



**IMPROVING STUDENTS' ABILITY IN SPEAKING SKILL
THROUGH ANSWERING ORAL TEST STRATEGY IN TEN
GRADE AT MAS MUALIMIN UNIVA MEDAN**

SKRIPSI

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Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti, dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n **Leli Aprida Hartini** yang berjudul **“Improving Students’ Ability in Speaking Skill Through Answering Oral Test Strategy In Ten Grade At MAS Mualimin Univa Medan”**, 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.

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

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

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ABSTRACT

LELI APRIDA HARTINI. 2017. IMPROVING STUDENTS' ABILITY IN SPEAKING SKILL THROUGH ANSWERING ORAL TEST STRATEGY IN TEN GRADE AT MAS MUALIMIN UNIVA MEDAN

Keyword: *Speaking, Oral Test Strategy*

The objective of this research is to know the implementation of Answering Oral Test Strategy and to find out whether the improvement of the students' Ability in Speaking Skill. This research was conducted at MAS Mualimin Univa Medan as the subject of researcher. The subject of this research were consisted of 44 students of the first grade in class X-C.

The research was conducted with Classroom Action Research. In conducting this classroom action research, the writer divided the action into two cycles. The instrument of collecting data were qualitative data from observation, diary notes, and documentation. Quantitative data were taken from tests, which was carried out in the end of every cycle.

Based on the result of this research showed that the students' score increased from the first meeting namely cycle I until the last meeting namely cycle II. From the counting, the researcher found the mean of pre-test was 62 there was 15.91% (7 students) who got points up 75. In the post test cycle I, the mean was 62,27 it was higher than pre-test. There was 70.45 % (31 students) who got points up 75 in post test I of cycle I. In the post test cycle II, the mean was 82.16, it was higher than post test I. There was 95.45 % (42 students) who got points up 75 in post test I of cycle I. In the other words, the students' speaking skill Based on the observation, it showed that the enthusiasm and excitement of the students were also improved.

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This thesis is written to fulfill one of the requirements to obtain the S-1 program at the English Department of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera (UIN-SU).

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Finally, the writer realizes that this thesis is far from being perfect and need to suggestion and correction. It is a great pleasure for the writer to receive critics and suggestion. Hopefully this thesis may give the advantages for all.

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

In the globalization era, English has been taken as one of the international languages used by most of countries all over the world. As the international language, English is learned by most of people in the world. By mastering English, someone can communicate easily with other people from other country eventhough having different language. In this condition, English appeared as an international language that can link all people from many countries in the world for all purposes and contexts. Therefore, English is one of the subject has been applied since elementary school in Indonesia .

Problem in learning and teaching English still exist at school, because English language is completely different from the Indonesian language in the system of the speaking, writing, pronunciation and vocabulary. For teachers creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching strategy. A good teaching strategy makes students understand and master the lesson like the other lessons which need a suitable strategy and methods, teaching language also needs a suitable techniques and methods. In reality learning English especially to speaking skill is difficult for some students. The students just memorize the changes of verbs, the word related to nouns, adjectives and adverbs. There are many strategy and methods of language teaching that can be selected for teaching speaking

The objective of teaching English is to enable the students to achieve the four skills of language, namely listening, speaking, reading, and writing. It is expected that after relatively enough time of studying, the students will achieve the ability in listening, speaking, writing, reading English. One of the basic skill of English is speaking.

Speaking skills are needed in a variety of positions and education teaching, for example, need to master the skill of speaking in order to convey information well towards their students, for students are also required to master the skills of speaking. In general, some people realize that there are some factors of the difficulties in speaking ability. There are internal and external factors. Internal factors can be from the students themselves. This is concerned with the psychology and physical aspects, for instance feeling ashamed to speak. This can make students afraid of making interactions with their peer during the teaching-learning process. It also makes students reluctant to express their ideas even though they do not understand, they don't want to take risk of being criticized by their friends. It is concerned with the teaching-learning technique. The teacher should choose an appropriate media for teaching speaking. At present, in teaching speaking, usually the teacher is oriented to the students' English book. He or she teaches by asking the student to read the dialogue.

In teaching speaking the teacher should has important role of students learning success. In order to handle the teachers want to their student good in speaking, the teacher should use English when they are teaching. However in reality the English teachers use Indonesia language more than English. The teacher only speaks English then translate it into Indonesian directly by this way .

The students are not challenged, in fact they need to solve their problem in speaking by giving appropriate strategy from the teacher.

Based on the writer's interview to the English teacher of MAS Mualimin Univa Medan, there were many students at grade X whose cannot speak English well. It means that many students could not speak English. The students did not have self-confidence to speak because they are worry to make mistakes. From this fact, it can be concluded that the process of teaching and learning has not succeeded and the students do not get their target in speaking in English subject. Students at grade X should speak English well, because English has studied from elementary school. So, the writer expects that students at grade X of MAS Mualimin Univa Medan will increase their speaking achievement.

Based on the reality above, the writer is interested to conduct a research entitled improving students ability in speaking skill through answering oral test strategy at Grade XI of MAS Mualimin Univa Medan.

1.2 Research Problem

Based on the above background, the researchers were able to formulate the problem as;

How is the answering oral test able to improving speaking skill for X grade MAS Mualimin Univa Medan.

1.3 Object of Study

To know answering oral test able to improve speaking skill of X Grade Mas
MualiminUniva Medan

1.4 Scope of Study

Based of the background above, the researcher limits the research focus on
improving students speaking through oral test strategy at X Grade MAS
MualiminUniva Medan .

1.5 Significance of Study

1. The benefits teority

This research is expected to contribute to the development of science and
teaching ability of other language than that, this research is expected to
contribute developments be varied instructional techniques.

2. Practical benefits

- a. Students are expected to be encouraged in academic achievement
through learning strategies with oral test answerstudents as researchers
gain experience and knowledge in implementing strategies to answer
oral test.
- b. The teacher can gain additional knowledge and insight on particular
learning strategy oral answer.
- c. The school is expected to be used for improving student achievement
with their varied models that increase student interest in learning.

CHAPTER II

LITERATURE REVIEW

2.1 Theoritical Framework

2.1. Speaking Skill

2.1.1 Definition of Speaking Skill

In the daily life of human beings express thoughts and ideas in line with the intent to use oral language or in the form of speech (talking) these aspects included into productive elements. That serves as a disseminator of information delivery using spoken language. Many factors are involved in it cause people think that talking is a complex activity level speaking students are not only determined by measuring all factors thoroughly. One can read and write can independently listen to the radio alone, but it is rarely a activity speak without the presence of a second person as observers or listeners children speak before learning to read and write, in terms of communication, listening and speaking was so linked between one and the other.¹

So, it can be concluded that the notion of speech is submission that the intent of ideas and thoughts fill one's heart to others. to speak are smart people convey topic clearly understand who is on the speaker to talk properly and sort order beginning middle and end, the speaker must use physics structure, as well as the psychological and linguistic in deliver essence speaks is the expression of thoughts and feelings in the form of a sound, the sound of the language based on

¹Cooke, Nancy J, (1994), *Varieties of Knowledge Elicitation Techniques*, International Journal of Human-Computer Studies. 41, p. 849.

the number of terms above, we conclude that the language skills to convey an idea, the idea opinions mind and hearts to others in establishing communication in sphere of everyday life.²

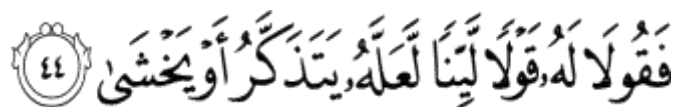
Speaking also explain in the Qur'an which in Q. s Ar-Rahman: 3-4



The meaning:

Created man, (and) taught him eloquence.³

Based on pieces of the verses of the Qur'an above says that Allah SWT who created man and taught the humans are good at talking. This means, our speaking ability comes from God Almighty. We as humans can only dig our potential in speaking. Allah SWT teaches us to speak warmly to anyone. This is explained in the Q.S. Ta-Ha: 44



The meaning:

And speak to him with gentle speech that perhaps he may be reminded or fear [Allah].⁴

In the above verse Allah SWT told us to talk to anyone including to our enemies. So that we can live with the pillars and the enemy we will melt and fear to God Almighty. The talk to meek is with a gentle and civilized, not

². Martin H. Manser, (1995), *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press, p.398

³. AL Qur'an, 55: 3-4

⁴. Al Qur'an, 20 :3-4.

to brag (making this up), the utterance is not hard rough and not his attitude. The soft speech can make anyone else receiving a greeting, whereas hard can make the other person away. Allah swt teaches us to speak to a helpful talk.

2.1.2The Assessmentof Ability Speaking

Every teaching and learning activities should be held votes in learning activities including speaking. way that is used to determine the extent to which students are able to speak is to test the ability to talk, in principle, impaired speech tests give students the opportunity to talk to country open it write, then the ability to speak more emphasized in practice speaks any. Toa particular activity needs assessment should do efforts on improvement of student achievement gives motivation to the next lesson. assessment ability to speak in language teaching is based on two factors: linguistic factors include pronunciation, vocabulary, structure. Whereas non-linguistic factors include and style .⁵

There are some aspects of language in following;

a. Pronunciation

1. Pronunciation phonemes clear standards and clear intonation.
2. Pronunciation phonemes clear, standard and less obvious intonation.
3. Pronunciation of phonemes is less clear.
4. Pronunciation of phonemes less clear, unaffected dialect and intonation is less clear.⁶

⁵A.L. Chaney, (1998), *Teaching Oral Communication*, Boston: Allyn and Bacon, p.13

⁶P.N. Parashar, (2006), *Spoken English*, New Delhi: Ajay Verma for Common Wealth Publishers, p.139

5. Pronunciation of phonemes is not clear, much influenced dialect and intonation is not appropriate.

b. Vocabulary

1. Control words and phrases are not the right term, is not appropriate and very limited.
2. The use of the word less precise terms and phrases.
3. Use of words, terms and expressions appropriate and less varied.
4. The use of words and phrases appropriate term, appropriate and varied.
5. Mastery terms of words and phrases appropriate to varied.

c. Structure

1. Structure almost did not happen misunderstanding structure.
2. Occasionally there structure.
3. Errors structure repeated many species.
4. Many repetitive structures that interfere with understanding.⁷

2.1.3Aspects Non-Linguistic

a. Matter

1. Topic and the description does not match, not profound, elusive, elements of discourse is incomplete.
2. Topic and discourse does not fit, less profound, elusive, elements of discourse incomplete.

⁷. Sholihatul Hamidah Daulay, (2011), *Introduction to General Linguistics*, Medan: La-Tansa Press, p.105

3. Topics and discourse does not fit and elusive element of discourse is not complete
4. Topic and appropriate description and difficult to understand.
5. Topics and appropriate description easy to understand and complete discourse elements.⁸

b. Style

1. Movement and unnatural fashion not mannered.
2. Movement reasonable less precise mannered less clear.
3. Movement teaching mannered fashion, precise, less flexible.
4. Movement, clothing, proper flexible.

c. Aspects of Speech

In this study, there are some aspects of speech are as:⁹

1. Pronunciation

The pronunciation is a way to group of people pronouncing the sounds of language.

2. Pause

Pause is a stop between sentences in the sayings.

3. Diction

Diction is word choice and clear (in using them) to ideas in order to obtain a certain effect.

4. The expression

Mimic is an impersonation of the movements of limbs and countenance.

⁸David Nunan, *Op. Cit.*, p.154

⁹Robert Barras, (2006), *Speaking Your Self, a Guide for Students*, New York: Routledge, p. 14

5. Fluency

Fluency is the purpose of this research is material smoothly and not halting

6. The sound of voice

The sound is the code that is accepted socially and conventional systems to convey the concept through symbol.¹⁰

2.1.4 The Learning of Speaking

Speaking is an instrument that reveals to listeners almost directly whether the speaker nor the listeners, whether she be or not, when he communicates his ideas and if he is alert and enthusiastic or not.

Learning English especially spoken in MAS Mualimin UNIVA Medan is a continuation of learning to speak in MTS, and therefore the student Aliyah is expected to have the ability to talk through the process of learning English. English language learning directed to improve the ability of learners to be able to communicate orally and in writing brain. Competency standards subjects of English language learners is a classification that describes the student ability mastery, knowledge, language skills and a positive attitude towards language and English.¹¹

By the standards of basic competence competency dam can be concluded that the first half of class X MA is expected to improve two basic

¹⁰David Nunan, *op. cit.*, p. 112

¹¹Averil Coxhead, (2006), *Essentials of Teaching Academic Vocabulary*, USA: Houghton Mifflin Company, p. 1

competence, namely can explore their idol to express the identity of character, excellence and the reasons idol with an appropriate choice of words.

2.1.5 Speaking Strategies

Speaking is the ability to pronounce sounds articulation or words to express the ideas and feelings, as expansion in this range, it can be said that speaking as a system of signs that can be heard and can be seen that utilizes a number of muscle or muscle tissue of the human body for the purpose an idea destination the idea or ideas are combined. Then spoke than just the pronunciation of sounds or words said, strategy plan carefully about activity to achieve specific goals.

We can conclude that that strategy talk is a tool to communicate the ideas collated and developed according with the needed of the listeners. The purpose of speech is to communicate, then there is need for a strategy to talk right so that the message conveyed can be realized.¹²

1.1.6 Nature of Learning Model

Learning has the nature of planning or design in an effort to students learning. That is why in student learning not only interact with the teacher as a source of learning, but might interact with the overall learning resources that they use to achieve the learning objectives desired, therefore that learning attention on how students learning instead of what is learned student social learning theory

¹²Mofareh Alqahtani, (2015), "The Importance of Vocabulary in Language Learning and How to be Taught", *International Journal of Teaching and Education*, Vol.3 No.3, p. 22

emphasizes through phenomenal model, where a mimic the behavior of others is called learning.¹³

Learning through the model aims to help students find meaning in social environment and solves the problem with the model group of learning used as an approach for the learning purpose on each basic competence channeled properly, in accordance with the conditions of the learner, the learning model is a whole series of presentation of teaching material aspects covering all aspects before, while and at the following study conducted by the teacher as well as all the facilities which used directly or indirectly in the process learning some vital lessons to teach.

2.1.7 Answering Oral Test Strategy

A learning activity is an activity that systematically and sequentially, therefore learning activities may need some of the competencies that must be having by an English teacher is planning and designing learning. While as for competency English teachers are in many in demand to create and innovate in all things that define strategies in the learning process teaching and learning activities should provide a good opportunity for learners to acquire ideas, information, skills, way of thinking means and to express themselves and how good, especially in speaking, therefore the author in this case provide a solution strategy that answered oral test strategy.¹⁴

¹³Cyril J. Weir, (1990), *Communicative Language Testing*, United Kingdom: Prentice Hall International (UK) Ltd., p.73

¹⁴Cyril J. Weir, *op.cit.*, p.74

Oral test is a series of questions to questions or tasks they have been given by teachers to students verbally as well, but so too can give questions in an oral test given in the specified time as well and the answer must be in writing. It explains that the oral tests including verbal test group that tests and answer using the oral test, some of the advantages oral test answering:

1. More can judge the personality and the contents of one's knowledge because it is done in a way face to face.
2. If the answerer is not clear then the tester can change the question to be understood by the answerer.
3. From the attitude and answering the examiner can determine what is implied in addition to the explicit.
4. Testers can search the contents of a person's knowledge.
5. For regular proficiency test such as English and Indonesian.
6. Testers can immediately see results.

Some of the disadvantages of oral test:

1. If the tester and the relationship will be tested less good it will disrupt the objectivity of the test results.
2. The questions were submitted not disrupting the question that is given.
3. Questions taught are not always the same in every person tested.
4. To test group require a long time so it is not economical.
5. Personal and testers and attitude in relation to the test results .¹⁵

¹⁵Cyril J. Weir,*op.cit.*, p.75

2.2 Definition of Skills

Skills are the ability for finishing the task the skills a person to using language author, reading or talking. Skill is a skill to complete the task, this sense also growing on psychomotor activity, understanding skills is an activity that requires practice or be interpreted as activities. Based on a number of the above understanding can be concluded that the definition of skills is the ability to finish a task or activity related to the activities of learners.¹⁶

2.3 The Nature of English Language Learning

English subjects has important to the curriculum. English became one of the subjects of the strategy, because it is through the language of an educator (teacher) to transmit science knowledge and information to students. English become the purpose of curriculum easily achieved in learning English is indeed an important role in the effort to increase the quality of basic education especially in senior high school and accelerate mastery of science and technology because English is the language support in the introduction to the world, that is the foundation with learning. English is important to be taught in senior high school which later can be equipped to the level of the university.

Learning English has a function as suggestions to help student to express ideas and participation in society by using those discussed and argued and use traffic analysis and imaginative. Learning the English support in teaching the senior high school as going to develop students' language skills in learning English periodically develops and improve their ability to provision of life within

¹⁶Cyril J. Weir, *op.cit.*, p.76

the community of the nation and the state, a positive attitude can be shown by being able to use the English language in conversation at school .¹⁷

2.4. The Definition of Oral Test Strategy

Oral test qualitatively different from other kind of tests . They do fit the conventional assumption about testing and people. Conventional because in the test of other skills (perhaps with the exception of the free writing) student face paper. Teachers correct mechanically. with objective judgment, which validity and reliability can be easily measured by statistic and finally because there is long tradition and great number of books and reviews published about it.

On the contrary, in speaking skill test oral interaction is produced by two or more people between a piece of paper and a person. Tests are assessed and marked normally through subjective, which implies that people constantly change, so validity and reliability are rather difficult to measure. There is neither tradition nor hardly bibliography because more than ever teaching is being directed to oral skills, within the process – oriented learning.

2.4.1. The Use of Oral Test

The use of oral test is an opportunity for you to demonstrate your knowledge, your presentation or speaking skills, as well as your ability to communicate. We can also be good practice for job interviews. The use oral test can be formal, or informal, but we should consider all exams formal exchanges in

¹⁷Jeremy Harmer, (2001), *The Practice of English Language Teaching*, Edinburgh: Pearson Education Limited, p. 271-274

order to make a good impression. For both types, you must listen carefully to the question, and answer directly.

1. Formal oral test follow a list of questions in a prepared format. The criteria for evaluation is usually set in a right/wrong format, and can be competitive. For this type of exam, if you wish to add related or qualified information, ask permission first as a courtesy.
2. Informal exams are more open, your responses are usually longer, and evaluations can be more subjective. Answers are often less exact (right or wrong), and value is added for problem solving analysis and method, as well as interpersonal communication and presentation.¹⁸

2.4.2 The Significant of Oral Test Strategy

Oral tests are designed to assess the knowledge, skills and abilities that are important for success in a job. Oral test questions are not intended to assess information that can be learned quickly on the job or by reading a book or brochure. Test questions are not developed from specific reading materials, and we do not provide applicants with specific information about what to study in order to prepare for oral tests.¹⁹

¹⁸<http://www.nceltr.mq.edu.au/pdamep> (accessed on 12th of December 2016 time : 15.27 WIB)

¹⁹. [http .netbook](http://netbook) accessed at 22. 00 on Saturday 04 –march 2017

CHAPTER III

METHODOLOGY OF RESEARCH

3.1. Location of Research

1. The Place of Research

The research conducted in classes X MAS Mualimin Univa Medan.

2. The Time of Research

The study is in the second semester 2016/2017 academic year commencing from April to May 2017. Treatment of the research implemented by executing schedule of learning English.

3.2 The Subject of the Research

The subjects is students of X class MAS Mualimin Univa Medan 2016/2017 academic year the class has 44 population students. The research conducted in stages by English teachers assisted by investigators as observer the classroom. Traffic beginning to see the students about their impaired speech, in the pick up on the entire X class with 44 students.

3.3. The Object of the Research

The objects is observed in this study is the ability of teachers organized students learning and activities in implementing the learning process in the class by using strategy in efforts to increase the oral test speaking skills in X class MAS Mualimin Univa Medan.

3.4. The Methods and Procedures of Research

The research method in this case done by using classroom action research. Classroom action research defines the meaning of a class action as follows: any inquiry conducted by teacher research together information about how reviews their particular school operate, how they teach and how well learn reviews their student.

According to Carr and Kemmis states that the follow-class research is a form of self-reflection study conducted by the participants (teachers, students and principals) in social situations (including education). For repairing rationality and truth.

- a) The practice of the practice of social or educational doing own.
- b) Understanding of these practices.
- c) Situations (institutions) where the practice of practices are implemented.

Judging from some of the understanding of the above, it can be concluded that the definition classroom action research is a cyclical process of controlled studies and are reflective, independent whose aim is to have a goal to make improvements phase system, the workings of the process, content and competency. There are several reasons purpose for why the author chose classroom action research in an effort improved speaking skills for students, namely;

1. Classroom action research will be greatly help the students to be sensitive on conditions in the classroom situation.
2. Classroom action research will be able to improve the social skills of students in the learning process.

3. By doing this classroom action research, teachers and students are expected to be able to improve the learning process through in-depth study conducted on the actual and factual problem in the classroom.
4. Exercising Classroom action research does not interfere with the principal task of a teacher because it is done in its own class.
5. There was the practice at the time of Classroom action research in progress.

Judging from the scope, purpose and method of practice, action research can be considered as micro scientific research, action research is research that is participative and collaborative. That is, studies conducted by the researchers themselves. The action research differs from case studies because the objective nature of the case is not unique just as in the case study.

The action of the research encourages teachers to think about what they doing daily in running their task, make teachers critical of what they doing depends on the theory that universal could be found by the expert researchers who often do not match the situation in the classroom. Involvement of classroom action research study follow for the class and daily purposes does not make it dependent on the expert researchers who did not know about the problems of daily class, however one of the challenges of the action research is that improving the quality of teaching is one always done by a good teacher, he was constantly aware of his class practices and improve the practice. Classroom action research encourages teachers to dare to act and think in developing a rational theory for themselves, and responsible regarding doing duties in a professional, professional accountability to the public in a systematic way which is will make this activity as research.

With the above considerations, this study tries to study and reflect critically and collaborative implementation of lesson plans designed. the study focused on the performance students interaction advance of teachers and students in the naturalness classroom situations (natural setting) with the aim to develop the professionalism of teachers in improving quality of English education at MAS MualiminUnivaMedan also in partnership with outside parties that are involved in efforts to problem solving. the actual process of learning to speak outside the classroom.

To realize these expectations then, action research is designed using four (4) phases of activity: planning (plan) to take action (action) observed (observation) and reflection (reflection). This study will be conducted in one cycle, if the results of the first cycle is not satisfactory, then it will continue the second cycle if the cycle fails, the researchers will critical components in this study such as researchers themselves, the research object of research material, and others. The fourth phase of the activities of a cycle of action research is to adapt the model in the picture Kemmis & Mc taggart.

Model Kemmis & Mc Taggart is a development of the basic concepts introduced by kurt on lewin as argued above. it's just acting components (action) by observing the observation be made into one. in these two components caused by the fact that the advance of acting and observing the implementation of the two activities that are inseparable, that both of these activities should be carried out in one unit of time, so the occurrence of an action so are observing should also doing.

In essence, the model Kemmis & Mc Taggart in the form of devices and strands with a device consisting of four components, namely planning, action, observation and reflection. The fourth component of the thread form in view as one cycle. by sebab the sense cycles is a cycle of activities consisting of planning, action, observation and reflection. so researchers can apply the procedure of action research as follows:

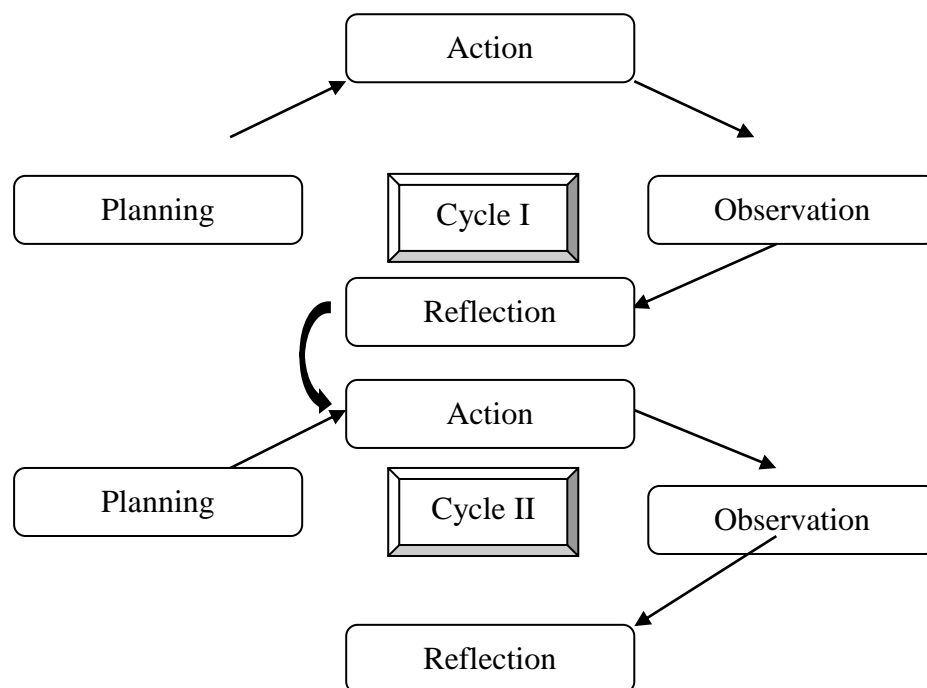


Figure 1. The Cycle of Classroom Action Research

Thus the study design can follow classes in such activities is expected to be a learning process occurs continuously which in turn will improve student learning outcomes that have an impact on the result of improved learning in general. in this classroom action research investigators as the main actors in the by subject teachers of English who once observer, the process of this research was

conducted with cycles, in each cycle will be done to change to be achieved, a more detailed plan of action research explained as following:

1. Cycle I:

1. Planning

In the planning stage is done is a form of action planning stages as follows:

- a. Determining class research and establish a cycle of action.
- b. Set a start time of the follow-class research, namely the 3rd week in February (the second half).
- c. Establish the subject matter, namely the subjects in English.
- d. Creating a lesson plan (RPP).
- e. Preparing learning use oral test strategy
- f. Prepare teaching materials, media and tools as well as a source of learning
- g. Make the observation sheet
- h. Creating student assessment sheets impaired speech
- i. Develop an evaluation tool to assess the success of the student learning process

2. Implementation of the action

After the planning stage in stacking, the next step is planning preparation, the next step is doing the learning process is as follows:

- a. Attendance students
- b. Conducting pretest
- c. Divide the students into six groups studied
- d. Teachers and students prepare the materials

- e. The teacher divides the group and provide questions to each designated team leader.
- f. Students discuss use oral test strategy guided by the teacher.
- g. One by one students answered questions indicated to him via a throw paper
- h. Guiding other students to be able to comment on a previous student.

3. Observation

In this stage we must doing:

- a. The tools can be used to launch an observation and evaluation of the process of this study is the observation sheets and sheets form their speaking ability to pretest and posttest.
- b. Observations made include monitoring the implementation of the learning process takes place in the classroom.
- c. The observed activity includes the activities of teachers and students in the learning process
- d. Knowing the suitability of the action with an action plan that has been collated

4. Reflection

At this stage of this reflection, the results have been obtained at this stage of observations collected and disanalysis at this stage. the observation can be reflected with a view observation. whether the expected learning process that can increase the analysis.

2. Cycle II

1. PlaningPhase (Preparation)

This stage to see the extent to which the spirit of student learning in the can from the first cycle. at this stage in the improvement activities that doing customized learning scenario reflection cycle I the steps are:

- a. Problems arising in the first cycle and look for alternative solutions
- b. Developing a learning scenario
- c. Determine the steps that will dilakukan in learning activities.

2. Phase implementation of the action

Credible form at this stage is dilaksanakan learning to the result of reflection after the first cycle. As for the process are conducted as follows:

- a. Attendance and student appreciation
- b. Doing FAQ to attract the initial enthusiasm of students
- c. Discussion
- d. Guiding students to comment on each other's answers if necessary.

3. Phase Observation and Evaluation

Observations doing include direct observation of the learning process in the classroom. activities in observation of:

- a. The activities of teachers and students in learning. This observation doing to know which teachers use oral test strategy
- b. The evaluation was done through post-test activities. This evaluation doing to know the result increase student learning through the oral test strategy.

3.6 Data Collection Techniques

Data collection techniques in this research through observation, diary notes, interview and documentation are more fully described below;

1. Observation is the assessment by conducting observations on the case directly thorough and systematic.
2. Diary notes is used to describe activities during the learning process classroom.
3. Interview is a way used to obtain information of respondents with FAQ unilateral efforts. interviews used to know in more detail about student difficulties in learning to speak with answering oralstrategy test.
4. Test is used to measure their speaking ability individually based on aspects that have been collated.
5. Documentation in the form of photographs of the initial research implementation of the learning activity till by the end of the study.

3.7 Technique of Collecting Data

3.7.1. The Data Quantitative

In collecting the data, the writer tested the students by asking them to give a report orally either in individual test or group test based on the topic given. The time given was ninety minutes. In scoring the data of speaking test, the writer used the catagory that evaluntes for critirions. Each criterion was scored 10 point. So for all criterions students would get 100 point. Every aspect of speaking was

arranged from 0-25. The categories are vocabulary, pronunciation, accuracy, and fluency.²⁰

Table 3.7.1 English Language Speaking Skills Assessment Collects

NO	CATEGORIES	ASPECTS	RANGE	SCORE
1.	Vocabulary			
	a. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	b. Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	c. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	d. Very Good	Rarely has trouble	19-25	
2.	Pronunciation			
	a. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1-6	
	b. Fair	Error of basic pronunciation	7-12	
	c. Good	Few noticeable errors	13-18	
	d. Very Good	Understandable	19-25	
3.	Accuracy			
	a. Unsatisfactory	Usage definitely	1-6	

²⁰ Finocchiaro, M and Sako, S. (1983). *Foreign Language Testing : A Practical Approach to Language Pedagogy*. San Francisco : Prentice Hall. P. 145

		unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure		
	b. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	c. Good	Occasional grammatical errors which do not obscure meaning	13-18	
	d. Very Good	No more than two errors/speech is generally natural	19-25	
4.	Fluency			
	a. Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left unfinished	1-6	
	b. Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c. Good	Speech is generally natural	13-18	
	d. Very Good	Understandable	19-25	
	Total score		100	

3.7.2. The Qualitative Data

a. Observation

In this case, the researcher uses the unstructured observation to get the real condition in teaching learning process. During the observation, the researcher make the observation notes about situation in the class, covers teacher's performance in teaching speaking and students' speaking skills (such as; pronunciation, vocabulary, grammar, and their braveries to speak) and take photograph and video.

b. Interview

Before implementing the research, the researcher interviewed the teacher about students' difficulties in the speaking skill, students' condition in speaking activity, and the kinds of strategies usually adopted by the teacher in teaching speaking. The researcher also carried the interview after accomplishing the research to know the teacher's response toward the idea of implementing the role play technique in improving students' ability in speaking.

c. Test

The researcher used the oral test for the students. The test used in this study is the pre-test and the post-test. The pre-test was done before implementing action learning strategy. It was used to measure students' speaking ability at first. Meanwhile, the post-test was implemented after using the action learning strategy.

d. Documentation

The researcher used a camera to collect all the data. Camera were utilized to record the students' performance in the teaching and learning process.

3.8 Technique of Analysis Data

This study applied the quantitative and qualitative data. The quantitative data was used to analyze the score of students while the qualitative data was used to describe the situation during on the tesching process. By applying this data, it was assumed to get the satisfying result of the improving ability in speaking through action learning strategy. The qualitative data was analyzed from the instrument. The quantitative data was analyzed to see the improving of students speaking ability. The writer searched the mean of each post test from every cycle. The writer applied the following formula:

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

Where :

X = The mean of the students score

$\sum X$ = The total score

N = The member of the students

In order to categories the member of master students, the writer used the following formula:

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

Where:

P = The percentage of students who get the point 75

R = The number of students who get point up to 75 above

T = The total of students who do the test

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

4.1 The Data

The data of this study are qualitative and quantitative data. The qualitative data were taken from interview with teacher and students of MAS Mualimin Univa Medan, observation sheet and documentation. The quantitative data were taken from the mean of students score in some tests. This research was conducted in X-C class with 44 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pretest conducted in three meetings, and the second cycle was conducted in two meetings. In the last meeting of each cycle, the students were taken test as the post test consist of post test I for cycle I and post test II for cycle II.

4.1.1 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 and charts.

Table 4.1.1 The Quantitative Data

NO	Students' Initial	Score of Pre Test	Score of Post Test 1	Score of Post Test 2
1	AMA	50	71	73

2	AMR	60	78	79
3	AM	48	65	78
4	AAH	57	75	83
5	AR	60	78	81
6	BF	55	78	86
7	CF	65	77	80
8	DS	67	75	80
9	DES	56	86	88
10	DPS	73	75	85
11	EF	70	78	90
12	FAF	47	75	86
13	ILB	56	70	79
14	IF	80	85	90
15	IK	60	72	84
16	KGS	40	78	87
17	MIM	79	84	90
18	MUA	65	75	78
19	MJ	46	70	78
20	MRS	63	75	81
21	MRP	78	82	85
22	MF	49	69	75
23	NAS	78	83	85
24	MA	49	62	70

25	NA	63	76	84
26	NH	63	78	88
27	NK	65	75	87
28	NHL	71	79	85
29	PA	68	75	86
30	QPA	58	83	87
31	RSL	69	76	85
32	RPG	59	75	83
33	SAK	61	79	85
34	SR	56	68	76
35	SNRN	78	78	80
36	SHT	56	77	85
37	SR	77	65	76
38	SRA	49	77	84
39	TRP	66	70	77
40	TA	65	77	87
41	WR	76	80	85
42	IWD	66	70	75
43	ASA	56	71	75
44	MA	67	70	75
Total $\sum X$		2740	3315	3616
The mean score		62,72	75.34	82.16

4.1.2The Qualitative Data

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

a. The 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 action learning strategy was applied, students' activities and behaviour, students' speaking ability in English lesson, and interaction between teacher and students it can be seen in appendices.

Based on the observation and written note, students more active and enthusiastic in learning process by using action learning strategy.

b. Diary notes

Diary notes were written by the researcher in every meeting during research process. Diary notes used to describe writer thoughts and feelings about teaching learning process. The researcher recorded everything what happened during teaching learning process including reflection and evaluation about the implementation of action learning strategy in teaching learning vocabulary.

c. Documentation

The researcher used a camera to collect the data. Camera was utilized to take photos and record the students' performance in the teaching an learning process.

4.2 Data Analysis

4.2.1 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 is

Table 4.2.1 Students Test Score

NO	Students' Initial	PRE-TEST	
		Score	Successful Criteria (>75)
1	AMA	50	Unsuccessful
2	AMR	60	Unsuccessful
3	AM	48	Unsuccessful
4	AAH	57	Unsuccessful
5	AR	60	Unsuccessful
6	BF	55	Unsuccessful
7	CF	65	Unsuccessful
8	DS	67	Unsuccessful
9	DES	56	Unsuccessful
10	DPS	73	Unsuccessful
11	EF	70	Unsuccessful
12	FAF	47	Unsuccessful
13	ILB	56	Unsuccessful
14	IF	80	Successful
15	IK	60	Unsuccessful

16	KGS	40	Unsuccessful
17	MIM	79	Successful
18	MUA	65	Unsuccessful
19	MJ	46	Unsuccessful
20	MRS	63	Unsuccessful
21	MRP	78	Successful
22	MF	49	Unsuccessful
23	NAS	78	Successful
24	MA	49	Unsuccessful
25	NA	63	Unsuccessful
26	NH	63	Unsuccessful
27	NK	65	Unsuccessful
28	NHL	71	Unsuccessful
29	PA	68	Unsuccessful
30	QPA	58	Unsuccessful
31	RSL	69	Unsuccessful
32	RPG	59	Unsuccessful
33	SAK	61	Unsuccessful
34	SR	56	Unsuccessful
35	SNRN	78	Successful
36	SHT	56	Unsuccessful
37	SR	77	Successful
38	SRA	49	Unsuccessful

39	TRP	66	Unsuccessful
40	TA	65	Unsuccessful
41	WR	76	Successful
42	IWD	66	Unsuccessful
43	ASA	56	Unsuccessful
44	MA	67	Unsuccessful
Total $\sum X$		2740	
The Mean Score		62,27	

From the table of pre test, the total score of students was 2740 and the number of students who took the test was 44 students, so the students' mean was:

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

$$X = \frac{2740}{44}$$

$$X = 62,27$$

from the table above, students' speaking skill in English lesson was still very low. The mean of students was 62. To know the student' who were competent was calxulated by applying the formula below:

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

$$P_1 = \frac{37}{44} \times 100 \% = 84,09\%$$

$$P_2 = \frac{7}{44} \times 100 \% = 15.91\%$$

**Table 4. 2.1 Distribution os Students' Speaking skill in English Lesson for
Pre Test**

	Criteria	Total Students	Percentage
P_1	Unsuccessful	37	84,09 %
P_2	Successful	7	15.91%

From the table analysis above, the students' speaking skill in English lesson was still low. From the criteria 7 students got successful score or it was only 15,91% in other side 37 students got unsuccessful score or it was 84,09% 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 4.2.1 The Result of Students' Speaking Skill in English lesson

NO	Students' Initial	CYCLE I	
		Score	Successful Criteria (>75)
1	AMA	71	Unsuccessful

2	AMR	78	Successful
3	AM	65	Unsuccessful
4	AAH	75	Successful
5	AR	78	Successful
6	BF	78	Successful
7	CF	77	Successful
8	DS	75	Successful
9	DES	86	Successful
10	DPS	75	Successful
11	EF	78	Successful
12	FAF	75	Successful
13	ILB	70	Unsuccessful
14	IF	85	Successful
15	IK	72	Unsuccessful
16	KGS	78	Successful
17	MIM	84	Successful
18	MUA	75	Successful
19	MJ	70	Unsuccessful
20	MRS	75	Successful
21	MRP	82	Successful
22	MF	69	Unsuccessful
23	NAS	83	Successful
24	MA	62	Unsuccessful

25	NA	76	Successful
26	NH	78	Successful
27	NK	75	Successful
28	NHL	79	Successful
29	PA	75	Successful
30	QPA	83	Successful
31	RSL	76	Successful
32	RPG	75	Successful
33	SAK	79	Successful
34	SR	68	Unsuccessful
35	SNRN	78	Successful
36	SHT	77	Successful
37	SR	65	Unsuccessful
38	SRA	77	Successful
39	TRP	70	Unsuccessful
40	TA	77	Successful
41	WR	80	Successful
42	IWD	70	Unsuccessful
43	ASA	71	Unsuccessful
44	MA	70	Unsuccessful
Total $\sum X$		3315	
The mean score		75.34	

From the table of post test in cycle I, the total score of students was 3302 and the number of students was 40 students, so the students' mean was:

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

$$X = \frac{3315}{44}$$

$$X = 75.34$$

From the analysis above, students' speaking skill in English lesson got increasing. The mean of students was 75.34. And the number of students' who were competent in speaking test was calculated by applying the following formula:

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

$$P_1 = \frac{13}{44} \times 100 \% = 29.54 \%$$

$$P_2 = \frac{31}{44} \times 100 \% = 70.45 \%$$

table 4.2.1 Distribution of Students' Speaking skill in English lesson for Post Test I

	Criteria	Total Students	Percentage
P_1	Unsuccessful	13	29.54%

P_2	Successful	31	70.45%
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The mean students was 75.34 . 31 students got successful or it was 70.45%. the other side 13 students got failed score or it was 29.54 %. Post test in cycle I is categorized unsuccess. The result of standard of success criteria (SKM) minimum was >75 score. Students' speaking skill in English lesson on the topic Selfie was classified unsuccessful, so cycle II is need to increasing the higher score of students, so it must be increased in cycle II. And the following analysis for cycle II is:

Table 4.2.1 The Result of Students' Score for Cycle II

NO	Students' Initial	CYCLE II	
		Score	Successful Criteria (>75)
1	AMA	73	Unsuccessful
2	AMR	79	Successful
3	AM	78	Successful
4	AAH	83	Successful
5	AR	81	Successful
6	BF	86	Successful
7	CF	80	Successful
8	DS	80	Successful
9	DES	88	Successful

10	DPS	85	Successful
11	EF	90	Successful
12	FAF	86	Successful
13	ILB	79	Successful
14	IF	90	Successful
15	IK	84	Successful
16	KGS	87	Successful
17	MIM	90	Successful
18	MUA	78	Successful
19	MJ	78	Successful
20	MRS	81	Successful
21	MRP	85	Successful
22	MF	75	Successful
23	NAS	85	Successful
24	MA	70	Unsuccessful
25	NA	84	Successful
26	NH	88	Successful
27	NK	87	Successful
28	NHL	85	Successful
29	PA	86	Successful
30	QPA	87	Successful
31	RSL	85	Successful
32	RPG	83	Successful

33	SAK	85	Successful
34	SR	76	Successful
35	SNRN	80	Successful
36	SHT	85	Successful
37	SR	76	Successful
38	SRA	84	Successful
39	TRP	77	Successful
40	TA	87	Successful
41	WR	85	Successful
42	IWD	75	Successful
43	ASA	75	Successful
44	MA	75	Successful
Total $\sum X$		2616	
The mean score		82.16	

From the table, the students' speaking skill in English lesson was increased on the topic "Personal life" through action learning strategy. The standard of maximum criteria was achieved with mean 82.16 from the total score of students was 3613 divided the number of students who done the test was 44 students, so the students' mean was:

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

$$X = \frac{3616}{44}$$

$$X = 82.16$$

From the analysis above, students' speaking skill in English lesson has increased. The mean of students was 82.16 and the number of students who were competent in speaking test was calculated by applying the following formula:

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

$$P_1 = \frac{2}{44} \times 100 \% = 4,54 \%$$

$$P_2 = \frac{42}{44} \times 100 \% = 95.45\%$$

Table 4.2.1 Distribution of students' Speaking Skill for Post Test II

	Criteria	Total Students	Percentage
P_1	Unsuccessful	2	4.54 %
P_2	Successful	42	95.45 %

From the table analysis, the students' speaking skill in English lesson increased. The mean of students was 82.16. From the criteria 42 students got success score or it was 95,45%. In the other side 2 students got failed score or it was 4.54%. It could be concluded that the students' ability in speaking increased. Post test cycle II was categorized success.

From the explanation above, the students' ability in speaking was classified a very good level while doing action research on cycle II. This is the result of students' score in speaking ability based on the topics, Android and Napoleon cake :

N O	Student s' Initial	PRE-TEST		POST-TEST I		POST-TEST II	
		Score	Successful criteria (>75)	Score	Successful criteria (>75)	Score	Successful criteria (>75)
1	AMA	50	Unsuccessful	71	Unsuccessful	73	Unsuccessful
2	AMR	60	Unsuccessful	78	Successful	79	Successful
3	AM	48	Unsuccessful	65	Unsuccessful	78	Successful
4	AAH	57	Unsuccessful	75	Successful	83	Successful
5	AR	60	Unsuccessful	78	Successful	81	Successful
6	BF	55	Unsuccessful	78	Successful	86	Successful
7	CF	65	Unsuccessful	77	Successful	80	Successful
8	DS	67	Unsuccessful	75	Successful	80	Successful
9	DES	56	Unsuccessful	86	Successful	88	Successful
10	DPS	73	Unsuccessful	75	Successful	85	Successful
11	EF	70	Unsuccessful	78	Successful	90	Successful
12	FAF	47	Unsuccessful	75	Successful	86	Successful
13	ILB	56	Unsuccessful	70	Unsuccessful	79	Successful
14	IF	80	Successful	85	Successful	90	Successful
15	IK	60	Unsuccessful	72	Unsuccessful	84	Successful

16	KGS	40	Unsuccessful	78	Successful	87	Successful
17	MIM	79	Successful	84	Successful	90	Successful
18	MUA	65	Unsuccessful	75	Successful	78	Successful
19	MJ	46	Unsuccessful	70	Unsuccessful	78	Successful
20	MRS	63	Unsuccessful	75	Successful	81	Successful
21	MRP	78	Successful	82	Successful	85	Successful
22	MF	49	Unsuccessful	69	Unsuccessful	75	Successful
23	NAS	78	Successful	83	Successful	85	Successful
24	MA	49	Unsuccessful	62	Unsuccessful	70	Unsuccessful
25	NA	63	Unsuccessful	76	Successful	84	Successful
26	NH	63	Unsuccessful	78	Successful	88	Successful
27	NK	65	Unsuccessful	75	Successful	87	Successful
28	NHL	71	Unsuccessful	79	Successful	85	Successful
29	PA	68	Unsuccessful	75	Successful	86	Successful
30	QPA	58	Unsuccessful	83	Successful	87	Successful
31	RSL	69	Unsuccessful	76	Successful	85	Successful
32	RPG	59	Unsuccessful	75	Successful	83	Successful
33	SAK	61	Unsuccessful	79	Successful	85	Successful
34	SR	56	Unsuccessful	68	Unsuccessful	76	Successful
35	SNRN	78	Successful	78	Successful	80	Successful
36	SHT	56	Unsuccessful	77	Successful	85	Successful
37	SR	77	Successful	65	Unsuccessful	76	Successful
38	SRA	49	Unsuccessful	77	Successful	84	Successful

39	TRP	66	Unsuccessful	70	Unsuccessful	77	Successful
40	TA	65	Unsuccessful	77	Successful	87	Successful
41	WR	76	Successful	80	Successful	85	Successful
42	IWD	66	Unsuccessful	70	Unsuccessful	75	Successful
43	ASA	56	Unsuccessful	71	Unsuccessful	75	Successful
44	MA	67	Unsuccessful	70	Unsuccessful	75	Successful
Total ΣX		27.40		3315	3315		2616
The mean score		62,27		75.34	75.34		82.16

The mean of students' ability in speaking increased on pre-test, post-test in cycle I and post-test in cycle II

Table 4.2.1 The Result of Students' Score for Pre-Test, Pots-Test I and Post-Test II

Meeting		Students Who Get Score >75	Percentage
Pre-Test	I	7	15.91%
Post-Test I	II	31	70.45%
Post-Test II	IV	42	95.45 %

The result showed the incresing of studets' score from the pre-test to post test II. In the pre-test, there was only 15.91 % (7 students) who got point >75. In the post-test I there was 70.45 % (31 students) who got point >75. It means that there was increasing 54.54 %. The post test in cycle II, there was 95.45 % (42 students) who got point >75. The increasing was about 41,91% and the total increasing of students'' score from pre-test until post test II was 96,45 %. It can be concluded that action learning strategy worked effectively and effeciently in helping students' ability in speaking at X-C grade of MAS Mualimin Univa Medan and this learning has appllied successfully and able to increased students' ability in speaking.

4.2.2 Qualitative Data

1. First Cycle

a. Planning

In this phase, the researcher made a planning for the action based upon the problems faced by students toward speaking ability. In this case, the researcher

arranged a lesson plan based on the teaching material. The researcher also prepared the post test 1 to collect the data to know whether there are some students' improvement scores from pretest to post test 1

b. Acting

The action of the cycle I was done on Maret 17th and 24th 2017. In the first meeting, before involving students in action learning strategy, the researcher acts as teacher and the researcher done based on the lesson plan before. First, the researcher introduced the material by giving example of the topic and second, the researcher explained to the students about the situation and condition when using expression of giving and responding suggestions and instructions. Third, the researcher give the question for the student base on the topic. Next, the students answer the teacher , and performed the answer into in front of the class. Then, the researcher gave feedback to the students after finishing their performance. At last, the researcher gave general conclusion

In the second meeting, the researcher gave the post test I in the end of cycle I. in the post tets I , the students' score are good.

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.

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 31 students or 70.45% of students who passed the KKM. Then, the writer and the teacher tried to modify the action in order 75% of students in the class could pass the KKM. Instead, the writer 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 oral test strategy. From the reflecting phase above, there must be more efforts to improve students' speaking ability by oral test strategy. This efforts was done in the next lesson plan of cycle two.

2. Second Cycle

a. Planning

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

b. Acting

The action of cycle two was done on March and April 24th and 29th 2017. In this meeting, the teacher asked the students the difficulty in using oral test strategy 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 increase their ability in speaking.

c. Observing

In this phase, the researcher tried to notice all activities in the physical classroom activity. It might be about the researcher's performance, students' response and students' participation during teaching and learning process using oral test strategy. Researcher was very carefully in this phase because the students were more active and serious than the first cycle. Most of the students were very enthusiastic to follow the instruction. Researcher also saw they did not have any problem doing their test.

d. Reflecting

The researcher analyze the result of cycle 2. Most of the students respond the teacher actively. Furthermore, 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, posttest 1, and posttest 2. After achieving the target research of where minimally 75% students who pass the KKM, therefore the researcher decided to stop the Classroom Action Research because it had already succeeded.

4.3 Research Findings

The result indicated that there was an increasing on the students' speaking skill by using oral test startegy. The mean of second cycle was 82.16. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-test, the

students who got point >75 up were 15.91 % (7 students). In the post-test of cycle I students who got point >75 up were 70.45 % (31 students). It means that there was an increasing about 54.54 % the post-test of cycle II, students who got point >75 were 95.45 % (42 students) And the increasing was about 41,91% for the total increasing of the students' score from pre-test to post-test of Cycle II was 96,45 %. in other words, the students' ability in speaking improved and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support research finding beside the quantitative data. The qualitative data were organized from the observation sheet and interview 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 oral test strategy could improve students' ability in speaking especially at MAS Mualimin Univa Medan .

4.4 Discussion

This research was conducted to find out the improving of the students' speaking skill in English lesson by using oral test strategy. The oral test strategy was one of the strategy that could be used by the teacher in teaching English to improve the students' ability in speaking.

The research that had been done by the researcher indicated that action learning strategy was effective or could be used in teaching speaking. It could be seen from the tables that showed us the increasing of students' score from pre-test, post test I and post test II. The increasing because of the teacher knew how to

control the class and created the active class. Besides that, the action learning strategy helped the students to understand the subject easily.

So it could be concluded that the result of the research showed that the implementation of action learning strategy could improve the students' ability in speaking. 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.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis in chapter VI , the conclusion was drawn as following:

1. Oral test strategy activity can improve students' speaking ability showed by the score they get. Furthermore, from the students' response toward the teaching and learning activity during CAR. It can be concluded that the students' like oral test strategy. It proven by their participation in the class conversation, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about speaking.
2. The students' were more active and participated in the teacing oral test strategy of speaking therefore, oral test strategy related to the test result, there was 96,45 % improvement of students' mean score from pretest to the posttest of the first cycle. In the pretest, there were four students who passed the KKM. Meanwhile, in the result of posttest in cycle 1, there were 30 or 70.45 students in the class who passed the KKM considering their mean score of test is 75.04. Next, based on the result of the post test in cycle 2, there were 42 students or 95.45 % students in the class who passed the KKM considering teir mean score 82.16. It is showed that the students have significant improvement, the improvement can be seen from the score that gets higher, from pretest, post test 1, and post test 2.

B. Suggestion

In this part, the writer would like to give some suggestions to be considered by English teacher as follows:

- a. Oral test strategy would be very helpful to improve students' ability in speaking, so the teacher needs to maintain using oral test strategy as alternative technique of the teaching process in the second year students of junior high school.
- b. The teacher should give clear explanation and instruction in directing her students using oral test strategy.
- c. The teacher should control the students' activities.

Finally, the writer realizes that this research still have some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make research better.

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Appendix I**LESSON PLAN****Cycle I**

School name : MAS Mu'alimin UNIVA Medan
 Subject : English
 Class/Semester : X/II
 Subject Material : Speaking
 Time : 2x45 minutes

Learning Material : Selfi

Standard Competence :

Expressing meaning in text conversations transactional and official and continuing interpersonal (hurricane in the context of everyday life).

Basic Competence : Comprehending basic expression used in a daily social interaction

Indicator : 1. To Answering with oral test
 2. To increase the students' Speaking

I. Learning Objective : 1. The students are able to answer oral test
 2. The students can increase Speaking .

II. Students' Character : 1. Trustworthiness
 2. Respect
 3. Diligence

III. Method : Oral Communication
 Giving the ask

IV. Strategy : Answering oral test strategy

V. Teaching Learning Activity

A. Introduction

(10 minutes)

1. The teacher gives greeting to the students.
2. The teacher and students pray together.
3. The teacher absences the students.
4. The teacher knows the purpose of material subject.
5. The teacher gives motivations to the students.

B. Main Activities

(30 minutes)

Exploration

1. The teacher gives the stimulus to the students about the material.
2. The teacher asks the student' vocabulary especially about house.
3. Asking the students to interpret all the words in the sentence.

Elaboration

1. Introducing the riddle technique and its procedure.
2. The teacher uses riddle technique about the material to the students.
3. The teacher glues the cards on the whiteboard.
4. The teacher gives some clues to the students and they must answer from the clues.
5. The teacher pronounces the true word on the cards and the students spell it.

Confirmation

1. Giving the positive feedback to the students as praise, spoken, or pesent to the winner.
2. Facilitate the students for doing reflection to get meaningful experience of the activity.

C. Closing

(10 minutes)

1. The teacher gives evaluation consistently for giving feedback.
2. The teacher makes conclusion about the lesson.
3. The teacher closes the lesson by giving closing-greeting.

VI. Media/Source : 1. English book
 2. Paper
 4. Whiteboard and marker

VII. Evaluation : **Oral Test**

VIII. The Scoring : $P = \frac{R}{T} \times 100 \%$
 1. Score
 2. Number of correct answer
 3. The number of question

Medan, Maret 2017

Approved by,

Head & Master of MTs
PAB-1 Helvetia

English Teacher

Researcher

Drs. Hamidy Nur Patimah Hawa , S.Pd

Leli Aprida Hartini

NIM: 34.13.3.007

LESSON PLAN

Cycle II

School name : MAs Mu'alimin Univa Medan
 Subject : English
 Class/Semester : X/II
 Subject Material : Speaking
 Time : 2x45 minutes

Learning Material : Drugs

Standard Competence : Comprehending the meaning of conversational expression for transactional and interpersonal as simple related to the surrounding environment.

Basic Competence : Responding the meaning of conversational expression for transactional and interpersonal as simple related to the surrounding environment accurately, fluently, and acceptedly.

Indicator : 1. To Answering with oral test
 2. To increase the students' Speaking

I. Learning Objective : 1. The students are able to aswering oral test
 2. The students can increase Speaking

II. Students' Character : 1. Trustworthines
 2. Respect
 3. Dilligence

III. Method : Oral Communication
 Giving the ask

IV. Strategy : Oral Test

V. Teaching Learning Activity

D. Introduction

(10 inutes)

1. The teacher gives greeting to the students.
2. The teacher and students pray together.
3. The teacher absences the students.
4. The teacher knows the purpose of material subject.
5. The teacher gives motivations to the students.

E. Main Activities

(30 minutes)

Exploration

1. The teacher gives the stimulus to the students about the material.
2. The teacher asks the student' vocabulary especially about drugs
3. Asking the students to interpret all the words in the sentence.

Elaboration

1. Introducing the riddle technique and its procedure.
- 2 The teacher uses riddle technique about the material to the students.
3. The teacher glues the cards on the whiteboard.
4. The teacher gives some clues to the students and they must answer from the clues.
5. The teacher pronounces the true word on the cards and the students spell it.

Confirmation

1. Giving the positive feedback to the students as praise, spoken, or pesent to the winner.
2. Facilitate the students for doing reflection to get meaningful experience of the activity.

F. Closing

10.Minutes)

1. The teacher gives evaluation consistently for giving feedback.
2. The teacher makes conclusion about the lesson.

3. The teacher closes the lesson by giving closing-greeting.

4. **Media/Source** : 1. English book
 2. Paper
 3. Whiteboard and marker

5. **Evaluation** : Oral Test

6. **The Scoring** : $P = \frac{R}{T} \times 100 \%$

1. Score
2. Number of correct answer
3. The number of question

Medan, Maret 2017

Approved by,

Head & Master of MTs

English Teacher

Researcher

PAB-1 Helvetia

Drs. Hamidy Nur

Patimah Hawa , S.Pd

Leli Aprida Hartini

NIM:34.13.3.007

POST TEST**(SPEAKING)**

Name :

Class :



1. What do you see in the picture ?
2. Do you often see this ?
3. Do you ever eat the cake?
4. Do you know that this cake is exist know?
5. Where do you buy this cake, if you ever eat it ?
6. Do you know this cake was famous firstly ?
7. What is about the taste of this cake ?
8. Do you think this something fun, about this cake ?
9. According to you, is something unique?
10. If this unique, is its uniqueness ?

PRE TEST**(speaking)**

Name :

Class :



1. What do you see in the picture?
2. Do you have android?
3. If you have, since you have it?
4. What is your reason to choose android ?
5. Who are buy your android ?
6. What is your school agree to bring android ?
7. According to you, what is the positive of using the android ?
8. What is the negative of using android ?
9. What do you feel if you dont have it ?
10. Do you know how far a model of android ?

Key Answer:

1. What do you see in the picture ?
2. What is the meaning of the drug s ?
3. What do you know about the drugs ?
4. What do you know advantage about the drugs ?
5. Do you know that the drugs is danger ?
6. Do you know disadvantage about the drugs ?
7. Have you ever see the drugs ?
8. If you ever see, where ?
9. Why we must not use the drugs ?
10. Do you agree that the drugs is destroyed ?

Answer:

1. I see the drugs.
2. The drugs is that only use of temporary pleasure.
3. I know about drugs is can damage the sytem of the brain.
4. The advantages of the drugs can reduce inflammatio , ease headache ,
reduce the risk of a heart attack .
5. Disadvantages of risk of addiction health problem.
6. The danger of the drugs is.
7. I see the drugs in televsion , newspaper and etc ...
8. In terms of healt, using the drugs can make the users depressed, liver
disease and finally it is can cause death!
9. Because using drugs many organs in our body can be harm.
10. No i don't disagree.

Key Answer:

1. What do you see in the picture ?
2. Do you often see this ?
3. Do you ever eat the cake?
4. Do you know that this cake is exist know?
5. Where do you buy this cake, if you ever eat it ?
6. Do you know this cake was famous firstly ?
7. What is about the taste of this cake ?
8. Do you think this something fun, about this cake ?
9. According to you, is something unique?
10. If this unique, is its uniqueness ?

Answer:

1. I see napoleon cake in the picture.
2. Yes , i often see this cake.
3. Yes , i ever eat napoleon cake.
4. Yes , i know.
5. I buy at Jalan Wahid Hasyim No. 46 Medan Baru.
6. Yes , the cake is famous fristly.
7. The taste is very nice.
8. I think that .
9. Yes is something unique.
10. Something unique this cake is plated and many taste to try.

Key Answer:

1. What do you see in the picture?
2. Do you have android?
3. If you have, since you have it?
4. What is your reason to choose android ?
5. Who are buy your android ?
6. What is your school agree to bring android ?
7. According to you, what is the positive of using the android ?
8. What is the negative of using android ?
9. What do you feel if you dont have it ?
10. Do you know how far a model of android ?

Answer:

1. I see a android.
2. Yes i have a android.
3. I have since 2 years ago.
4. Because android to easly to et information.
5. My parents buy the android for me.
6. No , my school disagree if the student bring android.
7. The positive using android i get comunication and information.
8. Soemetime i'm so lazy to study.
9. I would not no informaion.
10. No i dont know that.

POST TEST I

Name :

Class :



1. Do you have android?
2. What do you see in the picture?
3. What is your school agree to bring android ?
4. What is your reason to choose android ?
5. If you have, since you have it?
6. Who are buy your android ?
7. According to you, what is the positive of using the android ?
8. What do you feel if you dont have it ?
9. What is the negative of using android ?
10. Do you know how far a model of android ?

POST TEST II

(SPEAKING)

Name :

Class :



1. Do you often see this ?
2. What do you see in the picture ?
3. Do you know that this cake is exist know?
4. Where do you buy this cake, if you ever eat it ?
5. According to you, is something unique?
6. What is about the taste of this cake ?
7. Do you think this something fun, about this cake ?
8. If this unique, is its uniqueness ?
9. Do you know that this cake is exist know?
10. Do you know this cake was famous firstly ?

PRE TEST

(speaking)

11. What do you see in the picture?
12. Do you have android?
13. If you have, since you have it?
14. What is your reason to choose android ?
15. Who are buy your android ?
16. What is your school agree to bring android ?
17. According to you, what is the positive of using the android ?
18. What is the negative of using android ?
19. What do you feel if you dont have it ?
20. Do you know how far a model of android ?

Answer:

11. I see a android.
12. Yes i have a android.
13. I have since 2 years ago.
14. Because android to easily to et information.
15. My parents buy the android for me.
16. No , my school disagree if the student bring android.
17. The positive using android i get comunication and information.
18. Soemetime i'm so lazy to study.
19. I would not no informaion.
20. No i dont know that.

POST TEST
(SPEAKING)

Key Answer:

11. What do you see in the picture ?
12. Do you often see this ?
13. Do you ever eat the cake?
14. Do you know that this cake is exist know?
15. Where do you buy this cake, if you ever eat it ?
16. Do you know this cake was famous firstly ?
17. What is about the taste of this cake ?
18. Do you think this something fun, about this cake ?
19. According to you, is something unique?
20. If this unique, is its uniqueness ?

Answer:

11. I see napoleon cake in the picture.
12. Yes , i often see this cake.
13. Yes , i ever eat napoleon cake.
14. Yes , i know.
15. I buy at Jalan Wahid Hasyim No. 46 Medan Baru.
16. Yes , the cake is famous fristly.
17. The taste is very nice.
18. I think that .
19. Yes is something unique.
20. Something unique this cake is plated and many taste to try.

POST TEST**(SPEAKING)**

Name :

Class :



11. What do you see in the picture ?
12. Do you often see this ?
13. Do you ever eat the cake?
14. Do you know that this cake is exist know?
15. Where do you buy this cake, if you ever eat it ?
16. Do you know this cake was famous firstly ?
17. What is about the taste of this cake ?
18. Do you think this something fun, about this cake ?
19. According to you, is something unique?
20. If this unique, is its uniqueness ?

Appendix VII

DIARY NOTES

Monday ,April 17th, 2017 (The First Meeting)

In the first meeting, the researcher introduced herself to the students and explained the purpose of her coming. The researcher gave the pre-test to know the basic knowledge of the students in Speaking . Many of them seemed very difficult to do the test because they didnot have good preparation. They were really suprised when the reseacher gave them a test and prohibited them to open their dictionary. The researcher knew to do individually. There were some students made noisy in doing the test, but other students looked seriously in doing the test.

After the students finished doing the test, the researcher told them about how learn English be easy and made interesting activities. The researcher explained teaching learning English by speaking skill in finding new words in oral test . Here, the students seemed confuse because they didn't know about this technique. The researcher told less about Oral test speaking for them.

Tuesday , April 18th, 2017 (The Second Meeting)

In the second meeting was the first day of teaching learning process. The researcher began with greeting and absenced the students. The researcher told them about the procedure of teaching learning English by using riddle technique. The students gave good response. The researcher explained the topic. All of them paid attention and listened to the researcher's explanation in front of the class. Most of the students asked to the reseacher what they did not understand about the

material. After the researcher finished the material, I gave clues to the students based on words in material. The students might answered from the clue. The researcher gave many words to answer easily.

Wednesday, April 19th, 2017 (The Third Meeting)

In the third meeting the students were very excited, they did to answer the cycle I test (Post-Test I). They paid attention to listen to the instruction from the researcher. Some of them were still confused to do the test, but the other looked so seriously. They still active to ask the teacher about the test and asked about the lesson before. In answering the test, some of them still asked their friends for the answer. Researcher always warned them to do test correctly and individually.

Monday, April 23st, 2017 (The Fourth Meeting)

In this meeting, the students were more enthusiasts than before meeting in studying Speaking through oral test . Some of the students had braveness to gave clue to answered with others, but some of them still shy to gave their opinion. Here, the students listened to the clues carefully, so that maked them easily to answer.

The test was done as post-test I in the first cycle but the result of students' score still low. So, the researcher conducted the second cycle and gave new material to the students.

Tuesday, April 22nd, 2017 (The Fifth Meeting)

During the teaching-learning process in cycle II, the students participated and gave good response. They more interested to listen to and less of noisy. The researcher was more easy to conducted the class than some meetings before. The researcher taught the lesson, it would be better to do warmed up to the students. The warmed up wass still in form of question and students should be answered the question which given to them.

After that, the researcher made. Each groups have a leader. The researcher sticked the answered of oral test strategy and gave the clue and statement based on the answered.

Wednesday, April 23^h, 2017 (The Sixth Meeting)

In the last meeting, researcher reviewed the lesson include the entire topic which has been discussed. Researcher done the reviewed of study so that the students could recalled what had been learnt before the test gave to them. Then, the researcher gave the Speaking test (Post-Test II) that consisted of 44 items for each students. They were very confident to answer the test. They did so seriously. The score of each students was satisfied. The researcher also kept motivating the studnets. At the end, before leaving the class, the researcher thanked to them for their attention during the teaching learning process.

Appendix IV**OBSERVATION SHEET**

Date :
 Students : Grade X
 School : MAS Mualimin Univa Medan
 Subject : English

FOCUS	TOPIC	Cycle I		Cycle II	
		Yes	No	Yes	No
The researcher as the teacher	1. Teacher comes on time. 2. Teacher greets the students. 3. Teacher absents the students. 4. Teacher motivates the students. 5. 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. 6. Teacher tells to students the goal of the study. 7. Teacher uses media to present the material. 8. Teacher gives explanation about the topic of study. 9. Teacher explains the material clearly. 10. Teacher gives students chance to ask the teacher related to the topic of study.				

	<p>11. Teacher gives test to the student.</p> <p>12. Teacher uses the time effectively.</p> <p>13. Teacher concludes the material of teaching.</p>				
Students	<p>1. Students come to class on time.</p> <p>2. Students pay attention then give their response.</p> <p>3. Students study seriously.</p> <p>4. Students are interested and enthusiastic in studying riddle technique provided.</p> <p>5. The students participate in learning process.</p> <p>6. Students ask the teacher about material that they do not understand.</p> <p>7. Students answer the question who is giving by the teacher.</p> <p>8. The students' motivation in teaching and learning process.</p> <p>9. Students do the test seriously.</p> <p>10. Students are interesting in riddle technique.</p>				

Medan, March 2017

English Teacher

(Patimah hawa)

Rubric Assessment

Name:

Class:

Aspect	Score	Assessment
Vocabulary		Almost perfect
		Not perfect
		Often make mistake
Grammar		Very accuracy
		Accuracy
Vocabulary		Poor
		Fair
		Good
		Excellent
Fluency		Cerfully
		Very cerfully
		Enough
Comprehension		Do understand
		Enough
		Do not understand

NO	CATEGORIES	ASPECTS	RANGE	SCORE
1.	Vocabulary			
	e. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	f. Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	g. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	h. Very Good	Rarely has trouble	19-25	
2.	Pronunciation			
	e. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1-6	
	f. Fair	Error of basic pronunciation	7-12	
	g. Good	Few noticeable errors	13-18	
	h. Very Good	Understandable	19-25	
3.	Accuracy			
	e. Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	

	f. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	g. Good	Occasional grammatical errors which do not obscure meaning	13-18	
	h. Very Good	No more than two errors/speech is generally natural	19-25	
4.	Fluency			
	e. Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left unfinished	1-6	
	f. Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	g. Good	Speech is generally natural	13-18	
	h. Very Good	Understandable	19-25	
	Total score		100	







Universitas Al-Washliyah
**MADRASAH ALIYAH SWASTA
 MUALLIMIN UNIVA MEDAN**

Jenjang Akreditasi "B" NSM : 131212710016 NPSN : 10261622

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SURAT KETERANGAN

Nomor : MMA/B.3/155/2017

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Muallimin Univa Medan dengan ini menerangkan bahwa :

N a m a : LELI APRIDA HARTINI
 Tempat/Lahir : Namo Rambe , 27 April 1996
 N I M : 34133007
 Sem /Jurusan : VIII / Pendidikan Bahasa Inggris

Adalah benar nama tersebut diatas mahasiswi yang telah melakukan Penelitian di Madrasah Aliyah MualliminUniva Medan mulai tanggal 11 s/d 29 April 2017 dalam rangka penyusunan Skripsi guna mencapai Gelar Sarjana Strata Satu (S-1) dengan judul : *"Improving Students' Speaking Skill Through Answering Oral Test Strategy Ten Grade At MAS MualliminUniva Medan "*.

Demikianlah Surat Keterangan ini di perbuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Medan, 29 April 2017

