

**IMPROVING THE STUDENTS' SPEAKING ABILITY THROUGH CHART AT THE  
SECOND YEAR OF SMKN 3 BANDAR LAMPUNG  
(CLASSROOM ACTION RESEARCH)**

**(Script)**

**By**

**ESTY LISTIONINGRUM**



**LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2012**

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**A Script  
Submitted in a Partial Fulfillment of  
The requirement for S-1 Degree  
In  
The Language and Arts Department of  
The Faculty of Teacher Training and Education**



**LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2012**

## ABSTRACT

### IMPROVING THE STUDENTS' SPEAKING ABILITY THROUGH CHART AT THE SECOND YEAR OF SMKN 3 BANDAR LAMPUNG (CLASSROOM ACTION RESEARCH)

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This research was conducted based on the problem faced by the second grade students of SMKN 3 Bandar Lampung, that the problem is the low speaking ability of the students, especially in sharing their ideas in English speaking communicatively. Their low ability caused by inappropriate of teacher's teaching that influenced the students' speaking ability and the students' learning activities. For that reason, the researcher did a research which covers not only the students' speaking ability but also the students' learning activities. The objectives of the research are to find out whether chart can be used to improve the students' speaking ability, and to know whether it also can be used to improve the students' learning activities. The research conducted at SMKN 3 Bandar Lampung. The subject of the research is the students of the second grade (Tourism Guide Class) in the academic year 2011/2012.

This was a Classroom Action Research which conducted only in two cycles. Each cycle comprised of planning, action, observation and interpretation, analysis and reflection. The researcher used the indicators that dealing with the learning product and also the learning process which consist of the students' learning activities. To collect the data of the learning product and the learning process, the researcher used speaking test and observation sheets as the instruments.

The result of the learning product shows that the using of the chart as a media and also as a technique in teaching speaking can improve the students' speaking ability. In cycle 1, there are 14 students (60.87%) who gain score  $\geq 65$ , while in cycle 2, there are 21 students (91.30%) who gain score  $\geq 65$ . Besides, the students' speaking score for each component of speaking also shows the improvement. In cycle 1, there are 16 students (69.57%) who get score  $\geq 65$  for pronunciation, while in cycle 2, there are 20 students (86.96%) who get score  $\geq 65$  for pronunciation. For fluency, there are 14 students (60.87%) who get score  $\geq 65$  in cycle 1, meanwhile in cycle 2, there are 21 students (91.30%) who get score  $\geq 65$ . In addition, there are 10 students (43.48%) who get score  $\geq 65$  for comprehensibility in cycle 1, and there are 19 students (82.61%) who get score  $\geq 65$  for comprehensibility in cycle 2.

For the learning process, dealing with the students activities, there are only 6 students (26.09%) who did 80% of the activities during the teaching learning process in cycle 1, but there are 19 students (82.61%) who did 80% of the activities in cycle 2.

Referring to the result of the research above, it can be concluded that the chart can be used in teaching and improving the students' speaking ability and also helping the students' learning activities.

**Research Title : IMPROVING THE STUDENTS' SPEAKING ABILITY THROUGH CHART AT THE SECOND YEAR OF SMKN 3 BANDAR LAMPUNG (CLASSROOM ACTION RESEARCH)**

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**CURRICULUM VITAE**

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## **DEDICATION**

This script is proudly dedicated to

My beloved father and mother, papa Saudji and mama Purwasih

My beloved brothers and sisters  
My big family  
My soulmate  
My beloved comrades English NR-2005  
My almatmater, Unila

**MOTTO**

“OUR GREATEST GLORY IS NOT IN NEVER FAILING BUT IN RISING  
UP EVERY TIME WE FAIL”



(Ralph Waldo Emerson)

## **ACKNOWLEDGEMENT**

The writer would like to acknowledge her highest gratitude to the Most Merciful and The Beneficent, Allah SWT who always gives endless blessing, mercy, and health in finishing this script. Shalawat and salaam are also expressed to our prophet Muhammad SAW and his family. This script is submitted as a compulsory fulfillment of requirement for S-1 Degree at

the Department of Language and Arts of Teachers Training and Education Faculty in Lampung University.

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Hopefully, this script could give a positive contribution to the education development or to those who wants to carry out further research.

Bandar Lampung, April 2012

The Writer  
Esty Listioningrum

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## **I. INTRODUCTION**

### **1.1 Background of the Research**

English as an international language is very important to be learned. By learning English, the students can help themselves to face their future because English is one of the language in the world that master in many various field globally. It is also a top requirement of those seeking for job because applicants who master either active or passive English are more favourable than those who do not have it. This reason is appropriate also for the students in vocational school in which they are prepared for that condition. Hence, from the facts given, it is obvious for the students to pay more attention in learning English.



In learning English, there are four basic language skills namely speaking, reading, listening, and writing that must be mastered by the students. One of the skills that have to be mastered well by the students is speaking because it is seen as the most crucial skill to be mastered by the students. As according to Setiyadi (2006: 61), speaking ability is the most difficult phase of a foreign language to teach and acquire. For most people, the success in learning a language can be seen from how far the students can speak and communicate in the language learning. But in fact, speaking is often neglected in the classroom.

Speaking is an important part of the learning teaching process of English as a foreign language. For many years, teaching speaking has been undervalued because the English teachers continually teach speaking just as a repetition of drills or memorization of dialogue and we know that it is not appropriate with the aims of speaking as means of communication, because as Johnson (1968) states in Setivadi (2006: 57). "one can learn to speak and understand a language only being exposed to the spoken language and by using the spoken language".

Since speaking skill is expected to become a priority in teaching language learning process, especially as a foreign language, most of schools in Indonesia, not excepted in Bandar Lampung, has emphasized an oral or communicative competence as a primary goal of teaching English in which this main purpose is appropriate with Standard Content of National Standard Education (BSNP). By making communicative competence as a primary goal in teaching English, it means that the school has given the opportunity to the students to get accustomed with English spoken because the ability to communicate or share the students' ideas in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.

SMKN 3 Bandar Lampung as an International Standard School, also become as one of a school which emphasize the English learning in communicative competence. It assumes that by mastering communicative language, the students is hoped be able to share their thought or ideas in English spoken. Unfortunately, based on the researcher's pre-observation, the most of the students still got difficulties in learning English speaking. The researcher has done the pre-observation at the second semester of first year of Tourism Guide Class when the researcher was still became the English course teacher in that school. The researcher chooses the class because the researcher knows more about the students' ability, attitudes, and also the student's characteristic. Moreover, based on the researcher's observation that the speaking ability of the most students in the class is still low, especially in delivering their speech or sharing their ideas. In that pre-observation, the researcher has conducted a speaking test to see the students' ability to speak by using picture. However, the students' achievement is still very far from the expectation. The students got difficult in sharing their ideas to others. They also got difficult to comprehend each other.

The researcher also have seen that the teacher' teaching seems not good enough especially when the teacher teach speaking. For a little example, in teaching speaking, the teacher asked the students to read aloud together to practice their pronunciation without modeling at the beginning. And it was not appropriate with the aim of the teaching English as means of communication. Hence, because of the problem faced above, the researcher decided to do a research in that school.

The researcher knows that it is not an easy thing for teaching English subject to the students, especially to make the students able to communicate or share their ideas in English orally (delivering speech). Therefore, it is important to make the students enjoy studying English by making an interesting condition in the class. So that, the researcher as an observer which is

helped by the teacher should be able to decide the appropriate technique with appropriate teaching media of teaching speaking which can make the students easy to receive the materials and develop their ability in speaking.

Considering to the statement above, the researcher, then is interested to use an enjoyable media and technique that can motivate and give students the opportunity to speak or share their ideas in learning speaking. Hence, the researcher has chosen the chart to be used as the media and also a technique in this research. The researcher has chosen this media since the material that will be taught is appropriate with the syllabus.

Chart is known as one of the visual aids that can be used in teaching learning process. It is one of the visual aids that used to resume, compare, and against the reality. Chart is information in the form of diagrams, lists or drawings and often displayed the relationship between numbers or amounts for the students to refer to. Chart also can be used to illustrate many types of data. It is also usually called by diagram. Since the material that will be taught is about expressing the facts and figures, the researcher assumed that chart could become the appropriate media to be used.

So that, by using chart not only as media but also as a technique, the researcher hoped can conduct the speaking class effectively. Moreover, the researcher also can find out whether chart can be used in teaching and improving the students' speaking ability and helping the students' learning activities in learning speaking.

## **1.2 Formulation of the Research**

Based on the background discussed above, the writer would like to take the main problem as follow:

1. How can chart be used in teaching and improving the students' speaking ability at the second year of SMKN 3 Bandar Lampung?

2. How can chart be used in helping the students' learning activities in learning speaking at the second year of SMKN 3 Bandar Lampung?

### **1.3 Objectives of the Research**

Based on the problem above, the objectives of this research are as follows:

- To know how chart can be used in teaching and improving the student's speaking ability
- To know how chart can be used in helping the students' learning activities in learning speaking

### **1.4 Uses of the Research**

This research will be useful both practically and theoretically.

#### **1. Practically**

Hopefully, this research will be useful for the English teacher, students, and also school.

##### **a. The teacher**

Through this research, the English teacher can use the chart as the media and also as a technique in teaching speaking because by using it, the teacher can help the students to stimulate and construct the students' minds in order to make some spoken form in the target language. The teacher also can improve his or her teaching performance.

##### **b. The students**

The using of chart in this research will make the students to get accustomed to use English as the target language. So that, by using chart, the students can be helped to improve their speaking ability and also their learning activities during the teaching learning process.

##### **c. The school**

The result of this research can be used as a consideration for the school in order to use chart as the media and also a technique in teaching speaking. Although this media can be used only for a specific lesson but it can be used for all levels, not excepted for intermediate level.

## 2. Theoretically

The result of this research will support the theory about how to use chart effectively in teaching learning process, especially in conducting the speaking class.

### **1.5 Scope of the Research**

This research was conducted in SMKN 3 Bandar Lampung. Based on the teacher's information and the data get from the writer's pre-observation, the class that become the subject of the research is the second year of Tourism Guide Class at first semester. The researcher asked the teacher to use the chart in this teaching learning process in order to help the students in teaching and improving their speaking ability and also helping the students' learning activities effectively.

The material was taken from any sources which are contained by chart such as from The Center of Data Statistic (PDS). The material is about charts which deliver the facts and information about some data. In addition, to know how chart can be used in teaching and improving the students' speaking ability, the researcher and the teacher conducted speaking test for them. The speaking test was about describing chart and it evaluated in terms of pronunciation, fluency, and comprehensibility.

In this Classroom Action Research, the researcher was conducted two cycles. The first cycle done based on the problems of the research and the next cycle done based on the result of the analysis and reflection from the first cycle.

The research was focused on the speaking skill in making some spoken language that based on the chart given. Besides the students' speaking ability, the researcher also focuses the research on the students' learning activities covers to their activities on pre-activities, while-activities, and also post-activities.

## **1.6 Definition of Terms**

### **a. Teaching Speaking**

Teaching speaking means the process of giving knowledge, or skill to others, which the goal is emphasized to improve communication skill in order to make the they are able to communicate especially in sharing their ideas or delivering their speech.

### **b. Students' Ability**

Ability means skill or power that someone or something has. Students' ability itself means skill or ability that students have, in this case, ability to speak.

### **c. Students' learning activities**

Students learning activities are the activities done by the students during the teaching learning process. There are so many activities that can be done by the students in the teaching learning process, such a visual activities, oral activities, listening activities, and so on.

### **d. Chart**

A chart is a drawing that shows the relationship changing things. Chart is one of visual aids that used to resume, compare, and against the reality. It also usually called by diagram.

## **II. LITERATURE REVIEW**

### **2.1 Concept of Speaking**

Speaking is one of language skills that important to be mastered. It is an essential tool for communicating, thinking, and learning. It shapes, modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning. Speaking is also a vehicle to link individuals to society. When students talk about their ideas, they clarify their thinking. It means that the students can make their ideas easier to be understood by others.

Moreover, Lado (1961: 240) says that speaking is described as an ability to converse or to express a sequence of idea fluently. It is the main skill in communication. So that, speaking

can be an important aspect from four language skills that should be a priority in language learning.

Meanwhile, Haris (1974) defines speaking as the encoding process whereby we communicate our ideas, thought, and feelings orally. It means that people can express themselves to other people to get a comfort situation in understanding and making connections with each other.

In brief, it can be concluded that speaking is the process or an ability to express and explore the students' ideas or thought to others orally (by telling the information based on the picture given, in this case the researcher will try to use chart not only as a media but also as a technique). In other words, speaking is the process of orally expressing thought and feelings of reflecting and shaping experience, and sharing information.

## **2.2 Concept of Teaching Speaking**

Speaking is an important part of the learning and teaching process of English as a foreign language. Reverse its importance, for many years, teaching speaking has been undervalued because the English teachers continually teach speaking just as a repetition of drills or memorization of dialogue and it is not appropriate with the function of speaking as means of communication. Nowadays, however, the goal of teaching speaking is emphasized to improve students' communication skills, because only in that way, the students can express themselves effectively.

Meanwhile, Swain (1985) in Lawtie (2004) states that. "We learn to speak by speaking". It means that, the more students practice the more they will improve their own skills.

In teaching speaking, there are some difficulties that might be found, especially when we want to conduct the tests. Testing the ability to speak is the most important aspect of



language testing. However, at all stages beyond the elementary level of mimicry and repetition, it is an extremely difficult skill to be tested, as it is far too complex a skill to permit any reliable analysis to be made for the purpose of objective testing.

There are three reasons why speaking is very difficult to be tested:

1. There are complex aspects to be tested

In testing speaking, there are some complex aspects which may be tested. Like another language skills, speaking is a complex skill requiring the simultaneous use of number different abilities which often develop at different rates. According to Harris (1974: 81), here are five components that generally recognized in analysis of the speech process:

- a. Pronunciation
- b. Grammar
- c. Vocabulary
- d. Fluency
- e. Comprehensibility

Since communicative competence become the main goal in every English learning, the writer tends to follow Heaton's theory (1991) which says that speaking only has three aspects namely pronunciation, fluency, and comprehensibility. The writer agrees to evaluate the students in those three terms because the writer assumes that grammar and vocabulary have included to those three aspects.

Moreover, Terrel (1977: 326) suggests that if we are to raise our expectations for oral competence in communication, we must lower our expectation for structural accuracy. And those three terms will be explained below and all those three terms will be evaluated by using the oral ability scale proposed by Heaton:

a. Pronunciation

Pronunciation, or the sound of speech, can refer to many features of speech such as pitch, volume, speed, pausing, stress, and intonation (Luoma, 2004: 11). In teaching speaking, students then need to be made aware of the entire features of speech as they will impact on their understanding of speech or the meaning they convey in speech.

Examples:

Back /bæk/	Bag /bæg/
Clock /klɒk/	Clog /klɒg/
Pull /pʊl/	Pool /pu:l/
Lend /lend/	Land /lænd/
Sleep /sli:p/	Slip /slɪp/

It is one of the most important elements of successful speaking. It is extended to which speaker interacts with other in normal speed, apparently confidence, and freedom from excessive pauses or vocabulary searches. Hammerly (1991:12) notes that laypersons use fluency to mean “speaking rapidly and smoothly not necessarily grammatically”. even in describing the pictures.

If when describing the picture, the students did not say any interjection or freedom from vocabulary search in making sentences or spoken language, it means that students’ fluency is good enough.

b. Comprehensibility

Comprehend means understand fully. Heaton denotes that comprehensibility is the ability of making someone understands in general meaning. It means that comprehensibility is the ability to make the others understand by what we say and deliver. By knowing the real meaning of comprehensibility, the students are expected to make spoken language as clear as possible before it delivered in order to make the other understand it. In this case, the students will be trained to choose the suitable words to make their spoken language clearly enough to be understood. They also trained to know the real meaning of the words that they use in order to release them from confusing state.

Examples:

- a. She drives on the right
- b. My brother always looks right for my father

Both sentences used the same word. However, we know that both sentences have different meaning. Hence, the students should have comprehensibility to make them understand and also understood by each other, and we usually called this situation by negotiating meaning.

Negotiating of meaning in interactions is defined as a series of exchange conducted by addressors (speakers) and addressees (listeners) to help themselves understand and understood by their interlocutors. In this case, when the speakers and listeners are involved in an interaction, both of them as interactants work together to solve any potential misunderstanding and non understanding that occurs, by checking each other comprehension, requesting clarification and confirmation and by repairing and adjusting speech ( Pica: 1988). In teaching learning process, the students are actively engaged in negotiating meaning, in trying themselves to be understood, even when

their knowledge of the target language is incomplete because they learn to communicate by communicating.

2. Tape recorder or media is limited

Besides there are some complex aspects to be tested, since the spoken language is transient, it is impossible without a tape to apply such procedures as in the marking of compositions, where the examiners are able to check back and make an assessment at leisure. Even though samples of speech and students' activities can be recorded by using a tape recorder or a handy cam during the test, the tape-recorder and the handy cam itself can become a problem which causes speaking skills difficult to be tested. It happens because not all schools have a tape recorder to assist their English teacher in the teaching-learning process, especially in teaching speaking.

3. There is limited time to test

Besides the two reasons above, there is still one more reason that caused speaking is very difficult to be tested, that is about the time. It is frequently impossible to test a large number of students because of the limited time involved. It means that the test will be impossible to be conducted if the examiner cannot manage the time properly. Although the use of language laboratories for such tests has made it possible in some cases to administer more reliable oral productions to large numbers of students, the actual scoring of the tests has not been so easily solved.

Briefly, the researcher assumes that teaching speaking is one way of teaching which emphasizes the teaching-learning process to improve students' speaking ability in terms of pronunciation, fluency, and also comprehensibility, by stimulating students' minds to make some spoken language. Though this speaking skill is difficult to be tested, the researcher

assumes that by using an appropriate technique with an appropriate media, speaking skill can be improved easier.

### **2.3 The Function of Speaking**

In speaking, there are numerous attempts that have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relation, and the transactional functions, which focus on the exchange of information.

Three functions of speaking according to Brown and Yule (1983) which each of those speech activities is quite distinct in terms of form and function, and requires different teaching approach, as follow:

#### **1. Speaking as Interaction**

Speaking as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engaged in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on than message. Such exchange may be either casual or more formal, depending on circumstances and their nature.

The main characteristics of speaking as interaction can be summarized as follow:

- a. Has a primarily social function
- b. Reflects role relationships
- c. Reflects speakers' identity
- d. May be formal and casual
- e. Uses conversational conventions
- f. Reflects degrees of politeness

- g. Employs many generic words
- h. Uses conversational register
- i. Is jointly constructed

Speaking as interaction is perhaps the most difficult skill to teach since interactional talk is very complex and subtle phenomenon that take place under the control of unspoken rules.

## 2. Speaking as Transaction

Speaking as transaction refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially each other. In such transaction, speaking is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in English lesson) to explore concepts associated between speaking and other skills like listening, reading, or writing. In this type of spoken language, students and teacher usually focus on meaning or on talking their way to understanding.

Burns (1998) distinguishes between two different types of speaking as transaction. The first type involves situations where the focus in on giving and receiving information and where the participants are focus primarily on what is said and achieved. Accuracy may not be a priority, as long as information is successfully communicated or understood.

The second type is transactions that focus on obtaining goods or services.

The main characteristics of speaking as transaction are:

- a. It has primarily information focus
- b. The main focus is on the message and not the participants
- c. Participants employ communication strategies to make themselves understood
- d. There may be frequent questions, repetitions, and comprehension checks, for example is the proceeding of classroom lesson

- e. There may be negotiation and digression
- f. Linguistic accuracy is not always important

Speaking as transaction is more easily planned since current communicative materials are a rich resource of group activities, information gap, or role plays that can provide a source for practicing how to use talk for sharing and obtaining information.

### 3. Speaking as Performance

The third type of speaking that can be usefully distinguished has been called speaking as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Speaking as performance tends to be in the form of monologue rather than dialog, often follows a recognizable format (e.g., a speech of welcome, telling the story, the presentation of chart), and it also closer to written language than conversational language.

The main characteristics of speaking as performance are:

- a. A focus on both message and audience
- b. Predictable organization and sequencing
- c. Importance of both form and accuracy
- d. Language is more like written language
- e. Often monologue

Teaching speaking as performance requires a different teaching strategy. Jones (1996: 17) comments: Initially, speaking as performance needs to be prepared for and scaffolded in much the way as written text, and many of the teaching strategies used to make understandings of written text accessible can be applied to the formal uses of spoken language.

According to the explanation above, the writer assumes that speaking process in this research is based on the third functions of speaking which emphasize the teaching learning process on the students' understanding and the students' speech performing (making presentation).

#### **2.4 Concept of Chart as the Teaching Aid**

Teaching aids is very important in teaching learning process because by using it, the process of teaching learning can be conducted and run effectively. Teaching aid, as its name suggests, is a kind of aids which support the teaching and learning activities of teachers and students. It also can encourage the students' interest in teaching learning process, particularly (in this Classroom Action Research) in teaching speaking. In short, teaching aids are the useful materials and equipments which help create motivation for teaching and learning environment. According to To et al. (2009:4), teaching aids can be divided into three subgroups as follows: (1) visual aids, (2) audio aids, and (3) audio-visual aids.

##### **a. Visual aids**

Visual aids are "anything visible to learners, which the teacher uses for different teaching purposes in the class. It is very useful for proving, explaining, or holding interest. Visual aids allow the students to become involved with their eyes as well as with their ears. Using visual aids is obviously beneficial for language teaching and learning, it is helpful for teaching speaking as well. Ur (1996) suggested "it is important for learners to have plenty of contextualized examples in making spoken form and to understand them. "Visual aids can also contribute to the students understanding" (as cited in Le. 2001: 21).

It is undeniable that the teacher can present the material more easily, and visual aids can also help provide such contexts and situations. There are so many visual aids that usually used in teaching learning, such as models, maps, mock-up, object themselves (realia),



movies, slide projection, pictures (posters, flash cards, chart, picture story, etc), and even the blackboard.

- b. Audio-aids can be defined as “models and devices that can be heard. About the benefits of using audio aids in language classrooms, Maniruzzaman stated:

On the one hand, this type of aid enables the teacher to modify the teaching method and technique, and change the classroom situation quickly and immediately as necessary; and on the other, it attracts the student’s attention, stirs their imagination, reduces their exhaustion, motivates them to be engaged in the learning process, and thus helps them to acquire expected proficiency in the language skills especially listening and speaking (Introduction section, para.2). Additionally, he emphasized that the native speaker’s voice and accent through the audio tape make the learners enthusiastic and excited, thus this greatly facilitates the student’s understanding of the linguistic and the communicative aspects. Maniruzzaman gave an example to illustrate this point: As soon as a cassette player is played and the material is presented, the student is immediately drawn to it. They may feel the presence of another teacher in the classroom. With the help of audio aids, they discussed, the teacher can successfully deal with the weak and indifferent students as these aids are seen to reduce the teacher talk and the chalk method, hence, reversely increase the student’s interaction and active participation. Also, by using audio tapes, the teacher can provide as much practice as necessary. Audio aids may include recorded materials, radios, cassette players, cassettes (Maniruzzaman).

- c. Audio-visual aids

Audio-visual aids are tools of record to improve speaking skill that are use for several times and more than others. These things have been employed for many years in the classroom. Audio-visual aids dealing with what is heard and seen; music, drums, radio, tape recorder, projectors, DVD and any sound effect that can be heard and any film that can be seen.

Since audio and audio visual aids are difficult and also limited to be provided in some of schools, visual aids became the best chosen as teaching aids in order to help the teacher in conducting the teaching learning process.

Weaver (1950: 5) states that visual aid is everything that can be seen, and it is used for learning aid. Weaver (1950: 5) adds that learning through visual material would be better than learning through explanation and description because seeing means believing. Visual aids are one of the learning tools that the teacher uses to convey an idea more effectively. It is very useful for proving, explaining, or holding interest. It also can be used for many topics lesson, depending on the needs. There are so many kinds of visual aids that can be used in teaching learning process, such as models, maps, mock-up, object themselves (realia), movies, slide projection, pictures (posters, flash cards, chart, picture story, etc), and even the blackboard. Moreover, Zainnudin (1984: 3) states picture is one of visual aids that can raise the students' motivation in learning.

In this research, the researcher used one kind of picture that used not only as the media but also as a technique to motivate the students in this teaching language learning that is chart. A chart is a drawing that shows the relationship between changing things. Chart is one of visual aids that used to resume, compare, and against the reality. It is also usually called by diagram. They are a diagram displaying the relationship between numbers or amounts. Chart also can be used to illustrate many types of data.

There are so many kinds of chart, such a bar chart, pie chart, tree chart, and so on. All types of chart can be used depends on the teaching needs, like bar chart and pie chart can be used to express about facts and figures. Meanwhile, the tree chart can be used to tell about family, etc. In this research, the researcher used bar and pie chart to teach the students' speaking ability. Bar charts or pie chart are like line graphs, should be simple. Too many bars can make a chart difficult to understand. A good rule is to use no more than four or five bars per chart. In stacked bars, don't use more than three or four layers. This statement is also occurred for pie chart.

Hence, the researcher assumes by using visual aids like chart, can help the teacher to serve the students better both information and motivation.

## **2.5 Concept of Students' Learning Activities**

In this research, the researcher tried to find out the students' learning activities in teaching speaking by using chart. According to Biggs (2003), learning activities can be defined as what students do in order to learn in teaching sessions, courses, or programs. Learning activities are supported by what we do as educators, and what we encourage or require the students to do as learners, to help them in improving their outcomes.

In this teaching learning process, the students much actively engage in the "learning", whether it is of information a skill, an understanding, an interest, or the nature of task".

Because of the large number of learning activities that can be done by the students, Dierich in Hamalik (2001: 172) classifies the learning activities into eight groups, they are as follow:

1. Visual Activities

Visual activities are activities which use visual equipment as an aid in teaching learning process.

Examples: looking at pictures, reading, etc.

## 2. Oral Activities

This activity more emphasizes the students to speak or share their ideas orally.

Examples: discussing, making presentation, retelling, etc.

## 3. Listening Activities

This activity enables the students to acquired insight and information.

Examples: listening to the conversation, a speech, etc.

## 4. Writing Activities

By doing this activity, the students are expected to be able to make some written form.

Examples: writing an essay, summarizing the story, etc.

## 5. Drawing Activities

Examples: drawing maps, graphics, charts, etc.

## 6. Motor Activities

The students are able to perform themselves by doing this activity.

Example: the students do something like dancing, walking, or clapping their hands in drama class.

## 7. Mental Activities

Examples: analyzing, taking a decision, memorizing, etc.

## 8. Emotional Activities

Examples: feeling happy, impressive, nervous, etc.

In this case, the students was done several activities in one teaching learning process like doing visual activities, oral activities, listening activities integratedly.

In view of the description above, learning activities mean any activity that done by the students in the teaching learning process. The result of the activities will be determined by what the teacher does and gives to the students. During the teaching learning process, the teacher must provide the activities that must be done by they themselves because the students will learn something if they are given an opportunity to do the activities themselves. By doing many activities, they will get knowledge and comprehension. They will also be able to develop their language skills, especially speaking skills.

## **2.6 Teaching Speaking Through Chart**

In a teaching process, teacher needs such thing to support fluency of the teaching learning process itself. Teaching is not only how to transfer knowledge but also how to make the students more understand. So, the use of appropriate media and technique is very helpful to support the teaching learning process in a class. There are so many media that the teacher can use in teaching English as a foreign language. In this occasion, the researcher asked the teacher to use chart as a media and also a technique in this teaching learning process.

In the foreign language class, chart can be held as one of a usual supplementary material. Charts are a great incentive for language production. It is also be defined as a visual representation of something such the information or facts. Charts as reflection of data is not only provides an important media to interpreting primer and first-reader information, but they also contribute to development of language ability and serve to widen experience background. Wright states that "Specifically, pictures contribute to interest and motivation, a sense of the context of the language, a specific reference point or stimulus" (1989). It means that chart can be used to interest and motivate the students in teaching learning process. Moreover, Brown says that picture not only provide bases for answer factual questions but also stimulate a variety of creative expression. It also means that chart also can be used for

different kinds of activities, mainly to practice vocabulary, grammar, pronunciation, and the language skills namely writing, reading, listening, and speaking.

Since speaking become the main aim in teaching English speaking and the material is about expressing facts and figures, chart may become the best media and technique that chosen for helping the teacher to conduct the speaking class proficiency because charts or another visual aids are may be effective to be used in oral production tests.

By using charts, the teacher can enrich the class and make the learning English speaking become easier. Charts are useful in teaching learning process, especially for teaching speaking. The reasons are following:

- a. Firstly, charts are ideal for reflecting the information of data. It means that charts can be an authentic source, which truly illustrates the facts or information.
- b. Secondly, charts draw the students' attention, whether in books or while listening to the teacher. A little information accompanied by the chart is more attractive for learner than just plain texts. Similarly, the teacher will become more interesting when displaying the chart.
- c. Thirdly, charts also offers various opportunities of activities, especially based on practicing all four language skills, included speaking skills, and have an entertaining element which can be exploited by various ways.

For this research, the researcher used chart as the alternative ways in this teaching speaking. By doing so, the students are also expected to think and construct their minds in order to make some spoken language according to the information carrying out by the charts.

In brief, chart is one of visual aids that can be used as a media and also a technique in teaching learning process, especially in teaching speaking. This describing chart activity

encourages the students to look carefully at every detail of the charts, forcing them to explain it clearly what they can see and help themselves to construct the words in the right meaning, of course by using the target language. Teaching speaking through charts is also very helpful for the students because charts serve for illustration of facts and information, develop the students' imagination. make the learning process more interesting and encourage at the same time.

The procedure of teaching speaking through chart might be divided into five phases generally:

### 1. Selection of Suitable Material

As it is obvious from the chart categorization, there is a wide choice of materials the teacher can use. While choosing a suitable chart type, the teacher has to consider the following criteria: appropriate English level of the students (especially vocabulary and knowledge about English as a foreign language). students' needs (type of course) and age of the students.

### 2. Preparation by the Teacher

The preparation phase might be time-consuming for the teacher. First, the teacher explores accessible sources, collects appropriate materials and sorts them out. More concretely, the teacher cuts out pictures of chart from various magazines, newspapers, or prints out pictures of the charts from the internet and makes copies of it if necessary. Then the teacher works with the gained material, namely the teacher edits the pictures if needed, prepare charts, worksheets, etc.

As well as their language counterparts, chart activities also have to be planned. The planning procedure is included in the preparation phase and consists mainly of timing, consideration the methods, work organization and aims which should be achieved.

### 3. Introduction of the Material To the Students

In the lesson the teacher introduces the chart activity mainly the topic and the chart type and clarifies the aims of this activity.

#### 4. Activity Procedure

The activity procedure might be divided into two sequences:

First, the explanation of the activity and giving instructions to the students how to proceed and the second is the activity itself, when the teacher is observing the class, coordinates the procedure and assists the students if needed.

#### 5. Summary, Conclusion, Application

In the last phase the teacher checks the final products of the students, sums up the outcome of the activity together with the students and gives feedback to the students in the end. Overall conclusion is important because the students realize what aims they have achieved and what they have learnt from this activity.

### **2.7 Advantages and Disadvantages of Chart**

Here are some of advantages and disadvantages of chart in teaching speaking generally:

#### **Advantages**

##### 1. Availability

Charts are inexpensive and easy to get. Teachers can prepare the cutting of chart from magazine or copies the picture of chart from the English books or another source.

##### 2. Interest

The good chart that have prepared by the teacher can increase the students' interest in teaching speaking.

##### 3. Reaction

David A. Hill (1990: 1) claims also that well-chosen visuals evoke an immediate response from learners in any class – "a personal reaction which is the vital seed of all meaningful



language-learning. It means that by using chart, the teacher can stimulate students' reaction to speak in teaching speaking.

#### 4. Diversity

There is a wide spectrum of chart- different type and formats, also the subject matter differs. Moreover, learners usually cannot anticipate what will be the task.

#### 5. Wide Usage

Charts can be used for various focuses on the language and from various aspects: discussion, essays, grammar practice, vocabulary, etc.

#### 6. Stimulus

Charts also have a function as a stimulus (for writing, speaking, reading, listening exercise). It means that chart can be used as a media for teaching speaking and other language skills.

#### 7. Integrating Subject

It means that chart can be used in more than one topic.

#### 8. Experience

By using the chart the students are able to realize the differences between their own and the target language.

### **Disadvantages**

#### 1. Demanding preparation

Preparation of the activities is time-consuming for the teacher (searching for appropriate chart).

#### 2. Insufficient Knowledge of Vocabulary

If the students do not have sufficient knowledge of vocabulary, assistance of the teacher is often necessary. The most rapid method is handing out a ready-made vocabulary sheet where chart is introduced. Write down only word the students do not already know, which becomes more efficient. But the quantity of vocabulary should not be overwhelming, which could deprive students.

### 3. Inappropriate Level

The teacher may not predict the performance of the students. If the activities are too demanding or do not correspond with the English level of the students, they make the students lose their interest.

### 4. Individual Difference

As Rivers and Temperley (1978: 60) claim there are individual differences among the students. Therefore, the teachers have to choose the right activity according to their students. Every student has different personality, concerning the interaction and the procedure of the activities, the behaviour and reactions of students will vary individually. The solution is to have a wide choice of activity option varying in time, chart type, purpose, language focus, etc.

## **2.8 Theoretical Assumption**

In teaching learning process, especially in teaching speaking, there are some techniques and media that can help the teacher to reach the aim of teaching learning process. In this research, the researcher used chart in this teaching speaking. The researcher assumes that chart can be used in teaching speaking, especially in stimulating the students' mind to express about facts and figures. By doing so, the researcher knew that the chart can be used in teaching and improving the students' speaking. This assumption is supported by one of the supporting theories which states that the chart's message usually clearly communicated and it can be avoided from the teacher creativity in conducting the teaching learning process. It means that

chart can help the students to communicate effectively because the message which delivered in each chart is clearly enough to be understood, of course by helped with the teacher creativity.

Briefly, telling what object appear in the chart is an activity that encourages the students to use the target language and allows them to say what they want to say. This media is also cognitively challenging. In addition, charts' activities will also build the students' self confidence in teaching learning process. For that reason, charts may be chosen as one of an effective media that can be used in teaching learning process, especially in teaching speaking.

### **III. RESEARCH METHOD**

#### **3.1 Setting of the Research**

In this research, the researcher used classroom action research method. This research done at the second year of SMKN 3 Bandar Lampung, Tourism Guide Class at the first semester. The research done based on the teacher's information and researcher's pre-observation when the students were at the first year, at second semester which showed that most of the students in that class still got some difficulties in learning English speaking, especially when they try to share their ideas or delivering their speech. Hence, the researcher examined the cause of the problem and then look for the best solution of the problem. The problem caused by the student's difficulty to construct their minds in order to make some spoken languages. It also caused by inappropriate technique of the teacher's teaching performance. The teacher lacked in giving stimulation to the students in which it makes the students could not sharing their ideas to others well. And for the solution of these problems the researcher used chart to solve the problem in order to help the students to construct their minds and make spoken language based on the information given and also to dig the teacher's creativity.

### **3.2 General Description**

Based on the information that the researcher got from the researcher's interview with SMKN 3 Bandar Lampung English teacher, the class that become the subject of the research is the second year of Tourism Guide Class of SMKN 3 Bandar Lampung at the first semester.

However, the students who have followed this research until in the second cycle was about 23 students. It occurred because the rest of the students were sick and some of them did not come to school without reason at that time.

The students at that class is very attractive but they are not too active when they learning English, especially in learning English speaking because they are just quite good in learning some of grammar and vocabulary.

According to the researcher's pre-observation towards the students in that class, the researcher found two difficulties that faced by the students, firstly, the students still could not share their ideas to others, and they also could not comprehend each other. Secondly, the researcher also saw that the teacher's teaching is not good enough especially when the teacher taught speaking to the students.

In this class action research, the researcher acted as an observer. Meanwhile, the English teacher of SMKN 3 Bandar Lampung will teach her own students by using chart. The researcher also asked another English teacher as the second rater in order to help the writer in scoring the students dealing with the students' speaking ability and also the students' learning activities. In making the lesson plan, the teacher is helped by the researcher in order to make the lesson plan in which suitable with the students' need and the teacher will teach the class based on the lesson plan that has made. The researcher observed everything that occurred during the research. which in this case. the focus of the observation not only on the students' speaking ability, but also on their activities.

### **3.3 Research Procedures**

In this classroom research, the researcher held the research in two cycles because the objectives and the indicators of the research was fulfilled only in two cycles. The first cycle is based on the problem of the research. So the second cycle depended on the result of the analysis and reflection in the first cycle. The main steps of each cycle are as follow:

#### **1. Planning**

The research done by two of English teachers in that school. Based on the problem of the research, the researcher as an observer helped the teacher to prepare the lesson plan, select the material from the textbook, prepare the speaking test of course by using chart which related to the material from the textbook and also fill out the observation sheet that will observe the students' learning activities.

## 2. Action

In this step, the teacher taught the material by using chart in teaching speaking. The teacher taught the lesson based on the textbook. In teaching, the teacher must involve the students' participation, so that the students would get accustomed to use English spoken, especially when they wanted to deliver their words, in this case, describing the chart. Then, the teacher let the students to practice doing the task given, so that each student could comprehend what they and others talk about reflectively. After that, the researcher also helped the teacher to hold the speaking test by asking them to present their task in front of the class per group. In doing the speaking test, the researcher used tape recorder to record the students' voice. Scoring the students' speaking ability done after the teaching learning process over. In doing this, the researcher listened to the record of the students' voices and determine the scores of each students.

## 3. Observation and interpretation

Observation done by the researcher during the teaching learning process. The researcher also helped the teachers to observe the students' activities, and then the result of the observation was filled out in the observation sheets. Besides observing, the researcher also helped the teachers to interpret the result of the observation.

## 4. Analysis and Reflection

In this last step, the researcher helped the teacher to analyze the result of the speaking test of the students as the learning product. The research also helped to analyze the students' activities and everything that was occurred in the teaching learning process. It was done to find out the improvement of the students after the using of chart in the classroom. After analyzing, the researcher helped the teachers to do the reflection based on the result of the observation to discover the weaknesses and strengths from the using of the chart in teaching learning process. By doing so, the researcher and teachers knew what should be improved for the next cycle. Because of the indicators of the research could not be

fulfilled in the first cycle, the researcher and teacher decided to hold the second cycle to make the teaching learning is better than in the first cycle.

The form of the classroom action research according to Suyanto in Wiliyanti (2007: 3) is described below:



### 3.4 Gaining Indicators of the Research

In gaining the indicators for this research, the researcher and teachers determined the indicators which deal with the learning product and learning process.

#### 1. Learning product

According to standard score or Kriteria Ketuntasan Minimum (KKM) which stated by the school for English subject, the target of learning product in this teaching learning process is 70 or more. So, if at least 80% students' score can reach 65 or more for the speaking test, it means that chart can be used to improve the students' speaking ability.

#### 2. Learning process

In this learning process, the researcher focused on the students' learning activities. The target that was determined by the researcher concerning the students' learning activities is 80 %. Because according to Arikunto in Thaib (2004:7) which states "if more than 75% of students are actively involved in teaching learning process, it can be categorized as a

good level". So that, the researcher and teachers decided to set 80% as the target of language that the students should be achieved. By using the chart, the students are expected to fulfil this target better. To set the target of the learning product in this teaching learning process, the researcher discussed it with the teacher.

### 3.5 Instruments of the Research

To get the data, the researcher applied two kinds of instrument. The instruments are speaking test and observation sheets.

#### 1. Speaking test

Speaking test was conducted to know how the process of teaching English speaking will be run. In this research, the researcher not only used chart as the media but also as a technique. The test was about how to read or describe the chart orally. The teacher asked the students one by one to describe what the information hidden from the chart in each cycle.

The researcher also used the oral ability scale which proposed by Heaton (1991) as guidance for scoring the students' speaking ability. In scoring the test, the researcher implemented an analytical scoring which covers three terms namely pronunciation, fluency, and comprehensibility. The researcher also scored those three aspects integratedly, because it is impossible to score it separately since those three aspects became a unity in teaching English speaking.

The following table is the oral ability scale proposed by Heaton (1991) that will be used by the researcher to score the students' speaking ability.

Range	Pronunciation	Fluency	Comprehensibility
80-89	Pronunciation only very slightly influenced by	Speaks without too great an effort with fairly wide range of	Easy for other to understand the speakers' intention in general



	mother tongue.	expression. Searches for words occasionally but only one or two unnatural pauses.	meaning.
70-79	Pronunciation is slightly influenced by the mother tongue. Most utterances are correct.	Has to make an effort at time to search for words. Nevertheless smooth very delivery on the whole and only a few unnatural pauses.	<u>The speakers' intention</u> in general meaning is fairly clear. A few interruptions by other for the sake of clarification are necessary.
60-69	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors.	Although she or he has made an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly.	Most of <u>the speakers'</u> say is easy to be followed. His intention is always are clear but several interruption are necessary to help him to convey the message or to see the clarification.
50-59	Pronunciation is influenced by the mother tongue but only a few serious phonological errors.	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary.	The other can understand a lot of what is said, but they must constantly seek clarification. Cannot understand many of the <u>speaker's more complex</u> or longer sentences.
40-49	Pronunciation is influenced by the mother tongue with errors causing a breakdown in communication.	Long pauses while the speaker searches for the desired meaning. Frequently halting delivery and fragmentary. Almost gives up for making the effort at times.	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone use to listen the speaker.
30-39	Serious pronunciation errors. No evidence of having mastered any of the	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the	Hardly anything of what is said can be understood. Even when the others make a great effort or interrupt, the speaker is unable to

	language skills and areas practiced in course	effort.	clarify anything that have to say.
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## 2. Observation

The observation conducted in two cycles. The researcher helped the teacher to observe the process of teaching learning for each cycle and describe it as clear as possible. In this observation, the researcher and teachers also used the observation sheet for knowing the students' learning activities. The aspects that observed from students' learning activities covers their activities in pre-activity, while-activity, and post-activity.

### 3.6 Data Analysis

Ur (1996) notices that one of the characteristics of a successful speaking activity that learners talk a lot. This suggests that the success of teaching speaking may depend on the number of spoken language that produced by the students.

In analyzing the data, the researcher classified the data into two categories, the data of learning product and the data of learning process. In this research, the data of learning process was contained of observation result and the data of learning product was contained of speaking test result. The researcher and teachers collected those two kinds of data in order to get the valid data. Moreover, Ratcliff (1995) in Setiyadi (2002:28) proposes two steps to maintain the validity and reliability aspect which come to: 1) checking the collecting data as many times as needed, 2) transcribing the data and rechecking them. Meanwhile, to get the reliability data, the researcher will use inter-rater reliability which means that there will be two people to score the speaking test, that is, the two English teachers in that school.

The data analysis done after the data is collected from the each cycle. After getting the data, the researcher helped the teachers to analyze the data and do some reflection based on it.

From analysis and reflection, the researcher and teachers found out the weaknesses and the strength from the using of chart in the first cycle. Then the researcher helped the teacher to find out what should be improved in the next cycle.

The data analysis that formulated for the learning product and the learning process are as follow:

1. Learning product

To know the students' improvement on the learning product, the researcher conducted speaking test to collect the data. There are some steps that will be used to analyze the data from the test:

a. Transcribing the students' voice.

After recording the voice of the students, the researcher transcribed the record into the written form. This is very useful in order to give scores to the students and also to know the errors mostly made by the students during speaking.

b. Scoring the students' speaking ability.

Based on the transcription, the researcher and the teachers scored the students' speaking test. The researcher and teachers used the oral ability score proposed by Heaton (1991). In scoring the students' speaking ability, the researcher and the teachers scored it per component. It done to compare the result from the each cycle.

c. Calculating students' total score.

There are two steps that should be done in calculating the total score:

Calculating the scores from 1<sup>st</sup>rater and 2<sup>nd</sup>rater

$$X_1 = \frac{P+F+C}{3}$$

$$X_2 = \frac{P+F+C}{3}$$

Notes:

X: total score

X<sub>1</sub>: scores from 1<sup>st</sup> rater

X<sub>2</sub>: scores from 2<sup>nd</sup> rater

P: pronunciation

F: fluency

C: comprehensibility

Calculating the total score of the students

$$X = \frac{X_1 + X_2}{2}$$

- d. Calculating the percentage of students with passing grade  $\geq 65$ .

$$\%S = \frac{S}{n} \times 100\%$$

Notes:

%S: percentage of students who get passing grade

S: number of students who get passing grade

n: sum of the students in the class

## 2. Learning process

To get the data from the learning process, the researcher used the observation sheets which divided the students' learning activities in three activities. such pre-activity, while-activity, and post-activity.

In analyzing the students' learning activities, the following steps may be done:

- a. Determining the number of activities that will be done by the students.
- b. Calculating the percentage of the students' activities.

For calculating the percentage of the students' activities, the researcher and teachers used the following formula:

$$\%A = \frac{A}{n} \times 100\%$$

Notes:

%A: percentage of students' activities

A: number of students' activities observed

n: sum of the students in the class

- c. Making description from the data that will be analyzed.

## **IV. RESULT AND DISCUSSION OF THE RESEARCH**

This class action research was conducted only in two cycles. The researcher decided to hold the research in two cycles since the indicators of the research had already been achieved at the second cycle. Each cycle of this classroom action research comprised of some steps, such as, planning, action, observation and interpretation, and also analysis and reflection. The steps of every cycle will be described as follows:

### **4.1 RESULT**

#### **4.1.1 Cycle 1**

This cycle was done according to the problems found by the researcher, when she did the pre observation. The steps of this cycle are as follows:

##### **4.1.1.1 Planning**

The planning step in the first cycle covers:

###### **4.1.1.1.1 Selecting the suitable material**

The material was about expressing facts and figures which covers how to state the facts and figures in the form of monologue. In selecting the materials, the teachers will be helped by the researcher because the teacher herself will teach the material to the students.

#### **4.1.1.1.2 Preparation by the teacher**

Besides selecting the suitable material, there are still some preparations that should be prepared by the teacher, such as, making the lesson plan in which the chart will be used as a media in teaching speaking to the students. The lesson plan was also made based on the discussion of the researcher and the teachers. The teacher also needs to prepare the speaking test for the students, prepare other things that will be useful for the teaching learning process. Preparing the observation sheets to observe the students' activity as instrument is also necessary. And the most important thing to be prepared is a recorder to record the students' voice.

#### **4.1.1.2 Action**

The first cycle was done on Friday, September 16<sup>th</sup>, 2011. The meeting was hold for 3x45 minutes. And it was followed by 23 students. The process in this step covers pre activities, while activities, and post activities.

##### **4.1.1.2.1 Pre Activities**

At the beginning of the teaching learning process, the teacher greeted the students in English and then checked the student's attendance. Since the students are usually greeted by the teacher in English, the students did not have any difficulties to respond the teacher also in English. After that, the teacher informed the students about the competence that would be achieved after the teaching learning process finished.

Having informed the competence, the teacher stimulated the students' apprehension in which she asked the students about how to express the facts and figures, especially in stating the facts and figures. The example of the activity is as follows:

- e. g. Teacher : have you ever heard about facts and figures class?*  
*Students : no, yes, mam.*  
*Teacher : ok, for who answered yes, what do you know about facts and figures?*  
*Students : A fact is fakta mam, and a figure is about numbers.*

Then the teacher asked another student to find another meaning of facts and figures.

*Teacher : any others?*

(However, no more students could answer the teachers' question, so the teacher tried to give a little explanation considering facts and figures)

*Teacher : Well, actually facts is about reality or something that trusted and figures is about numbers or collections of data. So, do you know how to express the facts and figures?*  
*Students : No, mam.*

Etc.

The teacher started to stimulate the students' mind by reminding them to the previous meeting when the researcher done the pre observation. The teacher asked the students about what they have done in the previous meeting. The students began to understand what the teacher wants but they were still confused to say something. Then the teacher tried to start the lesson.

#### **4.1.1.2.2 WhileActivities**

To start the lesson, firstly the teacher sticked a big picture of chart on the board and showed it to the students. Then the teacher asked the students to pay attention and see the picture carefully. The teacher started to stimulate the students' mind by asking some question related to the picture to find a clever line in expressing the facts and figures.

The teacher started the stimulation by asking them about the topic that has been shown in the picture. Then, the teacher asked the students about what they could see from the picture explicitly.

*e. g. Teacher : Ok, class. At the previous meeting, all of you have been shown by the picture of chart. So, I know that you can tell me what you can see from the picture explicitly?*

The students have been quite for a while, and then one student raised her hand and answered the teacher's question.

*Student: Indra gets score 76.*

*Teacher: Good, Indra gets 76 in the English lesson. Ok, any others?*

After hearing their friend's answer, the other students began to understand by the teacher's question and finally they tried to answer the teacher's question. Almost the students could answer it. Then the teacher asked the students to find another fact implicitly.

*e. g. Teacher : Great, almost of you know how to express the explicit facts correctly. How about the implicate facts? What do you can see from the picture implicitly?*

*Students: We do not know mam?*

When the teacher asked the question, all the students could answer because they were confused by the teacher's intension. Then the teacher gave an example.

*e. g. Teacher : Well, now look at the picture! Here we can see that Mery gets the highest score in the English lesson. Ok, any other?*

After hearing the teacher's example, it seemed that the students began to understand by the teacher's intension. However, they were still not confident to answer the question.

Then the teacher asked the students as a volunteer and as usual, one student who most active and quite smart in English answer the question doubtly.

*Student : Hmm...riska gets the lowest score in the English lesson.*

*Teacher : Excellent! Riska gets the lowest score for her English. Ok, anyone else?*



The students were still confused to answer the question, so the teacher stimulates them by another question.

*E.g. Teacher: Well, how about Bagas' score? Is his score bigger than Mery?*

*Students: "No."*

*Teacher: "Why not?"*

*Students: "Because Mery's score is bigger than Bagas."*

*Teacher: "Good. Ok, others?"*

*Students: "Rizki's score is bigger than Riska's."*

*Teacher: "Perfect!"*

The teacher drilled the students by the questions one by one to check their understanding. The teacher helped the students when the students found difficulties.

When the teacher was sure that the students have understood by what the teacher wants, the teacher decided to conduct the test. First of all, the teacher asked the students to draw their own chart. The teacher gave them the same topic but the teacher expected different result from each student. For that reason, the teacher asked the students to take the data based on their own opinion. Then the teacher gave some instructions to the students in order to make the students understand what to do. In teacher's instructions, the teacher asked the students to complete the picture. However, the teacher wanted the difference input from the students and the teacher forced the students to do their work by self.

During the practice, the teacher walk around to help the students if they had any difficulties, for example, the difficulties in vocabularies, pronunciation, or even, the utterances that used to express facts and figures.

Since the teacher assumed that the students had enough time to finish their work and made sure that the students had done her order, the teacher started to score them by asking them to retell about their chart in front of the class one by one.

#### **4.1.1.2.3 Post Activities**

After all students had delivered their work, the teacher did a reflection by asking them some question related to the material they have learnt just now. As usual, the students answered the teacher's question together even though they had difference input.

Nevertheless, the teacher continued asking the other questions without caring about the understanding of each student.

#### 4.1.1.3 Result of Observation and Interpretation

Since the focus of this research lies on the learning product and the learning process, so there are two kinds of data that were observed. The learning product is the data of the students' speaking ability. Meanwhile, the learning process covers the data of the students' learning activities. The result of the observation from the learning product will be explained as follows:

##### 4.1.1.3.1 Learning product

Learning product is the students' score which is got from the speaking test. The indicator of the students' achievement is, if at least 80 % of the students can reach score 65 in speaking test, it means that the using of chart is applicable to improve the students' speaking ability. The following table shows the frequency of the students with the speaking scores that they got:

Table 1: Table of frequency of the students' speaking scores in cycle 1

No	Score	Frequency	Percentage
1	80-89	2	8.70%
2	70-79	6	26.09%
3	60-69	10	43.48%
4	50-59	3	13.04%
5	40-59	2	8.70%
<b>Total</b>		23	100.00%

From the table above, there are 2 students (8.70 %) who reach 80-89 in the speaking test.

The students got the score since they was able to express their work (expressing facts

and figures) in the form of monologue well in pronunciation, fluency, and comprehensibility.

Meanwhile, there are 6 students (26.09 %) who reach 70-79. These students were able to express what they have done in the spoken form. Even though, they were not as good as the students who get above 80 but their speaking ability was good enough.

In addition, there are 10 students (43.48%) who get 60-69. When they were speaking, there were still weaknesses in their pronunciation, fluency, and comprehensibility. However, their weaknesses did not cause a communication breakdown when they deliver their works.

So, appropriate with the table of the students' speaking score, there are only 14 students (60.87%) whose have achieved the target of the indicators. While, there are 9 students whose scores are under the target, the details are as follows:

There are 3 students (13.04 %) who reach 50-59. It means that the students' speaking ability was not good because these students had several serious errors when they were speaking. There were also a few weaknesses in their pronunciation, fluency, and comprehensibility. In addition to explanation above, there are 2 students (8.70%) who are only able to reach 40-49. This means that the students' speaking ability was poor. They had many weaknesses in pronunciation, fluency, and comprehensibility. Their weaknesses caused a communication break down when they deliver their speech in the form of monologue.

Even though, the indicator of the research has not been fulfilled in the first cycle but the data of the learning product has shown that there is an improvement of the students' speaking ability if it is compared with the data got by the researcher when she did the pre observation. At that time there were only 5 students (21.74%) who could deliver the speech in English based on the picture given, whereas after the first cycle was conducted there were 14 students (60.87%) who could do that. For detail information, the data of the students' speaking scores at the first cycle can be seen in the appendix 5.

However, the second cycle must be conducted in order to fulfil the indicator of the research for the learning product, that is, 80 % of the students must be able to reach 65 or more for their speaking.

In addition, because of this research used an analytical scoring to score the students' speaking ability, the researcher identified the students' scores per each component of speaking, which are, pronunciation, fluency, and comprehensibility. It was done in order to know which component of speaking became an obstacle for most students to achieve the target of the indicators in the first cycle.

The following data shows the score of each component of speaking:

Table 2: Table of frequency of the students' scores in each component of speaking

No	Score	Pronunciation		Fluency		Comprehensibility	
		f	%	f	%	f	%
1	80-89	2	8.70%	1	4.35%	2	8.70%
2	70-79	14	60.87%	6	26.09%	6	26.09%
3	60-69	5	21.74%	10	43.48%	7	30.43%
4	50-59	2	8.70%	4	17.39%	6	26.09%
5	40-59	0	0.00%	2	8.70%	2	8.70%
Total		23	100%	23	100%	23	100%

The data in the table above can be explained as follows:

#### **4.1.1.3.1.1 Pronunciation**

For pronunciation, there are 2 students (8.70 %) who get 80-89. It means that their pronunciation was very good because it was only very slightly influenced by the mother tongue.

There are 14 students (60.87 %) who get 70-79. Their pronunciation was slightly influence by the mother tongue and the most utterances that they said were correct. Meanwhile, 5 students (21.47 %) reach 60-69. Though their pronunciation was still moderately influenced by the mother tongue but they did not have any serious phonological errors. The words which were pronounced wrongly by them were almost similar to the words pronounced by the students who get 70-79 but there were some other words additionally.

Based on the data from the students' score, there were 16 students (69.57%) whose pronunciation scores have achieved the target of the research indicator. The table shows that there were 2 students (8.70%) who got score 50-59. It means their pronunciation scores were still poor. Their pronunciation was influenced by the mother tongue but they had only a few serious phonological error. The mistake made by them in pronouncing the words were almost the same as the mistakes made by the students who get 60-69 but they absolutely did more mistakes than the students who get 60-69.

Fortunately, there is no student get 40-49 and it is mean that almost all the students' pronunciation was good enough. Though their pronunciation was influenced by the

mother tongue with error but it was not causing a breakdown in communication anymore.

#### **4.1.1.3.1.2 Fluency**

Similar with pronunciation, there is only 1 student (4.35%) who gets 80-89, which means that the fluency was very good. The student spoke without a very great effort with a fairly wide range of expression and they searched for words occasionally but only one or two unnatural pauses.

In addition, there were 6 students (26.09%) who got 70-79. It means that their fluency was good. In speaking, they made an effort at times to search the words, nevertheless, very smooth delivery on the whole and only made a few unnatural pauses.

There were also 10 students (43.48%) who reached 60-69. In this case, they made an effort and searched for words but there were not too many unnatural pauses and it was smoothly delivery mostly.

Meanwhile, there was 4 student (17.39%) who got 50-59, in which means that their fluency was poor since they made an effort for much of the time. They often had to search for the desired meaning and rather halting delivery and fragmentary.

To sum up, there were 2 students (8.70%) who could reach 40-49. It means that their fluency was very poor because there were long pauses while they searched for desired meaning with frequently halting delivery and fragmentary. They almost gave up for making the effort at times.

Based on the data from the students' score, there were 14 students (60.87%) whose fluency's scores have achieved the target of the research indicator.

#### **4.1.1.3.1.3 Comprehensibility**

In comprehensibility, there was 2 student (8.70 %) who got 80-89. It means that their comprehensibility was so good because it was easy for the listener (teacher, researcher, and the other students) to understand their intention and general meaning.

Besides that, there were 6 students (26.09%) whose comprehensibility was also good so they got 70-79. Their intention and general meaning were fairly clear, though there were a few interruptions by the listener for the sake of clarification.

There were 7 students (30.43%) who reached 60-69. It means that their comprehensibility was enough. In speaking, their intentions were clear but there were several interruptions by the listeners to help them to convey the message or to see the clarification.

Meanwhile, there were 6 students (26.09%) got 50-59 because their comprehensibility was poor. They got the scores since the listeners could understand a lot of what they said, but they must constantly seek for clarification. Besides, the listener could not understand many of the speaker's complex or longer sentences.

Last but not least, there were 2 students (8.70%) who got 40-49. When they was speaking English, there were only small bits (usually short sentences and phrases) could be understood and then with considerable effort by someone used to listening to the speaker.

In line with the explanation above, the students' scores for each component of speaking, which covers pronunciation, fluency and comprehensibility, it can be concluded that the students' scores of the two components (fluency and comprehensibility) are still under the target. In addition, for comprehensibility, there were 10 students (43.48 %) whose scores are 65 or more. Since the students' score for pronunciation, fluency, and comprehensibility have not fulfilled as the target of the indicator, the second cycle must be held since the students' score for were still under the target.

#### **4.1.1.3.2 Learning Process**

In this class action research, the learning process covers to the students' activities during the teaching learning process.

##### **4.1.1.3.2.1 Students' Activities**

As mentioned at chapter III, besides the students' score, the students' activities also need to be found out as the indicator of the research. The indicator of the students' activities is, if at least 80% of the students did at least 80% of the activities during the teaching learning process, it means that chart is applicable in teaching and improving the students' activities. There were five activities that must be done by the students, that are, responding to the topic, paying attention to the teacher's explanation, responding to the teacher's questions, following the teacher's instructions (complete the picture, doing the task, etc), and able to respond the teacher's question at the end of the lesson. The information of the activities done by the students and the percentage of the students' activities in cycle 1 can be seen in appendix 7.



To know whether the target of the indicator of this class action research had already been achieved or not after using chart, the following explanation would show the process of the students' activities during the teaching learning process.

#### **4.1.1.3.2.1.1 Pre Activities**

When the teacher did an apperception, there were a few students who responded to the topic enthusiastically. Though they answer the teacher's question together but at least they had shown their interest to the topic. Actually some other students also answered the teacher's questions but their facial showed that they bored with the topic. Meanwhile the rest of them only became the viewers of their friends.

#### **4.1.1.3.2.1.2 While Activities**

In while activities, there were about four activities that became the focus of the observation, that are, paying attention to the teacher's explanation, responding to the teacher' question at the beginning and at the end of the lesson, and doing the teacher's instructions

When the teacher applied the chart in the teaching learning process, there were approximately a few students who paid attention to the teachers' explanation. They looked eager to follow the class, moreover, when they were asked to express what they can see from the picture explicitly. Nevertheless, there were still many students who were busy with their own world like chatting with their friends or doing another works. When the teacher were asked the questions related to the material, there were only two or three students who responded the questions voluntarily. Meanwhile, the other students only gave responses when they were asked by the teacher. They felt shy, not confident, and afraid of being made mistaken.

Nevertheless since the teacher was very strict so when the students were asked to follow the teacher's instructions like completing the chart, working the task by self, or finding the difference input for their chart, all the students did the instructions.

Having enough practice, the students were asked to deliver their speech in front of the class. All the students did the activity since the teacher called the students one by one. Some students looked not confident when they delivered their speech because the teacher corrected the mistakes directly when they made mistaken.

#### **4.1.1.3.2.1.3 Post Activities**

For the last activities, the researcher only observed the students' ability to respond the teacher's question. From 23 students, there were only 13 students who responded the question voluntarily. The rest of the students were only able to respond the teacher's question together.

From the explanation above, the researcher got the data of the activities that done by the students, that is, there were 13 students ( 56.52%) of 23 students who did 80 % of the activities that observed by the researcher. It means that the use of chart have not been able yet to improve the students' learning activities, whereas the target stated in the indicator was there must be at least 80 % students who should do at least 80 % activities during the teaching learning process.

The activities which were not done by the students in cycle 1 are responding to the topic (in pre activities), paying attention to the teacher's explanation, and also responding to the teacher's question (in while and post activities). Because of this reason, the teacher

and the researcher must hold the second cycle to make some improvement in order to achieve the target of the indicator.

For further information, the observation sheet of the students' activities in cycle 1 can be seen in appendix 7 to know the activities done by the students.

#### **4.1.1.4 Analysis and Reflection**

After getting the necessary data from the teaching learning process in the first cycle, the teacher was helped by the researcher together discussed everything happen in the class to find out the weaknesses of this cycle. Having found the weaknesses, the teacher and the researcher tried to find some solutions for solving these problems. Furthermore, the researcher noted some weaknesses from the learning product and learning process. They were as follows:

##### **4.1.1.4.1 Learning Product**

Based on the result of the observation in the first cycle about the students' speaking score, the teacher and the researcher analyzed that most the students' problems were on pronunciation, fluency and also comprehensibility. The cause of the problems can be seen as follows:

- a. The teacher did very few repetition when the teacher gave the students an example of how to state the facts and figures, whereas, it was very important to do a lot of repetition in order to make the students easily to follow the teacher in teaching learning process. When the students had to speak English, they could hardly remember the utterances or sentences that usually used to express facts and figures. The students also could not comprehend themselves to others properly. These facts made them not fluent in speaking English.

- b. Some students did not have any confidence to speak English since the teacher often corrected them directly if they made mistakes when they were speaking. This made the students speak English so carefully that there were some pauses which really disturbed the students' fluency in speaking.
- c. In checking the students' comprehensibility, the teacher was not good enough in doing this activity. The students lacked of stimulation from the teacher to comprehend themselves to others and it caused the students not good enough in their comprehensibility.

#### **4.1.1.4.1.1 Solutions of the problems**

To solve the problems above, the teacher and the researcher tried the following solution:

- a. The teacher should do the repetition when the teacher gave the examples of how to state the facts and figures, and also how to pronounce it correctly. So the students would get accustomed to listening to English.

In addition, the teacher must use English more active and tried to stimulate the students also to be more active in using English. She must also oblige the students to speak English even only in single words, phrases, or short sentences.

- b. When the students made a mistake the teacher should not correct it directly. The teacher could ask the other students to correct it in order to help their friends or the teacher could let the mistake as long as there was no communication breakdown due to the mistake.
- c. The students must be stimulated by questions in order to stimulate their minds to deliver their speech during the teaching learning process. By doing so, the teacher could check the students' understanding.

#### **4.1.1.4.2 Learning Process**

There is one kind of data which was analyzed for the learning process, that was, the students' learning activities. The explanation is as follows:

#### **4.1.1.4.2.1 Students' learning activities**

From the students' learning activities, the teacher and the researcher found there were still more than 50% students who did not do 80% or more of the activities during the teaching learning process. It means that the activities of each student were still low. In other words, the result of the research has not fulfilled the target of the indicator yet. The failure to achieve the target was caused by some weaknesses that appeared from the first cycle. The weaknesses are as follows:

#### **4.1.1.4.2.2 The weaknesses in cycle 1**

- a. Most of the students did not respond to the topic enthusiastically when the teacher did an apperception since she did not correlate the topic with something the students like. In addition, the students thought that they had not learnt about facts and figure before, so they assumed that it would be difficult to learn it.
- b. Some students did not give any responses when the teacher asked questions. It might be caused by the lack of comprehensible input given by the teacher so the students did not understand the teacher's intention. Besides that, it might also caused by the students' fear in making mistakes. Since the teacher usually corrected the students' mistakes directly so they did not have enough courage to respond the questions.
- c. Even though the students did the teacher' instructions like, looking the media, completing the picture, etc, they seemed not interested in the media since the picture of chart was so simple.

#### **4.1.1.4.2.3 The solutions of the weaknesses**

To achieve the target stated in the indicator, the weaknesses happened in the first cycle must be solved. To solve them the researcher together with the teacher tried the following solutions:

- a. In doing the apperception, actually the teacher should use the different way that she used to do when she taught the students' sneaking. The teacher should also choose the suitable drills to teach this activity like using question-answer in order to stimulate the students' mind when they wanted to deliver their speech. The drill is expected to interest the students. In teaching the students about expressing how to state the facts and figures, the teacher could use the picture of chart itself so it would be interesting for the students because the media was appropriate with the lesson. The teacher could ask the students to find some implicate facts from the picture by giving the students an example as stimulation, the teacher could ask the students about what information they could have when they got acquainted from the picture, etc. If the students were provided with something they like, they would give responses to the teacher even though they spoke in mother tongue. The point is that the teacher should be creative from the beginning of the teaching and learning process till the end.
- b. The teacher should provide a good model with large quantities of comprehensible input before production was attempted so the students could understand the teacher's intention. The teacher should also give positive responses to any opinions or answers from the students so they would not be afraid of making mistakes.
- c. To make the students interested in the media, the teacher could provide an interest picture of chart which contained by the real data and full of colours in order to avoid the students from boredom. By doing so, the students would be much more interested in the media they made.

#### **4.1.2 Cycle II**

This cycle was applied since the result of the learning product and learning process in Cycle I could not fulfil the indicators of the research. To hold the Cycle II, the researcher and the teachers must pay attention to the result of Cycle I.

In line with the information got from the reflection of Cycle I about the weaknesses happened in the learning product and learning process, the researcher and the teacher implemented the solutions of the weaknesses in Cycle II. It was not different from the previous cycle, this cycle also comprised of planning, action, observation and interpretation, analysis and reflection. They will be described as follows:

#### **4.1.2.1 Planning**

The planning step in the first cycle covers:

##### **4.1.2.1.1 Selecting the suitable material**

The material was about expressing facts and figures which covers how to state the facts and figures in the form of discussion. In selecting the materials, the teachers will be helped by the researcher and the second rater because the teacher herself will teach the material to the students.

##### **4.1.2.1.2 Preparation by the teacher**

Besides selecting the suitable material, there are still some preparations that should be prepared by the teachers and the researcher, such as, making the lesson plan in which the chart used as a media in teaching speaking to the students. In making the lesson plan for

the second cycle, the teacher is helped by the researcher to make some changes in some parts in order to solve the weaknesses happened in the first cycle.

The researcher also explained how to teach by implementing the imagination activity to the teacher. The lesson plan was also made based on the discussion of the researcher and the teachers. The teacher also needs to prepare the speaking test for the students, prepare other things that will be useful for the teaching learning process. Preparing the observation sheets to observe the students' activity as an instrument is also necessary. And the most important thing to be prepared is a recorder to record the students' voice.

#### **4.1.2.2 Action**

The second cycle was conducted on Friday, October 7<sup>th</sup>, 2011. The meeting was held for 4 x 45 minutes and fortunately it was still followed by 23 students. The processes in this step pre activity, while activities, and post activities. The explanation is as follows:

##### **4.1.2.2.1 Pre activities**

As the teacher did in Cycle I, at the beginning of the teaching learning process in Cycle II. the teacher greeted the students in English and then checked the students' attendance. However, since English is a foreign language for Indonesians so the teacher used an English with a little translation to convey the material in the classroom.

Having done it, the teacher asked the students about the previous lesson that was about expressing the facts and figures which in this cycle 2 the material focused on how to state and refute, and also how to ask the information about facts and figures. Then the



teacher informed the students the competence that would be achieved after the teaching and learning process. It was different from the apperception that the teacher did in the first cycle. In this cycle the teacher tried to stimulate the students' mind from the beginning. The example of the activity is as follows:

*e.g. Teacher : Ok class, before we start the lesson, I want to ask you about facts and figures that we have learnt before. What means by facts and figures?*  
*Students : The fact is reality or something truth and figures is all about number, it can be concluding to the data, mam.*  
*Teacher : Ok, good! Do all of you know how to state the facts and figures explicitly?*  
*Students : Uhm...yes mam.*  
*Teacher : Great! How about to refute and ask the information about that?*  
*Students : We do not know mam.*

Etc.

#### **4.1.2.2.2 While activities**

Having made the students remember the previous lesson, the teacher started the lesson by showing the picture on the board to the students. Then the teacher asked the students to pay attention to the picture on the board carefully. The teacher tried to stimulate the students' mind by drilling the students using question-answer related to the picture of chart given.

*e.g. Teacher : Well, class. In the previous lesson, I have asked you about the facts and figures explicitly, now we will discuss about how to state and refute, and how to ask the information about facts and figures, especially the message from the picture implicitly. First of all, let's see to the picture. What do you can see from the picture explicitly?*  
*Students : (the students still found difficulty in expressing their ideas)*  
*Teacher : Come on class! Ok, here I'll give one example how to state and refute it, and also how to ask the information about it.*

(The teacher gives an example to the students)

*Teacher : "From the chart we can see that the chart is about the education level of Indonesian per August 2008. In august 2008, there was 53% of Indonesians graduated only from the elementary school (SD). It means that most of Indonesians is lack of education. How about the Indonesians that graduated from Junior High School? Is that bigger than the Indonesians who graduated from Senior High School?"*

*Students : There are 19 % Indonesians that graduated from Junior High School and it is not bigger than the Indonesians that graduated from Senior High School.*

*Teacher : Why do you think it so?*

*Students : Because we can see it from the picture that there are 19% for Indonesians who graduated from Junior High School, and the Indonesians who graduated from Senior High School, there are only 14%.*

*Teacher : Good. Because the chart shows that there were 19% of Indonesians graduated from Junior High School and there were 14% of Indonesians graduated from Senior High School. How about the Indonesians that graduated from Vocational School, University, and Diploma? Is it same one another?*

*Students : No, it is not.*

*Teacher : Why not?*

Etc.

(The teacher asks the students one by one until all the students have practiced to state, to refute, and also to ask the information about facts and figures related to the picture given)

The teacher made the students common with all the material by asking them the question based on the picture one by one. The teacher discussed the picture with the class, took suggestions for choosing the right words or expressions, how to spell the figures, etc. In doing this, the teacher offered some rewards for the students who were brave to answer the questions. Hence, there were very few students who would not to answer the question.

Then the teacher started to conduct the speaking test. The teacher divided the students into small groups which in each group consist of four or five students. Then the teacher distributed the different picture of chart with the same difficulties but with the different topic for each group. The teacher gave some times to for each group to finish their work. When the students worked in groups, the teacher walked around to help the students if the students have difficulties. The teacher helps the students in their discussion. By doing so, the teacher had known whether the students can comprehend each other or not. It is

also done to provide more chances to the students to be more communicative in English and to train the students' confidence.

After all group have finished their work, the teacher asked the each group to exchange their picture. Then the teacher asked the each group to come in front of the class while another groups would deliver some questions and the group in front of the class would answer the questions, of course by considering to the expression that have been taught just now.

The teacher repeated asking and gave comprehensible input to make the students comprehend by the teacher's intention.

Since the teacher found that the students make mistakes, the teacher tried to be wise in treating the student's mistake. The teacher also repeated asking the same question to the other students, who make the mistake.

#### **4.1.2.2.3 Post activities**

For the post activities, the teacher did a reflection by asking the students questions related to the material they had learnt that day.

Then, the teacher assigned the students to practice the expression about the lesson that they had learnt that day by giving the written task based on the picture that have been used as the media and also as a technique in teaching learning process. After the teaching and learning process was complete, the teacher closed the class.

#### **4.1.2.3 Result of Observation and Interpretation**

The result of observation from the learning product in Cycle II will be explained as follows:

#### 4.1.2.3.1 Learning Product

Learning product is the students' scores from the speaking test. The Indicator of the research for the learning product is, if at least 80 % of the students can reach score  $\geq 65$  for the speaking test, it means that the use of chart is applicable in teaching and improving the students' speaking ability. The following table will inform whether the indicator of the learning product can be achieved or not:

Table 3: Table of frequency of the students' speaking scores in cycle II

No	Score	Frequency	Percentage
1	80-89	4	17.39%
2	70-79	12	52.17%
3	60-69	5	21.74%
4	50-59	2	8.70%
5	40-59	0	0.00%
<b>Total</b>		23	100.00%

It is similar to the first cycle, from the table on the previous page, there is 4 students (17.39 %) who reaches 80-89 in the speaking test. This means that the student was able to deliver their speech very well whether in pronunciation, fluency, and comprehensibility.

Meanwhile, there are 12 students (52.17%) who can reach 70-79. It means that they could practice not only how to state, but also how to refute and also to ask the information about facts and figures in the spoken form well. This fact shows that more than 50% of the students were good enough in speaking especially in delivering their ideas to others.



1	80-89	5	21.74%	3	13.04%	5	21.74%
2	70-79	14	60.87%	13	56.52%	10	43.48%
3	60-69	4	17.39%	5	21.74%	6	26.09%
4	50-59	0	0.00%	2	8.70%	2	8.70%
5	40-59	0	0.00%	0	0.00%	0	0.00%
Total		23	100%	23	100%	23	100%

The explanation of the data in the table 4 is as follows:

#### **4.1.2.3.1.1 Pronunciation**

For pronunciation, there were 5 students (21.74%) whose score can reach 80-89. Their pronunciation was very good. It was only very slightly influenced by mother-tongue.

Besides, there are 14 students (60.87%) who reach 70-79. Their pronunciation was slightly influenced by the mother tongue and most utterances they said were correct.

However, their pronunciation was good.

In addition, 4 students (17.39%) get 60-69. Though their pronunciation was still moderately influenced by the mother tongue but they did not have any serious phonological errors. For that reason, their pronunciation was good enough.

So, based on table 3, there are 20 students (91.30%) whose pronunciation scores have achieved the target of the indicator.

#### **4.1.2.3.1.2 Fluency**

It is similar to pronunciation, there are also 3 students (13.04%) who 80 - 89. The students spoke without a very great effort with a fairly wide range of expression and she searched for words occasionally but only one or two unnatural pauses.

In addition, there are 13 students (56.52%) who get 70-79. While speaking, they made an effort at times to search for words, nevertheless, very smooth delivery on the whole and only a few unnatural pauses. This shows that their fluency was good.

There are also 5 students (21.74%) who reach 60-69. Their fluency was enough since they made an effort and searched for words but there were not too many unnatural pauses and it was fairly smooth delivery mostly.

Luckily, there are 2 students (8.70%) who get 50-59. His fluency was poor since he made an effort for much of the time. He often had to search for the desired meaning and rather halting delivery and fragmentary.

So, based on table 3, there are 21 students (91.30%) whose fluency scores have achieved the target of the indicator. Though the target of the indicator has been achieved but there are still 2 students (8.70%) who gain 50-59. It means their fluency was still poor. Their fluency was poor since they made an effort for much of the time. They often had to search for the desired meaning and rather halting delivery and fragmentary.

Meanwhile, the fluency that made by the students in Cycle II are not so much different from the mistakes they made in Cycle I.

#### **4.1.2.3.1.3 Comprehensibility**

For comprehensibility, there are 5 students (21.74%) who get 80-89. It means that their comprehensibility was very good because it was easy for the listeners (teachers, researcher, and students) to understand their intentions and general meanings.

Besides that, there are 10 students (43.48%) whose comprehensibility was also good so they get 70-79. Their intentions and general meanings were fairly clear, though there were a few interruptions by listeners for the sake of clarification.

In addition, there are still 6 students (26.09%) who reach 60-69. It means that their comprehensibility was enough. In speaking, their intentions were clear but there were several interruptions by the listeners to help them to convey the message or to see the clarification.

Last but not least there are 2 students (8.70%) who get 50-59. Their comprehensibility was poor because the listeners could understand a lot of what they said, but they must constantly seek clarification. Besides, the listeners could not understand many of the speaker's more complex or longer sentences.

In line with the explanation about the students' scores each component, that was, pronunciation, fluency, and comprehensibility, it can be concluded that the students' scores of each component have fulfilled the indicator of the research because there are approximately 20 students (86.96%) whose scores are 65 or more for pronunciation, 21 students (91.30%) whose score are 65 or more for fluency and there are 19 students (82.61%) whose scores are 65 or more for comprehensibility.

In other words, the indicator of the research for the students' speaking ability can be fulfilled in the second cycle, so the chart can be used in teaching and improving the students' speaking ability. The detail information of the students' score in cycle 2 can be seen in appendix 6.



#### **4.1.2.3.2 Learning Process**

The learning process covers the students' during the teaching and learning process. The information below will show the result of observation of students' learning activities in Cycle II:

##### **4.1.2.3.2.1 Students' Activities**

To know whether the target of the indicator for the students' activities in this classroom action research has already been achieved or not after using of the chart, the following explanation will show the process of the students' activities during the teaching and learning process:

###### **4.1.2.3.2.1.1 Pre-Activities**

When the teacher did an apperception, there were about 21 students who responded to the topic enthusiastically. Since the teacher used the question-answer by using the chart from the beginning of the teaching and learning process, the students looked enthusiastic in responding to the topic. Unfortunately, there were still 2 students who did not respond to the topic enthusiastically. These students did not make noise in the class but they also did not show their interest to the topic. As usual, they only became the viewers of their friends.

However, if it is compared with the result of the first cycle, there is an improvement on the result of the second cycle.

#### **4.1.2.3.2.1.2 While-Activities**

There are about four activities that became the focus of the observation, that is, paying attention to the teacher's explanation, responding to the teacher's questions, following the teacher's instructions (paying attention to the picture, completing the chart, etc), and practicing how to state and refute, and ask the information about facts and figures.

In while-activities, the teacher started the lesson by showing the picture of the colourful chart on the board. Seeing that picture the students were interested in that picture. For that reason, all the students paid attention to the picture and also the teacher's explanation. They looked eager to follow the class, moreover, when they were asked to read and find the facts based on the picture.

The above explanation shows that through the picture presented by the teacher, the students enjoyed finding the facts from the picture.

Then when the teacher asked some questions related to the material, almost of the students could respond to the questions voluntarily. The students became much more active since they could understand the teacher's question easily. It was easy for them because the teacher gave key words in the form of comments and simple questions to make the students comprehend the teacher's intention. This is a kind of comprehensible input given by the teacher which is one of the guidelines of the Communicative Language Teaching Approach.

Besides that, the students became much more active since they did not feel afraid of the teacher anymore. The teacher did not correct the students' mistakes directly and the teacher even gave positive response so the students' opinions and answers. Hence, the students looked much more confident in responding to the teacher's questions. By correcting the students' mistakes not directly and giving positive response so the students' the teacher has increased the students' confidence. By giving positive responses to the students' answers and opinions, the teacher has not only increased the students' confidence but also has allowed the students to produce any kind of production during the teaching and learning process so that the students did not feel shy or afraid of giving answers and opinions to the teacher's questions and comments.

In this part there are two guidelines of the Communicative Language Teaching Approach implemented by the teacher that is, establishing the secure situation in order to promote communication to the students and also giving the students an opportunity to express their ideas and opinions.

Then for the next activity, all the students were active in following the teacher's instructions like reading and finding the facts based on the picture, and practicing it in groups. The students were interested in looking the media since the teacher gave the real and more colourful picture of chart that the students wanted to see. After looking the pictures, they started the activity in which their minds were stimulated by the teacher using question-answer drill. Besides that, the teacher also promised a reward (an addition point for their English lesson) for the student who was brave enough to answer the teacher's questions.

Having done it, the teacher divided the students into small groups which in each group consist of four or five students. Then the teacher distributed the different picture of chart with the same difficulties but with the different topic for each group. The teacher gave some times to for each group to finish their work. When the students worked in groups, the teacher walked around to help the students if the students have difficulties. The teacher helps the students in their discussion. By doing so, the teacher had known whether the students can comprehend each other or not. It is also done to provide more chances to the students to be more communicative in English and to train the students' confidence.

Having enough time to discuss the work, the students were asked to deliver their work per group in front of the class. Before the group come in front of the class one by one, the teacher asked the each group to exchange their picture. Then the teacher asked the each group to come in front of the class while another groups would deliver some questions and the group in front of the class would answer the questions, of course considering to the expression that have been taught just now. All students did this activity willingly since the teacher did not force the students to come in front of the class by calling their name one by one. This made the students more confident than before and they looked interested to follow the teaching and learning process.

By giving the students a chance to practice in a small group and also deliver it to all their friends in front of the class, the teacher showed that the teacher has established a situation likely promote communication during the speaking class and it has reached the communicative competence. The reaching of communicative competence in the teaching and learning process is also the guideline of the Communicative Language Teaching Approach.

In conclusion, in teaching speaking by using the chart, the teacher has implemented some guidelines of the Communicative Language Teaching Approach, and the result is there was an improvement on the students' activities. The guidelines of that approach must be implemented since telling what object appear in chart became one of the speaking activities adopted from the Communicative Language Teaching Approach.

#### **4.1.2.3.2.1.3 Post Activities**

For the last activity, that was, responding to the teacher's question, from 23 students, there were 21 students (91.30%) who responded to the teacher's questions voluntarily. They answered the teacher's questions confidently. The students also became much more active in responding to the teacher's questions during the teaching learning process. From the explanation of the activities done by the students during the teaching and learning process in Cycle II, the researcher got the data that there were 21 students (91.30 %) of 23 students who did 80% of the activities observed by the researcher. It means that target stated in the indicator of the students' activities has been achieved since more than 80% of the students have done more than 80% of the activities during the teaching and learning process. This shows that the using of chart can improve the students' activities.

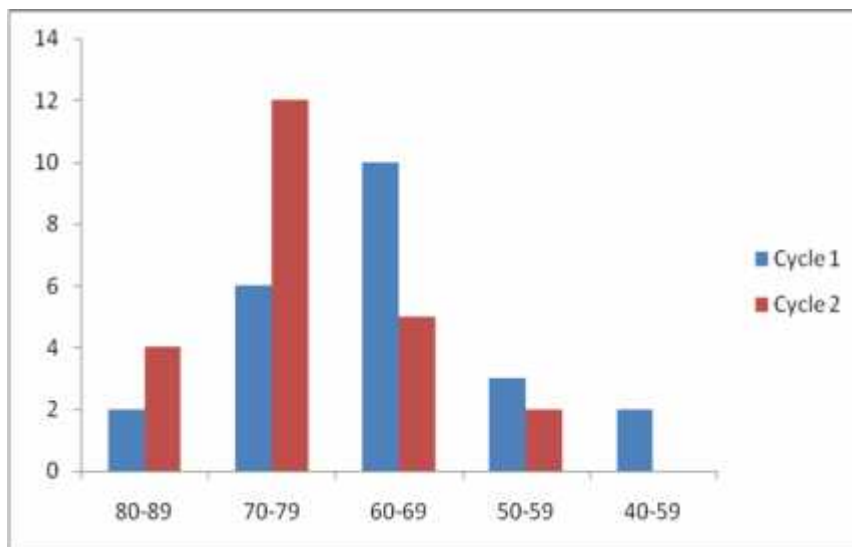
For further information, the observation sheet of the students' activities in cycle 2 in Appendix 8 can be seen to know the activities done by each student.

#### **4.1.2.4 Analysis and Reflection**

After the second cycle was held, the improvement was found in both learning product and process. The explanation is as follows:

#### 4.1.2.4.1 Learning Product

The target of the indicator for the learning product can be achieved after the second cycle was held. Besides the speaking test result of the second grade students of SMKN 3 Bandar Lampung, Tourism Guide Class has shown the improvement of the students' speaking ability and also every component of speaking like pronunciation, fluency, and comprehensibility. The improvement can be seen in the following chart:

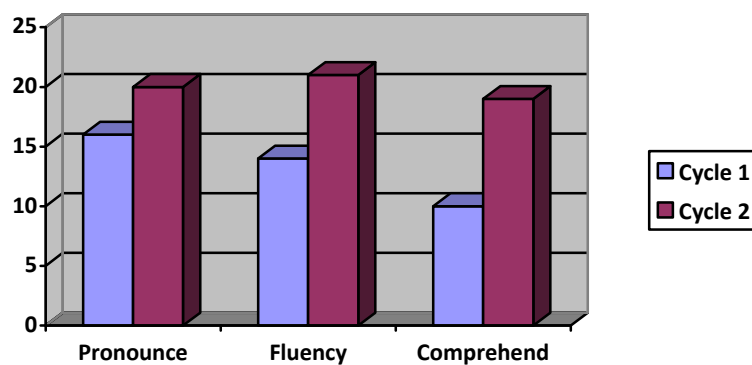


The chart above shows the improvement of the students' speaking scores from the first cycle to the second cycle. In cycle I, there are for about 14 or 60.87% students whose scores are 65 or more. It means that the result of the speaking test cannot fulfil the indicator of the research. Hence, the second cycle must be conducted. After these second cycle was conducted, the indicator of the research can be fulfilled since there are approximately 21 student so or 91.30 % students get 65 and even more than 65.

The improvement is not only found on the total scores of the students' speaking ability but also on each component of speaking that is, pronunciation, fluency, and comprehensibility. Although the students' pronunciation, fluency, and the students' comprehensibility could not be fulfilled in the first cycle, fortunately all can be fulfilled

in the second cycle since the researcher and the teachers paid more attention to improve the students' ability in those three terms.

At last, after the second cycle was conducted, there was also an improvement on the students' fluency and comprehensibility. In Cycle I, there are only 16 students (69.57%) whose scores are 65 or more for pronunciation and in Cycle II, there are 20 students (86.96%) who get 65 or more. In addition, for fluency, there were 14 students (60.87%) who get 65 or more in the first cycle but there are for about 21 students (91.30%) get 65 or more. And for comprehensibility, there are 10 students at the first cycle who get 65 or more. However, in the second cycle the students who get 65 or more for comprehensibility become 19 students (82.61%). The following chart will show the improvement of the students' scores in each aspect of speaking:



Based on the description of the improvement on the learning product and also the data showed from the chart, it can be concluded that the indicator of the research for the learning product has already been achieved. It means that the chart is applicable in teaching and improving the students' speaking ability.

#### 4.1.2.4.2 Learning Process

The learning process covers the students' learning activities. The analysis and reflection of the point will be described as follows:

#### **4.1.2.4.2.1 Students' Activities**

In the second cycle there were about 21 students (91.30%) who did 80% of the activities in the teaching and learning process. This means that the indicator of this research for the students' activities has been achieved because the indicator of the research for the students' activities is, if at least 80% of the students do at least 80% of the teaching and learning activities, it means that the chart is applicable in teaching and improving the students' activities'.

However, from five kinds of students' activities observed by the researcher, most of the students did not do the activities like responding to the topic and responding to the teacher's questions. After the teacher analyzed carefully, the students who did not do the activities were those who were not confident and they were still anxious to express their ideas voluntarily. For that reason, in the second cycle the teacher to build the students' confidence, for example, the teacher did not give direct correction to the students' opinions and answers. The teacher also gave positive response to the students' opinions and gave rewards for the students that could answer the teacher's questions.

Having done the attempts above, the teacher found the improvement on the students' activities in the second cycle. There is an increase on the number of students who responded to the topic and also to the teacher's questions. As a matter of fact, the attempts were done based on the guidelines of the Communicative Language Teaching Approach. Since telling the objects appear in picture or chart that became the one of the speaking activities is adopted from the Communicative Language Teaching Approach,



so that in the application of this activity, the teacher must implement the guidelines of the approach too.

By giving indirectly corrections to the students, answers and opinions, and giving positive responses to the students', the teacher had implemented one of the guidelines of the Communicative Language Teaching Approach that is, the teacher has the major responsibility to establish the situation likely promote communication and the result is, there is an improvement on the students' activities. This fact has proved that the chart can be used in helping the students' activities in learning speaking.

## **4.2 DISCUSSION**

Based on the result of the research in cycle 1 and 2 above, it can be seen that chart can be used in teaching and improving the students' speaking ability and helping the students' learning activities. In cycle 1, the teacher taught the students by using a simple chart. The teacher also drilled them by question answers. However, the result of the research in cycle 1 still could not fulfilled the indicator of the research. For that reason, the teacher and the writer conducted the cycle 2. In cycle 2, the teacher used a various chart and managed the class not in traditional class, but in small group. The result of the research in cycle 2 could fulfill the indicator of the research dealing with the students' product and also the students' learning process.

The improvement of the students' product in terms of pronunciation, fluency, and comprehensibility after the use of chart can be seen in table 2 and 4. Meanwhile, the improvement of the students' learning activities can be seen from the observation sheet of the students' learning activities.

## **V. CONCLUSION AND SUGGESTION**

In reference to the result and discussion of the research, the researcher tried to give conclusion and suggestion as follows:

### **A. Conclusions**

1. Chart can be used in teaching and improving the students' speaking ability. By using the chart, the main problem which was faced by the students that is, the low speaking ability owned by them, and the use of chart absolutely can help them to solve their problems.
2. Chart can be used to help the students' activities in learning speaking. The students who were passive become much more active since they were taught by using this media which can stimulate the students' mind. Besides that, the implementation of Communicative Language Teaching as an Approach in this research has made the students more confident in expressing their ideas in English.

### **B. Suggestions**

1. For the teachers who want to use the picture of chart to teach speaking to the students, it is better to use the real data and more colourful chart because it is expected can increase the students' interest during the teaching learning process.
2. To use the chart in teaching learning process which relies on the students' minds, a teacher must be creative since there are not absolute procedures for using the chart. However, because the telling what the object appear in the chart is adopted from Communicative Language Teaching as an Approach, so there are some guidelines that must be implemented when a teacher wants to use this media as a technique by giving some treatment. It must be done in order to get the maximum result after the teaching and learning process occurred.

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# APPENDICES

## Appendix 1

### Lesson plan (cycle 1)

Subject : English  
Class : XI (Tourism Guide Class)  
Semester : 1  
Time allocation : 3x45 minutes  
Skills : Speaking

#### **A. Standard competence**

English communicating in elementary level

#### **B. Basic competence**

Expressing the facts and figures

### C. Indicator

Expressing how to state facts and figures

### D. Objectives

- The students are able to read the picture
- The students are able to express about how to state the facts and figures

### E. Teaching material:

Expressing how to state the facts and figures

- a. In facts, ...
- b. The chart shows that ...
- c. Etc.

### F. Activities:

#### Pre activities:

- The teacher greets the students.
- The teacher checks the students' attendance.
- The teacher tells the material that will be taught and also the competence that should be achieved after the teaching learning process.
- The teacher does an apperception, in which she asks the students about the facts and figures, and also the expression how to state the facts and figures.

*e.g. Teacher: Ok class, before we start our lesson, I want to ask you about facts and figures. Do you know what it means by facts and figures?*

*Students: (The students just looked each others)*

*Teacher: Come on class, who knows by what facts and figures means? Anyone can answer?*

*Students: Uhm...facts is fakta mam.*

*Teacher: How about figures? Anyone knows?*

*Students: A figure is angka.*

*Teacher: Would mind to answer it in English?*

*Students: A figure is number mam.*

*Teacher: Any others?*

*Students: (Became quite)*

*Teacher: Well, actually the facts is reality or something truth and figures is all about number, it can be concluding to the data. Ok class, do you get my point?*

*Students: Yes, mam.*

*Teacher: Ok good! If you understood by what I mean, do you know how to use the expression in stating the facts and figures class?*

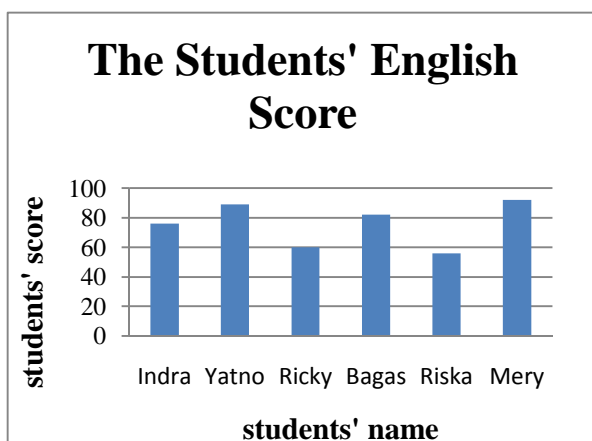
*Students: No, we do not know mam. Give us an example, mam!*

*Etc.*

#### While activities

- The teacher sticks the picture of chart on the board.





- The teacher asks the students to see the picture carefully and delivers some question related to the picture.

*e.g. Teacher: Ok, class. Can you see the picture clearly? Can you tell me what the picture is about?*

*Students: Yes, mam. And the chart is about students' English score.*

*Teacher: Good. What do you can see from the picture explicitly from the picture?*

*Etc.*

- *The teacher gives an example of expression to state facts and figures.*

*e.g. Teacher: After you express about the facts and figures explicitly, now I'll ask you to express how to state it implicitly. For example, now let's see the picture!*

*(The teacher tries to stimulate the students to find the implicative facts from the picture by giving the students an example)*

*Ex: The chart shows that there are three students who got score under sixty.*

*Etc.*

- Then the teacher asks the students randomly to find another fact related to the picture.
- After the students practice how to state the facts and figures, the teacher starts to conduct the speaking test.
- The teacher asks the students to draw their own chart.
- The teacher asks the students to complete the picture of chart based on the teacher's instructions.
- The teacher gives the students some times to finish their work.
- After the students finish their work, the teacher asks the students to tell about what they have done in front of the class.

#### **Post activities:**

- After all students have delivered their speech in front of the class, the teacher does a reflection by asking the students about what they have learnt that day.
- The teacher closes the class.

**G. Evaluation:** The teacher asks the students to practice about expressing the facts and figures which covers how to state the facts and figures.

**H. Learning Media:** picture of chart

**I. Scoring :** The analytical scoring will be used and the aspects to be scored cover pronunciation, fluency, and comprehensibility.

The oral ability scale proposed by Heaton is used to score the students' speaking ability.

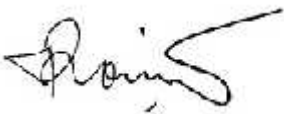
The lowest score for each aspect is 83.83

The highest score for each aspect is 48.17

**J. Learning Source:** Sutinah, Entin. 2010. Get Along with English for Vocational School Grade XI Elementary Level. Jakarta: Erlangga.

Bandar Lampung, 16 September 2011

Teacher



Rosmini

Researcher



Esty

Listioningrum



The principle of  
Bandar Lampung

Dra. Netty  
NIP. 19621208 18170 2 001

Appendix 2

Lesson plan (cycle 2)

Subject

: English

Class

: XI (Tourism

Guide Class)

Semester

: 1

Time allocation: 4x45 minutes

Skills

: Speaking

### A. Standard competence

English communicating in elementary level

### B. Basic competence

Expressing the facts and figures

### C. Indicator

- Expressing how to state the facts and figures
- Expressing how to refute the facts and figures
- How to ask the information about facts and figures

### D. Objectives

- The students are able to read the picture
- The students are able to express about how to state, to refute, and ask the information about the facts and figures
- The students are able to communicate in English much more

### E. Teaching material:

- Expressing how to state and refute the facts and figures

- a. In facts, ...
- b. The chart shows that ...
- c. Etc.
- How to ask the information about facts and figures
- a. What...?
- b. Why...?
- c. How...?

## F.Activities:

### Pre activities:

- The teacher greets the students.
- The teacher checks the students' attendance.
- The teacher asks the students about the previous lesson that is about how to state the facts and figures.
- The teacher does an apperception. It is different from the apperception that the teacher does in the first cycle. In this cycle the teacher tries to add two indicators in teaching learning process. The teacher also tries more to stimulate the students' communicative competence.

*e.g. Teacher: Ok class, before we start the lesson, I want to ask you about facts and figures that we have learnt before. What means by facts and figures?*

*Students: The fact is reality or something truth and figures is all about number, it can be concluding to the data, mam.*

*Teacher: Ok, good! Do all of you know how to state the facts and figures explicitly?*

*Students: Uhm...yes mam.*

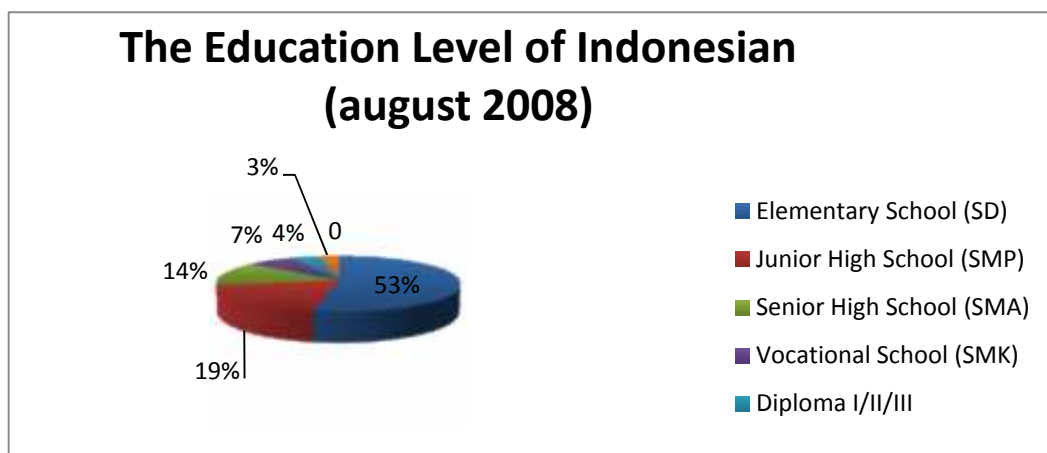
*Teacher: Great! How about to refute and ask the information about that?*

*Students: We do not know mam.*

*Etc.*

### While activities

- The teacher sticks the picture of chart on the board to the students.



- The teacher asks the students to see the picture carefully and asks some question related to the picture.

*e.g. Teacher: Well, class. In the previous lesson, I have asked you about the facts and figures explicitly, now we will discuss about how to state and refute, and how to ask the information about facts and figures. especially the message from the picture implicitly. First of all. let's see to the picture. What do you can see from the picture explicitly?*

*Students: (The students still found difficulty in expressing their ideas)*

*Teacher: Come on class! Ok. here I'll give one example how to state and refute it, and also how to ask the information about it.*

*(The teacher gives an example to the students)*

*"From the chart we can see that the chart is about the education level of Indonesian per August 2008. In august 2008, there was 53% of Indonesians graduated only from the elementary school (SD). It means that most of Indonesians is lack of education. How about the Indonesians that graduated from Junior High School? Is that bigger than the Indonesians who graduated from Senior High School?"*

*Students: There are 19 % Indonesians that graduated from Junior High School mam and it is not bigger than the Indonesians that graduated from Senior High School.*

*Teacher: Why do you think it so?*

*Students: Because we can see it from the picture that there are 19% for Indonesians who graduated from Junior High School, and the Indonesians who graduated from Senior High School, there are only 14%.*

*Teacher: Good. Because the chart shows that there were 19% of Indonesians graduated from Junior High School and there were 14% of Indonesians graduated from Senior High School. How about the Indonesians that graduated from Vocational School, University, and Diploma? Is it same one another?*

*Students: No, it is not.*

*Teacher: Why not?*

*(The teacher asks the students one by one until all the students have practiced to state, to refute, and also to ask the information about facts and figures related to the picture given)*

*Etc.*

- After the teacher drills the students by using question and answer, the teacher asks the students whether they have clearly understood or not so far.
- Then the teacher starts to conduct the speaking test.
- The teacher divides the students into small groups which in each group consist of four or five students.
- Then the teacher distributes the different picture of chart with the same difficulties but with the different topic for each group.
- The teacher gives some times to for each group to finish their work.
- When the students works in groups, the teacher walks around to help the students if the students have difficulties.
- The teacher helps the students in their discussion. By doing so, the teacher knows whether the students can comprehend each other or not. It is also done to provide more chances to the students to be more communicative in English and to train the students' confidence.

- After all group have finished their work, the teacher ask the each group to exchange their picture. Then the teacher asks the each group to come in front of the class while another groups will deliver some questions and the group in front of the class will answer the questions, of course by considering to the expression that have been taught just now.

**Post activities:**

- After all students have delivered their speech in front of the class, the teacher does a reflection by asking the students about what they have learnt that day and gives the students the written task based on the picture that have been used as the media in teaching learning process.
- The teacher closes the class.

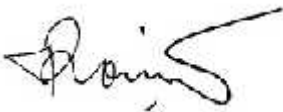
**G. Evaluation :** The teacher asks the students to practice about expressing the facts and figures which covers how to state the facts and figures.

**I. Scoring :** The analytical scoring will be used and the aspects to be scored cover pronunciation, fluency, and comprehensibility.  
 The oral ability scale proposed by Heaton is used to score the students' speaking ability.  
 The lowest score for each aspect is 86.17  
 The highest score for each aspect is 56.50

**J. Learning Source:** Sutinah, Entin. 2010. Get Along with English for Vocational School Grade XI Elementary Level. Jakarta: Erlangga.

Bandar Lampung, 7 October 2011

Teacher



Rosmini

Researcher



Esty

Listioningrum



### Appendix 3

#### SPEAKING TEST IN CYCLE 1

##### INSTRUCTION:

1. Each student should draw their own chart.
2. Each student should fulfil the data on the chart based on their own opinion.

##### THE ORAL TEST DIRECTION:

1. Each student should do their work by themselves.
2. Each student is given a few minutes to finish their work.
3. Each student should tell about their chart in front of the class.
4. Each student is free to express their ideas and try to speak as clearly as they can.

## Appendix 4

### SPEAKING TEST IN CYCLE 2

#### INSTRUCTION:

1. Works in group consist of 4-5 students.
2. Make a discussion based on the chart given.

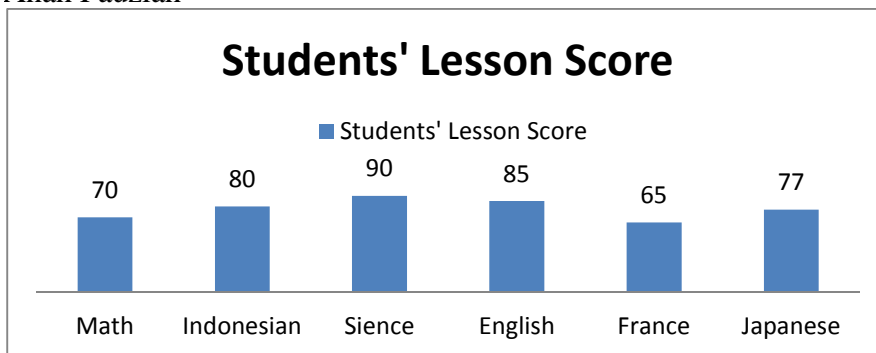
#### THE ORAL TEST DIRECTION:

1. Each group should discuss about the chart.  
That should be discussed:
  - What is the chart's topic
  - What the chart tells about?
  - What is the reason that it can be so?
2. Each group is given a few minutes to finish their work.
3. Each group is free to express their ideas and try to speak as clearly as they can.
4. Each group should present about their chart in front of the class and discuss it to their friends.

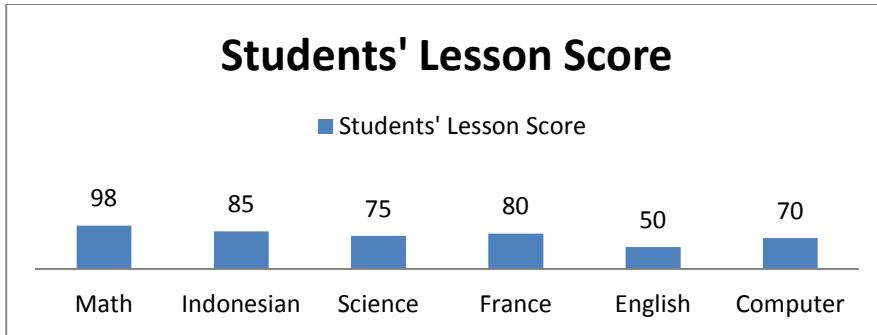


### The Students' Work Sheet in cycle 1

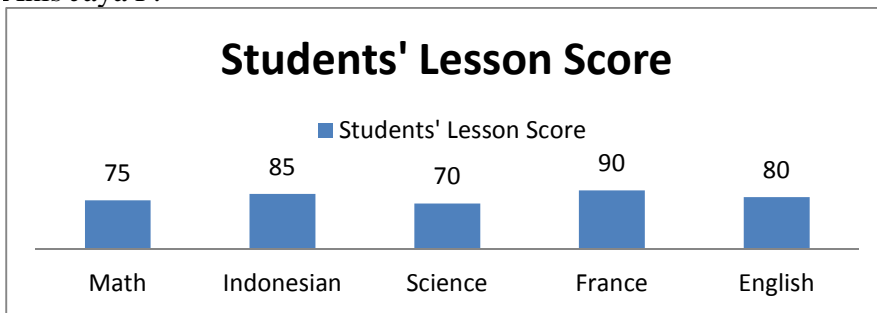
1. Anah Fauziah



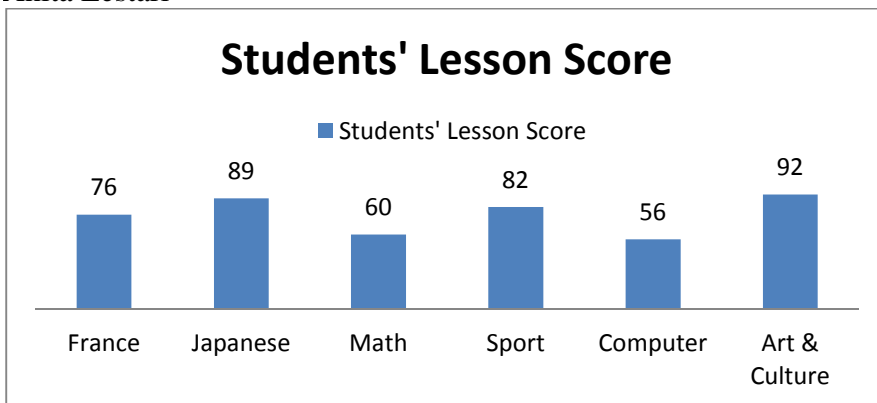
2. Anggun Wulandari



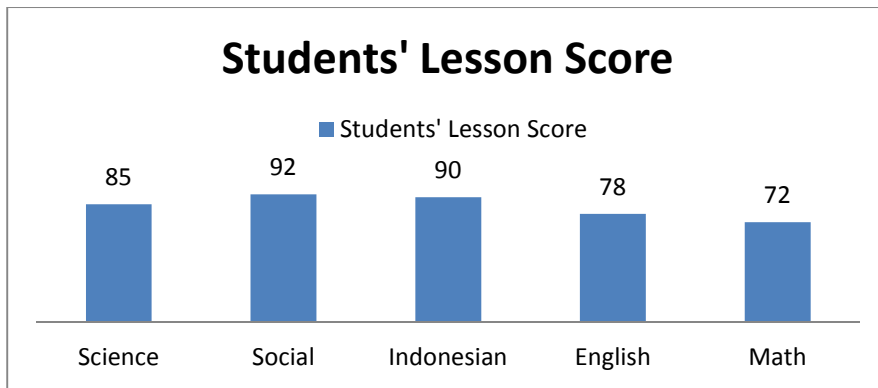
3. Anis Jaya P.



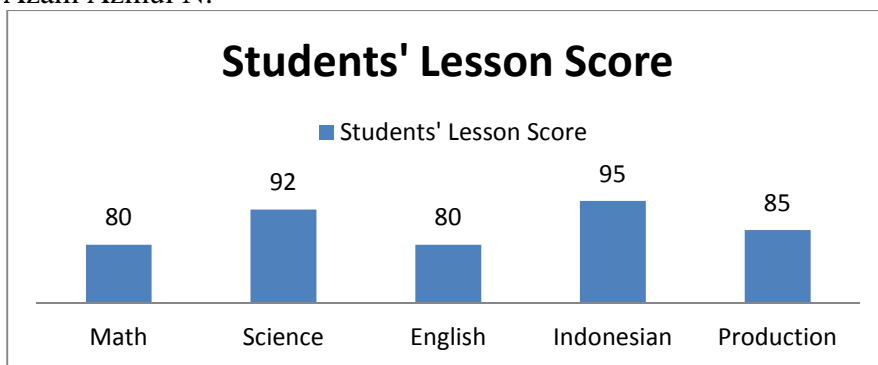
4. Anita Lestari



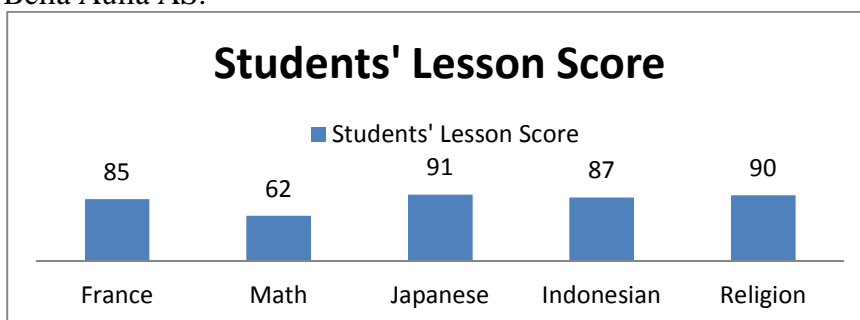
5. Arif Kurniawan P.



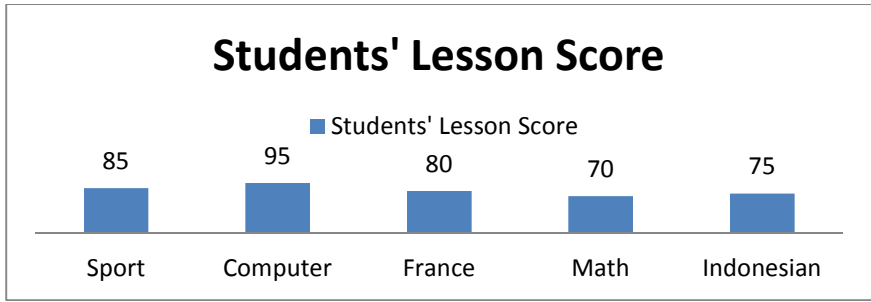
6. Azam Azmul N.



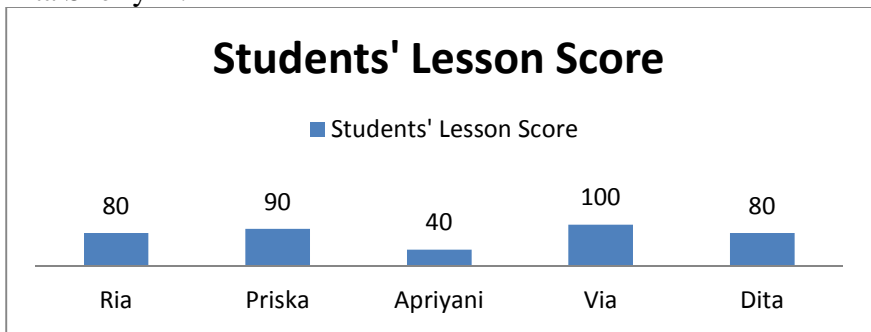
7. Bella Aulia AS.



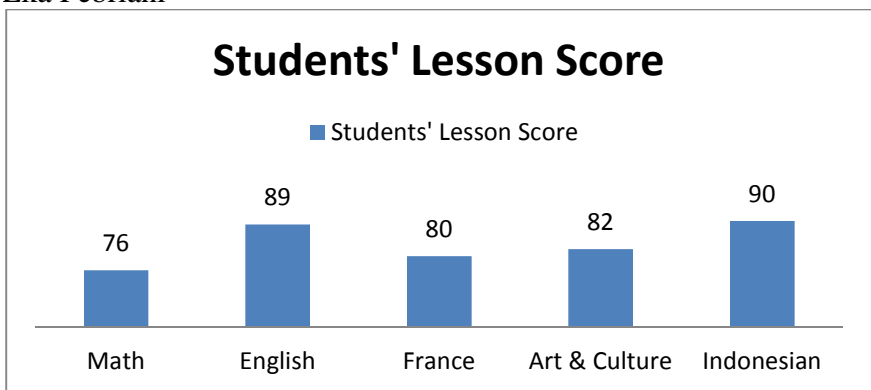
8. Desi Ade Tia



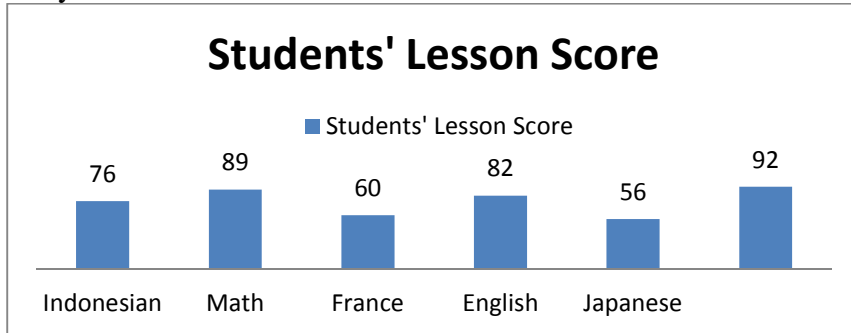
9. Dita Sherly Y.



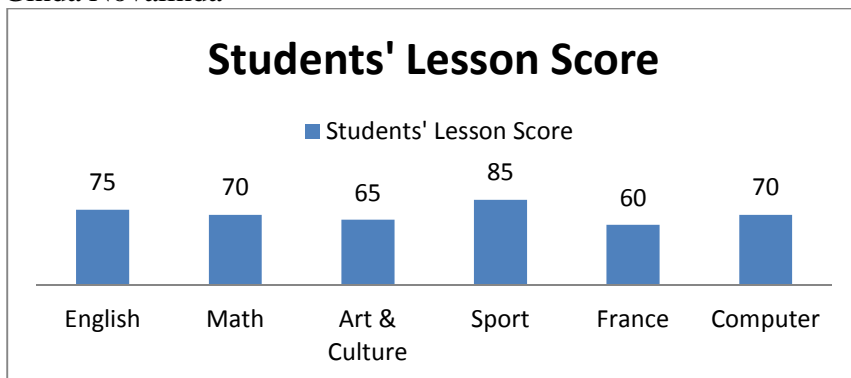
10. Eka Febriani



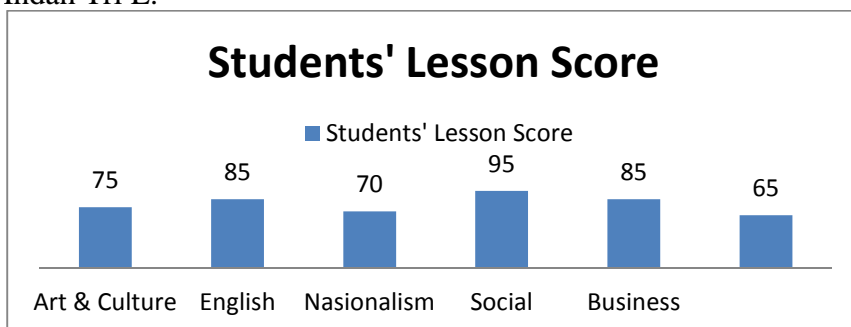
11. Fitriyani



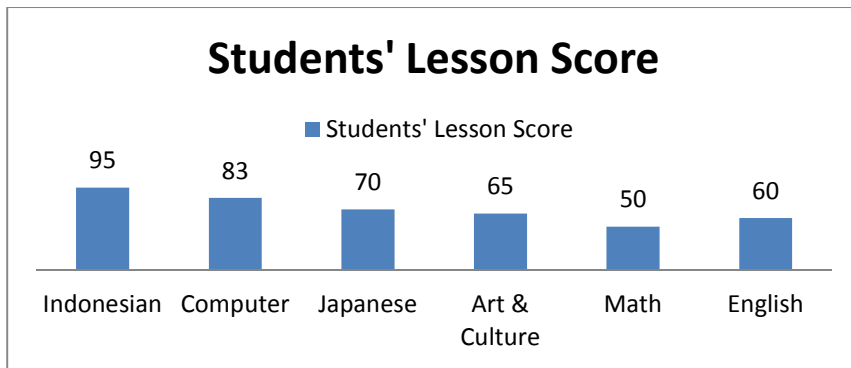
12. Ginda Novalinda



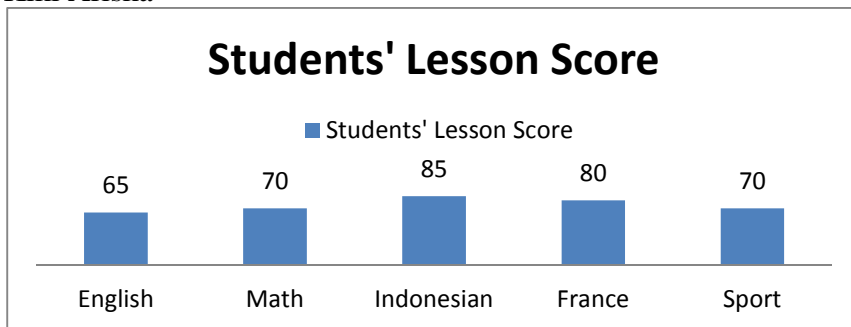
13. Indah Tri L.



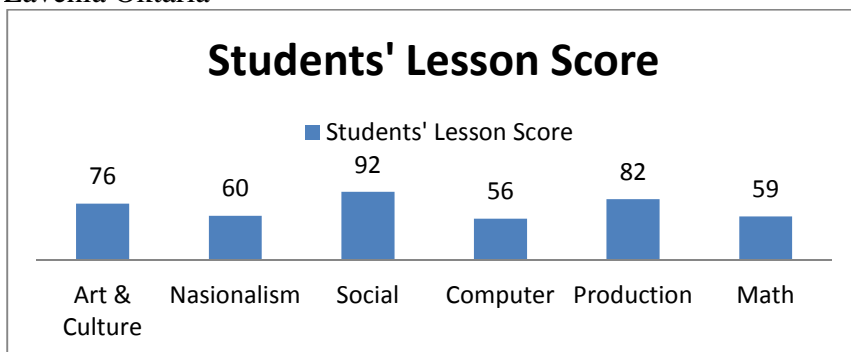
14. Jumania Astari



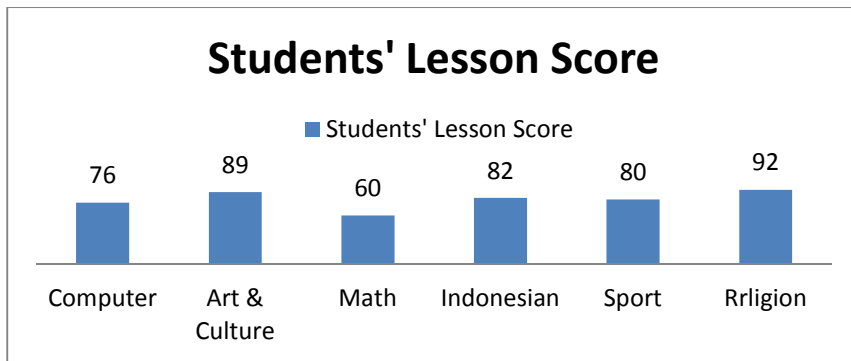
15. Kiki Ariska



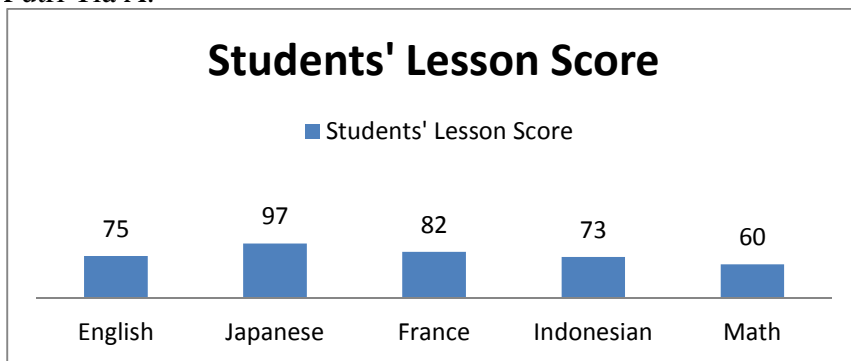
16. Lavenia Oktaria



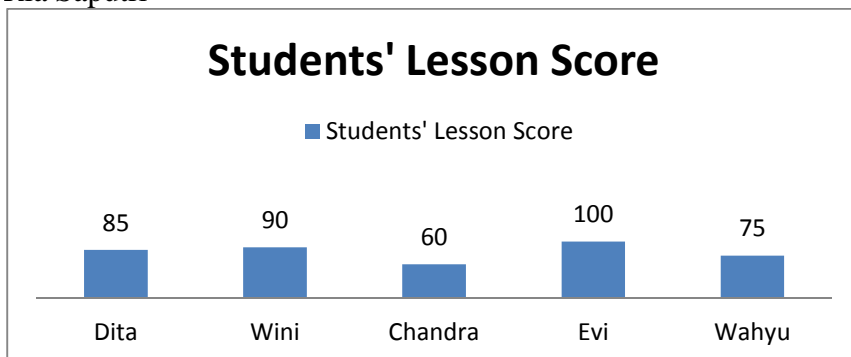
17. Priska Diana



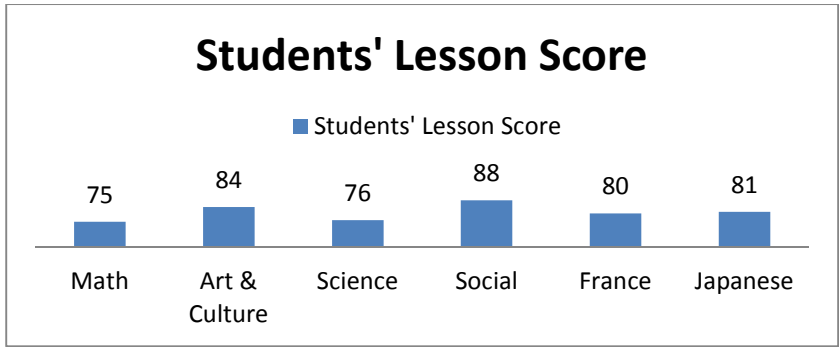
18. Putri Tia A.



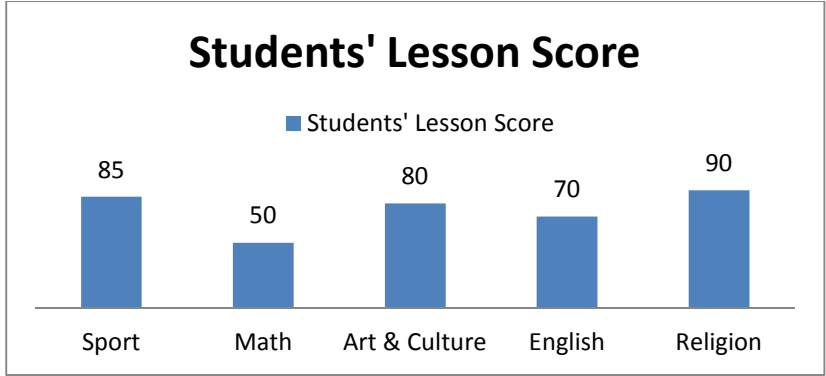
19. Ria Saputri



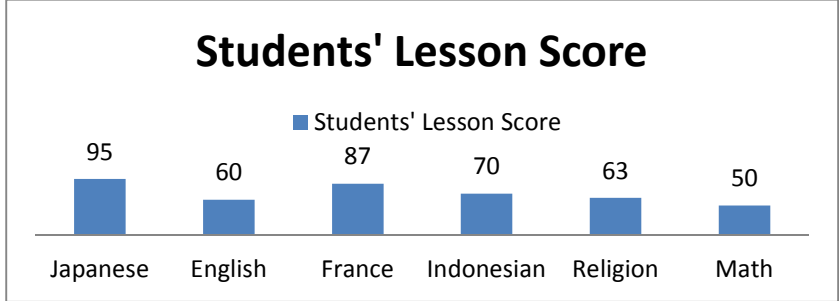
20. Ririn Lestari



21. Rosita

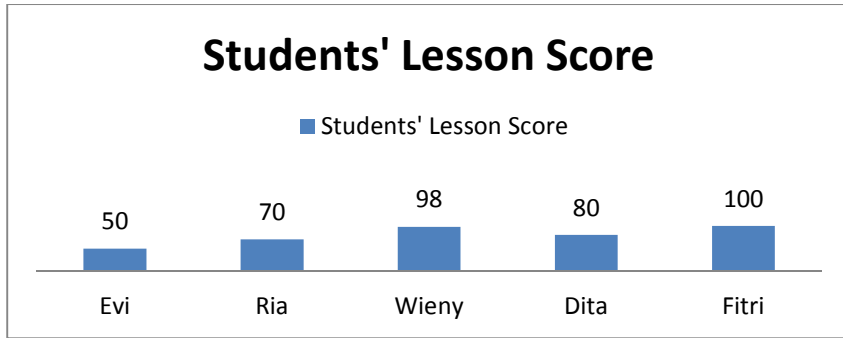


22. Rosita Apriyanti



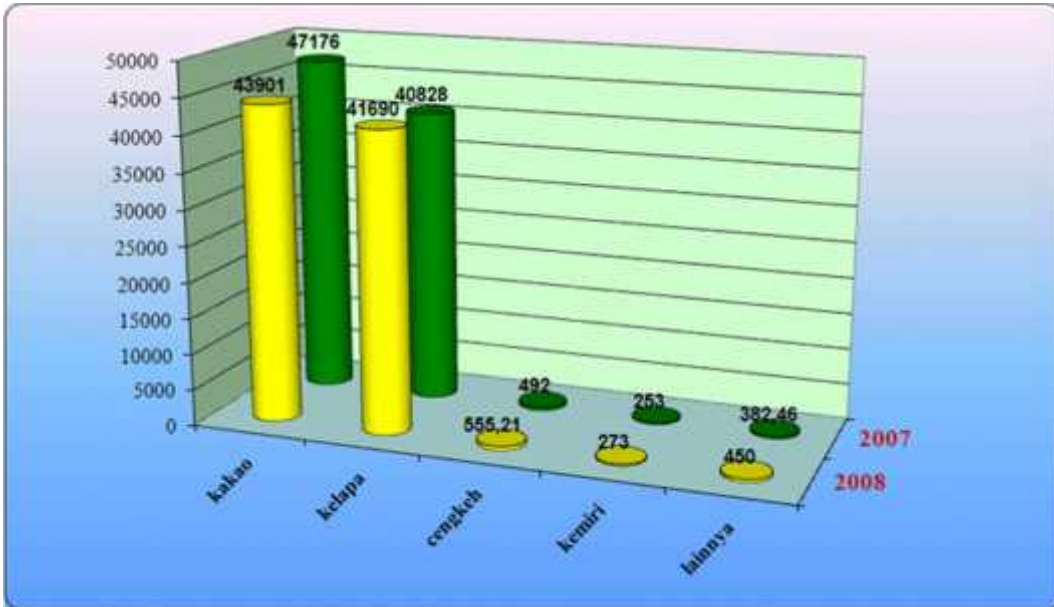
23. Wieny Wirda MN.





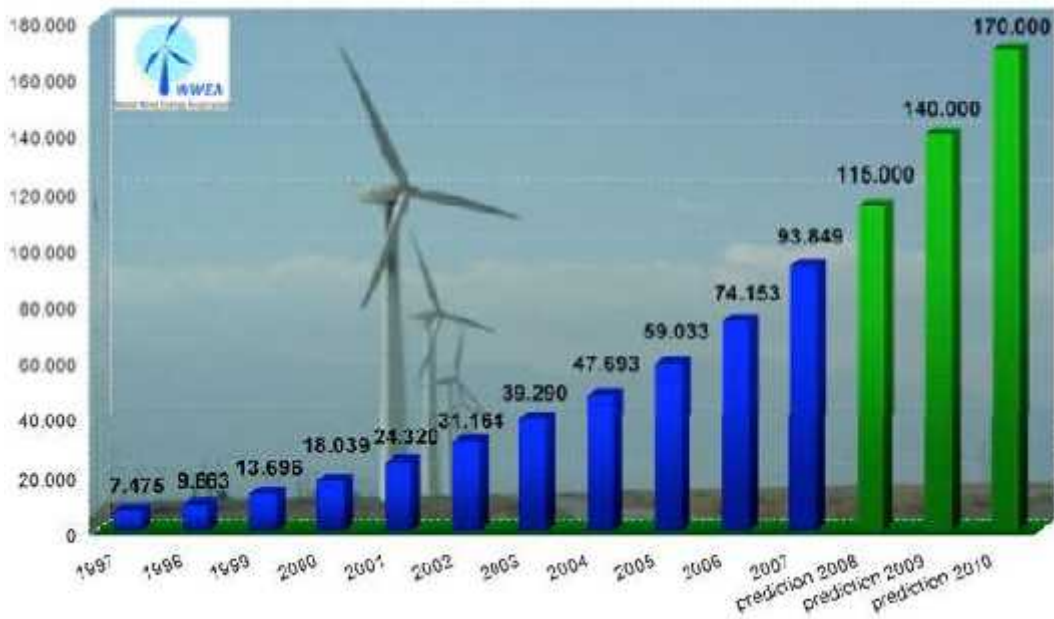
Material of speaking test in Cycle 2:

Group I :



Group II :

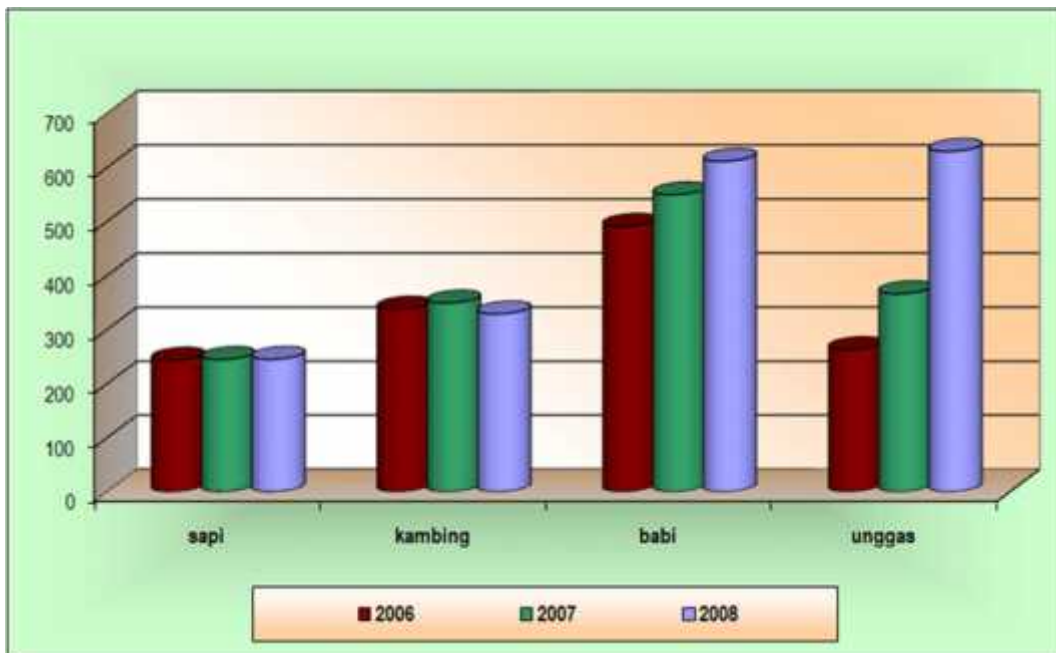
World Wind Energy - Total Installed Capacity and Prediction 1997-2010 [MW]



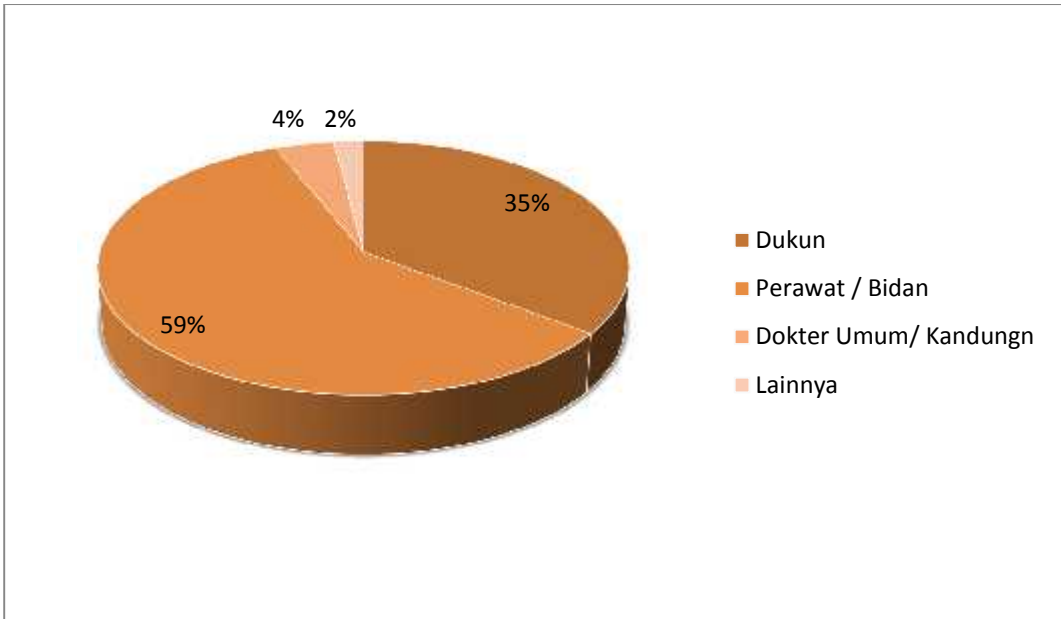
Group III :



Group IV :



Group V :



Group V :



Appendix 5

**TABLE OF STUDENTS' SPEAKING SCORE  
(1<sup>st</sup> Cycle)**

No	Students' Code	Students' Score								Final Score $\frac{X_1 + X_2}{2}$
		Rater 1				Rater 2				
		P	F	C	X <sub>1</sub>	P	F	C	X <sub>2</sub>	
1	AF	85	72	80	79.00	84	82	78	81.33	80.17
2	AW	74	65	65	68.00	76	63	64	67.67	67.83
3	AJ	73	74	71	72.67	74	73	72	73.00	72.83
4	AL	52	45	45	47.33	50	48	48	48.67	48.00
5	AK	51	50	49	50.00	50	48	47	48.33	49.17
6	AA	70	68	53	63.67	71	69	53	64.33	64.00
7	BA	71	70	72	71.00	73	72	70	71.67	71.33
8	DA	72	70	66	69.33	75	72	67	71.33	70.33
9	DS	75	70	65	70.00	76	72	68	72.00	71.00
10	EF	75	70	68	71.00	79	71	72	74.00	72.50
11	FY	52	47	40	46.33	52	50	45	49.00	47.67
12	GN	87	80	84	83.67	85	82	85	84.00	83.83
13	IT	60	48	46	51.33	64	60	48	57.33	54.33
14	JA	70	70	71	70.33	70	72	70	70.67	70.50
15	KA	72	65	66	67.67	72	65	65	67.33	67.50
16	LO	65	55	53	57.67	68	56	55	59.67	58.67
17	PD	68	56	55	59.67	70	59	58	62.33	61.00
18	PA	64	60	50	58.00	62	48	46	52.00	55.00
19	RL	68	70	65	67.67	65	67	64	65.33	66.50
20	RS	64	57	56	59.00	63	57	55	58.33	58.67
21	RO	67	54	58	59.67	65	58	57	60.00	59.83
22	RA	66	55	56	59.00	65	57	58	60.00	59.50
23	WW	64	56	50	56.67	63	54	53	56.67	56.67
<b>Average</b>		68.04	62.04	60.17	63.42	68.35	63.26	60.78	64.13	63.78
<b>Highest Score</b>		87.00	80.00	84.00	83.67	85.00	82.00	85.00	84.00	83.83
<b>Lowest Score</b>		51.00	45.00	40.00	45.33	50.00	48.00	45.00	47.67	46.50

Appendix 6

**TABLE OF STUDENTS' SPEAKING SCORE**

(2<sup>nd</sup> Cycle)

No	Students' Code	Students' Score								Final Score $\frac{X_1 + X_2}{2}$
		Rater 1				Rater 2				
		P	F	C	X <sub>1</sub>	P	F	C	X <sub>2</sub>	
1	AF	87	83	80	83.33	88	84	82	84.67	84.00
2	AW	72	70	74	72.00	72	74	76	74.00	73.00
3	AJ	82	79	77	79.33	84	80	78	80.67	80.00
4	AL	60	59	56	58.33	62	60	58	60.00	59.17
5	AK	68	70	64	67.33	70	71	67	69.33	68.33
6	AA	76	71	60	69.00	74	72	62	69.33	69.17
7	BA	82	78	85	81.67	81	79	83	81.00	81.33
8	DA	75	73	71	73.00	76	72	70	72.67	72.83
9	DS	78	76	80	78.00	80	73	78	77.00	77.50
10	EF	78	73	74	75.00	79	75	73	75.67	75.33
11	FY	60	56	53	56.33	61	55	54	56.67	56.50
12	GN	88	84	86	86.00	86	85	88	86.33	86.17
13	IT	70	68	70	69.33	71	70	72	71.00	70.17
14	JA	80	72	80	77.33	81	73	80	78.00	77.67
15	KA	80	79	78	79.00	78	77	76	77.00	78.00
16	LO	68	67	65	66.67	70	68	66	68.00	67.33
17	PD	72	67	68	69.00	74	68	70	70.67	69.83
18	PA	79	74	70	74.33	78	76	72	75.33	74.83
19	RL	73	80	79	77.33	76	80	79	78.33	77.83
20	RS	70	72	70	70.67	72	70	68	70.00	70.33
21	RO	76	73	82	77.00	78	74	81	77.67	77.33
22	RA	72	68	69	69.67	74	70	72	72.00	70.83
23	WW	71	70	68	69.67	73	68	66	69.00	69.33
<b>Average</b>		74.65	72.26	72.13	73.01	75.57	72.78	72.65	73.67	73.34
<b>Highest Score</b>		88.00	84.00	86.00	86.00	88.00	85.00	88.00	87.00	86.50
<b>Lowest Score</b>		60.00	56.00	53.00	56.33	61.00	55.00	54.00	56.67	56.50

Appendix 7

**OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES**  
(1<sup>st</sup> Cycle)

**Topic : Expressing Facts and Figures**  
**Class : XI (Tourism Guide Class)**  
**Day/ date : Friday, 16 September 2011**  
**Observer : Rosmini (Rater 1)**

No.	Students' activities	Students' codes																						
		AF	AW	AJ	AL	AK	AA	BA	DA	DS	EF	FY	GN	IT	JA	KA	LO	PD	PA	RL	RS	RO	RA	WW
1	On task Pre activities a. Responding to the topic enthusiastically																							
2	While activities a. Paying attention to the teacher's explanation b. Responding to the teacher's questions c. Following the teacher's instructions d. Practicing how to describe the chart																							
3	Post activities a. Able to respond the teacher's questions																							
Percentage of students' activities (%)		100	67	83	50	67	67	100	83	83	83	50	100	67	100	100	50	67	83	83	67	83	83	67

**OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES**  
(1<sup>st</sup> Cycle)

**Topic** : Expressing Facts and Figures  
**Class** : XI (Tourism Guide Class)  
**Day/ date** : Friday, 16 September 2011  
**Observer** : Afivah (Rater 2)

No.	Students' activities	Students' codes																						
		AF	AW	AJ	AL	AK	AA	BA	DA	DS	EF	FY	GN	IT	JA	KA	LO	PD	PA	RL	RS	RO	RA	WW
1	On task Pre activities b. Responding to the topic enthusiastically																							
2	While activities e. Paying attention to the teacher's explanation f. Responding to the teacher's questions g. Following the teacher's instructions h. Practicing how to describe the chart																							
3	Post activities b. Able to respond the teacher's questions																							
Percentage of students' activities (%)		100	83	83	50	67	83	100	83	100	83	33	100	67	100	100	67	83	83	83	67	83	67	67



**OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES**  
(2<sup>nd</sup> Cycle)

**Topic : Expressing Facts and Figures**  
**Class : XI (Tourism Guide Class)**  
**Day/ date : Friday, 7 Oktober 2011**  
**Observer : Rosmini (Rater 1)**

No.	Students' activities	Students' codes																						
		AF	AW	AJ	AL	AK	AA	BA	DA	DS	EF	FY	GN	IT	JA	KA	LO	PD	PA	RL	RS	RO	RA	WW
1	On task Pre activities c. Responding to the topic enthusiastically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	While activities i. Paying attention to the teacher's explanation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	j. Responding to the teacher's questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	k. Following the teacher's instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	l. Practicing how to describe the chart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Post activities c. Able to respond the teacher's questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Percentage of students' activities (%)		100	100	100	67	100	83	100	100	100	100	67	100	100	100	100	83	100	100	100	83	100	100	100

**OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES**  
(2<sup>nd</sup> Cycle)

**Topic : Expressing Facts and Figures**  
**Class : XI (Tourism Guide Class)**  
**Day/ date : Friday, 7 Oktober 2011**  
**Observer : Afivah (Rater 2)**

No.	Students' activities	Students' codes																						
		AF	AW	AJ	AL	AK	AA	BA	DA	DS	EF	FY	GN	IT	JA	KA	LO	PD	PA	RL	RS	RO	RA	WW
1	On task Pre activities d. Responding to the topic enthusiastically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	While activities m. Paying attention to the teacher's explanation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	n. Responding to the teacher's questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	o. Following the teacher's instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	p. Practicing how to describe the chart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Post activities d. Able to respond the teacher's questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Percentage of students' activities (%)		100	100	100	67	100	83	100	100	100	100	67	100	100	100	100	83	100	100	100	100	100	100	100

## Appendix 9

### Transcription of the Student' Voice (Cycle 1)

24. Anah Fauziah  
I got the first high score in Science. it's 90. In the Indonesia language. I got score 80.
25. Anggun Wulandari  
I got 98 for math and this is my highest score. My art score is higher from my computer score.
26. Anis Jaya P.  
I got score 75 in my mathematic lessons. I got the standard score in my Sains. it's 70.
27. Anita Lestari  
Art culture is highest score. Japanese is second high score.
28. Arif Kurniawan P.  
Study English language and MTK is the smallest score from study's another and small is MTK.
29. Azam Azmul N.  
Study mathematic and language English is score of them lowest. Study IPA is second high score.
30. Bella Aulia AS.  
I got 91 for Japan and this is my second high score. I got 85 France and this is my third high score.
31. Desi Ade Tia  
I got 70 score for math. I got 75 in Indonesian language.
32. Dita Sherly Y.  
Priska got two high score in culture art lesson. Via got the best score in culture art lesson.
33. Eka Febriani  
Indonesian language first high score it's 90. I got 80 in my France lesson.
34. Fitriyani  
I got sixty for math and this is my highest score. I got 76 for Indonesian and this is my highest score.
35. Ginda Novalinda  
I got 85 for sport and this is my second high score. My art score is higher from my France score.
36. Indah Tri L.  
My study got high score is IPS 95. My study PKN got medium score is 75.
37. Jumania Astari

I got 65 for art and this is my fourth high score.

38. Kiki Ariska

I got 85 for Indonesian language, this is my highest score. I got 70 for math and sport, and this is my same score.

39. Lavenia Oktaria

My study got high score is IPS. My study got low score in mathematic 59.

40. Priska Diana

My study got lowest score is math 60. My study got medium score is sport 80.

41. Putri Tia A.

My study got high score I Japanese 97. My study English got score more high better than Indonesian, 75 and 73.

42. Ria Saputri

Wini is two high score in mathematic and art lesson. The score Evi more high from Wini.

43. Ririn Lestari

I got the fifth high score in the Sains it's 76. I got the lowest score the mathematics. it's 73.

44. Rosita

I got 70 for English and this is my second low score. I got 50 for math and this is my lowest score.

45. Rosita Apriyanti

My study got high score is Japanese 95. My study Indonesian got score more high better than English, 70 and 60.

46. Wieny Wirda MN.

Evy is the lowest score from students English at score. The score Dita more high from Ria.

### Group 1

Teacher : Ok, students. First of all, I wanna ask you, what the chart is about?

Teacher : Come on. Any one can answer?

Anah Fauziah: I'm afraid to make a mistake, mam.

Teacher : Don't worry. We will learn together.

Anah Fauziah: Uhm...is about field harvest, mam.

Teacher : Great. Ok, now what can you see explicitly from the chart?

Teacher : Come on. Just try to answer it. Anggun!what do you think?

Anggun Wulandari: Uhm.. cocoa is overloaded in 2007

Teacher : Good. The chart shows that the harvest of cocoa is much more in 2007 than in 2008.

Teacher : How about you, Anah?

Anah Fauziah: The harvest of coconut is much more in 2007 than in 2008, mam.

Teacher : Excellent. Ok, now is your turn, Anis.

Anis Jaya P.: Uhm...uhmm..cloves in 2008 is much more than in 2007.

Teacher : How about you Anita?

Anita Lestari: Confused mam.

Teacher : How about the harvest of the coconut in 2008 Anita?

Anita Lestari: That's not more in 2007. mam.

Etc.

### Group 2

Teacher : Now see carefully to your chart. What is it about?

Arif Kurniawan P.: About world wind energy.

Teacher : Yes, good. What can you see explicitly?

Azam Azmul N.: World wind energy in 1997 is seven thousand four hundred seventy five.

Teacher : Good. the capacity of world wind energy in 1997 is about seven thousand for hundred and seventy five. Any others?How about the capacity of world wind energi in 2006?is more bigger than in 2007?

Bella Aulia AS.: No.

Teacher : Why not, Bella?

Bella Aulia AS.: Because the capacity of the world wind energy in 2007 is more bigger than in 2006, mam.

Teacher : Yes, because the capacity of the world wind energy in 2007 is bigger than in 2006.

Teacher : How about you Des?what do you think?how you predict the use of the world wind energy for the next year?

Desi Ade Tia: Uhm...the use of world wind energy will be increased year to year.

Teacher : Good.

Etc.