



**THE USE OF MULTIMEDIA POWER POINT TO IMPROVE
STUDENTS' SPEAKING SKILLS AT THE ELEVENTH
GRADE OF SMA N.1 AIR JOMAN**

THESIS

*Submitted to Faculty of Tarbiyah Science and Teachers Training UIN-SU
Medan as a Partial Fulfillment of the Requirements for S-1 Degree*

By :

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF
NORTH SUMATERA
MEDAN
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Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti, dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa **Iin Sundari** yang berjudul “**The Use of Multimedia Power Point to Improve Students’ Speaking Skills at the Eleventh Grade of SMA N.1 Air Joman**”, maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikian kami sampaikan, atas perhatian saudara kami ucapkan terima kasih.

Wassalam.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

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ABSTRACT



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Skripsi, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan 2018.

Keywords :Multimedia power point, speaking skill.

The aim of the research was to find out the used of multimedia power point to teach speaking skill. The subjects of this study were 30 students in the second grade of senior high school at SMA Negeri 1 Air Joman in the academic years 2018/2019. In doing this research, the technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from interview, observation sheet, diary note, and photography. The quantitative data was taken from the test. The result of analysis showed that there was development on the students speaking skill. It showed from the mean of the pre-test was 56,8 the mean of post test in first cycle was 73,07 and the mean of post test in second cycle was 82,13. The percentage of the students' score in the pre-test who got point up to ≥ 76 there were 4 of 30 students (13,33%) and the percentage of the students' score in post test of the first cycle who got point up to ≥ 76 there were only 15 of 30 (50%). It means there were was improvement about 36,7 %. Then, the percentage of the students' score in the post test of the second cycle who got point up to ≥ 76 there were 25 of 30 students (83,33%). It means that the improvement was about 33,33%. From the data, it indicated that the use of multimedia power point in teach speaking skill was effective, and the data above can be concluded that the students speaking skill have been improved by the use of multimedia power point. In addition, the students were active, enthusiastic, in learning and they were active in discussion.

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The written of this skripsi entitled “The Use of Multimedia Power Point to Improve Students’ Speaking Skills at The Eleventh Grade of SMA N.1 Air Joman”. This skripsi is written to fulfill one requirement to obtain the *Sarjana degree* at Department of English Education of Faculty Tarbiyah Science and Teachers Training State Islamic University of North Sumatera.

Finishing of Writing this skripsi is actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this skripsi has finally been written. Then, I would like to thank Allah SWT for The Blessing given to me so that the writing of this skripsi has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

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Medan, September 2018

Iin Sundari

TABLE OF CONTENTS

Abstract	i
Acknowledgement	ii
Table of Contents	v
List of Tables.....	viii
List of Figure	ix
List of Appendices	x

CHAPTER I : Introduction

A. Background of the Study	1
B. Statement of the Problem	3
C. Research Questions	3
D. Purposes of the Study	4
E. The Significances of the Study	4
F. The Limitations of the Study	4

CHAPTER II : Literature Review

A. Review of Literature	
1. Speaking Skill	5
a. Defenition of Speaking Skill	5
b. Speaking Processes	7
c. Types of Speaking	9
d. Principles for Designing Speaking Technique	12
e. The activities in Speaking Class	15
f. Difficulties in Speaking	18
g. Solutions and Developing Speaking Skill	20
h. The Components of Speaking	21
i. Speaking Assesment	28
j. Teaching Procedure	32

2. Multimedia Power Point as Media	
a. Defenition of Media	32
b. Classification of Media	33
c. Multimedia Power Point	34
d. The Advantages & Disadvantages of using Multimedia Power Point	36
e. Multimedia Power Point in Teaching Speaking	39
B. Related Study	42
C. Conceptual Framework	44

CHAPTER III : Research Metodhology

A. Research Design	46
B. Research Setting and Subject	47
C. Data Collection	47
D. Data Analysis	51
E. Research Procedure	53
F. Trustworthiness	57

CHAPTER IV : Finding And Discussion

A. Findings	59
1. The Quantitative Data	59
2. The Qualitative Data	61
3. Data Analysis	62
4. Main Finding	72
B. Discussion	73

CHAPTER V : Conclusions And Suggestions

A. Conclusions 75

B. Suggestions 76

REFERENCES 77

LIST OF TABLES

Table	Title	Page
3.1	Subject of the Study	46
3.2	English Language Speaking Skills Assesment	48
3.3	Action Activity	54
4.1	Students' Test Score Pre-Test	58
4.2	Percentage of Students Pre- Test	60
4.3	Students Test Score Post-Test I	63
4.4	Percentage of Post-Test II	64
4.5	Students' Test Score Post-Test II	66
4.6	Percentage of Post- Test II	68
4.7	Percentage of Students' for Pre-Test, Post-Test I, and Post- Test II	69

LIST OF FIGURE

Figure	Title	Page
3.1	Action Research Design	45
3.2	Action Research Cycle	53

LIST OF APPENDICES

Appendix	Title	Page
I	: Rencana Pelaksanaan Pembelajaran (Cycle I)	76
II	: Rencana Pelaksanaan Pembelajaran (Cycle II)	84
III	: Instrument of Pre-Test And Post-Test I	92
IV	: Students' Transcript of Pre-Test and Post- Test I	94
V	: Instrument of Post Test II (Cycle II)	98
VI	: Transcripts Of Students' Post-Test II	100
VII	: Teachers' Interview Script	102
VIII	: Students' Interview Script	104
IX	: Observation Sheet (Cycle I)	108
X	: Observation Sheet (Cycle II)	110
XI	: The Students' Attendance List	112
XII	: Students' Pre-Test Score	113
XIII	: Students' Post- Test I Score	114
XIV	: Students' Post- Test II Score	116
XV	: Diary Notes	117
XVI	: Photography	119

CHAPTER I INTRODUCTION

A. The Background of the Study

Language is a tool of communication for humans, through a language people can reveal their feelings, emotions and ideas. People can interact easily in social life through language. In the world, many languages that used for communication, but only one language that used as International language, it is called English. In Indonesia, English language used as a foreign language. English language including languages taught in both formal and informal education, but many students still have low values in learning English.

In teaching English, there are four skills to be taught to master the aspect of lessons. They are writing, reading, listening and speaking. It is skill has different meaning but has the same purpose, which is increasing the creativity of language. All the skills are taught by the teacher to the student. They are needed by the students as the good skill in improving their knowledge in English.

Speaking as a communication tool is an important basic language skill, which need to be mastered as a priority for the learners of English as a foreign and second language. Speaking is crucial part of second language learning and teaching. However today's world requires that the goal of teaching speaking should improve students' communicative skill because student can express themselves and learn how to use a language.

According to Fulcher speaking is the verbal use of language to communicate with others. People put ideas into words, talking about perception or

feelings that they want other people to understand them. The listener tries to reconstruct the perceptions that they are meant to be understood¹.

The teacher's media in teaching learning process are channels of communication or intermediary source of the message with the recipient of the message and the media which are intended to get learning objectives.² The teacher's media is very important to create and make interest for the students in teaching learning process, for example multimedia powerpoint. In this case the writer will apply multimedia powerpoint as media in teaching speaking skills.

Multimedia is the combination of different content forms³. It includes a combination of text, audio, still images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance.

Powerpoint (PPT) is a presentation created on software from microsoft that allows users to add audio, visual and audio-visual features to a presentation. It is considered to be a multimedia technology and also acts as a tool for collaboration and content sharing. Powerpoint slideshow is generally considered very easy to create, as no knowledge of design is required to create slideshows⁴.

The Function of multimedia powerpoint in this study is to help the students to improve English speaking skill by retelling story from the video. Therefore, students will easier to speaking English with their own ability. Beside that, I think through this media can help the students to produce many

¹Fulcher G. 2003. *Testing Second Language Speaking*. New York, Longman. p.23

²Rudi Susilana and Cepi Riyana. 2008. *Media Pembelajaran "hakikat, pengembangan, pemanfaatan, dan penilaian*. Bandung : CV Wacana Prima. p.5

³Borko Furht, ed. 2008. *Encyclopaedia of multimedia*. Springer Science & Business Media. p.2

⁴Techopedia. <https://www.techopedia.com/definition/10809/powerpoint-slideshow-ppt> . Accessed on 1 july 2018 at. 17.33.

vocabularies, good grammar, good pronunciation, fluency and comprehension who will be expression with retelling story in their speaking ability. The reason of why in opportunity writer take researching multimedia powerpoint in speaking, because I sure students will spirit, creative and focus in learning English.

Based on the explanation, the writer is interested in conducting a research with the title “ **The Use of Multimedia Power Point to Improve Students’ Speaking Skills at The Eleventh Grade of SMA N.1 Air Joman**”

B. Statement of Problem

The purpose of using multimedia power point to improve students’ speaking skill. There’re some difficulties that faced by the students in speaking skill, such as low memorize vocabularies, bad grammar, bad in pronunciation, not understanding about the meaning (comprehension) and also lack of in fluency. Then I need to show the video using powerpoint so they learn how native speakers speak and they can improve their vocabulary, grammar, pronunciation, fluency and comprehension.

C. Research Questions

The problem of this research was formulated as following:

1. How is the use of multimedia powerpoint to improve students’ ability at speaking skills ?
2. How is the students’ ability after applyingmultimedia powerpoint?

D. Purposes of the Research

The purposes of this research was formulated as following:

1. To describe how the use of multimedia powerpoint to improve students’ speaking skills.

2. To know the students' ability at speaking skills after they were used multimedia powerpoint.

E. The Significances of Research

To finding or this study expected to be useful for the teacher on their attempts to improve student speaking skill, the result of the findings will provide valuable input to :

1. The English teachers have the more media in learning process especially in speaking skill, so that the teacher can make the learning process more interesting.
2. The principal as a reference in providing teaching strategy training for English teacher for English teacher for enable them in selecting appropriate technique in teaching English that is suitable for students.
3. The other researchers, the research hope this research can be used as a reference for the other researchers especially the researchers who have the same problem.

F. The Limitation of Research

This study is limited to students' English speaking skill. The scope includes vocabulary, grammar, pronunciation, fluency and comprehension on the use of multimedia powerpoint to improve students' speaking skill at the eleventh grade of SMA N.1 Air Joman.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

To conduct a research, theories are needed to explain some concepts and terms applied in research concerned. The terms have to classify to avoid confusion. Therefore, the classification of the concepts will be minimized possible misunderstanding between the writer and reader. In other words, they are very important to be explained, so that the readers will get the point clearly.

1. Speaking Skill

In this part focus about definition of Speaking by Expert :

a. Definition of Speaking

Speaking is one of the skills that have to be mastered by students in learning English. It is important for students to know definition first. Many experts define speaking in different ways. The speakers say words to the listener not only to express what in her mind but also to express what he needs whether information service. Most people might spend of their everyday life in communicating with other. Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings.

Meanwhile, Jones stated, "Speaking is a form of communication."⁵ We can say that the speaker must consider the person they are talking to as listeners. The activity that the person does primary based on particular goal. So, it is important

⁵ Rhodri Jones.2000. *Speaking and Listening*. London : The Bath Press. p. 14

that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also a process of achieving goals that involves transferring messages across. Jones said, “How you say something can be important as what you say in getting your meaning across.”⁶ Therefore, speaking process should pay attention to what to say as well as to whom appropriately.

According to Nunan, the successful oral communication involves developing:

- a. The ability to articulate phonological features of the language comprehensibly
- b. Mastery stress, rhythm, intonation patterns
- c. An acceptable and interpersonal skills
- d. Transactional and interpersonal skills
- e. Skills in taking short and long speaking turn
- f. Skills in the management of interaction
- g. Skills in negotiating meaning
- h. Skills in knowing about the negotiating purposes for conversations.⁷

Learn speaking a foreign language is also allowed. Allah say holy Qur'an (Ibrahim: 4)

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ ۚ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ
 مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۚ وَهُوَ الْعَزِيزُ الْحَكِيمُ

⁶ Ibid. Rhodri Jones. P. 16

⁷David nunan.2004.*Designing Task For Communicative Classroom*. New York: Cambridge University Press. p. 32

The meaning: And We did not send any messenger except [speaking] in the language of his people to state clearly for them, and Allah sends astray [thereby] whom He wills and guides whom He wills. And He is the Exalted in Might, the Wise.⁸ From the meaning above it can be inferred that everybody is allowed to learn and master a foreign language such as English or the other foreign languages.

From the theories above it can be concluded that speaking is an ability to express ideas, feelings and emotions to other person. The language is used to express oneself to be understood by others. Therefore speaking is a skill of transfer the idea to others in spoken language. It concerns with the use of language in daily activity in which people need to communicate with others to fulfill the need of socialization. Speaking is the one of the most important competencies that should be mastered by the language learners especially English learners beside reading, listening and writing.

b. Speaking Processes

Speaking is an activity of delivering message, it occurs between speaker and listener orally. In other words, the main point of speaking activity is that speakers communicate their message to the listeners. In this case, the speaker and listener should be able to understand each other. The speaker can produce the sounds that involved the messages and the listener can receive, process, and response the messages.

⁸Qur'an. <http://www.quran.com> . Accessed on 30 July 2018 at 10.20.

Rivers says through speaking someone can express her or his ideas, emotions and reactions to other person or situation and influence other person.⁹ Furthermore, someone can communicate or express what he or she wants from other and response to other speaker. It means that in order to express someone's ideas, speaker must also attend the aspect of speaking, in order that the message is understandable to the listener.

According to Brown in all communication or conversation two people are exchanging information or they have a communication or conversation need.¹⁰ It means that the reason for the people to communicate with other is in order to tell people something, which they do not know, or to find something out from other people.

Furthermore, in speaking, there are some aspects that should be concerned. They are accuracy (grammar & pronunciation), vocabulary, fluency, and comprehensibility. Fluency is the smoothness or flow with which sounds, syllable, words and phrases are joined together when speaking.¹¹ Remember that one doesn't have to know many complex grammatical structure to achieve fluency! First of all try to speak as fluent as possible (even making some grammar mistake). Then, after making one's speaking fluent, one can focus on grammar aspects.

Moreover Harris states that the fluency is the case of speed of the flow of the speech. While, accuracy focuses on issues of appropriation and other formal factors. It relates to the use of grammar, pronunciation, and vocabulary. Because, accuracy just focuses in speed of speech.

⁹ Wilga M Rivers. 2003. *A Practical Guide to the Teaching of English as a Second or Foreign Language*. Oxford University Press. p. 162

¹⁰ H. Douglas Brown. 2007. *Principles of Language Learning and Teaching*. Englewood Cliffs, NJ: Prentice Hall.), p.2

¹¹ Encyclopedia. <http://encyclopedia.thefreedictionary.com/fluency:2007>. Accessed on 10 June 2018 at 08.50.

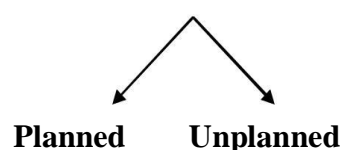
Brown says that both fluency and accuracy are important goal in Communicative Language Teaching¹². While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing the students to focus on the element of phonology, grammar, and discourse in their spoken output. The statement infers that both fluency and accuracy are important in speaking. Grammar is needed for students to arrange a correct sentence and conversation, while pronunciation refers to the ability to produce easily comprehensible articulation.

Besides, fluency and accuracy, comprehensibility is also needed in speaking since it reflects how much the speaker understands what he is talking about. If someone says something beyond the topic discussed, it can be said that he has no comprehensibility towards the topic. In other words, comprehensibility determines how well the speaker interprets and responds to the message received. Comprehensibility is defined as measurement of how much interpretation is required to understand the others' responses.

c. **Types of Speaking**

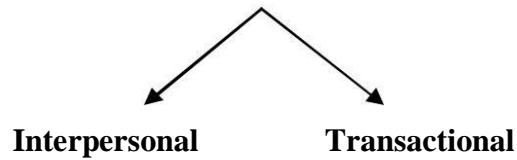
Brown says that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral language as the figure below:

1. Monologue



¹²H.Douglas Brown. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd Ed. New York: Longman.p.268

2. Dialogue



In monologues, when one speaker uses spoken language, as in speeches, lectures, readings, and news broadcast, the listener must process long stretches of speech without interruption-the stream of the speech will go on whether or not the hearer understands. In planned, as it opposed to unplanned, monologue differs considerably in their discourse structures. While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

Brown also provides type of classroom speaking performance, they are:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "Human tape-recorder" speech, where for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaning full interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated or it can even from part of some pair work activity, where learners are "going over" certain forms of language.

3. Responsive

The students' speech in the classroom is responsive short replies to teacher-or-students-initiated questions or comment. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

4. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is to extend form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech.

5. Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationship than for the transmission of the facts and information e.g. The conversations are little trickier for learner because they can involve some or all of the following factors: a casual register, colloquial language, emotionally charged language, slag, ellipsis, sarcasm, and a covert "agenda".

6. Extensive (monologue)

Students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.¹³

¹³H.Douglas Brown. 2004.*Language Assessment Principles and Classroom Practice*. American: San Francisco University.p.271.

From the statement above, the writer can conclude that there some type of classroom speaking performance can be used by the students. The first is imitative. In this performance, the students just imitate how to say in correct intonation not meaningful interaction. The second is intensive, the students practice some phonological/grammatical aspect of language. The third is responsive, the students should have question or command for their teacher. The fourth is transactional, in this activity, the students will try to speak to get the purpose of getting information. The fifth is interpersonal, the students will get the purpose of maintaining social relationship to get the fact and information. The last is ectensive, the students will try to perform oral mologues such as report, summary or short speak.

d. Principles for Designing Speaking Technique

In teaching speaking, the teacher needs to consider what kind of technique could be best applied in the classroom. In order to implement the appropriate technique in the teaching and learning process, the teacher needs to pay attention on principles for designing speaking technique. According Brownproposes seven principles for designing speaking techniqueare :

- a. Focus on fluency and accuracy (grammar and pronunciation).
- b. Use intrinsically motivating techniques
- c. Use authentic language in meaningful contexts
- d. Provide appropriate feedback and correction
- e. Optimize the natural lick between listening and speaking
- f. Give students the opportunity to initiate oral communication

g. Develop speaking strategi.¹⁴

From the statement above, the writer can conclude that:

Focus on fluency and accuracy(grammar and pronunciation). In current interactive language teaching, teacher can easily slip into an activity that does not capitalize on grammatical pointers or pronunciation tips. So that, teachers need to pay attention to the language should be taught, however teachers could not make the students bored due to repetition drills. It is important to make drilling as meaningful as possible. In teaching speaking, we must have the objective of teaching. It must give the students opportunities to develop their speaking skill by their accuracy and fluency in speaking.

Provide intrinsically motivating techniques. Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be". The teacher should reflect the students to see how the activity will benefit for them.

Encourage the use of authentic language in meaningful contexts. The teachers should encourage the students to use the authentic language during the speaking activities, so that the activities would be meaningful for them. It is not easy to keep coming up with meaningful interaction, so the teacher needs to be creative to provide what kind of authentic language should be done during the speaking activities.

Provide appropriate feedback and correction. In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. When the students make some mistakes during the activities, the teacher

¹⁴ Ibid. H. Douglas Brown. p. 275-276

should give appropriate feedback and correction so that the students would not make the same mistakes. Feedback can be gotten outside of the classroom.

Capitalize on the natural link between speaking and listening. Speaking could not be separated from listening, so that during speaking activities, the teachers should also integrate the listening activities. Skills in producing language are often initiated through comprehension.

Give students opportunities to initiate oral communication. Initiate conversation is a part of oral communication competence. Asking questions or engaging the students in a conversation could give opportunities for the students to practice their communication competence. The teacher can design speaking techniques that allow the students to initiate language.

Encourage the development of speaking strategies. During the process of learning language, the students usually are not aware of developing their own personal strategies for accomplishing oral communicative purposes. The strategies include asking for clarification (what?), asking someone to repeat something (excuse me?), using fillers (uh, I mean, Well) , using conversation maintenance cues (right, yeah, okay, hmm) , getting someone's attention (hey, Say, So) , using paraphrases for structures one can't produce, appealing for assistance from the interlocutor, using formulaic expressions, using mime and nonverbal expressions to convey meaning.

This principles can be reference good in speaking and should be used as a guide in teaching speaking. Teaching speaking is difficult because speaking in needed the learners in social interaction. So, the teacher must notice these principles in teaching speaking.

e. The Activities in Speaking Class

In teaching speaking, the teacher should choose appropriate activities that will be applying in classroom. The speaking activities are explained below:

a. Discussion

Discussion is the activity to solve the problem that given. It is the effective way to help the students improve the thinking ability because the students should to look for the solution of the problem. Harmer states that “one of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives”¹⁵. It means that discussion is cooperative activities in which some students work together to discuss in order to get the solution of the problem. In discussion, the student is free to share the idea.

b. Role Play

Role play is effective way to improve speaking skill. The students play a role as someone that given by the teacher. According to Scott and Ytreberg, in role play the learners are pretending to be someone else like the teacher, a shop assistant, or one of their parents¹⁶. The teacher gives the information about the role of the students and the situation of role play. For example, the teachers choose one students as a doctor, one the students as nurse, and etc. They will play as if they in the hospital. Role play is good way in teaching and learning speaking, because the students participate actively.

¹⁵Jeremy Harmer. 2007. *How to teach English*. Britain : Pearson Longman. P. 273

¹⁶Scott and ytreberg. 2010. *Teaching Language to young learners*. Cambridge university Press. p.40

c. Simulation

Simulation is almost similar with role play, but it is more difficult. In simulation, the students are given real environment. Harmer supports that students simulate a real life encounter as if they were doing so in the real world, such as businessmeeting, an encounter in an airplane cabin, or an interview. Simulation can help the students to confident, because they have different role and they are active to speak.

d. Information Gap

In this activity, the students work in pair. The student will be given information and their pair has not the information, the other pair that will give the information. The purpose of this activity is collecting information and solving the problem. If each pair cannot give the information that is needed, they cannot solve their task. It is because the main of this activity is the information to solve the problem. This activity is effective because every students have chance to speak English.

e. Brainstorming

Brainstorming activity help the students to produce the ideas quickly. Kayi states that Brainstorming help students to produce ideas from a given topic in a limited time and generate ideas quickly and freely. The characteristic of brainstorming is the students' idea is not criticized, so they will confident to share their idea without fell afraid.

f. Story Telling

Story telling is the activity in which the students summarize the story that has been they listened. Kayi states that story telling fosters creative thinking and

help the students to express ideas in the format of beginning, development, and ending, including characters and setting a story has to have¹⁷. Students also can tell riddles or jokes. It means that story telling can improve listening, speaking, and also creative thinking. The students comprehend the story that has been they listened and tell the story by creative way. For example, add a joke in story.

g. Interview

Interview is activity where occur question and answer. Interview give the students chance to exercise their speaking ability. Interview can take the form of discussions or conversations with the teacher and with other students. It means that interview is speaking activity in which the students were given the questions by the teacher or their friend. Interview can do in class and also out class to help the students in socializing with other people.

h. Story Completion

Story completion is the activity in which the students complete the story that was told by the teacher. The activity of this activity is the students sit in a circle, and then the teacher tells a story and stop. After that, every student continues the story. Every students must add four to ten sentences and they can add character, events, descriptions, etc. It can be concluded that story completion effective to improve speaking skill because every students have a chance to complete the story.

i. Presentation

Presentation is activity to present the idea in front of the audience or friends. Thornbury states that “presentation is the experience of standing up in front of

¹⁷Hyriye kayi. 2006. *Teaching speaking: activities to promote speaking in a second language*. University of Nevada, USA. the internet TESL journal

their colleagues and speaking for a sustained turn is excellent preparation for real-life speaking”¹⁸.

From the statement above, the writer will be using story telling or retelling story activity in the class by the video in powerpoint to improve students Speaking skill. These activities help students more active in the learning process and make their learning more meaningful and fun for them.

f. **Difficulties in Speaking**

According to Brown, there are eight factors in speaking that could make EFL learners difficult to produce good English in oral communication are clustering , redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction.¹⁹:

1. Clustering. Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.
2. Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.
3. Reduced forms. Contractions, elisions, reduced vowels, etc., could create special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.
4. Performancevariables. In spoken language, the process of thinking as the speaker speaks allows the speaker to manifest a certain number of

¹⁸Scott Thornbury. 2005. *How to teach speaking*. United Kingdom : Pearson Educarion Limited. p.94

¹⁹Ibid. H Douglas Brown.2001.p. 270-271.

performance hesitations, pauses, backtracking, and corrections. In English, the “thinking time” is not silent, rather “fillers” such as *uh, um, well, you know, I mean, like*, etc.

5. Colloquial language. This factor could make the students difficult to speak. It is often found that the students are not well acquainted with the words, idioms, and phrases of colloquial language, so they often make mistakes in producing these forms.
6. Rate of delivery. In this factor the teacher needs to help the students to achieve an acceptable speed along with other attributes of fluency.
7. Stress, rhythm, and intonation. They are the most important characteristics of English pronunciation. Different stress, rhythm, and intonation could convey different meaning. Those characteristics also the factor that make speaking difficult for the students.
8. Interaction. Interaction needs the creativity of conversational negotiation. Learning to produce waves of language in a vacuum, without interlocutors, could rob the creativity of conversational negotiation in speaking.

g. **Solutions and Developing Speaking Skill**

To get the solution to overcome the difficulty of speaking, it needs the cooperation between teacher and students in speaking process. It can be started from the teacher by giving the motivation for the students. By giving the motivation, teacher can build students’ belief on their own academic ability especially in speaking.

Motivation indicates that internal factors (students’ belief and perception) are key factors in understanding behavior. If the teacher wants to understand

students' motivation, teacher may begin by evaluating students' behavior in the three areas:²⁰

1. Choice of behavior (many students choose to learn more about a subject or topic outside of class, whereas others limit their involvement to class assignments).
2. Level of activity and involvement in the class and persistence (involvement in a task).
3. Management of effort (the willingness of students to persist when tasks are difficult, boring, or unchallenging is an important factor in motivation and academic success).

However, it is also important to note that when used incorrectly, Power point presentations can actually be less effective than regular, old-fashioned teaching methods. Mistakes can be made not only in the way that the presentation is made, but in the way it is presented as well. One common mistake teachers make is that they simply reading the slides to students word-for-word, which is terribly boring to watch, and won't keep their attention or enhance the learning experience in any way. Not using Power point effectively can render your presentations Power point-less.

h. The Components of Speaking

According to Hughes, there are five components of speaking, namely: Pronunciation, Grammar, Vocabulary, Fluency, Comprehension²¹.

²⁰ Myron H. Dembo. 2004. *Motivation and Learning Strategies for College Success: A Self-Management Approach*. New Jersey: Lawrence Erlbaum Associates Publisher. p. 54.

²¹ Arthur Hughes. 2003. *Testing for language teachers*. Cambridge University Press. p. 118

1. Pronunciation

According to Hornby, pronunciation is the way in which a word is pronounced²². To make our communication by interlocutor it is better for us to produce the words clearly, because the pronunciation affects the interlocutor understanding in receiving the meaning of messages.

The component of a pronunciation course should consist of several important parts:²³

- a. **Intonation:** The pitch of the voice with which a voiced sound is pronounced is called its intonation. In Random House Unabridged English Dictionary, intonation is defined as “the pattern or melody of pitch changes in connected speech, esp. the pitch pattern of a sentence. Firth suggested that teachers should check the following questions: Are the students using appropriate intonation patterns? Are yes/no questions signaled through the use of rising intonation? Is falling intonation used with Wh-questions? Are the students changing pitch at the major stressed word in the sentence?
- b. **Stress and rhythm:** Scarcella and Oxford had a very good description about the relationship between stress and rhythm: “Stress contributes to rhythm. Linguists use the term rhythm to refer to the measured movement or musical flow of language. English has a rhythm in which stressed syllables normally occur at regular time intervals. Thus, in English, rhythmic patterns are based upon a fairly regular recurrence of

²²A.S Hornby.2006. *Oxford Advanced Learner Dictionary Of Current English*. oxford University Press. p.928

²³Michael wei.2010. *A Literature Review on Strategies for Teaching Pronunciation*.University of Maryland at College Park

stressed syllables. That is why English is often called a stress-timed language.” Firth suggested the following questions to cover: Can the students use loudness and length to differentiate between stressed and unstressed syllables? Can the students use dictionaries to check stress patterns? Are the students incorrectly stressing every word of a sentence equally? Are they able to produce appropriate strong and weak stresses? Are content words stressed and function words unstressed? Are the students placing major sentence stress on the appropriate words? Are the students linking words appropriately within sentences?

c. **Consonant:** Scarcella and Oxford explained, “Consonants are, or contain, noises that are pronounced with a blockage of some sort of the air passage. Firth suggested the following questions: Are the students substituting a different consonant for the appropriate one? Are the students omitting consonants? Is the consonant being articulated properly? Is the consonant properly articulated in clusters? Are consonants being omitted from clusters? Are vowels being inserted to break up clusters? Is the consonant being linked properly in connected speech? Are alternations typical of relaxed speech being made?

d. **Vowels:** Scarcella and Oxford pointed out “Vowels are characterized by a free passage of air.” Firth suggested the following questions: Are the students substituting one vowel sound for another? Are the students articulating vowel sounds properly? Does the vowel have the appropriate length? Are stressed vowels longer than unstressed ones? Are vowel

?reduced in unstressed syllables? Are vowels being properly linked to other vowels across word boundaries?

So in a pronunciation class, what we need to cover are intonation, stress (word level stress, sentence level stress, linking), rhythm, consonants (substitution, omission, articulation, clusters and linking) and vowels (substitution, articulation, length, reduction and linking). These are the basic contents of a pronunciation class.

2. Grammar

Grammar is the one of language components. Hornby says that grammar is the rules in a language for changing the form of words and combining them into sentences. Using the correct grammar makes someone know the real meaning of the sentences.

There are only 4 basic concepts that you should really know in grammar to get started. They are ;subject, predicate, verb, article. Learn these 4 concepts and you can study more advanced grammar topics once you become better at speaking.²⁴

1. Subject – every sentence needs one!

The subject in a sentence is who or what you are talking about. Every sentence must have a subject.

See below some examples of how subjects are used in sentences:

My cat is full of energy

That building is very old

²⁴Grammar for English Speaking. 9 april 2015. <https://www.spokenenglishpractice.com/grammar-for-english-speaking/> . Accessed on 22july 2018 at. 20.16.

We are going to the concert

2. Predicate – what the subject is doing

The predicate informs what the subject is or what it is doing. It is a phrase that contains a verb.

See below some examples of how predicates are used in sentences:

My cat is full of energy

That building is very old

We are going to the concert

3. Verb = action

A verb is an action. Some common verbs are: run, talk, watch, eat, sleep, laugh, wash, cry, smile etc

See below some examples of how verbs are used in sentences:

Mike is riding his bike

Can Ann stop crying?

He can swim fast

4. Article – A, An or The

“A”, “An”, and “The” are all articles.

See below some examples of how verbs are used in sentences:

John saw a chicken cross the road.

I read an awesome book over the weekend.

I’m going to the market to buy some fish.

(There are some differences between “a, an and the” that we are not going to get to here)

3. Vocabulary

Vocabulary is essential for EFL learners, it acts like bricks to a building. If the receptive vocabulary is rather limited, learners can hardly put the receptive vocabulary knowledge into productive use so it is necessary for EFL learners to store a wealth of vocabulary in their long-term memory. In addition, the ability to remember words from one's mind may cover the speaking fluency

The other component that is very crucial and it will show us the speaking ability of some bodies from the quality of the vocabularies that can express in conversation. According to Hornby vocabulary is the total number of the words in a language, it means that vocabulary plays that important role in speaking.

When teaching vocabulary we need to plan for:

- a. Teaching individual words such as those listed in the 3 tiers above by teaching synonyms, antonyms, root words, suffixes etc. Direct word-meaning teaching is an effective way to facilitate children's vocabulary development
- b. Teaching word-learning strategies such as words in context, definitions, word maps
- c. Fostering an awareness and love of words and language such as multiple meanings, word games, word of the week
- d. Providing varied experiences for using words through reading, writing and oral language. Children need to be exposed to new vocabulary to acquire word knowledge and exposure in different contexts supports their acquisition of nuanced meanings

4. Fluency

Speaking is an activity of reproducing words orally. It indicates that there is a process of exchanging ideas between speaker and listener. Fluency is able to speak or write a language or perform an action smoothly or expressed in a smooth and accurate way. In speaking, fluency makes us easy to understand the meaning²⁵.

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc²⁶.

Fluency is a speech language pathology term that means the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking quickly.²⁷ "Fluency disorders" is used as a collective term for cluttering and stuttering. Both disorders have breaks in the fluidity of speech, and both have the fluency breakdown of repetition of parts of speech. Fluency disorders are most often complex in nature and they tend to occur more often in boys than in girls.

Language fluency is the degree to which one is fluent in a language. Someone is said to be fluent if they have a high level of language proficiency, most typically in a foreign language or another learned language, and more narrowly to denote *fluid* language use, as opposed to slow, halting use. In this narrow sense, fluency is *necessary* but not *sufficient* for language proficiency: fluent language users (particularly uneducated native speakers) may have narrow vocabularies, limited discourse strategies, and inaccurate word use. They may be illiterate, as well. Native speakers are often incorrectly referred to as fluent.

²⁵Ibid. Hornby. 2006 . p. 427

²⁶Ibid. H.Douglas Brown.2001. p.272

²⁷Bruce Harrell.Retrieved 2007-03-28."Speech-language pathologist"

Fluency is basically one's ability to be understood by both native and non-native listeners. A higher level would be bilingual, which indicates one is capable of speaking in two languages, either having learned them simultaneously or one after the other.

In the sense of proficiency, "fluency" encompasses a number of related but separable skills²⁸:

- a. Reading: the ability to easily read and understand texts written in the language;
- b. Writing: the ability to formulate written texts in the language;
- c. Speaking: the ability to produce speech in the language and be understood by its speakers.
- d. Listening Comprehension: the ability to follow and understand speech in the language;
- e. Reading comprehension: the level of understanding of text/messages.

5. Comprehension

Comprehension is the power of understanding or an exercise aimed at improving or testing one understands of a language (written and spoken)²⁹. It indicates that in comprehension the speaker and the listener have to understand what the intended meaning of the speaker when he or she says something.

i. Speaking Assessment

Assessing Speaking focused on the students' ability to interpret and convey the meaning in interaction. It is not easy because there is no true or false answer in

²⁸Dawn Dodson .2010-04-23."Teaching Reading Fluency".Lesson Planet.

²⁹ Ibid. Hornby.. p. 235

assessing speaking. The teacher needs the rubric in scoring speaking. According to Thornburry there are two ways to assess speaking. They are holistic scoring which give a single score on the basis of an overall impression and analytic scoring which give a separate score for difference aspects of the task³⁰.

Description of speaking proficiency deals with accent, grammar, vocabulary, fluency and comprehension³¹.The proficiency description of speaking as follows:

1. Accent
 - a. Pronunciation frequently unintelligible
 - b. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
 - c. Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
 - d. Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.
 - e. No conspicuous mispronunciations, but would not be taken for a native speaker.
 - f. Native pronunciation, with no trace of “foreign accent”.
2. Grammar
 - a. Grammar almost entirely inaccurate except in stock phrases.
 - b. Constant errors showing control of very few major patterns and frequently preventing communication.

³⁰Ibid . Scott Thornburry. 2005. P.111

³¹Ibid. Arthur Hughes. 2003. p.131-133

- c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- d. Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding.
- e. Few errors, with no patterns of failure.
- f. No more than two errors during interview.

3. Vocabulary

- a. Vocabulary inadequate for even the simplest conversation.
- b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.).
- c. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- d. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
- e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
- f. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

4. Fluency

- a. Speech is so halting and fragmentary that conversation is virtually impossible.

- b. Speech is very slow and uneven except for short or routine sentences.
- c. Speech is frequently hesitant and jerky; sentences may be left uncompleted.
- d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
- e. Speech is effortless and smooth, but perceptively non native in speed and evenness.
- f. Speech on all professional and general topics as effortless and smooth as a native speaker's.

5. Comprehension

- a. Understands too little for the simplest type of conversation.
- b. Understand only slow, very simple speech on common social touristic topics; requires constants repetition and rephrasing.
- c. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
- d. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
- e. Understands everything in normal educated conversation except for very colloquial or low frequency items, one exceptionally rapid or slurred speech.
- f. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.

Assessing speaking is not something easy to do because there are some factors that may influence the teacher's impression on giving score. Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. The score of speaking may be different from one teacher to others. For example in assigning a score ranging from 1 to 5 is not something simple to do because the line of distinction between levels are quite difficult to pinpoint. To overcome that problem, the teacher needs to assign several scores for each response, and each score representing one of several traits like pronunciation, grammar, vocabulary use, fluency, and comprehensibility.

j. Teaching Procedure

In this study, the researcher will use the major steps of planning, action, observation, and reflection in order to get the data objectively.

First, planning "I need to make the participants become more engaged in their learning and develop critical thinking. In the first round of the research I plan to use multimedia power point by videos relevant to the topic of discussion (narrative story legend) and draw up an activity is related to the video and the topic and presented them to the participants by retelling the story .

Second, acting, "I carry out the activity in the class. Students were first briefed about the activities and the plan of the day.

Third, observing, "I discuss with the students about the activity and lesson that has been conducted. The students seem to be quite confused with the first session, especially in terms of the given instructions".

Third, “Reflecting Is the session very confusing? What went right? What went wrong? Have I overlooked the needs of the participants to ask questions about the activities before it was conducted?”

2. Multimedia Power Point as Media

a. Definition of Media

Media is the plural form of medium. Gerlach and Ely, “Media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and presenting language in, its more complete communication complex.”³² It also said that media is important thing in teaching and learning English, because media helps the teacher in delivering the material being taught. Furthermore, the students can understand the material easier because of media as a tool to engage in learning English.

b. Classification of Media

Media can be classified into some categories. They are:

1. Audio Media

They are media that can be listened to. It means that audio media has sound which is listened by us. For example are radio, recorder, podcasts, etc.

2. Visual Media

They are media that can be seen also can be listened. Arsyad stated that, “Visual media would captivate visual sense eyes mostly. It can be formed of picture, photograph, moving picture or animation and flashcard, etc.

3. Audiovisual Media

³²Henry Guntur Tarigan.2003 .*Strategi Pengajaran dan Pembelajaran Bahasa*. Bandung: Angkasa. p.71

They are media that have both sound and picture. Video, film or movie, and television are the examples of audio visual media in teaching like multimedia powerpoint , and it has a sound, because it is produced to get appear the reality picture in the original form, it describes theory and animated.

From that classification the writer using audiovisual media by multimedia powerpoint in teaching speaking English. Because multimedia power point can showed some video how native speaker speak, so this media facilitate students to learn speaking English.

c. Multimedia Power Point

Multimedia is content that uses a combination of different content forms such as text, audio, images, animations, video and interactive content. Multimedia contrasts with media that use only rudimentary computer displays such as text-only or traditional forms of printed or hand-produced material³³.

Multimedia can be recorded and played, displayed, interacted with or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia devices are electronic media devices used to store and experience multimedia content. Multimedia is distinguished from mixed media in fine art; for example, by including audio it has a broader scope. In the early years of multimedia the term

³³Ira Sullivan. 13 october 2007. *Multimedia*. <https://en.wikipedia.org/wiki/Multimedia> . Accessed on 2july 2018 at. 11.03.

"rich media" was synonymous with interactive multimedia, and "hypermedia" was an application of multimedia.

Mayer defines multimedia as the combination of various digital media types, such as text, image, sound, and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience³⁴. He also describes potential benefits of multimedia that humans possess visual and auditory information processing capabilities.

Ivers and Baron state that multimedia allows the understanding of a topic to be conveyed in a variety of ways and provides students with opportunities to explain their ideas to others³⁵. It also provides students with a medium for communication and offers them new insights into organizing and evaluating information. Besides, multimedia has the potential to change the roles of teachers and students and the interactions between them by allowing students to create their own interpretations of information.

Power Point is a presentation program developed by Microsoft. It is included in the standard Office suite along with Microsoft Word and Excel. The software allows users to create anything from basic slide shows to complex presentations³⁶. Power Point is often used to create business presentations, but can also be used for educational or informal purposes. The presentations are comprised of slides, which may contain text, images, and other media, such as audio clips and movies. Sound effects and animated transitions can also be

³⁴R. E. Mayer. 2001. *Multimedia Learning*. Cambridge, UK.

³⁵K. S. Ivers, & Barron, A. E. 2002. *Multimedia Projects in Education: Designing, Producing, and Assessing*. Connecticut: Teacher Ideas Press.

³⁶Techterms. 5 may 2008. *Defenition of Powerpoint..* <https://techterms.com/definition/powerpoint> . Accessed on 2july 2018 at. 14.03.

included to add extra appeal to the presentation. However, overusing sound effects and transitions will probably do more to annoy your audience than draw their attention. (Yes, we have all heard the car screeching noise enough times for one lifetime).

A PowerPoint presentation is a presentation created using Microsoft PowerPoint software. The presentation is a collection of individual slides that contain information on a topic. PowerPoint presentations are commonly used in business meetings and for training and educational purposes³⁷.

Computer applications have been used in many school disciplines and thus changing teaching methodologies throughout the curriculum. This tool allows students to experience a world of real language opportunity. Through computers, students can do some activities. First, students read source materials. Then they articulate and crystallize their ideas through interaction with their peers and teacher. Finally, they write them on computer slides and share their writing with others in classroom.

d. The Advantages and Disadvantages of Using Multimedia Power Point

The advantages of media powerpoint :

- a. may present text, images, photos, animations, audio and video so that it is more interesting
- b. Can reach out to many groups
- c. The tempo and manner of presentation can be customized
- d. served and could still face to face

³⁷Phaedra Krizo. *Defenition of Powerpoint Persentation*. 2005.
<https://www.techwalla.com/articles/definition-of-a-powerpoint-presentation> . Accessed on 2july 2018 at. 14.05.

e. can be used repeatedly³⁸

Power Point programs one of the software that is specifically designed to be able to display multimedia programs with compelling, easy to manufacture, easy to use and relatively cheap, because it does not require raw materials besides tools for data storage (data storage).

There are several of advantages of using Microsoft Power Point for teaching learning process³⁹, among others are:

Power Point encourages and supports teaching learning process by facilitating the material presentation. The template provided is designed to default to good presentation criteria such as the number of lines of information in each slide and appropriate font sizes. The use of the default templates can improve the clarity and the arrangement of a presentation. It helps the teacher avoid the common use of excessive text often found on OHV (Over Head Projector).

Power Point is able to perform a variety of manipulations, such as editing text before printing it out, and the teacher can add new slides for adding new materials. Power Point is an application program of presentation that is found in Microsoft Office. It means that we did not need to buy new software, because it has been included in Microsoft Office program.

Beside that, this program is also advantages in the sense that the icons used are very simple because they are similar with those in the Microsoft Word. In this way, the users can create an instruction of language without studying this program previously.

³⁸Rijal. 24 December 2016. *Kelebihan dan Kekurangan Penggunaan Powerpoint*. <https://www.rijal09.com/2016/12/kelebihan-penggunaan-media-powerpoint.html> . Accessed on 2july 2018 at. 15.05.

³⁹El-Ikhsan. 18 may 2010. *Advantages and Disadvantages Powerpoint*. <https://penalido.wordpress.com/the-advantages-and-disadvantages-of-teaching-by-using-microsoft-powerpoint/>. Accessed on 2july 2018 at. 21.05.

Power Point is also fun to be applied and fun to watch. It is not hard to learn in one hour. It allows the users to reflect on a lesson and correct any changes, and they can create the perfect lessons and are being able to print them out. Using Power Point improve the students' learning motivation, increasing authentic materials for study, encouraging interaction between the teacher and the students.

There are several disadvantage using of Power Point, among others are:

1. Equipment failure

The component system sometimes does not work as expected. The main failure in projector is rare but possible. The solution here is to have alternative activities, for example good preparation.

2. File Corruption

This damage caused by magnetic or physical damage so that the presentation will not run. To overcome this problem, CD (compact disk) which is unaffected by magnetic field can be used.

3. Incompatible Media

Incompatible media means the incompatible the system available. The best solution is to be aware of the systems to use our own laptop.

4. The most common abuses

The most common abuses in Power Point use for teaching and learning include visually poor or boring slide. Too many texts on the slide do not support good reading text, other abuses for example, inappropriate use of multimedia options, for example too much animation or over use of slide transitions. Further, many teachers do not have enough basic knowledge in applying Power Point in teaching learning. In addition,

Power Point can not handle unexpected situations because Power Point is unable to handle the students' questions immediately as the teachers do.

e. Multimedia Power Point in Teaching Speaking

Cakir adds that in recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques⁴⁰. Films have an important role in teaching.

Subartha has said that films have a powerful influence on pupils as they appeal not only to the eyes and ears but also to the emotions, which can lay a firm foundation for right attitudes and habits⁴¹. Films can take the attention of students; they may do this in a variety of ways.

Multimedia can provide a sensory and real learning experience and provides greater opportunity for learning. The following are some ways of utilizing multimedia facilities to facilitate the learning and teaching of English language in large classes.

1. Videodiscs Teaching literature

Videodiscs contain authentic documentations that if manipulated well by the teacher will facilitate learning and teaching of English in Large classes. This technology helps the teacher to bring almost real life situation into the classroom. Interactive videodiscs are suitable for teaching literature.

⁴⁰Cakir, I. 2006. *The use of video as an audio-visual material in foreign language teaching classrooms*. *The Turkish Online Journal of Educational Technology*. Cambridge University Press. p. 67-72.

⁴¹ Subartha, P. 2012. *The audio-visual aids in English teaching*. Kumaraguru College of Technology, Coimbatore. Retrieved from Unpublished Master's thesis. Kean College, Union, NJ.

The teacher for instance can introduce a novel or play; explain the settings, the themes and characters. After introducing the novel or play, the teacher assigns the students to read the text which will be followed by showing the film version to the students. The class can be divided into groups so as to create conducive viewing environment as viewing in large class could be noisy and students sitting far away may not have clear viewing or hearing. During the viewing, the teacher could select major themes and characters and discuss them through forwarding or playing back.

As activities, the students can be grouped to work with the CD-ROM containing the complete text. Each group should be allowed to browse through the text and take note. The leader of the group may report their experiences when the class meets next.

Alternatively, students may be allowed to watch a complete text and take note on the major characters. In a large class the teacher may divide the class into groups. Each group is given a character and is encouraged to listen and take note on the character. After note taking, the students exchange their notes to make comparison. By comparing the notes, the students then develop them into full fledged notes.

2. Teaching Spoken English

Power point projector is also good for teaching spoken English. Documentation of formal speech or debate can be made on CD-ROMS. The students in a large class for instance can be taught the art of public speaking through slide presentations with power point projector.

The use of power point projector enables almost all the students to see the points projected in slides and sometimes even images accompanying the texts. After the presentation, the students will be made to watch formal speech or debate on certain issue/topic that has been documented. This will offer them training in public speaking and expressing themselves in English Language.

As an activity, the large class can be grouped in order to have formal speech presented by each group or debating teams representing the groups. Doing this will widen the students' vocabulary as well as elaborate sentence structures⁴².

In the teaching of English Language, tape recorders, videos, televisions, radios and projectors use to be the most common technologies at the disposal of the teachers of English language. Today, the computer and internet technologies have brought into the learning and teaching of English language indisputable transformation/revolution. The different information and communication Technologies do not themselves transform the learning and teaching of English language. It is their appropriate utilizations or manipulation by the teacher that will transform their teaching methods/strategies. Teachers therefore must combine the knowledge of the ICTs with practicing or professional knowledge in order to bring innovations into the classroom. The various traditional methods of teaching the language skills (listening, speaking, reading and writing) for instance still remain important for teachers of English Language.

⁴²Larsen and Stéphan.2005.*The impact of ICT on tertiary education: advances and promises.* (Parveen, J.J and Rajesh, V. 2011. Multimedia in English Language Teaching: An Empirical Analysis. Journal ofTechnology for ELT.Vol.1 N0. 4.)

From the teory above the writer thinks that using multimedia powerpoint may be one of alternative of choice to make the students to speak more, and retelling story may become the choice by the students in improving their speaking skill.

Searfoss and Readence state that story retelling is an appropriate assessment tool for use with ESL students⁴³. General inquiries provide more opportunities for children to express everything that they remember, which may be more than they are able to do when specific questions are asked. Here, students are required to do most of the talking, consider what they have read, and formulated their thoughts to express a true understanding of what they have read.

B. Related Study

1. Imam Fauzi.2016. Serang Raya University (UNSERA), Banten .“*The Application of Multimedia-Based Presentation in speaking skill*”. This study adopted action research and took place at the Economics Department at one of private universities in Serang, Banten. There were two majors in the department: Management and Accounting. 30 students at the 4th semester majoring in Accounting participated in this study. This study did several stages. The first stage was planning. In the planning stage, the researcher obtained consent from the head of Economic Department to conduct action research. Then observation and interview were done to find out the

⁴³Darwisyah Irwan D. *The Effect of Retelling Story Towards Students' Speaking Ability* English Education: Jurnal Tadris Bahasa Inggris, p-ISSN 2086-6003, Vol 9 (1), 2016, 13-28. UNINDRA Jakarta

condition of learning process. Finally, the researcher set the evaluation instrument used to measure and assess the test and interview in speaking.

2. Diki Riswandi. 2016. "*Use of YouTube-Based Videos to Improve Students' Speaking Skill*". This study was conducted in one of junior high schools in Surakarta. The subjects of this study were the students of IX. This class consist of 28 students. To investigate the use of YouTube-based Videos in teaching and learning, a qualitative approach using an Action Research (AR) method was employed in this study. To collect the data, the researcher used some instruments such as observation checklist, field notes, performance tests, questionnaire, and interview. This is also supported by the result of the questionnaire administered to the students, 89% of the students said that they like the class, 93% said that YouTube-based video is helpful for them, and 93% of the students were motivated to learn English by using YouTube videos. Afterward, the teacher also had an interview with three students. All of them said that YouTube-based video is so helpful and interesting. The nature of the video, which provides picture and audio at the same time, is able to help the students train their pronunciation, enrich their vocabulary, and make them easier to find an idea in producing sentences while speaking.

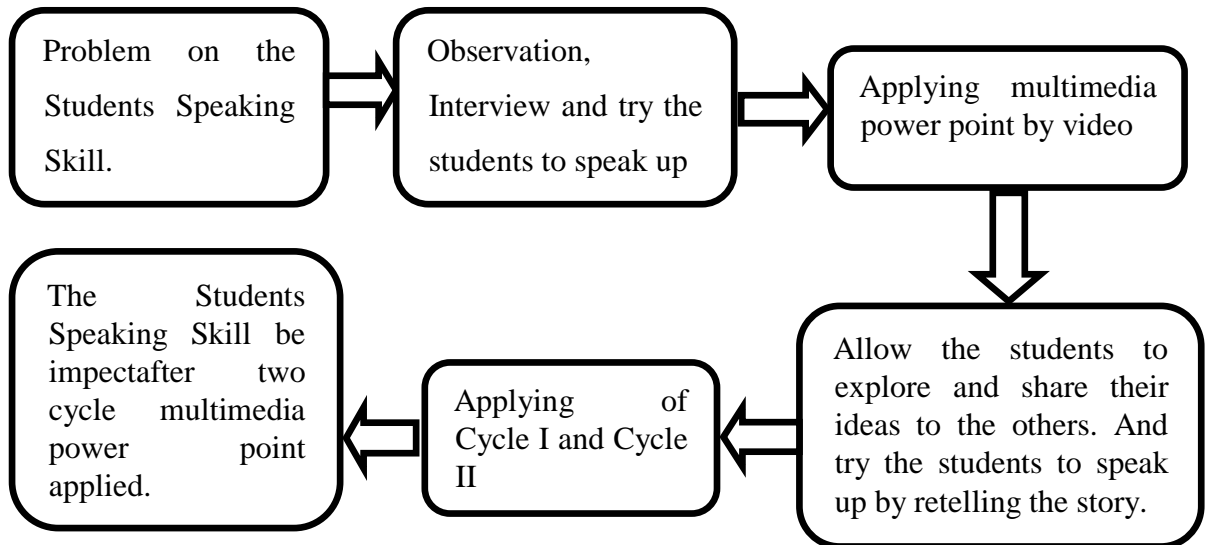
C. Conceptual Framework

This study adopted action research classroom and took place at the eleventh grade of SMA N.1 Air Joman. In this study, the researcher will use multimedia powerpoint to improve students' speaking skill. Data will be collected by the following conceptual framework.

In this study, the researcher will use multimedia power point to see the impact of the students in speaking skill. Multimedia power point can help the students to build up their skill in speaking. In this study the teacher will give explanation about how to use multimedia power point and make the students ready with the material. Teacher must develop the material using multimedia power point by video in projector and adapt in with the students condition. And then the teacher said to the students to watched the movie, after that the students make retelling story by it. The student rotated and the teacher give the time for speaking. Finally the students will perform in the class.

Based on the description above, the researcher is sure that multimedia power point can be used in English speaking because it can stimulate the students to be more active in speaking. The researcher hopes that this media will be useful and helpful for the teaching and learning process.

The schema of conceptual framework of the use of multimedia powerpoint to improve students speaking skill as below.



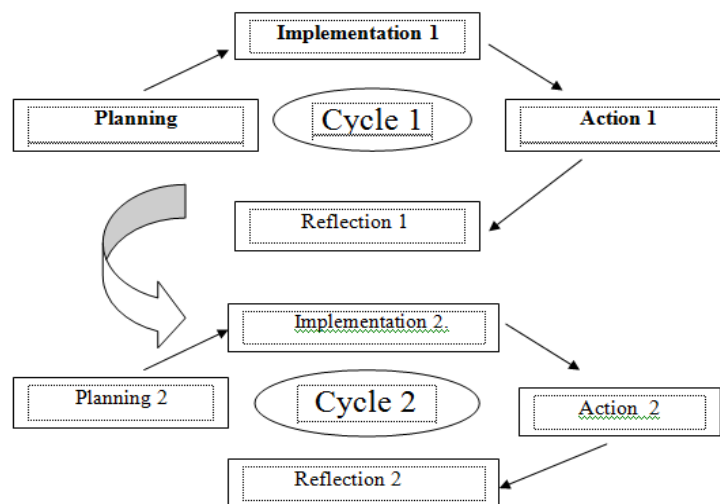
CHAPTER III

METHODOLOGY OF RESEARCH

This chapter consists of research subject of the study, method and design, the procedures of research, instrument of collecting data, and technique of analyzing data.

A. Research Design

This study belongs to Classroom Action Research. Classroom action research is a study that explains the cause of the effects of the treatment, as well as describes what happens when treatment is given, and describes the entire process from the beginning of treatment to the effects of the treatment given to the subject of action.⁴⁴ Classroom action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process.⁴⁵



Figures 3.1

⁴⁴ Suharsimi Arikunto, et.al. 2017. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara. p.4

⁴⁵ Anne Burns. 2010. *Doing Action Research in English Language Teaching: A Guide for Practitioners*. New York: Published by Routledge. p.5

B. Research Setting and Subject

The research would be conducted at SMA N.1 Air Joman, in the second grade (XI), which is located in Jln. Besar Lubuk Palas, post code 21263, Silau Laut, Asahan. The researcher choose this school is because this school has a lot of students' variation. This school also has lots of prestige and researcher sure that it helped the researcher did the research in this school.

The subject or pacrticipants in this research were the students of second grade (XI) of SMA N.1 Air Joman in the academic year of 2018/2019. The total number of students in this class were 30 students. It start in August.

Table of Participants

Class	XI IPA 1
Students	30

C. Data Collection

In this research, researcher used qualitative and quantitative data to collecting the data :

1. Qualitative

The qualitative data describes the condition, situation and responses of the students during teaching-learning process.

a. Interview

There were two interview section conducted. The first interview was done in the first meeting, and the second was in the last meeting. The first interview sheet showed the students' comments about speaking skill and the problems and

difficulties in speaking. The second one of interview showed the students' comments about multimedia powerpoint in teach speaking skill.

b. Observation sheet

Observation sheet showed the activities that were done in every cycle, whether the action had been appicate based on the lesson plans or not and make a note by using checklist, and rating scale that relate to the research. The researcher were employ observation sheet to find out the data about “multimedia power point” to teach speaking.

c. Diary note

Diary notes is note for the researcher when the researcher was teaching in the class. It contains about researcher feeling, opinion, estimation, reflection, and explanation. All of it was written in diary note.

d. Photography

Photography that contains picture, information such as the students were discussing with their pairs group, the students were anthusiastic using multimedia powerpoint, participation of students during in the class, the students were very confident to speak up in front of their friend and photography were used to take picture of the students and the teacher while the teaching and learning process were done. It also could be as the proof that the research had been done.

2. Quantitative

The quantitative data of the research are collected by using test.

Test were sequence of practice which using to measure skills, intelligence, ability, and atitude own by individual or group. In quantitative, data were

collected by speaking test. There are two tests of speaking given to the students. The tests were pre-test and post-test. To take the scoring of the data in speaking test, the researcher would be used the category that evaluates the criterion. There are some criteria that must be consider to assess the students' speaking skill.

David Haris states that there are five general components or rules of speaking such as the following:⁴⁶

Table 3.1.
English Language Speaking Skills Asssement

1. Pronunciation

Score	Description
5	Has few traces of foreign accent.
4	Always intelligible thought one is conscious of definite accent.
3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
1	Pronunciation problems so severe as to make speech virtually unintelligible.

2. Grammar

Score	Description
5	Makes few (if any) noticeable errors of grammar or word order.
4	Occasionally make grammatically and/or word-order errors which do not, however obscure meaning.
3	Makes the frequent errors or grammar nad word order which occasionally obscure meaning.
2	Grammar and word order errors makes difficult comprehension.

⁴⁶ David P. Harris.2000.*Testing English as Second Language*.New York: Georgetown University.p.

	Must often rephrase sentences and/ or restrict him to basic patterns.
1	Errors in grammar and word order so severe as to make speech virtually intelligible.

3. Vocabulary

Score	Description
5	Use of vocabularies and idioms are virtually that of native speaker.
4	Sometimes use inappropriate terms and/ or must rephrase ideas because of lexical inadequacies.
3	Frequently uses the wrong word; conversation somewhat limited because of inadequate vocabulary.
2	Missused of words and very limited vocabulary make comprehension quite difficult.
1	Vocabulary limited so extreme as to make conversation virtually impossible.

4. Comprehending

Score	Description
5	Appears to understand everything without difficulties.
4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
3	Understand most of what is said at slower than normal speed with repetitions.
2	Has great difficulty following who is said can comprehend only 'social conversation' spoken slowly and with frequent repetitions.
1	Cannot be said to understand even simple conversational English.

5. Fluency

Score	Description
5	Speech as fluent and effortless as that of native speaker.
4	Speed of speech seems to be slightly affected by language problems.
3	Speed and fluency are rather strongly affected by language problems.
2	Usually hesitant; often forced into silence by language limitations.
1	Speech is so halting and fragmentary as to make conversation virtually impossible.

D. Data Analysis

This study applied the qualitative and data quantitative.

1. Qualitative data

The qualitative data is the form of observation sheet, interview with English teacher and the students. While the qualitative data that analyzed by Miles and Huberman⁴⁷. Qualitative data analysis consists of three components that constitute concurrent flows and activity: data reduction, data display, and conclusion drawing and verification.

1. Data Reduction

Data reduction is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up fields notes or transcriptions. It means that the researcher had been reducing the data before, during, after the data as well as analyzing the data. The data reduced in this study were data found in interview transcript.

⁴⁷Suryani dan Hendrayadi. 2015. *Metode Riset Kuantitatif*. Jakarta: Prenadamedia grup. p.183

2. Data Display

The next step is analyzing the data is data display. It is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyze what will happen with the data presented. The data display in this study will be found in observation.

3. Conclusion Drawing and Verification

The last step of analysis will draw the conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows, and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was in the form description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

2. Quantitative Data

While the quantitative data used for asses the test include of pre-test and post-test. These tests were analyzed by comparing the result of the test in each cycle.

To know the mean score of students' comprehension evaluation in each cycle, the formula is following:

$$X = \frac{\sum x}{N}$$

Where:

\bar{X} = The mean of students' score

$\sum x$ = The total score

N = The number of the students

In order to agglomerate the member of master students, the researcher used the following formula:

$$P = \frac{R}{T} \times 100 \%$$

Where:

P = The percentage of students who get the point 76

R = The number of students who get point up to 76

T = The total of students who do the test

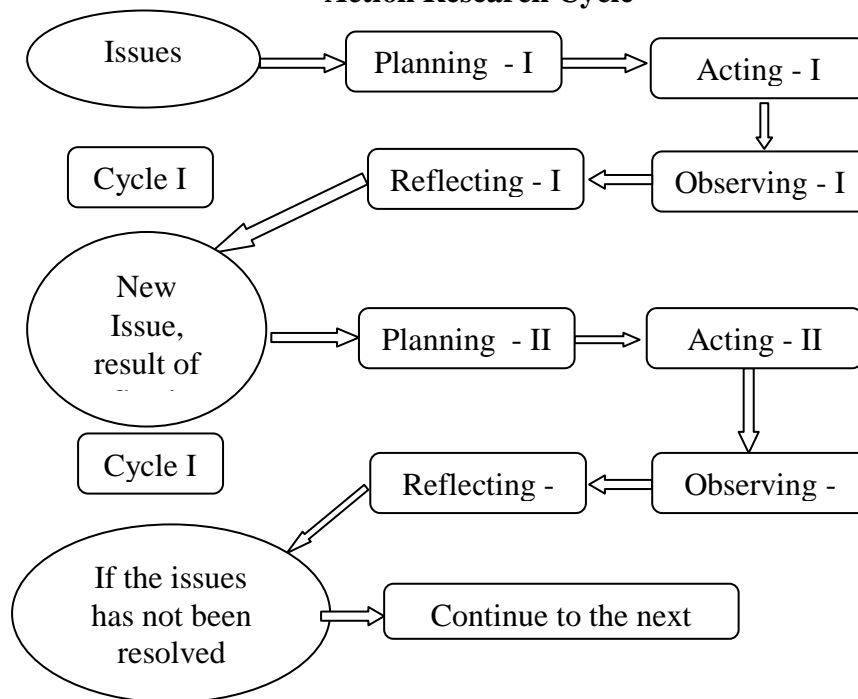
E. Research Procedure

The procedure to collect the data of this research is by conducting two cycles, which each cycle consists of four meetings included four steps. They are planning, action, observation, and reflection, which can be seen in the following figure:

1. Pre-test

Before the researcher begins cycle 1, pre-test is used to identify the basic knowledge of the students about their ability in speaking skill, and also their problem in speaking skill.

Figure 3.2.
Action Research Cycle



2. Cycle I

a. Planning

The first step was planning. Planning is arrangement for doing something. In this case, the writer prepared some activities done by the researcher, that related to the material they are :

1. Making lesson plan.
2. Doing first observation to identify the problem that need to be solved.

In this step, the writer will do the observation on learning peocess to XI Grade students and the English teacher.

3. Preparing the pre-test as instrument to collect the data about students' problem.
4. Preparing research instrument, such as : test, observation sheet and documentation.

5. Deciding the material that is suitable with the study.
6. Designing the procedure of teaching learning speaking skill by use multimedia power point by video.
7. Analyzing the weakness in learning process and reflecting the result of teaching learning process.
8. Preparing the test to measure the result of the study.

b. Action

Here, the researcher apply the lesson plan in teaching process. The steps of teaching speaking were done by the teacher in the process should be based on the lesson plan.

Tabel 3.3. Teaching Process

Teachers' Activity	Students' Activity
Conducting Pre Test	The students work individually before play video in ppt and the students sit on their's chair.
Explained the topic to the students	Listened seriously to the teacher
Introduce task and explain the step it	Listened to the teachers' explanation
Demonstrate the video by use multimedia power point to improve students' speaking skill	Start to do the step of Task-based language teaching
The teacher control classroom conditions	The students keep things plot of story by their own
The teachers gives time to the students'	Students play alternately

to retelling the story in front of the class	
The teacher give conclusion of the material	The students make their conclusion self, with help by the teacher
Conducting Post test I	The students work with group discussion after use multimedia power point by video (narrative story legend)

c. Observation

The researcher use observation sheet that had been arranged before. Observation is process to get the information of action during teaching and learning process, such as the students' attitudes, behavior, and even obstacles that happen. It does by interview, observation and questioner sheets. Observation will do carefully by the researcher because it will collect as the data which is use as basic reflection. In this phase the researcher observed the students while they speak well.

d. Reflection

Reflection is the evaluation of the action that had been done. In this step the data about process, problem and difficulties that was founded in the previous step werecontinued by reflection toward the effect of action.

3. Cycle II

The researcher will be done cycle II if the student's score is still low. It means that the researcher will be arranged the plan based on the problem or the

procedure in cycle I that still have some weakness. So it will be needed to do cycle II. This cycle also consist of four phase like cycle I: Planning, Action, Observation, and Reflection.

F. **Trustworthiness**

To establish the trustworthiness of data required the techniques. The implementation of examination techniques is based on a number of specific criteria. There are four criteria used are⁴⁸:

Credibility, it basically replaces the concept of internal validity of noncommittative. This criterion functions: first, to execute inquiry in such a way that the degree of confidence of the invention can be achieved; secondly, demonstrating the degree of confidence in the findings by the researchers' evidentiary evidence of the double reality under investigation.

Transferability, is another method used by qualitative researchers to established trustworthiness. Transferability as an empirical problem it depends on the similarity between the sender and the receiver context. In order to make the diversion a researcher should seek and collect empirical events about the same context.

Dependability, is a method qualitative researchers used to show consistency of findings. The concept of dependence is broader than realibility. it is due to a review that in terms that the concept is taken into account everything that is on the reliability it self plus other factors that are involved. Qualitative researchers describe in detail the exact methods of data collection, analysis, and interpretation.

⁴⁸J, Lexy. 2009. Metode penelitian Kualitatif. Bandung : Remaja Rosda Karya. P 324

Confirmability, subjectivities depend on one person, according to Scriven. In addition there are still elements of quality inherent in the concept of objectivity. It is unearthed from the notion that if something is an object, it means to be trustworthy, factual, and verifiable. Subjective means to be unreliable, or to be cheated. It is this latter understanding which is used as the foundation of the transfer of understanding of subjectivities into a certainty.

In this study researchers used the criteria of credibility with triangulation examination techniques. It assesses the sufficiency of data according to the convergence of multiple data collection procedure.⁴⁹ Triangulation is a technique of checking the data that uses something else outside the data for checking purposes or as a comparison against the data. The triangle in testing this credibility is interpreted as data from various sources in various ways, and at various times. Thus there are triangulation sources, techniques, and time.

Researcher limits the technique on source triangulation. Triangulation by source mean comparing and checking the degree of confidence of information obtained through different times and tools in qualitative methods, it can be achieved through: 1) Compare the observed data with interview data. 2) Compare what people say in public with what they say personally. 3) Compare what people say about the research situation with what it says all time. 4) Compare the person's situation and perspective with the various opinions people. 5) Compare the results of interviews with the contents of related document.

⁴⁹Sugiono. 2016. *Metode penelitian kuantitatif, kualitatif, dan R & B*. Bandung: Alfabeta. P. 273

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research findings

This reasearch was applied by Classroom Action Research (CAR). It consists of 2 cycles. Every cycle consists of four phases those are: planning, acting, observing and reflecting. This study analyzed data from two kinds of data. They were quantitative data (speaking test) and qualitative data (interview, obsevation sheet, diary notes, and photography) which had been gathered two cycle. Each cycle consisted of two meetings, and there was one meeting for pre test. So, totally were five meetings in this study.

1. The Quantitative Data

The Quantitative data were taken from the tests result in the class, which was carried out in two cycles, there was five meetings were conducted. The test was given to the students in forms of pre-test, post test of cycle I and cycle II. The result of the students' score could be seen in the following tables.

Table 4.1 The Quantitative Data

No	Initial	Sex	Score of Pre-Test	Score of Post- Test I	Score of Post- Test II
1	APM	M	64	72	80
2	AS	F	48	64	72
3	AP	F	44	60	68
4	AAH	M	68	88	96
5	BAR	M	64	72	80

6	DA	M	48	68	76
7	DWS	M	64	72	80
8	ETW	M	68	76	84
9	ER	M	68	80	88
10	HU	M	64	80	88
11	IF	M	80	88	96
12	JN	F	40	60	68
13	JM	M	76	88	96
14	LT	M	64	76	84
15	LH	M	76	88	96
16	MRG	F	44	64	80
17	MW	M	60	80	88
18	MS	F	32	56	76
19	NS	M	56	72	80
20	NAM	M	56	76	84
21	NA	M	80	88	96
22	RE	F	36	56	64
23	RA	F	36	56	64
24	RI	F	36	56	76
25	RN	M	48	68	76
26	R	M	44	68	76
27	SA	M	60	80	88
28	SN	M	56	76	84
29	SWS	M	60	84	92
30	S	M	64	80	88
Total			1704	2192	2464
Mean			56,8	73,07	82,13

The mean of students in speaking skill improved on pre-test, post-test in cycle I and post-test in cycle II.

2. The Qualitative data

The qualitative data were collected by using interview, observation sheet diary notes and photography.

a. Interview

There are two interview sessions conducted. The first interview was done in the first cycle while students did pre test and the second one was done in the end of second cycle. The object of interview is English teacher and the students. In the first session, they were interviewed about their problems in speaking. While the second session, they were interviewed about their respond or comments about the use of multimedia power point. The interview data can be seen in appendix VII to VIII page 104.

b. Observation sheet

Observation was used to see the level of students' activities and teacher's activities during teaching learning process. The observation was focussed on the situation of teaching learning process which multimedia power point was applied, students' activities and behaviour, students' speaking ability in English Lesson, and interaction between teacher and students it can be seen in appendix IX to X page 108.

Based on the observation and written note, students more active and enthusiastic in learning process by used multimedia power point.

c. Diary notes

Diary notes were written by the researcher in every meeting during research process. Diary notes used to describe researcher thoughts and feelings

about teaching learning process. The complete data on diary note can be seen in appendix XV page 117.

d. Photography

The researcher used a camera to collect the data. Camera was utilized to take photos and record the students' performance in the teaching and learning process. The complete data on photography can be seen in appendix XVI page 119.

3. Data Analysis

a. Quantitative data

The researcher gave test in the end of each cycle. It has been found that the means of students score increasing from pre test until post test. The following table.

Table 4.2 Students Test Score

No	Initial	PRE – TEST	
		Score	Category (>76)
1	APM	64	Failed
2	AS	48	Failed
3	AP	44	Failed
4	AAH	68	Failed
5	BAR	64	Failed
6	DA	48	Failed
7	DWS	64	Failed
8	ETW	68	Failed
9	ER	68	Failed
10	HU	64	Failed
11	IF	80	Passed
12	JN	40	Failed
13	JM	76	Passed
14	LT	64	Failed
15	LH	76	Passed

16	MRG	44	Failed
17	MW	60	Failed
18	MS	32	Failed
19	NS	56	Failed
20	NAM	56	Failed
21	NA	80	Passed
22	RE	36	Failed
23	RA	36	Failed
24	RI	36	Failed
25	RN	48	Failed
26	R	44	Failed
27	SA	60	Failed
28	SN	56	Failed
29	SWS	60	Failed
30	S	64	Failed
Total		1704	
Mean		56,8	

From the table of pre test, the total score of students was 1704 and the number of students who took the test was 30 students, so the students' mean was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1704}{30}$$

$$X = 56,8$$

From the table above, students' speaking skill in English lesson was still low. The mean of students was 56,8. To know the student' who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{26}{30} \times 100 \% = 86,67 \%$$

$$P_2 = \frac{4}{30} \times 100 \% = 13,33 \%$$

Table 4. 3 Distribution on Students' Speaking skill in English Lesson for Pre Test

	Criteria	Total Students	Percentage
P_1	Failed	26	86,67 %
P_2	Passed	4	13,33 %

From the table analysis above, the students' speaking skill in English lesson was still low. From the criteria 4 students got passed score or it was only 13,33 %. In other side 26 students got failed score or it was 86,67 %. It could be concluded that the students' speaking skill in English lesson was still low.

From the explanation above, students' speaking skill in English lesson was classified low. Then post test continued in cycle I. In the post test of the cycle I, the analysis can be followed below:

Table 4.4 The Result of Students' Speaking Skill in English Lesson

No	Initial	POST – TEST	
		Score	Category (>76)
1	APM	72	Failed
2	AS	64	Failed
3	AP	60	Failed
4	AAH	88	Passed
5	BAR	72	Failed
6	DA	68	Failed
7	DWS	72	Failed
8	ETW	76	Passed
9	ER	80	Passed
10	HU	80	Passed
11	IF	88	Passed
12	JN	60	Failed
13	JM	88	Passed
14	LT	76	Passed
15	LH	88	Passed
16	MRG	64	Failed

17	MW	80	Passed
18	MS	56	Failed
19	NS	72	Failed
20	NAM	76	Passed
21	NA	88	Passed
22	RE	56	Failed
23	RA	56	Failed
24	RI	56	Failed
25	RN	68	Failed
26	R	68	Failed
27	SA	80	Passed
28	SN	76	Passed
29	SWS	84	Passed
30	S	80	Passed
Total			2192
Mean			73,07

From the table of post test in cycle I, the total score of students was 2192 and the number of students was 30 students, so the students' mean was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2192}{30}$$

$$X = 73,07$$

From the analysis above, students' speaking skill in English lesson got increasing. The mean of students was 73.97. And the number of students' who were competent in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{15}{30} \times 100 \% = 50 \%$$

$$P_2 = \frac{15}{30} \times 100 \% = 50 \%$$

**Table 4.5 Distribution of Students' Speaking skill in English lesson for Post
Test I**

	Criteria	Total Students	Percentage
P_1	Failed	15	50 %
P_2	Passed	15	50 %

The mean students was 73,07. 15 students got passed or it was 50 %. The other side 15 students got failed score or it was 50 %. Post test in cycle I is categorized unsuccessful. The result of standard of success criteria (SKM) minimum was >76 score.

Based on the result of the students' speaking skill in the cycle 1, there was an improve of students' mean score from the students' speaking skill on the preliminary study to the students' speaking skill on the first cycle. It was from the preliminary study mean score from the mean class 56,8 improved to 73,07 or from 4 students who passed the score above the Minimum Mastery Criterion to 15 students. It means that there was 28,64% of mean score improvement.

Students' speaking skill in English lesson on the topic recount text was classified unsuccessful, so cycle II is need to improving the higher score of students, so it must be improved in cycle II. And the following analysis for cycle II is:

Table 4.6 The Result of Students' Score for Cycle II

No	Initial	POST - TEST II	
		Score	Category (>76)
1	APM	80	Passed
2	AS	72	Failed
3	AP	68	Failed
4	AAH	96	Passed
5	BAR	80	Passed
6	DA	76	Passed
7	DWS	80	Passed

8	ETW	84	Passed
9	ER	88	Passed
10	HU	88	Passed
11	IF	96	Passed
12	JN	68	Failed
13	JM	96	Passed
14	LT	84	Passed
15	LH	96	Passed
16	MRG	80	Passed
17	MW	88	Passed
18	MS	76	Passed
19	NS	80	Passed
20	NAM	84	Passed
21	NA	96	Passed
22	RE	64	Failed
23	RA	64	Failed
24	RI	76	Passed
25	RN	76	Passed
26	R	76	Passed
27	SA	88	Passed
28	SN	84	Passed
29	SWS	92	Passed
30	S	88	Passed
Total			2464
Mean			82,13

From the table, the students' speaking skill in English lesson was increased on the topic "Narrative story". The standard of maximum criteria was achieved with mean 82.13 from the total score of students was 2464 divided the number of students who done the test was 30 students, so the students' mean was:

$$X = \frac{\sum X}{N}$$

$$X = \frac{2464}{30}$$

$$X = 82.13$$

From the analysis above, students' speaking skill in English lesson has improved. The mean of students was 82.13 and the number of students' who were competent in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100 \%$$

$$P_1 = \frac{5}{30} \times 100 \% = 16,67 \%$$

$$P_2 = \frac{25}{30} \times 100 \% = 83,33 \%$$

Table 4.7 Distribution of students' Speaking skill for Post Test II

	Criteria	Total Students	Percentage
P_1	Failed	5	16,67 %
P_2	Passed	25	83,33 %

From the table of analysis, the students' speaking skill in English lesson improved. The mean of students was 82,13. From the criteria 25 students got passed score or it was 83,33%. In the other side 5 students got failed score or it was 16,67%. It could be concluded that the students' skill in speaking improved. Post test cycle II was categorized success. It means that there was 46,8% of mean score improvement.

From the explanation above, the students in speaking skill was classified a very good level while doing action research on cycle II. This is the result of students' score in speaking skill based on the topics, Narrative story.

Table 4.9 The Result of Students' Score for Pre-Test, Pots-Test I and Post-Test II

Meeting		Students Who Get Score >76	Percentage
Pre-Test	I	4	13,33%
Post-Test I	III	15	50%
Post-Test II	V	25	83,33%

The result showed the improving of students' score from the pre-test to post test II. In the pre-test, there was only 13,33% (4 students) who got point >76. In the post-test I there was 50% (15 students) who got point >76. It means that there was improving 36,67%. The post test in cycle II, there was 83,33% (25 students) who got point >76. The improving was about 46,66% and the total improving of students' score from pre-test until post test II was 80 %. It can be concluded that using multimedia power point worked effectively and effeciently in helping students' in speaking skill in the second grade of senior high school at SMA N.1 Air Joman and this learning has apllied successfully and able to improved students' in speaking skill.

b. Qualitative data

The researcher was conducted in two cycles. In cycle I, there were third meetings and cycle II there were two meetings.

1. Cycle I

a. Planning

Based on result pre-test which had been administrated before. It was known that the level of the students in speaking skill was low. Some problems also had been predicted. The students were difficult to spoken English when they wanted to talked with other, were lack of pronounciation, vocabulary, and grammar.

The use of multimedia power point to improved the students speaking skill, the researcher would be the teacher and the English teacher would be the collaborator who observed the teaching learning process in which multimedia

power point was applied. The researcher made lesson plan as the scenario of teaching, the teaching material was about recount text. In the first cycle the instruments for collecting data (observation sheet, interview, dairy notes, documentation) were also prepare.

b. Action

Action was plannings that had arranged were conducted. In this cycle the researcher taught the students how to reteling the story legend based on the lesson plan that had been made. Multimedia power point also was applied in the first cycle. The first cycle was applied during second meeting to the third meeting.

In the second meeting, researcher began to explain recount text. The reseacher explain about the social function about recount text. In this meeting was the use of multimedia power point applied. Students were spoken by retelling story legend. The researcher give the monologue session to the students.

c. Observing

In this phase, the researcher tried to notice all activities in the physical classroom activity. It might be about the teacher's performance, students' response and students' participation during teaching and learning process using action learning strategy. It was found that the students got difficulties in speaking. Some students were serious in the class but there were some students who still noise, and disturbed their friends. Observation was done carefully because data which was taken from this activity were used as a basis reflection. And In this cycle, teacher gave the speaking test.

d. Reflecting

The researcher and the teacher evaluated about the conclusion of implementing the action. Based on the result of post test I, they were only 15 students or 50 % of students who passed the KKM. Then, the researcher and the teacher tried to modify the action in order 80% of students in the class could pass the KKM. Instead, the researcher and the teacher felt satisfied enough because their efforts to improve students' speaking skill had been improved proven by score they get although not all the targets accomplished yet. Beside of that, the students seemed to accept the material easily by using multimedia power point. From the reflecting phase above, there must be more efforts to improve students' speaking skill by using multimedia power point. This efforts was done in the next lesson plan of cycle two.

2. Cycle II

The second cycle was done by the researcher in order to get the better improvement of the students' result. The similar step to the first cycle, researcher conducted to the second cycle with the same steps as follows :

a. Planning

After finding the fact that the students' speaking skill was low, which was proven by their post test I scores, the researcher rearrange the lesson plan which was used in the previous cycle with some modifications. Beside of that, the researcher still also prepared the observation sheet to note the classroom activities. Next, the researcher also prepared the post test 2 to collect the data.

b. Action

In this meeting, the researcher asked the students the difficulty in using multimedia power point and try to emphasize some aspects that have not been done yet in the first cycle. The procedures of this strategy were same with the first cycle. Researcher tried to the best in teaching students and motivated them to improve their speaking skill. And in this meeting the researcher gave the speaking evaluation II.

c. Observing

The students' interest and speaking skill were improved continuously. They were more enthusiastic and serious. The condition of the class was also quite and the students had good responses to the teacher's explanation. Researcher also saw they did not have any problem doing their test.

d. Reflecting

After the second cycle had been complited, the students and the teacher were interviewed to know their comment about the whole research. And in this cycle the teaching learning process is done very well. The researcher felt satisfied because the students have significant improvement from the score they get from pretest, post test 1, and post test 2. After achieving the target research of where 80% students who pass the KKM, therefore the researcher decided to stop the Classroom Action Research because it had already succeeded.

4. Main Finding

The result indicated that there was an improving on the students' speaking skill by used multimedia power point. The mean of second cycle was 82,13. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >76 also grew up. In the pre-Test, the students who got point >76 up were 4 students (13,33%). In the post-test of cycle I students who got point >76 up were 15 students (50%). The post-test of cycle II, students who got point >76 were 25 students (83,33%). in other words, the students speaking skill improved and became well in the first meeting to the next meeting.

The reseracher also analyzed qualitative data to support research finding beside the quantitative data. The qualitative data were organized from the observation sheet and interview, diary notes, photography. All of these data indicated that the students given their attitude and responses during teaching-learning process. Based on the result of the quantitative and qualitative data, it could be concluded that the use of multimedia power point could improve students speaking skill especially at SMA N.1 Air Joman.

B. Discussion

The research that had been done by the researcher indicated that multimedia power point was effective or could be used in teaching speaking. It could be seen from the students have problem with pronunciation and vocabulary before used multimedia power point, and the students' ability could improve after used

multimedia power point.⁵⁰ video as multimedia can be an effective media to develop speaking abilities⁵¹. The tables that showed us the improving of students' score from pre-test, post test I and post test II. The improving because of the teacher knew how to control the class and created the active class. The multimedia power point was one of media that could be used by the teacher in teaching English to improve the students speaking skill.⁵²

The novelty of the paper is conveyed by consideration of multimedia presentations as tools for development of communicative skills with the help of verbal supports in slides.⁵³ The goal of the study is to identify features of multimedia presentations application as an auxiliary aid within communicative foreign language education.

So it could be concluded that the result of the research showed that the use of multimedia power point could improve the students speaking skill. It could be seen from the qualitative data by prove the students' score got better in the post test I than the pre-test, and the post-test II got better than the post-test I. Another could be seen from the qualitative data that showe the students' was active and spirit in teaching-learning process.

⁵⁰Widya astuti buton, dkk.*Improving students' speaking skill through content-based instruction*.https://www.researchgate.net/publication/325092111_students'_speaking_skill_in_oral_descriptive_text_by_using_video_at_tenth_grade_in_sma_negeri_1_namlea. Accessed on 19 September 2018 at 21.06.

⁵¹Feri Kurniawan. 2016. The use of audio visual media in teaching speaking. English education journal (EEJ).vol.7.no.2.<http://www.jurnal.unsyiah.ac.id/EEJ/article/view/3732>. Accessed on 19 September 2018 at 20.46

⁵²Imam Fauzi. (2016). The Application of Multimedia-Based Presentation in Improving Students' Speaking Skill.*Journal of ELT Research*.Vol. 1.No. 1.P.106. <file:///E:/iijn%20jurnal.pdf>. Accessed on 18 September 2018 at 08.46.

⁵³Tatiana Bochina, Juliya Ageeva, Victoria Vlasicheva. 2014. Multimedia Presentation As A Strategy Of Teaching Speaking. *Proceedings of INTED2014 Conference*.vol. 1. no.1. p. 7662. https://kpfu.ru/staff_files/F1112530748/987_1_.pdf. Accessed on 18 September 2018 at 09.05.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

By conducting all the process of study, the researchers can conclude these following conclusions:

1. The used of multimedia power point in teach speaking skill applied by some steps were : the researcher prepared the material, or provide the material using multimedia power point by video in projector, after that the students must retell the story, and the students rotated to speaking in the class.
2. Based on the result of data analysis, the researcher concluded that teaching English by applying multimedia power point can improve students' speaking ability. It can be proved through several data such as; pre-test and post-test. Moreover by implementing multimedia power point in teaching speaking the students have chance to the active and cooperative in speaking activity.

B. Suggestions

Based on the result of this research, the research give suggestions :

1. For the English Teacher

It is better for the English teacher to apply multimedia power point in teaching speaking because it can improve the students' speaking skill and this media suitable for senior high school students.

2. For the Researchers

For the futher researcher who are interested in doing research on related topic.

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APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Cycles I)

Nama Sekolah : SMA Negeri 1 Air Joman
Pelajaran : Bahasa Inggris
Kelas/Semester : XI/II
Materi Pokok : Teks Recount
Alokasi Waktu : 2 x 45

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.
- 4.13. Menangkap makna dalam teks *recount* lisan dan tulis sederhana.
- 4.14. Menyusun teks *recount* lisan dan tulis sederhana tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator Pencapaian Kompetensi

- 3.9.1. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks *recount* sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.
- 3.9.2. Mengurai gambaran umum dan informasi tertentu dari teks *recount* sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.
- 3.9.3. Mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *recount* sederhana.
- 4.13.1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana sederhana tentang kegiatan/kejadian/peristiwa.
- 4.13.2. Menyunting teks *recount* sederhana lisan sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.14.1. Menyunting teks *recount* sederhana tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
- 4.14.2. Menyusun teks *recount* sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

D. Tujuan Pembelajaran

1. Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.
2. Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menangkap makna dan menyunting teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.
3. Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu menangkap makna dan menyusun teks recount sederhana lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

E. Materi Pembelajaran

Teks recount lisan dan tulis sederhana tentang Legenda Danau Toba.

Fungsi sosial :to tell/ to retelling the story legend for the purpose of informing or entertaining.

contoh teks:

Toba Lake Legend

In one village of North Sumatera, there lived a poor farmer named Toba. One day, he went fishing. Luckily, he got a beautiful goldfish. He carried it home then planned to cook it. When he got home, the fish turned into a beautiful woman.

The woman told him that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that she would marry him. Then they got married and soon had one child named Samosir. This boy liked to eat much food.

One day, mother asked Samosir to bring lunch to father. On the way to rice field, he stopped and ate most of food. After that, he gave the rest of food to his father. Toba was very angry and shouted at Samosir "You, a fish kid, you are so greedy!" Samosir cried and ran toward his mother. He asked mother why father called him a fish kid.

The woman was really upset that Toba broke his promise. Mother and son disappeared. Soon there were springs that caused a vast lake. It's called Toba Lake. A land in the middle of Toba Lake is called Samosir Island.

F. Metode Pembelajaran

Model Pembelajaran : Active Learning

G. Media, Alat, dan Bahan Pembelajaran

1. Media : White board, Power Point Presentation, video
2. Alat : Laptop, Alat record(HP), proyektor, spidol
3. Sumber Belajar: www.englishindo.com, <http://www.britishcouncil.or>

H. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan

Guru	Siswa	Waktu
memberi salam kepada siswa	membalas salam guru	10'
mengajak siswa memperhatikan kebersihan kelas	memperhatikan kebersihan kelas	
mengajak siswa berdoa	berdoa bersama dengan guru	
mengecek kehadiran siswa	menyatakan kehadirannya dengan berkata, "I am here."	

Kegiatan Inti

Guru	Siswa	Waktu
a. Mengamati (Observing)		
mengkondisikan siswa untuk siap mengikuti pelajaran	- Siswa bersedia mengikuti pelajaran	15'
Meminta siswa mendengarkan Penjelasan guru tentang teks recount	Siswa mendengarkan Penjelasan guru tentang teks recount	
Meminta Siswa menirukan	Siswa menirukan contoh	

contoh pengucapan kalimat-kalimat dalam iklan kegiatan/kejadian/peristiwa tersebut dengan bimbingan guru.	pengucapan kalimat-kalimat dalam iklan kegiatan/kejadian/peristiwa tersebut	
Meminta siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca	Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca	

b. Mempertanyakan (Questioning)		
Mempersiapkan pertanyaan/menyediakan kartu pertanyaan untuk masing masing siswa	Siswa menerima kartu pertanyaan(Question card) dari Guru	5'
Meminta siswa untuk membentuk pasangan, satu siswa dari masing masing pasangan pindah membentuk satu lingkaran besar	Siswa membentuk pasangan (Lingkaran/Lapisan luar)	
Meminta sisa dari siswa mencari dan menghadap pasangan mereka	Siswa mencari pasangan dan membentuk lingkaran/Lapisan dalam	
c. Mengeksplorasi (Exploring)		
Meminta siswa yang didalam lingkaran menanyakan pertanyaan dari kartu pertanyaan mereka	Siswa menanyakan pasangannya (Siswa didalam lingkaran) dan siswa yang diluar lingkaran menjawab pertanyaan	20'
Meminta siswa memutar peran (Pergantian pasangan)	Siswa berputar mengganti pasangan (Siswa didalam lingkaran)	

Meminta siswa yang diluar lingkaran menanyakan pertanyaan	Siswa menjawab pertanyaan (lingkarang dalam)	
Meminta siswa menukar kartu pertanyaan	Siswa menukar kartu pertanyaan (Siswa yang didalam lingkaran memutarakan searah jarum jam ke pasangan yang baru).	
d. Mengasosiasi (Associating)		
- Meminta siswa melaporkan hasil diskusi kelompok pada tahap mengamati dan ditanggapi oleh kelompok lain	Siswa melaporkan hasil diskusi kelompok pada tahap mengamati dan ditanggapi oleh kelompok lain	
Meminta siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok	Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja	15'
Meminta siswa secara kelompok membuat teks recount sederhana berupa percakapan singkat	Siswa secara kelompok membuat teks recount sederhana berupa percakapan	
e. Mengkomunikasikan (Communicating)		
Meminta siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount sederhana yang dibuat dalam bentuk percakapan singkat	Siswa berpasangan mencari gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks recount	15'

Meminta siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan kegiatan/kejadian/peristiwa dan termasuk menyebutkan dukungan dan kendala yang dialami	Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan kegiatan/kejadian/peristiwa dan termasuk menyebutkan dukungan dan kendala yang dialami	
memberi masukan baik dari aspek struktur teks, kebahasaan ucapan dll.	mencatat semua masukan guru baik dari aspek struktur teks, kebahasaan ucapan dll.	

Kegiatan Penutup

Guru	Siswa	Waktu
Memberikan umpan balik terhadap proses dan hasil pembelajaran; Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?	Menjawab umpan balik yang diberikan guru	10'
memberikan penugasan terstruktur individu/kelompok dengan membaca pelajaran berikutnya yang masih terkait menyatakan pendapat dan pikiran serta responnya	membaca pelajaran berikutnya	
menyampaikan rencana kegiatan pertemuan berikutnya	mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

I. Penilaian

1. Teknik Penilaian : Tes Lisan
2. Instrument Penilaian : Retelling Story
3. Rubrik Penilaian :

No.	Nama siswa	Aspek penilaian					Total score
		Pron.	Grammar	Vocabulary	Comprehend	Fluency	
1.							
2.							
3.							
4.							
5.							

Skor maksimal = 25

$$\text{Nilai siswa} = \frac{\text{hasil score}}{\text{maximum score}} \times 100$$

Medan, September 2018

Mengetahui,

Kepala SMA N.1 Air Joman

Guru Mata Pelajaran Mahasiswa

Drs. Samaruddin, MM. Aisyah Arsil, S.Pd. Iin Sundari

NIP. 19591203 198403 1 003 NIP. 19791221 200801 2 003 NIM. 34.14.3.057

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Cycles II)

Nama Sekolah : SMA Negeri 1 Air Joman
Pelajaran : Bahasa Inggris
Kelas/Semester : XI/I
Materi Pokok : Narrative Text
Alokasi Waktu : 2 x 45

Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang mewujudkan dalam semangat belajar.
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk cerita fable, sesuai dengan konteks penggunaannya.
- 4.15. Menangkap makna teks naratif lisan dan tulis sederhana berbentuk cerita fable.

Indikator Pencapaian Kompetensi

- 3.10.1. Mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan dalam teks naratif sederhana berbentuk cerita fable.
- 3.10.2. Mengidentifikasi gambaran umum dalam teks naratif berbentuk cerita fable.
- 4.15.1. Mencermati teks naratif terkait cerita fable , sederhana.
- 4.15.2. Menemukan informasi tersurat dari teks naratif lisan dan tulis sederhana berbentuk cerita fable.
- 4.15.3. menemukan informasi tersirat dari teks naratif lisan dan tulis sederhana berbentuk cerita fable.

Tujuan Pembelajaran

4. Menunjukkan kesungguhan belajar bahasa inggris terkait teks naratif sederhana berbentuk cerita fable.
5. Menemukan informasi tersurat dari teks naratif lisan dan tulis sederhana berbentuk cerita fable.
6. Menyampaikan teks naratif sederhana berbentuk cerita fable.

Materi Pembelajaran

Teks naratif lisan dan tulis sederhana tentang cerita anak (fable).

Fungsi sosial :to tell/ to retelling the story legend for the purpose of informing or entertaining.

contoh teks:

A Mouse and A lion

Once, as a lion lay sleeping in his den, a naughty little mouse ran up his tail, onto his back, up his mane and danced and jumped on his head, so that the lion woke up.

Lion angry grabbed the mouse and, holding him in his large claws, roared in anger. 'How dare you wake me up! Don't you know that I am King of the Beasts? Anyone who disturbs my rest deserves to die! I shall kill you and eat you!'

The terrified mouse, shaking and trembling, begged the lion to let him go. 'Please don't eat me Your Majesty! I did not mean to wake you, it was a mistake. I was only playing. Please let me go - and I promise I will be your friend forever. Who knows but one day I could save your life?'

The lion looked at the tiny mouse and laughed. 'You save my life? What an absurd idea!' he said scornfully. 'But you have made me laugh, and put me into a good mood again, so I shall let you go.' And the lion opened his claws and let the mouse go free.

'Oh thank you, your majesty,' squeaked the mouse, and scurried away as fast as he could.

A few days later the lion was caught in a hunter's snare. Struggle as he might, he couldn't break free and became even more entangled in the net of ropes. He let out a roar of anger that shook the forest. Every animal heard it, including the tiny mouse.

The mouse was rushing to the source of its roar and he found the lion was powerless. The mouse then bit the rope that caught the lion so that the lion can escape from the trap. The lions are very grateful to the mouse, and they became friends best forever.

Moral: Even a small help would be very meaningful.

Metode Pembelajaran

Model Pembelajaran : Active Learning

Media, Alat, dan Bahan Pembelajaran

Media : *White board, Power Point Presentation, video*

Alat : *Laptop, Alat record(HP), proyektor, spidol*

Sumber Belajar: www.englishindo.com, <http://www.britishcouncil.or>

Langkah-langkah Pembelajaran

Kegiatan Pendahuluan

Guru	Siswa	Waktu
memberi salam kepada siswa	membalas salam guru	10'
mengajak siswa memperhatikan kebersihan kelas	memperhatikan kebersihan kelas	
mengajak siswa berdoa	berdoa bersama dengan guru	
mengecek kehadiran siswa	menyatakan kehadirannya dengan berkata, "I am here."	

Kegiatan Inti

Guru	Siswa	Waktu
a. Mengamati (Observing)		
mengkondisikan siswa untuk siap mengikuti pelajaran	- Siswa bersedia mengikuti pelajaran	15'
Meminta siswa mendengarkan Penjelasan guru tentang teks naratif	Siswa mendengarkan Penjelasan guru tentang teks naratif	
Meminta Siswa menirukan contoh pengucapan kalimat-kalimat dalam iklan kegiatan/kejadian/peristiwa	Siswa menirukan contoh pengucapan kalimat-kalimat dalam iklan kegiatan/kejadian/peristiwa	

tersebut dengan bimbingan guru.	tersebut	
Meminta siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca	Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca	

b. Mempertanyakan (Questioning)		
Mempersiapkan pertanyaan/menyediakan kartu pertanyaan untuk masing masing siswa	Siswa menerima kartu pertanyaan(Question card) dari Guru	5'
Meminta siswa untuk membentuk pasangan, satu siswa dari masing masing pasangan pindah membentuk satu lingkaran besar	Siswa membentuk pasangan (Lingkaran/Lapisan luar)	
Meminta sisa dari siswa mencari dan menghadap pasangan mereka	Siswa mencari pasangan dan membentuk lingkaran/Lapisan dalam	
c. Mengeksplorasi (Exploring)		
Meminta siswa yang didalam lingkaran menanyakan pertanyaan dari kartu pertanyaan mereka	Siswa menanyakan pasangannya (Siswa didalam lingkaran) dan siswa yang diluar lingkaran menjawab pertanyaan	20'
Meminta siswa memutar peran (Pergantian pasangan)	Siswa berputar mengganti pasangan (Siswa didalam lingkaran)	
Meminta siswa yang diluar lingkaran menanyakan pertanyaan	Siswa menjawab pertanyaan (lingkarang dalam)	

Meminta siswa menukar kartu pertanyaan	Siswa menukar kartu pertanyaan (Siswa yang didalam lingkaran memutarakan searah jarum jam ke pasangan yang baru).	
d. Mengasosiasi (Associating)		
- Meminta siswa melaporkan hasil diskusi kelompok pada tahap mengamati dan ditanggapi oleh kelompok lain	Siswa melaporkan hasil diskusi kelompok pada tahap mengamati dan ditanggapi oleh kelompok lain	15'
Meminta siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok	Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja	
Meminta siswa secara kelompok membuat teks naratif sederhana berupa percakapan singkat	Siswa secara kelompok membuat teks naratif sederhana berupa percakapan	
e. Mengkomunikasikan (Communicating)		
Meminta siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks naratif sederhana yang dibuat dalam bentuk percakapan singkat	Siswa berpasangan mencari gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks naratif	15'
Meminta siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan kegiatan/kejadian/peristiwa dan termasuk menyebutkan	Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan kegiatan/kejadian/peristiwa dan termasuk menyebutkan	

dukungan dan kendala yang dialami	dukungan dan kendala yang dialami	
memberi masukan baik dari aspek struktur teks, kebahasaan ucapan dll.	mencatat semua masukan guru baik dari aspek struktur teks, kebahasaan ucapan dll.	

Kegiatan Penutup

Guru	Siswa	Waktu
Memberikan umpan balik terhadap proses dan hasil pembelajaran; Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?	Menjawab umpan balik yang diberikan guru	10'
memberikan penugasan terstruktur individu/kelompok dengan membaca pelajaran berikutnya yang masih terkait menyatakan pendapat dan pikiran serta responnya	membaca pelajaran berikutnya	
menyampaikan rencana kegiatan pertemuan berikutnya	mendengarkan penjelasan guru tentang rencana kegiatan pertemuan berikutnya	

J. Penilaian

4. Teknik Penilaian : Tes Lisan
5. Instrument Penilaian : Retelling Story
6. Rubrik Penilaian :

No.	Nama siswa	Aspek penilaian					Total score
		Pron.	Grammar	Vocabulary	Comprehend	Fluency	
1.							
2.							
3.							
4.							
5.							

Skor maksimal = 25

$$\text{Nilai siswa} = \frac{\text{hasil score}}{\text{maximum score}} \times 100$$

Medan, September 2018

Mengetahui,

Kepala SMA N.1 Air Joman

Guru Mata Pelajaran Mahasiswa

Drs. Samaruddin, MM. Aisyah Arsil, S.Pd. Iin Sundari

NIP. 19591203 198403 1 003 NIP. 19791221 200801 2 003 NIM.34.14.3.057

APPENDIX III

INSTRUMENT OF PRE-TEST AND POST-TEST I

Name :

Class :

Test : Oral test (Monologue)

Instruction :

Do you ever heard the story legend about Toba Lake Legend ?.please retelling the story about it. With the instruction below :

1. Where the tragedy that happened ?
2. Who name the actors ?
3. What did cause Samosir cry ?
4. What happened after Toba angry with the Samosir ?
5. How the ending of the story ?

Topic : Toba Lake Legend.



Key Answer of Pre Test & Post Test I

Toba Lake Legend

In one village of North Sumatera, there lived a poor farmer named Toba. One day, he went fishing. Luckily, he got a beautiful goldfish. He carried it home then planned to cook it. When he got home, the fish turned into a beautiful woman.

The woman told him that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that she would marry him. Then they got married and soon had one child named Samosir. This boy liked to eat much food.

One day, mother asked Samosir to bring lunch to father. On the way to rice field, he stopped and ate most of food. After that, he gave the rest of food to his father. Toba was very angry and shouted at Samosir “You, a fish kid, you are so greedy!” Samosir cried and ran toward his mother. He asked mother why father called him a fish kid.

The woman was really upset that Toba broke his promise. Mother and son disappeared. Soon there were springs that caused a vast lake. It's called Toba Lake. A land in the middle of Toba Lake is called Samosir Island.

APPENDIX IV

TRANSCRIPTS OF STUDENTS' RECORD (PRE-TEST& POST TEST I)

Cycle I

Pre – Test

1. Name : Anggun A Harahap

Class : XI IPA 1

Once upon a time a one village in North Sumatera there is a little family. Consist of father, mother, and a son. Father name is Toba, son name is Samosir and mother Samosir. One day, Samosir go to river to fishing, because hour toward afternoon Toba search Samosir. Toba search Samosir to river and become angrying Samosir until He crying. That time Toba said that Samosir is fish children. Suddenly, cloudy and lightningthunderbolt. Samosir mother meet with Samosir and Toba. And the end thaat village submerged water and become a lake who we called Toba Lake.

2. Name : Nurul Anisa

Class : XI IPA 1

Once upon a time in the village of North Sumatera, there are a fisherman, his name Toba. He is finding a gold fish. Then Toba take the gold fish back to home. The fish change to woman is very beautiful and he married with her, and promise don't say that to child " the gold fish". They are have a child, his name is Samosir.

One day, Samosir cry beacuse the angryed by Toba. And Toba say to Samosir , he the child gold fish. After that happaned tsunami in the village. And to make a lake and the name is "Lake Toba".

3. Name : Saskia Anzlika

Class : XI IPA 1

One day, the a village this a man that name is Toba. He fishing in Lake. Someone time he can a gols fish. He is to go house and cut gold fish. Then he listening voice from gold fish that in before cut. He is very shock the fish change become woman that cery beautiful name is Mina. Then they was married, Mina make if son the fish son. They are have a child his name is Samosir.

One day, Samosir cry because the angried by Toba and Toba say to Samosir that he the child gold fish. After that happaned tsunami in the village and tobe a lake and the name is “Lake Toba”.

Post-Test I

1. Name : Nurul Anisa

Class : XI IPA 1

In North Sumatera, there lived an old farmer, he lived alone, his name is Toba. One day, he went fishing and he caught a big and beautiful goldfish. But some strange happaned. The goldfish change become beautiful woman. And Toba falling in love with the princess, so Toba ask to the princess “will you merry me?”. The princess agree with that, but he must promise one thing that he can not tell onyone about origin as fish forever.

Year after year, they got a son “Samosir”. He was a naughty boy. One day, he bring his father food, but Samosir playing with his friend and eat it. Suddenly, Toba become anger with Samosir and said “damn you children of fish”. Samosir cried and ran to his mother, and she told Samosir to run away to the highest hill.

And than great storm that drowned Toba and his village, that we called Toba Lake.

2. Name : Mirza Syafiq

Class : XI IPA 1

One day, Toba went fishing. Luckily, he got a big goldfish. He carried it home then planned to cook it. When he got home, the fish turned into a beautiful woman. The woman told him that she was cursed. She asked Toba to keep it as a secret. Toba agreed it only with one condition that she would marry him. Then they got married and soon had one child named Samosir.

One day, mother asked Samosir to bring lunch to father. He gave the rest of food to his father. Toba was very angry and shouted at Samosir “You, a fish kid !” Samosir cried and ran toward his mother. He asked mother why father called him a fish kid.

The woman was really upset that Toba broke his promise. Mother and son disappeared. Soon there were springs that caused a vast lake. It's called Toba Lake. A land in the middle of Toba Lake is called Samosir Island.

3. Name : Anggun A Harahap

Class : XI IPA 1

In North Sumatera, in a village there is lived a man, his name is Toba. One day, he went fishing and he caught a big and beautiful goldfish. But some strange happaned. The goldfish change become beautiful woman. And Toba falling in love with the princess, so Toba ask to the princess “will you merry me?”. The princess agree with that, but he must promise one thing that he can not tell anyone about origin as fish forever.

Then they got married and soon had one child named Samosir. One day, mother asked Samosir to bring lunch to father. He gave the rest of food to his father. Toba was very angry and shouted at Samosir “You, a fish kid !” Samosir cried and ran toward his mother. He asked mother why father called him a fish kid.

The woman was really upset that Toba broke his promise. Mother and son disappeared. Soon there were springs that caused a vast lake. It’s called Toba Lake.

APPENDIX V

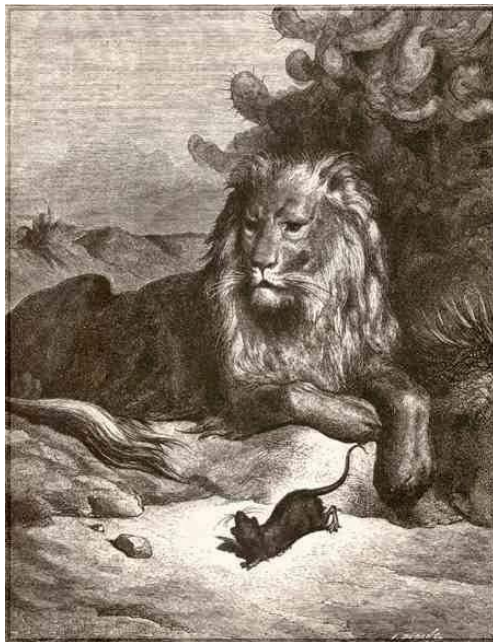
INSTRUMENT OF POST-TEST II

Test : Oral test (Group discussion)

Instruction :

Please watching this movie (the fable story) and retell the story directly in front of the class.

Topic : A Mouse and A lion



Key Answer Sheet of Post Test II

A Mouse and A lion

Once, as a lion lay sleeping in his den, a naughty little mouse ran up his tail, onto his back, up his mane and danced and jumped on his head, so that the lion woke up.

Lion angry grabbed the mouse and, holding him in his large claws, roared in anger. 'How dare you wake me up! Don't you know that I am King of the Beasts? Anyone who disturbs my rest deserves to die! I shall kill you and eat you!'

The terrified mouse, shaking and trembling, begged the lion to let him go. 'Please don't eat me Your Majesty! I did not mean to wake you, it was a mistake. I was only playing. Please let me go - and I promise I will be your friend forever. Who knows but one day I could save your life?'

The lion looked at the tiny mouse and laughed. 'You save my life? What an absurd idea!' he said scornfully. 'But you have made me laugh, and put me into a good mood again, so I shall let you go.' And the lion opened his claws and let the mouse go free.

'Oh thank you, your majesty,' squeaked the mouse, and scurried away as fast as he could.

A few days later the lion was caught in a hunter's snare. Struggle as he might, he couldn't break free and became even more entangled in the net of ropes. He let out a roar of anger that shook the forest. Every animal heard it, including the tiny mouse.

The mouse was rushing to the source of its roar and he found the lion was powerless. The mouse then bit the rope that caught the lion so that the lion can escape from the trap. The lions are very grateful to the mouse, and they became friends best forever.

Moral: Even a small help would be very meaningful.

APPENDIX VI

TRANSCRIPTS OF STUDENTS' RECORD (POST-TEST II)

1. Name : Riki Irawan

Class : XI IPA 1

Once upon a time, a lion lay slept, a naughty little mouse ran up his tail, danced and jumped on his head, so that the lion woke up. Lion angry grabbed the mouse and, holding him in his large claws, roared in anger.

The terrified mouse, shaking and trembling, begged the lion to let him go, and he promise that will be lion friend forever. "Who knows but one day I could save your life?" mouse said. And the lion opened his claws and let the mouse go free. 'Oh thank you, your majesty,' squeaked the mouse, and scurried away as fast as he could.

A few days later the lion was caught in a hunter's snare. The mouse then bit the rope that caught the lion so that the lion can escape from the trap. The lions are very grateful to the mouse, and they became friends best forever.

2. Name : Nurul Anisa

Class : XI IPA 1

Once upon a time, a lion slept, a naughty little mouse ran up his tail, so that the lion woke up. Lion angry grabbed the mouse and, holding him in his large claws with anger.

The terrified mouse, shaking and trembling, begged the lion to let him go, and he promise that will be lion friend forever. And the lion opened his claws and let the mouse go free.

A few days later the lion was caught in a hunter's snare. The mouse then bit the rope that caught the lion so that the lion can escape from the trap. They became friends best forever.

3. Name : Indah Fitri

Class : XI IPA 1

Once upon a time, a lion lay sleeping in his den, a naughty little mouse ran up his tail, danced and jumped on his head, so that the lion woke up. Lion angry grabbed the mouse and, holding him in his large claws, roared in anger.

The terrified mouse, shaking and trembling, begged the lion to let him go, and he promise that will be lion friend forever. “Who knows but one day I could save your life?” mouse said. And the lion opened his claws and let the mouse go free. 'Oh thank you, your majesty,' squeaked the mouse, and scurried away as fast as he could.

A few days later the lion was caught in a hunter's snare. The mouse then bit the rope that caught the lion so that the lion can escape from the trap. The lions are very grateful to the mouse, and they became friends best forever.

APPENDIX VII

TEACHER'S INTERVIEW SHEET

Date : September 2018

Name of Teacher : Aisyah Arsil, S.Pd.

Researcher : Iin Sundari

Interview Script before Classroom Action Research

R : Assalamualaikum mam, terimakasih sebelumnya sudah mengijinkan saya untuk melakukan penelitian disini.

I : Wa'alaikumsalam, iya in gak apa-apa. Yang penting kamu cepat selesai kuliahnya ya.

R : Amin, terimakasih mam. Jadi penelitian saya itu PTK, mam. Di penelitian saya itu, saya mau meng*improvespeaking skill* menggunakan multimedia power point mam.

I : Begitu ya, bisa....bisa, lalu butuh berapa kelas in?

R : Satu kelas saja mam soalnya ini kan *Action Reseach*. Kira kira masalah anak anak di *speaking* itu apa saja ya mam?

I : Begini ya in, mam kalau ngajar *speaking* secara khusus itu ngga ada, jadi kalau ngajar itu *speaking*-nya anak-anak itu cuma menjawab pertanyaan saya, sesekali ya baca dialog dari LKS. Ya anak-anak itu sebenarnya mau ngomong kalau pas *speaking* tapi jawabnya pakai bahasa Indonesia, ada juga yang kurang percaya diri mau ngomong. Ya mungkin mereka kurang dalam *vocabulary*-nya juga, in.

R : Lalu bagaimana caranya mam mengatasi problem itu?

I : Kalau untuk menjawab supaya mereka berbicara ya ditunjuk, in.

- R : Lalu untuk yang *vocabulary* mam?
- I : Biasanya dari LKS itu ada beberapa *vocabulary* baru setiap ganti topic,dari situ saya suruh mereka mencari artinya.
- R : oh begitu ya mam. Jadi media yang biasa mam gunakan di kelas itu apa saja ?.
- I : ya masih media tradisional in, kayak buku bahasa Inggris.
- R : oh begitu ya mam, jadi kalau saya pakai media power point ini jadi yang pertama kalinya ya mam ?
- I : iya lah in, kalau pakai power point kan biasanya untuk acara-acara tertentu, diluar dari belajar mengajar biasa.
- R : okedeh mam, terimakasih ya mam atas waktunya.
- I : iya sama-sama in.

Interview Script after the Implementation Multimedia Power Point

- I : Bagaimana mam menurut mam tentang media belajar yang saya terapkan ini ?
- R : Menurut mam sih bagus, jadikan mereka bisa aktif untuk berlatih speaking. Nilai mereka juga naik untuk speaking, selama ini cuma beberapa yang mau tampil kedepan, tapi karena media dan penyampaian kamu yang menarik jadi mereka banyak yang lebih berani untuk tampil speaking.
- I : Thank you so much mam.
- R : You are welcome.

APPENDIX VIII

STUDENTS' INTREVIEW SHEET

(Before Classroom Action Research)

1. Nurul Anisa

R : Maaf, dek mengganggu sebentar?

S : Ya, kak.

R : Tadi gimana pelajaran Bahasa Inggrisnya?

S : Ya gitu kayak biasanya, kak. Bosen dikit.

R : Kan di bahasa Inggris ada empat *skills* kan, *listening*, *speaking*, *reading*, sama *writing*. Menurut kamu yang paling susah apa?

S : Hmmm ... mmm *speaking* mungkin kak.

R : Jadi *speaking*nya. Kenapa?

S : Kalo mau ngomong bingung kata katanya.

R : oh *vocabulary*. Kan ada kamus?

S : Iya mbak, tapi kan ngga mesti sama kayak yang di kamus, kak.

R : Oh gitu, terus kalau di kelas belajar *speaking*nya gimana?

S : Disuruh baca dialog terus di praktekin, sama jawab pertanyaan.

R : Jadi latihan *speaking*-nya kurang ya. Kalau begitu kamu maunya belajarspeaking yang gimana?

S : Ya dibanyakin latihan speakingnya.

R : Gitu ya, makasih ya.

2. Mirza Syafiq

R : Dek, minta waktunya sebentar buat wawancara ya?

S : Kok aku, kak?

R : Lainnya pada jajan. Bisa kan, Dek?

S : Ya kak.

R : So, what's your name?

S : Mirza Syafiq. Kok pake bahasa Inggris, kak?

R : Hehe kenapa dek kalau pakai bahasa Inggris?

S : Bingung kak, pakai bahasa Indonesia aja, kak.

R : Oh ya, emang sulitnya bahasa Inggris itu apa?

S : Ya sulit kata-katanya, kak.

R : Dari empat skills bahasa Inggris *listening, speaking, reading, sama writing*, mana yang menurut kamu susah?

S : Apa ya? Semuanya, kak.

R : Lah kok semuanya? Yang jarang diajarin sama gurunya apa?

S : Kalau yang jarang diajarin itu *listening* sama *speaking*, kak.

R : Oh gitu, biasanya pas *speaking*, diajarin apa sama gurunya?

S : Ya baca dialog, trus nanti suruh maju ke depan buat praktekin.

R : Menurut kamu gimana enaknyabuat belajar *speaking*?

S : Mungkin banyak latihannya sama pakai cara yang menarik gitu.

R : Oh gitu, ya makasih ya waktunya.

S : Sama samakak.

3. Rudini

R : halo dek, namanya siapa ?

S : Rudinikak.

R : suka pelajaran Bahasa Inggris ngga?

S : Ya, suka, kak. Tapi susah.

R : Kok susah? Susahnya dimana?

S : Soalnya susah kata katanya. Kalau *listening* ngga tau kata-katanya.

R : Oh jadi menurut kamu *listening* yang susah?

S : Iya, kak. Tapi *speaking* juga.

R : Loh nambah lagi yang susah. Emang kenapa *speaking* susah?

S : Ya jarang diajarin, kak. Paling cuma baca dialog. Trus kalau maungomong kan kata-katanya sulit.

R : Sulit ngucapinnya atau gimana?

S : Ya milih kata-katanya sama biar ngucapinnya kaya bule tu lho, kak.

R : Jadi sulit milih *vocab*-nya samapronunciation.

S : Ya itu, kak.

R : Kamu pengennya belajar Bahasa Inggris itu gimana?

S : Yang ngga ngebosenin, kak.

R : Gitu ya, ya udah makasih ya.

S : Ya kak

(After Classroom Action Research)

The researcher : Bagaimana menurut kamu tentang media yang saya gunakan dikelas tadi ?

Nurul Anisa : Sangat menarik kak. Jadi lebih termotivasi belajar Bahasa Inggris kak.

Indah Fitriani : Indah suka banget sama media yang kakak pake, banyak kosa kata yang Indah dapat, dan Indah jadi lebih berani untuk berbicara bahasa inggris di depan kelas kak.

Riki Irawan :Seru banget sama medianya kak, bisa nonton dan sekaligus belajar bahasa Inggris. Jadi suka ikutin kata pendongengnya ngomong bahasa inggris kak. Nambah kosa kata lagi deh.
Hehe

The researcher : Thank you all my students

The student : You're welcome sir.

APPENDIX IX**OBSERVATION SHEET****(CYCLE I)**

Date : September 2018

English Teacher : Aisyah Arsil, S.Pd.

Students : XI IPA-1

School : SMA Negeri 1 Air Joman

The researcher : Iin Sundari

Put a checklist (√) in column Yes/No based on your observation.

Focus	No	Observation topics	Cycle I	
			Yes	No
The researcher (as the teacher)	1.	The teacher attract students attention	√	
	2.	The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	√	
	3.	The teacher tells to the students the goal of the study.	√	
	4.	The teacher prepares teaching material by using multimedia power point as media.	√	
	5.	The teacher gives explanation about the topic of study.	√	
	6.	The teacher explains the material clearly.	√	
	7.	The teacher uses video as media of teaching	√	
	8.	The teacher ask students to read recount text by retell the Lake Toba Story.	√	
	9.	The teacher manages the time effectively and efficiently	√	
The Students	10.	The students pay attention to the teacher explanation	√	
	11.	The students ask question to the teacher if there is something unclear		√
	12.	The students give a good respond to the topic given	√	
	13.	The students feel interest and enthusiastic in teaching learning process	√	
	14.	The students participate in learning process.	√	
	15.	All the students do their speaking test	√	
Context	16.	The classroom is save from crowded	√	
	17.	The classroom is comfortable (clean,calm)	√	

	18.	The classroom has teaching aids (marker, whiteboard,etc)	√	
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Medan, September 2018

Aisyah Arsil, S.Pd.

NIP. 19791221 200801 2 003

APPENDIX X**OBSERVATION SHEET****(CYCLE II)**

Date : September 2018

English Teacher : Aisyah Arsil, S.Pd.

Students : XI IPA-1

School : SMA Negeri 1 Air Joman

The researcher : Iin Sundari

Put a checklist (√) in column Yes/No based on your observation.

Focus	No	Observation topics	Cycle I	
			Yes	No
The researcher (as the teacher)	1.	The teacher attract students attention	√	
	2.	The teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	√	
	3.	The teacher tells to the students the goal of the study.	√	
	4.	The teacher prepares teaching material by using multimedia power point as media.	√	
	5.	The teacher gives explanation about the topic of study.	√	
	6.	The teacher explains the material clearly.	√	
	7.	The teacher uses video as media of teaching	√	
	8.	The teacher ask students to read the narrative text by retell the Fable Story.	√	
	9.	The teacher manages the time effectively and efficiently	√	
The Students	10.	The students pay attention to the teacher explanation	√	
	11.	The students ask question to the teacher if there is something unclear		√
	12.	The students give a good respond to the topic given	√	
	13.	The students feel interest and enthusiastic in teaching learning process	√	
	14.	The students participate in learning process.	√	
	15.	All the students do their speaking test	√	
Context	16.	The classroom is save from crowded	√	
	17.	The classroom is comfortable (clean,calm)	√	

	18.	The classroom has teaching aids (marker, whiteboard,etc)	√	
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Medan, September 2018

Aisyah Arsil, S.Pd.

NIP. 19791221 200801 2 003

APPENDIX XI

STUDENTS' ATTENDANCE LIST

No	Name	Initial	Sex	Student Attendance				
				I	II	III	IV	V
1	Ade Putri Maulida	APM	M	✓	✓	✓	✓	✓
2	Agung Syahputra	AS	F	✓	✓	✓	✓	✓
3	Andre Prayoga	AP	F	✓	✓	✓	✓	✓
4	Anggun Anggreni Harahap	AAH	M	✓	✓	✓	✓	✓
5	Bella Amalia Ramadani	BAR	M	✓	✓	✓	✓	✓
6	Dewi Atikah	DA	M	✓	✓	✓	✓	✓
7	Dinda Wanti Sinaga	DWS	M	✓	✓	✓	✓	✓
8	Elsa Tiara Wulandari	ETW	M	✓	✓	✓	✓	✓
9	Eliana Rizki	ER	M	✓	✓	✓	✓	✓
10	Hafiza Ulham	HU	M	✓	✓	✓	✓	✓
11	Indah Fitriani	IF	M	✓	✓	✓	✓	✓
12	Jamaluddin Nasution	JN	F	✓	✓	✓	✓	✓
13	Juli Mustika	JM	M	✓	✓	✓	✓	✓
14	Leli Trihaviza	LT	M	✓	✓	✓	✓	✓
15	Lisa Hariati	LH	M	✓	✓	✓	✓	✓
16	M. Rizki Gunawan	MRG	F	✓	✓	✓	✓	✓
17	Maya Widyanti	MW	M	✓	✓	✓	✓	✓
18	Mirza Syafiq	MS	F	✓	✓	✓	✓	✓
19	Nafsiah Saragih	NS	M	✓	✓	✓	✓	✓
20	Nur Ainun Margolang	NAM	M	✓	✓	✓	✓	✓
21	Nurul Anisa	NA	M	✓	✓	✓	✓	✓
22	Rendi Alfiansyah	RA	F	✓	✓	✓	✓	✓
23	Riki Andrianto	RA	F	✓	✓	✓	✓	✓
24	Riki Irawan	RI	F	✓	✓	✓	✓	✓
25	Riska Nadia	RN	M	✓	✓	✓	✓	✓
26	Rudini	R	M	✓	✓	✓	✓	✓
27	Saskia Anzlika	SA	M	✓	✓	✓	✓	✓
28	Sella Novita	SN	M	✓	✓	✓	✓	✓
29	Sinta Widya Sari	SWS	M	✓	✓	✓	✓	✓
30	Surianti	S	M	✓	✓	✓	✓	✓

APPENDIX XII

STUDENTS' PRE-TEST SCORE

No	Initial	Sex	Indicator					Sum	Score
			Pro .	Gram.	Voc.	Compre.	Flu.		
1	APM	M	3	3	3	4	3	16	64
2	AS	F	3	3	3	2	2	12	48
3	AP	F	2	2	2	3	2	11	44
4	AAH	M	4	3	3	4	3	17	68
5	BAR	M	3	3	3	4	3	16	64
6	DA	M	2	3	3	2	2	12	48
7	DWS	M	3	3	3	4	3	16	64
8	ETW	M	3	3	4	4	3	17	68
9	ER	M	3	3	3	4	4	17	68
10	HU	M	3	3	3	4	3	16	64
11	IF	M	4	4	3	5	4	20	80
12	JN	F	1	2	3	2	2	10	40
13	JM	M	4	4	4	4	3	19	76
14	LT	M	4	3	3	3	3	16	64
15	LH	M	4	4	4	4	3	19	76
16	MRG	F	2	2	3	2	2	11	44
17	MW	M	3	3	3	3	3	15	60
18	MS	F	1	2	2	2	1	8	32
19	NS	M	2	3	3	3	3	14	56
20	NAM	M	3	3	2	3	3	14	56
21	NA	M	5	4	3	4	4	20	80
22	RE	F	2	2	2	2	1	9	36
23	RA	F	2	2	2	2	1	9	36
24	RI	F	2	2	2	1	2	9	36
25	RN	M	2	2	3	3	2	12	48
26	R	M	2	2	2	3	2	11	44
27	SA	M	3	3	3	3	3	15	60
28	SN	M	2	3	3	3	3	14	56
29	SWS	M	3	3	3	3	4	16	64
30	S	M	3	3	4	3	3	16	64
Total			1708						
Mean			56,93						
Percentage			13,33%						

APPENDIX XIII

STUDENTS' POST- TEST I SCORE

No	Initial	Sex	Indicator					Sum	Score
			Pro .	Gram.	Voc.	Compre.	Flu.		
1	APM	M	4	3	3	4	4	18	72
2	AS	F	3	3	3	4	3	16	64
3	AP	F	3	3	3	3	3	15	60
4	AAH	M	4	4	5	5	4	22	88
5	BAR	M	4	3	3	4	4	18	72
6	DA	M	4	4	3	3	3	17	68
7	DWS	M	4	3	3	4	4	18	72
8	ETW	M	4	4	3	4	4	19	76
9	ER	M	4	4	4	4	4	20	80
10	HU	M	4	4	4	4	4	20	80
11	IF	M	4	4	5	5	4	22	88
12	JN	F	3	3	3	3	3	15	60
13	JM	M	4	4	5	5	4	22	88
14	LT	M	4	4	3	4	4	19	76
15	LH	M	4	4	5	5	4	22	88
16	MRG	F	4	3	3	4	3	16	64
17	MW	M	4	4	4	4	4	20	80
18	MS	F	2	3	3	3	3	14	56
19	NS	M	4	3	3	4	4	18	72
20	NAM	M	4	4	3	4	4	19	76
21	NA	M	4	4	5	4	5	22	88
22	RE	F	2	3	3	3	3	14	56
23	RA	F	2	3	3	3	3	14	56
24	RI	F	3	2	3	3	3	14	56
25	RN	M	3	4	4	3	3	17	68

APPENDIX XIV

STUDENTS' POST- TEST II SCORE

[illegible]

APPENDIX XV

DIARY NOTES

First Meeting (Friday, Agustus 31st 2018)

The first meeting of the research was the pre-test. The researcher gave the students the pre-test to know how far their capability in english especially speaking skill. The researcher gave them oral test. The researcher asked them to tell the stories, but the students seemed very difficult to deliver their stories. The researcher test them one by one. When the students were doing the test, some of them looked confused, some of the students were lazy and busy to do other activities, made noisy and didn't do the test seriously.

Second Meeting (Saturday, September1st 2018)

In second meeting, the researcher explained the material and wrote it on the whiteboard. The students were taught about deliver the story by retelling the story after watched video in multimedia power point with narrative story legend as the main subject. The researcher gave the topic and devide the students with a group of pairs. The students tried to make their own story and they performed finally. In teaching learning process, the students were active, they gave a few question to the researcher and they answered the questions from the researcher. Eventhough there were some students made noisy in the classroom. Their ability in speaking were increase.

Third Meeting (Wednesday, September 05th 2018)

In this meeting, the researcher did post-test I. This test was done to see and knew the students' progress on their speaking skill after being taught by multimedia power point. In post –test I, the reseaecher asked the students to retell the story in narrative story legend. In that test the students more active than in pre-test. Eventhough there were some students made noisy in the classroom.

Fourth Meeting (Friday, September 06th 2018)

After students did post-test I, the researcher started cycle II. The researcher gave some modifications in the learning process. The researcher divided the students to six groups which consists of five students. The researcher also changed the topic. The researcher also gave more explanation about the grammar and added the vocabulary to the students. The students were more active and serious then before.

Fifth Meeting (Saturday, September 07th 2018)

In this meeting, the post-test II was given to the students. The test was given to know the students improvement after being taught by multimedia power point in two cycles. The result of the test was satisfied. Based on the reflection of the cycle II, this research could be stopped because students' ability had been increased.

APPENDIX XVI

PHOTOGRAPHY





