?

T : Bisa, Mba. Kan ada praktiknya ya jadi tidak monoton kegiatannya.

R : Ya, Bu. Kalau begitu terimakasih atas bantuanya selama ini. Mohon maaf kalau selama saya mengajar banyak kesalahan dan hasilnya tidak maksimal.

T : Oh, ngga papa. Itu wajar *wong* namanya juga latihan.

R : Iya, Bu. Kalau begitu terimakasih. Assalamu'alaikum.

T : Iya, Mba. Sama-sama. Wa'alaikumsalam.

INTERVIEW 13 (MEETING 2 CYCLE 2)

Day : Wednesday

Date : October 3rd, 2012

Time : 13.50 – 14.20

Place : VIIIA Classroom

**R : Researcher S19 : Liyana S20 : Linda S22 : Jembarwati Ss :
Students**

R : Maaf ya ganggu. Bisa tanya-tanya sebentar?

Ss : Iya, Mba.

R : Gimana kesan kalian selama belajar bahasa Inggris selama pakai media *cue cards* ini? Terutama kemampuan berbicara kalian.

S19 : Ya bagus sih, Mba. Jadi bisa ngomong.

S22 : Kata-katanya juga tahu lebih banyak. Soalnya gambarnya juga macam-macam.

- S20 : Iya, sama. Pengucapannya juga.
- R : Kesulitan yang masih dialami apa?
- S20 : Nyusun-nyusun kalimatnya. Kadang kalau ditulis sih paham. Tapi giliran ngomongnya agak susah.
- S19 : Iya masih kebalik-balik susunannya.
- S22 : Tahu maksudnya tapi ngga tahu mau ngomongnya gimana.
- R : Selama proses pembelajaran ini ada kesulitan ngga? Mungkin medianya sulit dipahami, penjelasannya kurang rinci.
- Ss : Pertama emang sulit ya. Belum biasa soalnya. Ngomongnya juga pakai bahasa Inggris jadi bingung, ngga *mudeng* kadang.
- R : Tapi sekarang kalau disuruh menceritakan sesuatu baik orang maupun gambar masih kesulitan ngga kira-kira?
- Ss : Ngga, Mba. Insya Allah ya bisa. hehe
- R : O.K. Terimakasih ya.
- Ss : Iya, Mba.

APPENDIX F

STUDENTS'

SCORES

STUDENTS' PRE-TEST SCORES

Meeting : Pre-test

Date : September 18th, 2012

Class : VIIIA

Time : 07.10 – 08.20

No.	NAME	INDICATORS									
		Pronunciation		Vocabulary		Grammar		Fluency		Structure of Descriptive Text: Introduction and Description	
		R	ET	R	ET	R	ET	R	ET	R	ET
1.	Ahmad Arif Permadi	2	2	2	2	2	2	2	2	2	2
2.	Ahmad Ali Fikri	2	2	2	2	2	2	2	2	2	2
3.	Binti Nimasturoh	2	2	2	3	2	2	2	3	3	3
4.	Fatah Almujaadid Khusaeni	2	2	2	2	2	2	2	2	2	2
5.	Helni Diana	3	3	3	3	2	2	3	3	2	3
6.	Ilham Akfa Andromeda	3	2	4	3	3	3	3	3	3	3
7.	Ismiyati Maghfiroh	2	2	1	1	2	2	2	2	2	2
8.	Istiyanti	2	2	2	2	2	2	2	2	2	2
9.	Jembarwati	3	2	3	2	3	2	2	2	2	2
10.	Khozin Ma'mun	2	2	2	2	2	2	3	2	2	2
11.	Liyana Fadila	3	2	3	3	3	2	3	3	3	2
12.	Mayashinta Agustin H.	2	2	3	2	2	2	2	2	2	2
13.	Mega Sukowati	1	1	2	2	2	2	2	2	2	2
14.	Nadiya Eka Cahyani	2	3	3	2	2	2	2	2	2	2
15.	Nur Safitri	2	2	3	3	2	2	2	2	2	2
16.	Nurul Hidayat	1	1	2	2	2	2	2	2	2	2
17.	Riskia Nurul Arifah	3	3	2	3	2	2	2	2	2	2
18.	Siti Fazriyah Khalinda	2	2	3	3	2	2	2	2	2	2
19.	Siti Hadiani Zulichah	2	3	3	3	2	2	2	2	2	2
20.	Siti Hariroh Arwi	3	3	4	4	4	4	3	3	4	4
21.	Siti Litsa Oktiana	3	2	3	2	2	2	3	2	3	3
22.	Syaiful Aziz	2	2	2	3	2	2	2	2	2	2
23.	Ulfatul Fatonah	2	2	2	2	3	3	2	2	2	2
24.	Wahyu Alhadi	3	3	3	4	3	2	3	3	2	3
TOTAL SCORES (n)		53	51	61	61	57	52	55	54	54	55
		52		61		54.5		54.5		54.5	
MEAN SCORES($\sum n/\sum s$)		2.16		2.54		2.27		2.27		2.27	
PERCENTAGE (%)		43.2		50.8		45.4		45.4		45.4	

STUDENTS' SCORES ON MEETING 1 CYCLE 1

Meeting : 1 Cycle 1

Date : September 18th, 2012

Class : VIIIA

Time : 07.10 – 08.20

No.	NAME	INDICATORS									
		Pronunciation		Vocabulary		Grammar		Fluency		Structure of Descriptive Text: Introduction and Description	
		R	ET	R	ET	R	ET	R	ET	R	ET
1.	Ahmad Arif Permadi	2	2	3	2	2	2	2	2	2	2
2.	Ahmad Ali Fikri	2	2	2	2	2	2	2	2	2	2
3.	Binti Nimasturoh	3	2	3	3	3	2	2	3	3	3
4.	Fatah Almujaadid Khusaeni	2	2	2	2	2	2	2	2	2	2
5.	Helni Diana	3	3	3	3	3	3	4	3	3	3
6.	Ilham Akfa Andromeda	3	2	4	3	3	3	4	3	3	3
7.	Ismiyati Maghfiroh	2	2	2	2	2	2	2	2	2	2
8.	Istiyanti	2	2	2	2	2	2	2	2	2	2
9.	Jembarwati	3	2	3	2	3	2	2	2	2	2
10.	Khozin Ma'mun	2	2	2	2	2	2	2	3	2	2
11.	Liyana Fadila	3	2	4	3	3	2	3	3	3	2
12.	Mayashinta Agustin H.	2	2	3	2	2	2	2	2	2	2
13.	Mega Sukowati	1	2	2	2	2	2	2	2	2	2
14.	Nadiya Eka Cahyani	2	3	3	2	3	2	2	2	2	2
15.	Nur Safitri	2	2	3	3	2	2	2	2	2	2
16.	Nurul Hidayat	2	2	2	2	2	2	2	2	2	2
17.	Riskia Nurul Arifah	3	3	2	3	2	2	2	2	2	2
18.	Siti Fazriyah Khalinda	2	2	3	3	2	2	2	2	2	3
19.	Siti Hadiani Zulichah	2	3	3	3	2	2	2	2	2	2
20.	Siti Hariroh Arwi	3	3	4	4	4	4	3	3	4	4
21.	Siti Litsa Oktiana	3	2	3	2	3	2	3	2	3	3
22.	Syaiful Aziz	2	2	2	3	2	2	2	2	2	2
23.	Ulfatul Fatonah	2	2	2	2	2	2	2	2	2	2
24.	Wahyu Alhadi	3	3	3	4	3	3	3	3	3	3
TOTAL SCORES (n)		56	54	65	61	58	53	56	55	56	56
MEAN SCORES ($\sum n / \sum s$)		2.33	2.25	2.70	2.54	2.41	2.20	2.33	2.29	2.33	2.33
PERCENTAGE (%)		46.6	45	54	50.8	48.2	44	46.6	45.8	46.6	46.6

STUDENTS' SCORES ON MEETING 2 CYCLE 1

Meeting : 2 Cycle 1
2012
Class : VIIIA
12.30-13.15

Date : September 19th,

Time : 11.15-11.55 and

No.	NAME	INDICATORS									
		Pronunciation		Vocabulary		Grammar		Fluency		Structure of Descriptive Text: Introduction and Description	
		R	ET	R	ET	R	ET	R	ET	R	ET
1.	Ahmad Arif Permadi	2	2	3	2	3	2	2	2	3	2
2.	Ahmad Ali Fikri	2	2	3	3	2	2	2	2	2	2
3.	Binti Nimasturoh	3	2	3	3	3	2	2	3	3	3
4.	Fatah Almujaadid Khusaeni	2	2	2	3	2	2	2	2	2	2
5.	Helni Diana	4	3	3	3	3	3	4	3	3	3
6.	Ilham Akfa Andromeda	3	3	4	3	3	3	4	3	3	3
7.	Ismiyati Maghfiroh	2	2	3	2	2	2	2	2	2	2
8.	Istiyanti	2	2	2	3	2	2	2	2	2	2
9.	Jembarwati	3	2	3	2	3	3	2	2	2	2
10.	Khozin Ma'mun	3	2	3	2	2	2	2	3	2	2
11.	Liyana Fadila	3	2	4	3	3	2	3	3	2	2
12.	Mayashinta Agustin H.	2	2	3	3	2	2	3	2	2	2
13.	Mega Sukowati	3	2	2	2	2	2	2	2	2	2
14.	Nadiya Eka Cahyani	3	3	3	3	3	2	2	3	2	2
15.	Nur Safitri	2	2	3	3	2	2	2	2	2	2
16.	Nurul Hidayat	2	2	2	3	3	2	2	2	2	2
17.	Riskia Nurul Arifah	3	3	3	3	2	2	2	2	3	2
18.	Siti Fazriyah Khalinda	3	3	3	3	2	2	2	2	2	3
19.	Siti Hadiani Zulichah	2	3	3	3	2	2	2	2	2	2
20.	Siti Hariroh Arwi	4	3	4	4	4	4	3	3	4	4
21.	Siti Litsa Oktiana	3	3	3	3	2	2	3	3	3	3
22.	Syaiful Aziz	2	2	2	3	2	2	2	2	3	2
23.	Ulfatul Fatonah	2	2	2	2	2	2	2	2	2	2
24.	Wahyu Alhadi	3	3	3	4	3	3	3	3	3	3
TOTAL SCORES (n)		63	57	69	68	59	54	57	57	58	56
MEAN SCORES ($\sum n / \sum s$)		2.62	2.37	2.87	2.83	2.45	2.25	2.37	2.37	2.41	2.33
PERCENTAGE (%)		52.4	47.4	57.4	56.6	49	45	47.4	47.4	48.2	46.6

**STUDENTS' SCORES
ON MEETING 3 CYCLE 1**

Meeting : 3 Cycle 1

Date : September 26th, 2012

Class : VIIIA

Time : 11.15-11.55 and 12.30-13.15

No.	NAME	INDICATORS									
		Pronunciation		Vocabulary		Grammar		Fluency		Structure of Descriptive Text: Introduction and Description	
		R	ET	R	ET	R	ET	R	ET	R	ET
1.	Ahmad Arif Permadi	3	3	3	3	3	3	3	2	3	2
2.	Ahmad Ali Fikri	3	2	3	3	2	2	2	2	3	2
3.	Binti Nimasturoh	3	3	3	3	3	3	3	3	3	3
4.	Fatah Almujaadid Khusaeni	2	2	3	3	2	2	4	2	2	2
5.	Helni Diana	4	3	4	3	3	3	4	4	3	4
6.	Ilham Akfa Andromeda	3	3	4	4	3	3	4	3	4	4
7.	Ismiyati Maghfiroh	2	2	3	3	2	2	2	2	2	2
8.	Istiyanti	2	2	3	2	2	2	2	2	2	2
9.	Jembarwati	3	2	3	3	3	3	2	2	2	2
10.	Khozin Ma'mun	3	2	3	3	2	2	2	3	2	3
11.	Liyana Fadila	3	3	4	3	3	3	3	3	3	4
12.	Mayashinta Agustin H.	2	2	3	3	3	3	3	2	2	3
13.	Mega Sukowati	2	2	3	3	2	2	2	2	2	3
14.	Nadiya Eka Cahyani	3	3	3	3	3	2	2	3	2	3
15.	Nur Safitri	3	2	3	3	2	2	2	2	2	2
16.	Nurul Hidayat	2	2	3	3	3	2	2	2	2	2
17.	Riskia Nurul Arifah	3	3	3	3	2	3	3	2	2	3
18.	Siti Fazriyah Khalinda	3	3	3	3	2	3	3	2	2	3
19.	Siti Hadiani Zulichah	3	3	3	3	2	3	2	2	2	3
20.	Siti Hariroh Arwi	4	3	4	4	4	4	4	4	4	4
21.	Siti Litsa Oktiana	3	3	3	3	3	3	3	3	3	4
22.	Syaiful Aziz	3	2	3	3	2	2	2	3	3	3
23.	Ulfatul Fatonah	3	2	3	2	2	2	2	2	2	2
24.	Wahyu Alhadi	3	3	3	3	3	3	3	3	3	4
TOTAL SCORES (n)		69	60	76	72	66	62	59	60	63	69
MEAN SCORES ($\sum n / \sum s$)		2.87	2.5	3.16	3	2.75	2.58	2.45	2.5	2.62	2.87
PERCENTAGE (%)		57.4	50	63.2	60	55	51.6	49	50	52.4	57.4

STUDENTS' SCORES ON MEETING 1 CYCLE 2

Meeting : 1 Cycle 2

Date : October 2nd, 2012

Class : VIIIA

Time : 07.10 – 08.20

No.	NAME	INDICATORS									
		Pronunciation		Vocabulary		Grammar		Fluency		Structure of Descriptive Text: Introduction and Description	
		R	ET	R	ET	R	ET	R	ET	R	ET
1.	Ahmad Arif Permadi	4	4	4	3	4	3	3	4	4	3
2.	Ahmad Ali Fikri	4	3	4	4	3	4	3	3	3	3
3.	Binti Nimasturoh	4	4	5	4	4	4	3	3	4	3
4.	Fatah Almujaadid Khusaeni	4	3	4	4	2	3	4	3	2	3
5.	Helni Diana	5	4	5	4	4	4	4	4	4	3
6.	Ilham Akfa Andromeda	4	4	5	5	4	4	4	4	4	4
7.	Ismiyati Maghfiroh	3	2	4	3	2	3	2	2	2	3
8.	Istiyanti	3	2	4	3	3	3	2	2	2	3
9.	Jembarwati	4	3	4	4	4	4	2	3	3	4
10.	Khozin Ma'mun	4	3	4	4	4	4	3	3	4	4
11.	Liyana Fadila	4	3	5	3	4	4	4	3	4	4
12.	Mayashinta Agustin H.	3	3	4	3	3	4	4	3	3	3
13.	Mega Sukowati	3	2	3	3	4	3	2	2	3	3
14.	Nadiya Eka Cahyani	4	4	4	3	3	3	2	4	3	3
15.	Nur Safitri	3	3	4	3	3	3	2	3	3	3
16.	Nurul Hidayat	3	2	3	3	4	3	2	3	3	3
17.	Riskia Nurul Arifah	4	3	4	4	4	3	3	3	3	3
18.	Siti Fazriyah Khalinda	4	4	4	3	4	3	3	3	3	3
19.	Siti Hadiani Zulichah	4	3	4	4	4	3	3	3	3	3
20.	Siti Hariroh Arwi	5	4	5	5	5	5	4	4	5	5
21.	Siti Litsa Oktiana	4	4	4	4	4	3	4	3	4	4
22.	Syaiful Aziz	3	3	4	4	3	3	3	3	3	3
23.	Ulfatul Fatonah	4	3	4	4	2	3	2	3	3	3
24.	Wahyu Alhadi	4	4	4	4	4	4	4	3	4	4
TOTAL SCORES (n)		89	77	94	88	85	88	71	77	82	84
MEAN SCORES ($\sum n / \sum s$)		3.70	3.20	3.91	3.66	3.54	3.66	2.95	3.20	3.41	3.5
PERCENTAGE (%)		74	64	78.2	73.2	70.8	73.2	59	64	68.2	70

STUDENTS' SCORES ON MEETING 2 CYCLE 2

Meeting : 2 Cycle 2

Date : October 3rd, 2012

Class : VIIIA

Time : 11.15-11.55 and 12.30-13.15

No.	NAME	INDICATORS									
		Pronunciation		Vocabulary		Grammar		Fluency		Structure of Descriptive Text: Introduction and Description	
		R	ET	R	ET	R	ET	R	ET	R	ET
1.	Ahmad Arif Permadi	5	4	5	5	5	4	4	4	4	4
2.	Ahmad Ali Fikri	5	4	5	5	5	4	4	4	4	5
3.	Binti Nimasturoh	5	4	5	4	5	4	4	4	4	4
4.	Fatah Almujaadid Khusaeni	3	3	4	4	3	3	4	4	4	4
5.	Helni Diana	5	5	5	4	5	4	5	3	5	3
6.	Ilham Akfa Andromeda	5	5	5	5	5	5	5	4	5	5
7.	Ismiyati Maghfiroh	4	3	4	4	3	3	3	3	3	4
8.	Istiyanti	4	3	4	4	4	3	3	3	3	4
9.	Jembarwati	4	4	4	4	4	3	3	3	4	4
10.	Khozin Ma'mun	5	4	5	4	5	3	4	4	4	4
11.	Liyana Fadila	5	4	5	5	5	4	5	3	5	5
12.	Mayashinta Agustin H.	4	4	4	4	3	4	4	3	4	4
13.	Mega Sukowati	3	3	4	4	4	4	3	3	4	4
14.	Nadiya Eka Cahyani	5	4	4	4	3	4	3	3	3	4
15.	Nur Safitri	3	4	4	4	4	4	3	3	4	3
16.	Nurul Hidayat	3	3	4	4	4	3	3	3	4	4
17.	Riskia Nurul Arifah	4	4	4	5	4	3	3	3	4	4
18.	Siti Fazriyah Khalinda	4	4	5	4	5	3	3	3	4	4
19.	Siti Hadiani Zulichah	4	3	5	4	5	4	3	3	4	4
20.	Siti Hariroh Arwi	5	5	5	5	5	5	5	4	5	5
21.	Siti Litsa Oktiana	5	4	5	5	5	4	4	3	4	4
22.	Syaiful Aziz	4	3	4	4	4	3	4	3	4	4
23.	Ulfatul Fatonah	4	3	4	4	3	3	3	3	4	3
24.	Wahyu Alhadi	5	5	5	5	5	5	5	4	5	5
TOTAL SCORES (n)		104	92	106	104	103	89	90	80	96	93
MEAN SCORES ($\sum n / \sum s$)		4.33	3.83	4.41	4.33	4.29	3.70	3.75	3.33	4	3.87
PERCENTAGE (%)		86.6	76.6	88.2	86.6	85.8	74	75	66.6	80	77.4

STUDENTS' POST-TEST SCORES

Meeting : Post-test

Date : October 3rd, 2012

Class : VIIIA

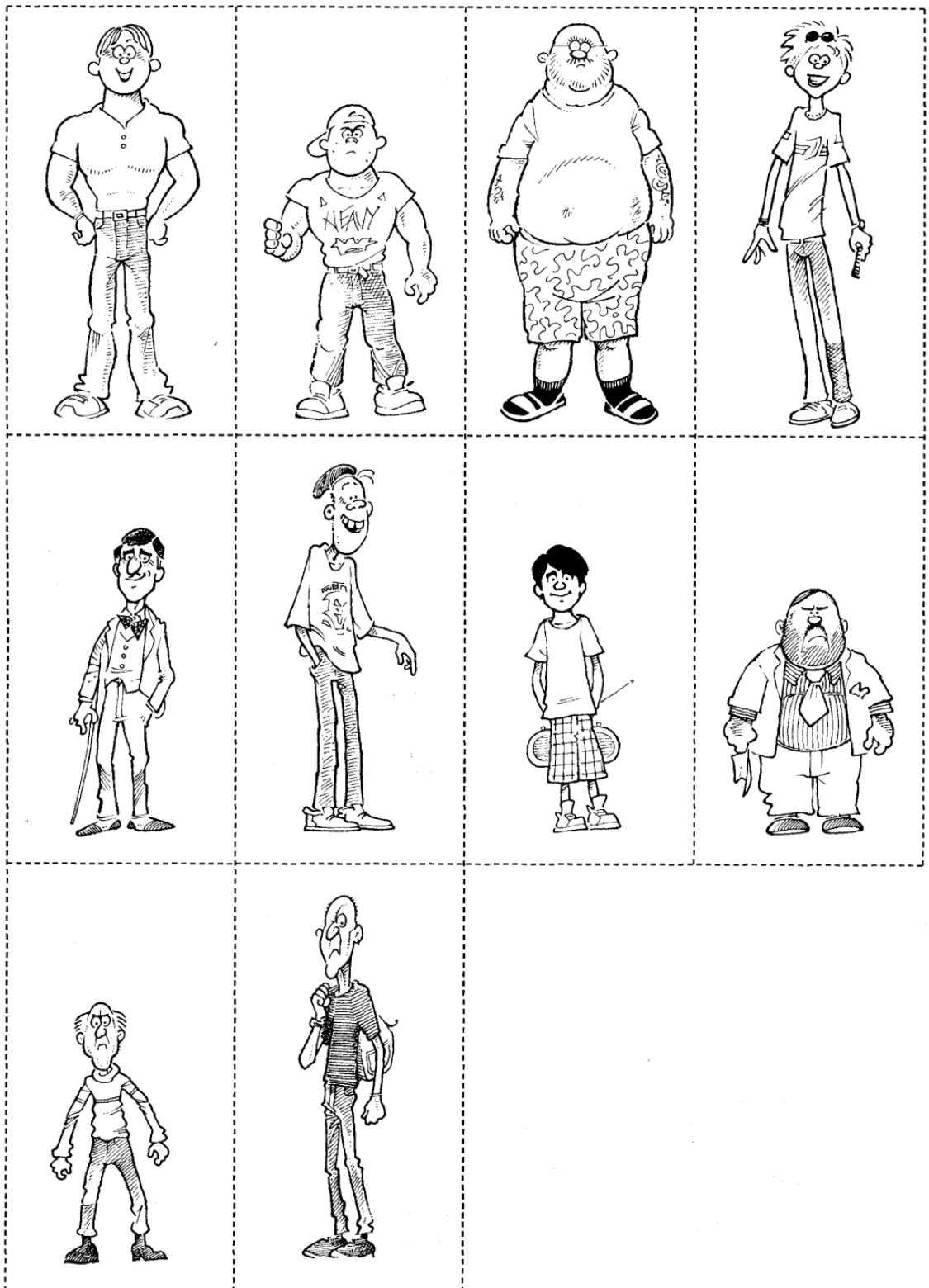
Time : 11.15-11.55 and 12.30-13.15

No.	NAME	INDICATORS									
		Pronunciation		Vocabulary		Grammar		Fluency		Structure of Descriptive Text: Introduction and Description	
		R	ET	R	ET	R	ET	R	ET	R	ET
1.	Ahmad Arif Permadi	5	5	5	5	5	4	4	4	4	4
2.	Ahmad Ali Fikri	4	3	4	4	4	4	3	3	4	5
3.	Binti Nimasturoh	4	4	5	4	4	4	3	3	4	4
4.	Fatah Almujaadid Khusaeni	3	4	4	4	3	4	3	2	3	3
5.	Helni Diana	5	4	5	5	5	5	4	4	4	5
6.	Ilham Akfa Andromeda	5	5	5	5	5	4	4	4	4	5
7.	Ismiyati Maghfiroh	3	3	4	4	3	4	3	3	3	4
8.	Istiyanti	4	3	4	4	3	4	3	3	4	4
9.	Jembarwati	4	4	4	4	4	3	4	3	4	4
10.	Khozin Ma'mun	4	4	4	4	4	3	3	3	4	4
11.	Liyana Fadila	4	4	5	4	4	4	4	3	4	4
12.	Mayashinta Agustin H.	4	4	4	4	4	4	3	3	4	4
13.	Mega Sukowati	3	3	4	4	3	4	2	3	4	4
14.	Nadiya Eka Cahyani	4	4	4	3	3	3	3	3	4	3
15.	Nur Safitri	3	4	4	4	4	3	3	3	4	3
16.	Nurul Hidayat	3	3	4	3	3	3	3	3	3	3
17.	Riskia Nurul Arifah	4	4	4	4	4	3	3	3	3	4
18.	Siti Fazriyah Khalinda	4	4	4	4	4	4	3	3	4	4
19.	Siti Hadiani Zulichah	4	3	4	4	4	3	3	3	4	4
20.	Siti Hariroh Arwi	5	5	5	5	5	5	4	5	5	5
21.	Siti Litsa Oktiana	4	4	5	5	4	4	4	3	4	4
22.	Syaiful Aziz	4	3	4	4	4	3	3	3	3	3
23.	Ulfatul Fatonah	3	4	4	4	3	3	3	3	3	3
24.	Wahyu Alhadi	4	5	5	5	5	5	4	4	5	5
TOTAL SCORES (n)		94	93	104	100	94	90	79	77	92	95
		93.5		102		92		78		93.5	
MEAN SCORES ($\sum n / \sum s$)		3.89		4.25		3.83		3.25		3.89`	
PERCENTAGE (%)		77.8		85		76.6		65		77.8	

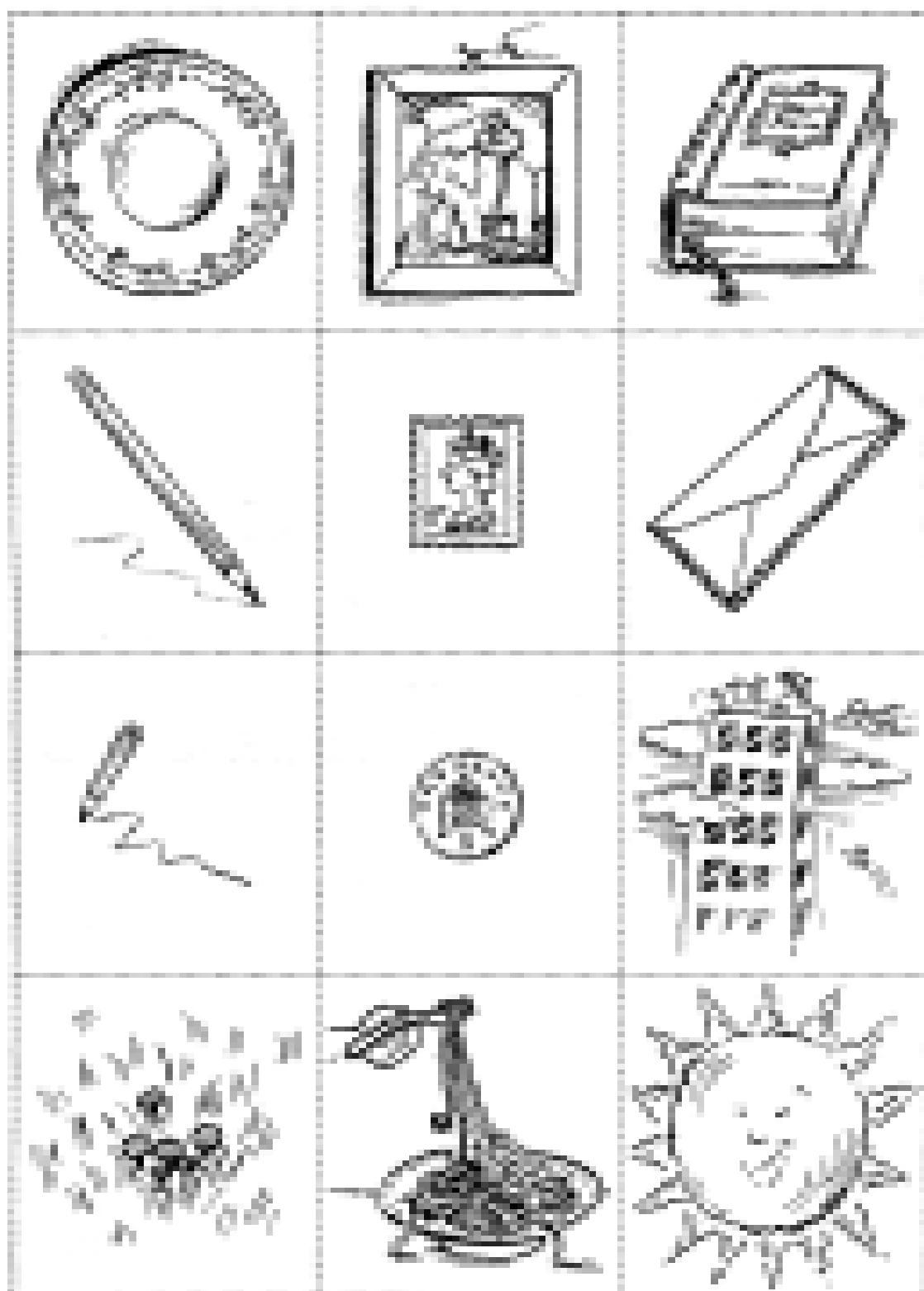
APPENDIX G

CUE CARDS

10 Identity parade

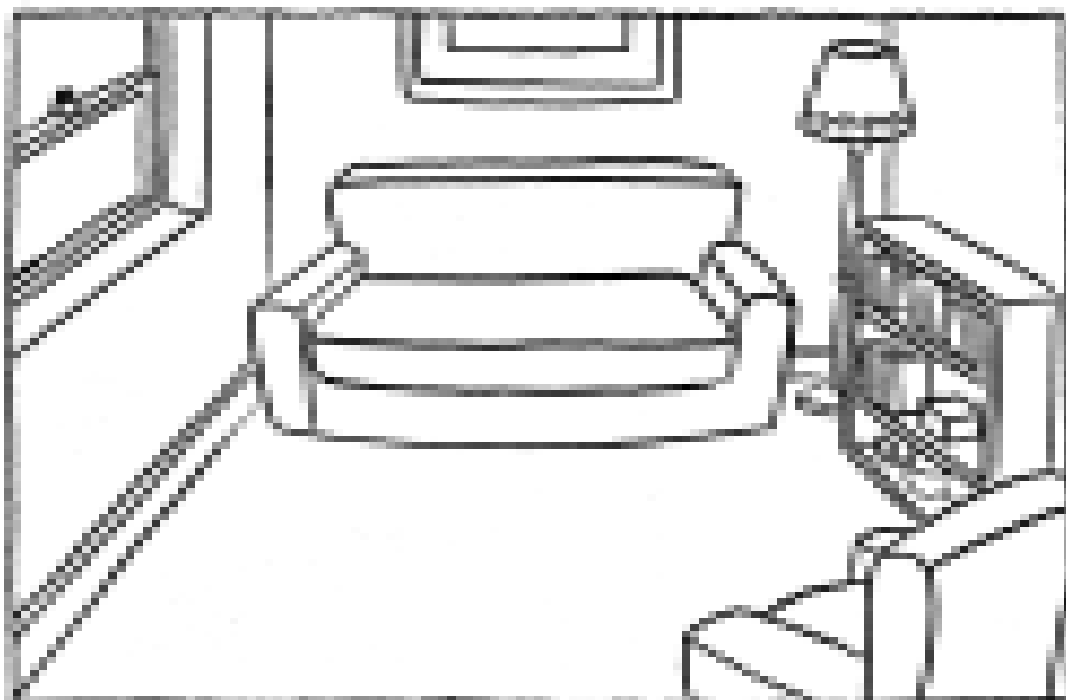


What is it?

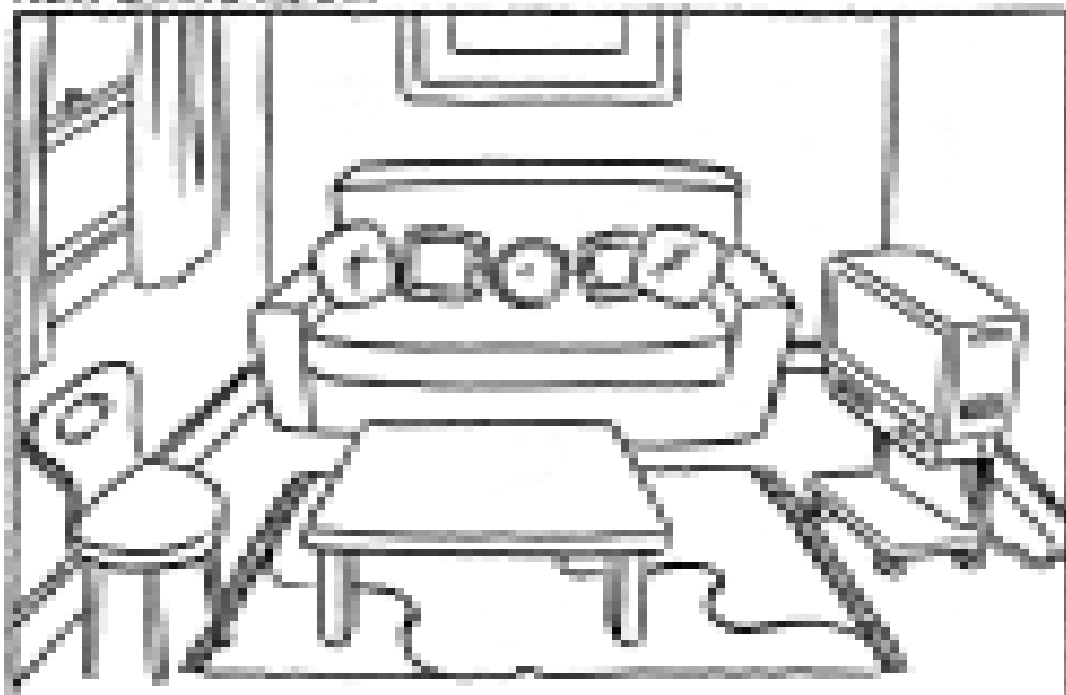


Something old, something new (1)

OLD LIVING ROOM



NEW LIVING ROOM

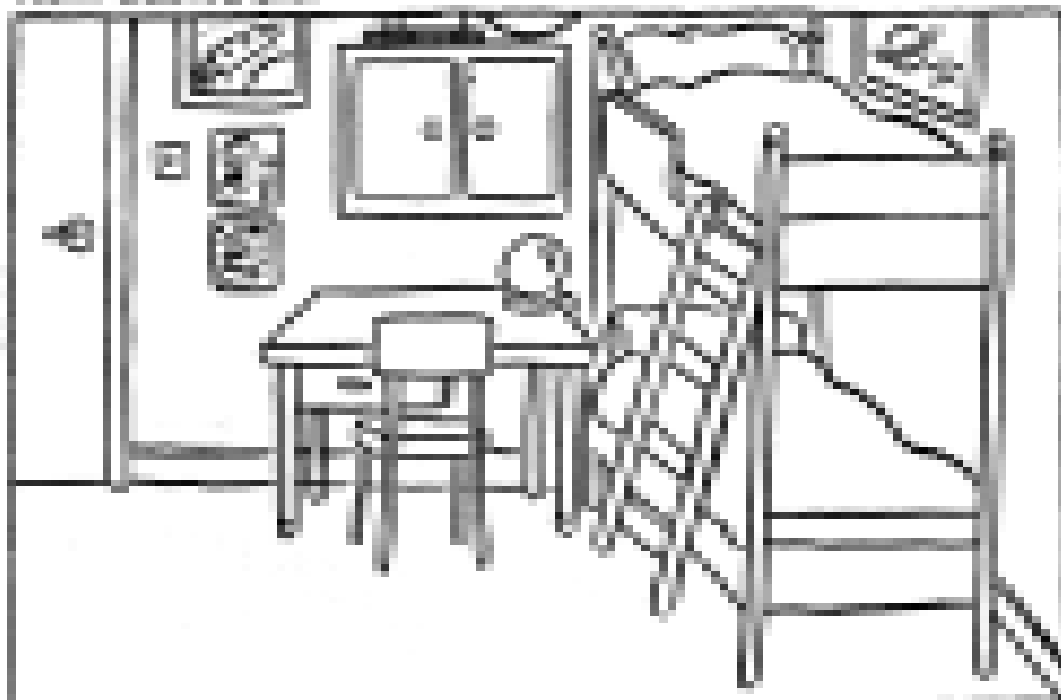


Something old, something new (2)

OLD BEDROOM



NEW BEDROOM

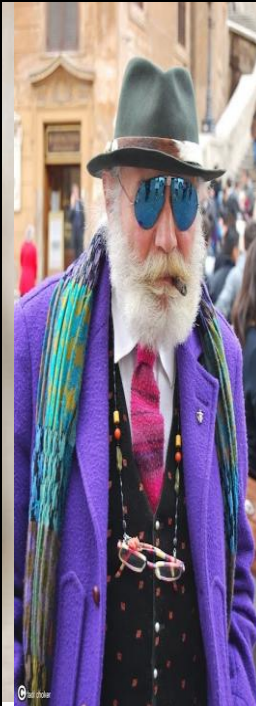




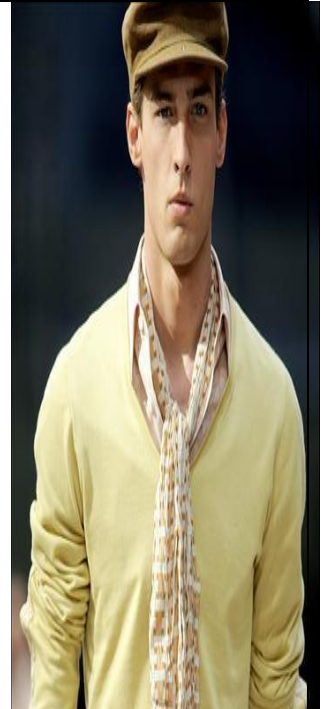
***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



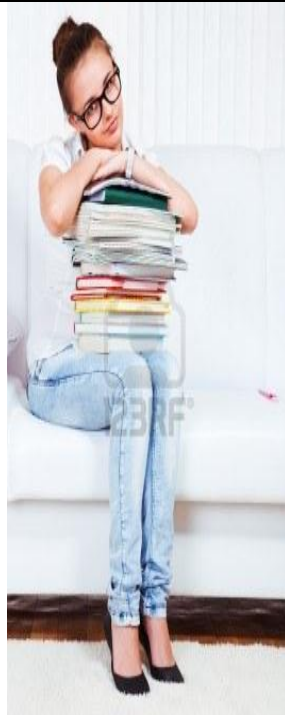
***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***



***This is a photo of me.
I will wear these
clothes. See you soon!***

APPENDIX H

PHOTOGRAPHS



Figure 1. The students are playing *Identity Parade* game



Figure 2. The teacher and the researcher are observing the students



Figure 3. The students are practising the game with their own group



Figure 4. The researcher are demonstrating *Something Old Something New* game by using cue cards



Figure 5. The researcher are giving the students feedback



Figure 6. The students are asked to describe a picture orally

APPENDIX I

LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Jl. Jend. Soedarmadjo, Yogyakarta 55231 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id/

FP/PS/1347
12.10.12

Nomor : 1202/UN.34.12/PP/K/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

8 Oktober 2012

Kepada Yth.
Kepala MTs. Negeri Rowokele
Di Kebumen – Jawa Tengah

Kami bertutuk dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan 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 Students' English Speaking Skills through Cue Card Media at Grade VII of MTs. Negeri Rowokele in the Academic Year of 2012/2013

Mahasiswa dimaksud adalah :

Nama : NASIKTIATUN LISTYA ATIKA PARAH
NIM : 08202244043
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September – Oktober 2012
Lokasi Penelitian : MTs. Negeri Rowokele

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

dan Dekan
Wakil Dekan
Dr. Widyastuti Purbani, M.A.
NIP. 19640324 199001 2 001



**KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI
(MTs N)
ROWOKELE KABUPATEN KEBUMEN**
Jln. H. Abdul Jalil No. 10 Purwosari, Kotak Pos 54473 Telp. (0287) 5529940

SURAT KETERANGAN

Nomor : MTs 11.28/TL.00/951 /2012

Yang bertandatangan dibawah ini Kepala Madrasah Tsanawiyah Negeri Purwosari Kabupaten Kebumen menerangkan bahwa :

Nama : Nasikharun Listya Atika Farah
NIM : 08202244043
Jurusan/Prodi : Pendidikan Bahasa Inggris
Universitas Negeri Yogyakarta
Fakultas Bahasa dan Seni

telah melakukan penelitian pada Madrasah kami dengan judul :

**IMPROVING THE STUDENT'S ENGLISH SPEAKING SKILLS
THROUGH CUE CARDS MEDIA AT GRADE VIII OF MTsN ROWOKELE
IN THE ACADEMIC YEAR OF 2012/2013**

yang dilaksanakan pada tanggal 18 September s/d 5 Oktober 2012.

Demikian surat keterangan ini kami buat dengan sesungguhnya untuk dapat dipergunakan sebagaimana mestinya.

Rowokele, 4 Oktober 2012



H. Iqbal Achfadi, M.Pd
NIP. 196005121986031006

