THE IMPLEMENTATION OF SELF REFLECTION STRATEGY TO INCREASE STUDENTS' SPEAKING SKILL OF ELEVEN GRADE AT SMK AL- WASHLIYAH 3 MEDAN IN ACADEMIC YEAR 2017/2018

THESIS

Submitted to the Tarbiyah Faculty and Teachers Training State University for Islamic Studies (UIN) North Sumatera Medan as a Partial Fulfilment of the Requirement for S-1 Program

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MEDAN

2018

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Submitted to Facultyof Tarbiyah Scienceand Teacher Training UIN-SU

Medanas a PartialFulfillment of Requirementsfor the (Degreeof Sarjana

Pendidikan) S-1
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2018

ABSTRACT

Novi Wardiyah Fitri (34143074). THE IMPLEMENTATION OF SELF REFLECTION STRATEGY TO INCREASE STUDENTS' SPEAKING SKILL OF ELEVEN GRADE AT SMK AL-WASHLIYAH 3 MEDAN IN ACADEMIC YEAR 2018/2019

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

Keyword: Self Reflection Strategy, Students' Speaking Skill

This research aimed to increase the students' speaking skill in English by applying Self Reflection strategy. This research was conducted by using Classroom Action Research (CAR). The objective of this research was to increase students' speaking skill by applying self Reflection strategy at the eleven grade SMK Al-Washliyah 3 Medan. The subject of this research was XI Akutansi SMK Al-Washliyah 3 Medan in 2018/2019 academic year which consists of 22 students. This research was conducted in two cycles which each consists of planning, action, observation, and reflection. The technique of analyzing data of this study was applied by using qualitative and quantitative data. The qualitative data were taken from interview, observation sheet, diary notes and documentation. The quantitative data were taken from the test. Based on quantitative data, the result of this research showed that there was improvement of students in speaking skill. The mean of pre-test was 60,68 and the students who got point ≥75 were 5 students (22.72%). The mean of post-test I was 68.86 and the students who got point ≥75 were 10 students (45.45%). The mean of post-test II was 77.04 and the students who got point ≥75 were 19 students (86.36%). Based on qualitative data,

it was found that the students were active, enthusiastic in teaching learning process. It can be concluded there was the increasing of the students ability in speaking through Self Reflection strategy at eleven grade of SMK Al-Washliyah 3 Medan

ACKNOWLEDGEMENT

بسم الله الر حمن الر حيم

Alhamdulillahirobbil'alamin. All praise and thanks be only for Allah SWT, the Almighty God that gives His blessing and His help so I can finish my thesis. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers.

The written of this thesis entitled "The Implementation of Self reflection Strategy to Increase Students' Speaking Skill at Eleven Grade of SMK AL-Washliyah 3 Medan in the Academic Year 2018/2019". This thesis 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.

me support, advice, motivation, goodness, care, and all of things that I need to finish my study.

9. My beloved nephews and nieces, **Said Azmi Rahman, Siriin Azizah Rahmah, M. Adzka Rayyan, Rayhan Yusuf Abdillah, M. Arkan Abdillah, M. Afdhal Sofyan and Najwa Hafidzah.** Who always make me happy with their smiles and laughs.

10. My best اصحاب **Nikmah Hayati Tanjung, Roni Anggara, Dina Mariana Rambe, Widya Ari Ningsih, Muti'an Ridhon, Addinul Kamil Harahap** who always pray, support, and entertain me when I felt down.

11. All of my family in PBI, especially my best friend **Novriana Rahma Siagian**, **Sartika Putri, Susi Atmawati, Hestu Purwati**, thank you so much for your motivation until the end of present day.

12. My bestie from KKN/PPL group 94 **Sri Fauziah Nur** and **Vingka Sari,** who always supported me when doing this thesis.

13. My niece also my roommate **Rufaidah Rahmah Hawan** who always listen, helped and gave me spirit in finishing this thesis.

14. My best friend since senior high school **Wahyu Diana Santi** and **Dewi Lestari**, who always support me through my ups and downs

15. Abang **Muhammad Fariz, S.Pd.** who always be there for me, pray, support and help me. Thank you so much.

16. All of the people that contributed in conducting this thesis which can not mention one by one.

I realize that this thesis still has many mistakes and inaccuracies. Therefore, I accept gratefully every suggestions, criticisms and comments from

those who concern to this thesis. Hopefully, this thesis will beable to give contribution and be useful for the readers especially for those who areinterested in the similar study.

Medan,   Oktober 2018

Novi Wardiyah Fitri

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the problem

Speaking is the most skills in gaining our daily communication. "speaking is the active use of language to express meanings so that other people can make sense of them".[1] By speaking the people can express their message to show their feeling, ideas, happiness, angry and their emotion. Kalayo states in his book, "many language learners regard speaking ability as the measure of knowing a language. As one of the language skills, these learners define fluency as the ability to converse with others, much more than the ability to read, write or comprehend oral language. They regard speaking as the most important skill they can acquire and they asses their progress in terms of their accomplishment in spoken communication."[2]

In teaching and learning process sometimes the students can't express their idea through speaking because of have less vocabulary and some of them are prefer to speaks Indonesia than English in learning process. Actually in learning language, every students must speak up. It's started from trying it then practice without felling afraid. Because one of four skill must be mastered in English teaching and learning is speaking, beside writing, reading and listening.

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[1] Cameron, L. 2000. *Teaching language to young Learners.* United Kingdom: Cambridge University Press. p.40

[2] Kalayo Hasibuan. *Teaching English as a Foreign Language (TEFL)*(Pekanbaru: Alaf Riau Graha UNRI Press,2007) p. 101

The problem appear in the Eleventh Grade of SMK Al-Washliyah 3 Medan. The students' can't speak English well, it caused of some factors, such as : the students afraid to speak English, they never practice to speak English in English class, and when the teacher try to explain material by English to the students, they don't undertand at all. Beside that the teacher did not use a variety of learning methods in learning process. So the students fell boring in English subject especially in speaking part.

In teaching speaking skill, the teacher should creative to design the strategy, to make classroom effective and efficient the teacher need to use the effective strategy in speaking class, one of the strategy that can be used by the teacher is self reflection. It is a simple ways to dig deeper into students feeling and find out why they were doing something or feeling a certain way. Reflection is deliberate and structured thinking about choice. It is an integral step to improving speaking practice. Through self reflection, the teacher and students can look clearly at their successes and struggles and consider options for change that greatly impact student learning.

Based on the explanation above, the reseacher was interested to conduct a simple research about speaking with the title, "**The Implementation of Self Reflection Strategy to Increase Students' Speaking Skill at the Eleven Grade of SMK AL- WASHLIYAH 3 MEDAN**"

B. Statement of The Problems

Based on the background of the study, the problem in this research concluded as follow:

1. The students' speaking skills is low
2. The students' still afraid of making mistakes to speak English.
3. The teacher has not many strategies in teaching speaking.

C. Research Questions

Dealing with the Background and the reaserch problem above, the reseacher formulates the study as the following :

1. Can Self Reflection strategy increase the students' speaking skill at the Eleventh Grade at SMK AL- Washliyah 3 Medan?
2. How do the implementation of self reflection strategy increase students' speaking skill in SMK AL-Washliyah 3 Medan?

D. Purposes of the Study

Applied self reflection strategy in teaching speaking was expected to help the students in speaking and to encourage their motivation in learning proccess. Based on the question in the formulation of problem above, the objective of the study are:

1. To know whether self reflection strategy increase the students' speaking skill at SMK Al- Washliyah 3 Medan.
2. To describe how the implementation of self reflection strategy increase the students' speaking skill in SMK Al-Washliyah 3 Medan.

E. Significances of the Study

The are some expected advantages may be derived from the study :

1. For the English teachers, the result of this study would be one of the references for the teacher to increase student's speking skill and it can give a good information and opportunity to improve their quality of teaching English.
2. For the students, it is expected to increase their speaking skill and interest in learning English.
3. For the institution, it is expected to give contribution in learning process in order to improve quality of the students.
4. For the reseacher, this research give information to conduct the research on the implementation of self reflection to increase speaking skill of the student.

F. Limitation of the Study

The problem that dicussed is limited only on the implementation of self reflection strategy to increase students' speaking skill of eleven grade at SMK Al-Washliyah 3 Medan academic year 2018/2019.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

In conducting a research, theories are needed to explain some concepts or terms with are applied in the research. Thus, the following explanation the reseacher aimed toward the clear explanation.

1. General Concept of Speaking

a. Definition of Speaking

Speaking is the verbal use of language to communicate with other.[3] When two peoples are engaged in talking to each other, sure they doing communication.

The following hadith about speaking :

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ اْلآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ

"Whoever believes in Allah and the last day should let him speak good or silent"[4] (*Muttafaq 'alaih*: Al-Bukhari, no. 6018; Muslim, no.47)

The following ayat hadith about speaking :

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَكُونُوا مَعَ الصَّادِقِينَ.

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[3]Fulcher, G.2003. *Testing Language Second Language Speaking*, Sydney : Longman. P 79

[4]*Muttafaq 'alaih*: Al-Bukhari, no. 6018; Muslim, no.47

"O you who believe! be careful of (your duty to) Allah and be with the true ones. (Surah Tawbah 9:119)"

Speaking is one of the four languange skill. Harmer says: "They have to be able to pronounce correctly. In addition, they need to master intonation, conversation either transactional or interpersonal conversation. Transactional function has its main purpose conveying information and facilitating the exchange of goods and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language".

According to Oxford Advanced Learner's Dictionary defines speaking as

1. Make use of language in an ordinary

2. State the views, wishes,

3. Give evidence (of), convey ideas, (not necessarily in words)

4. Know and able to use (a language)

5. Address an audience, make a speech.[5]

Mulgrave explains three definitions about speaking, those are : (1) Speaking is the abikity to pronounce sound articultaion or words to express idea, (2) Speaking defined as a system that can be heard and viewed using a number of muscles and tissues of the human body for the purpose of

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[5] A S Hornby, *Oxford Advanced Learner's Dictionary of Currentc English,* New York: Oxford University Press, Third edition, 1974, p. 827

communicating ideas, and (3) Speaking can interpreted as a forms of human behavior using psyhical , psychological , neurologis, semantic and linguistic widely so that can be considered as a very important for social control.[6]

Then people do communication for some reasons. Harmer states the reasons as follows :

a. "They want to say something" what is used here is general way to suggest that speakers make definite desicions to adress other people. Speaking may, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.

b. "They have some communicative purpose", speaker say things because they want something to happen as a purpose of what they say. They want speak to their listeners; to give some information, to express pleasure; to agree and complain, etc.

c. "They select from their language store", in order to achieve this communication purpose they will select the language they think is appropriate for this purpose.[7]

Based on the purpose of communicaton above, it can conclude that communication is very important thing for us in our daily life, it can help us to interact with other people, to deliver message, expressing idea, feeling and opinion to get some purpose. That's why as a human being we need to speak

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[6] Didik Santoso,*Pengaruh Pendekatan Pembelajaran dan Gaya Belajar terhadap Keterempilan Berbicara Bahasa Inggris* (Medan: DutaAzhar, 2008), p. 16

[7] Hamer,J. 2001. *The Practice of English Language Teaching.* Cambridge. Longman. P. 45-46

up and also we must improve our speaking skill by learning a new language in our life.

b. The Basic Types of Speaking

There are some basic types of speaking, as follows:[8]

1. Imitative

At one end of communication of types of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possiblya sentence, while this os purely phonetics of oral production, a number or prosodic, lexical, and grammatical proporties of language may be included in the criterion performance.

2. Intensive

The second types of speaking frequently employed in asssessment context isthe production of short stretches of oral language designed to demoical relationship such as, prosodic elements, intonation, stress, rhythm and juncture. The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard

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[8] H. Douglas Brown, *Language Assessment Principle and Classroom Practice*, San Fransisco, Californis, Longman, 2003, p. 41-42

greetings and small talk, simple request, and the comment, and the like. The stimulus is almost always spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up question or retorts

4. Interactive

The difference of responsive and interactive speaking is in the length and the complexity of the interaction, which xometimes includes multiple exchanges or multiple participants. Interaction can take two forms of transactional exchanges which have the purpose of exchanging spesific information or interpersonal exchanges, which have the purpose of maintaining social relationshiop.

5. Extensive (monologue)

Exstensive oral production task include speeches, oral presentation, and story telling, during which the opportunity for oral interaction formlistener is either highly limited (perhaps to nonverbal responses) or ruled out together.

Based on the basic types of speaking there are five ; imitative, intensive, responsive, interactive and extensive.

c. **The Factors Influence of Speaking**

There are three factors influence of speking that cannot separated one another. Those are :

1. Pronounciation

Pronounciaton is the way in which word or a language spoken. Pronounciation one of the language elements that should be mastered by the students. Because it can help them to speak fluently and the listener will

understand of what the students say. There are three areas that we need to know in pronounciation of English, a part form sped and volume whoch are connected to the meaning they are : sound, stress and pitch or intonation.[9]

2. Vocabulary

Vocabulary has become one of the important terms in learning language because if someone wnat to express their ideas, thinking, and opinion by using language and of course they must have enough vocabulary to produce the language. The learners need to achieve in order to read both simplified and simplified materials and to process different kinds of oral and written texts, as well as the kinds of strategies learners use in understanding, using and remembering the words.[10]

3. Grammar

Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language—that is, the rules of making meaning. Students who are native speakers of English already know English grammar. They recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences.

d. The Factors Makes Speaking Difficult

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[9] Jeremy Harmer, *how to Teach English*, England, 1998, p. 50- 51
[10] Jack C. Richard, and Willi A. Renandya, *Methodology in Language Teaching.* Camridge, UK: Cambridge University Press, p. 25

There are some things that caused the learners difficult in speaking comprehension, as follows:[11]

1. Chatering

Fluent is phrasal, not word by word. The learners can organize their output both cognitively and physically (in breath groups) trough such a clustering.

2. Performance variable

One of he advantages of the spoken langauge is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections. Learners can actually be taught how to pause and hesitate.

3. Colloquial language

Make sure the learners are reasonably well acquainted with the words, idioms, and phrases of colloquial language that they get practice in producing these forms.

4. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of our tasks in teaching spoken English is to help the learners achieve an acceptable speed along with another attributes of fluency.

e. Technique of Teaching Speaking

Harmer (in Tarigan, 1990: 13) writes that when teaching speaking or producing skill, we can apply three major stage, those are:

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[11]H. Douglas Brown, *Teaching by Principles An interactive Approaches for Language Pedagogy.* Second Edition, San Fransisc, California, 2000. p. 171-172

a) Introducing new language

b) Practice

c) Communicative activities.

When introducing new language, the teacher should find out the genre or the text, which is meaningful. In this stage teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text.

Other technique used for teaching speaking:

a) information gap by using pictures

b) by using photographs

c) by using song

d) by using mysterious thing

Educational drama which covers miming, role play, the empty chair, simulation.

f. Criteria for Speaking Tasks

In order to maximize speaking opportunities and increase the chance that learners will experience autonomous language use, the following conditions need be met :

a) Productivity

A speaking activity needs to be maximally language productive in order o provide the best conditions for autonoms language use. If students can do an information gap task by simply exchanging isolated words, or if only a couple

students participate in a group discussion, the tasks may hardly justify the time spent setting them up, if learners are speaking mainly in their L1.

b) Purposefulness

Often language productivity can be increased by making surethat the speaking activity has a clear outcome, especially one which requires learners to work together to achieve a common purpose.

c) Interactivity

Activities should require learners to take into account the effect they are having on their audience. If not, they can hardly be said to be good preparation for real-life language use. Even formal, monologic speaking tasks such as talkand presentations should be performed in situations where there is at least the possibility of interaction.

d) Challenge

The task should stretch the learners so that they are forced to draw on their available communicative resource to achieve the outcome. This will help them experience the sense of achievement, even excitement, that is part of autonomous language use.

e) Safety

While learners should be challenged, they also need to feel confident that, when meeting those challenges and attempating autonomous language use, they can do so without too much risk.

f) Authenticity

Speaking tasks should have some relation to real-life language use, if not, they are poor preparation for autonomy. Of course, many classroom activities – such as drills and language games – can be justified on the ground that they serve the needs of awareness-raising or of appropriation.[12]

g. **Types of Spoken Tests**

The most commonly used spoken types are these :

1) Interviews

There are relatively easy to set up, especially if there is a room apart from the classroom where learners can be interviewed. The class can be set somewriting or reading task (or even the written component of the examination) while individuals are called out, one by one for their interview.

2) Live Monologues

The candidates prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interviews. If other students take the role of the audience, a question-and-answer stage can

[12]Scott Thornbury, *How to Teach Speakin,* 2005 (England, Longman), p. 90-91

be included, which will provide some evidence of the speaker's ability to speak intercatively and spontaneusly.

3) Recorded Monologues

These are perhaps less stressful than a more public performance and, for informal testing, they are also more practicable in a way that live monologues are not. Learners can take turns to record themselves talking about favourite sport or pastime. The advantags of recorded tests is that the assessment can be done after event, and result can be 'triangulated' – that is, other examiners can rate the recording and their ratings can be compared to ensure standardization.

4) Role-plays

Most students will be used to doing at least simple role-plays in class, so the same format can be used for testing. The other 'role' can be played either by the tester or another student, but again, the influence of the interculator is hard to control. The role-play should not require sophisticated performance skill ora lot of imagination situations grounded in everyday reality are the best. they might involve using data that has been provided in advance.

5) Collaborative tasks and discussions

These are similiar to role-plays except that the learners are not required to assume a role but simply to be themselves.[13]

There are some criteria that must be consider to assess the students' speaking skill. David Haris states that there are five general component or rules such as the following.[14]

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[13]Ibid, p. 125-126

Table 2.1 English Language Speaking Skills Assessment

1. Pronounciation

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

2. Grammar

Score	Description
5	Makes few (if any) noticeable error of grammar or word order
4	Occasionally make grammatically and word-order

[14]David P. Harris, *Teaching English as Second Language,* (New York: Georgetown University, 1997), p. 84

	errors which do not, however obscure meaning
3	Make the frequent errors or grammar and word order which occasionally obscure meaning
2	Grammar and word errors makes difficulti comprehension. Must often rephrase sentences and / or restrict him to basic patterns
1	Errors in grammar and word order so serve 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 lexicak inadequacies
3	Pronounciation problems necessitaate concentrated listening and occasionally lead to misunderstanding
2	Missused of word and very limited vocabulary make comprehension quite difficult
1	Vocabulary limited so extreme as to make conversation virtually.

4. Comprehending

Score	Description
5	Appears to understand everything without difficulties
4	Understand nearly everything at normal speed, altough occasional repetition may be neccessary
3	Understand most of what is said at slower that normal speed wit 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 intosilence by langugage limitations.
1	Speech is so halting and fragment as to make conversation virtually impossible.

2. The Concept of Self Reflection Strategy

A. Definition of Self Reflection

According to Goethals self-reflection refers to a powerful means of learning which helps someone to refocus his/her vision as an educator. Self reflection is important because it's a process that makes the teacher collect, record, and anlyze everything that happened in the lesson. So, the teachers can make improvement in their teaching strategies where necessary.with a profession as challenging as teaching, self reflection offers teachers an opportunity to think about what works and what doesn't in their classroom. The teachers can use reflective teaching as a way to analyze and evaluate their practices so they can focus on what works.[15]

The following hadith about self reflection:

فَلَا تُزَكُّوا أَنْفُسَكُمْ ۖ هُوَ أَعْلَمُ بِمَنِ اتَّقَى

Meaning : So do not flaunt your piety, He knows best who it is that guards against evil. (Q.S. An- Najm 32)

B. The Process of Self Reflection Strategy

Connecting self-reflection to effective teaching is a process. The first step is to figure out what you want to reflect upon—are you looking at a particular feature of your teaching or is this reflection in response to a specific problem

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[15]Dr. Ming Cheng, *Transitional Skills and Strategies Critical Self reflection Journal,* September 2015

in your classroom. Whatever the case may be, you should start by collecting information. Here are a few ways :

- **Self-Reflective Journal:** A journal is an easy way to reflect upon what just happened during your instruction. After each lesson, simply jot down a few notes describing your reactions and feelings and then follow up with any observations you have about your students. If it helps, you can break up your journal into concrete sections, such lesson objective, materials, classroom management, students, teacher, etc. In this way, you can be consistent with how you measure your assessments time after time. You can find specific questions to ask yourself below.

- **Video Recording:** A video recording of your teaching is valuable because it provides an unaltered and unbiased vantage point for how effective your lesson may be from both a teacher and student perspective. Additionally, a video may act as an additional set of eyes to catch errant behavior that you hadn't spotted at the time. Many colleges actually use this method to teach up and coming teachers the value of self-reflection.

- **Student Observation:** Students are very observant and love to give feedback. You can hand out a simple survey or questionnaire after your lesson to get students' perspectives about how the lesson went. Think critically about what questions you'd like to ask and encourage your children to express their thoughts thoroughly. It'll not only be a learning experience for you, but also an indirect exercise in writing for them.

- **Peer Observation:** Invite a colleague to come into your classroom and observe your teaching. Now this is much different than when you have

your principal come in and watch you—it's much more casual and devoid of darting eyes. As a result, you'll be able to teach more naturally and give your colleague an honest perspective of your instruction methods. To help him frame your lesson critique more clearly, create a questionnaire (you can use some of the questions below) for your colleague to fill out as they observe. Afterward, make some time to sit down with him so he can more accurately convey what he saw.

C. The Advantages of Self Reflection Strategy

Reflection is deliberate and structured thinking about choice. It is an integral step to improving practice. Self reflection can allow one to:

- Develop a rational for practice

- Assess student learning and understanding of concepts.

- Identify strengths and weaknesses in a lesson plan

- Identify the degree to which instructional goals and obejctives were met.

- Assess how effectively one is performing

- Obtain information about class participation and students responses.

- Assess pacing of the class and amount of student engangment.

- Observe on-task behavior of students

- Identify one's own delivery and presentation strengths, and areas for improvement.

- Take informed actions about what is being done in the classroom and why it is being done.[16]

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[16]http://scriptopro.com/wp/2016/02/20/10-reasons-why-self-reflection-in-the-classroom-is important/ access on April, 13 2018 10:10 PM

D. The Disadvantages of Self Reflection Strategy

- Students can be undecided or if they haven't received enough feedback from the teacher, they may have doubts regarding to the progress that they have made; therefore they can provide wrong answers, making the self reflection process invalid.

- Students need to have a very high degree of consciousness, so they can be able to analyze the errors that they have made, but most importantly, their performance during the course or unit.

- Sometimes, it is only suitable for intermediate to higher levels, because they are more aware of the importance of the process, and they analyze a lot easier.

E. The Procedure of Self Reflection Strategy

When students reflect on what they have learned, ownership of that new knowledge increases and with ownership comes more application and use of that new skill or knowledge.

- The teacher explain a unit of study to the students.

- After 20 minutes the students stand up, and they have to review the unit of study. The teacher does a sort of corralling of the curriculum where students and the teacher revisit together key activities, projects, and content from each unit of study.

- After reviewing each unit of study, the teacher ask students to draw a symbol that represents their experience with that.

B. Related Study

1. Yuni Silvina Anggraini Damanik, a student from IAIN-SU, wrote *"The Implementation of Talking Stick Strategy to Improve the Students' Ability at The Second Grade of MTS Darur Rachmad Sibolga"* in 2014. The purpose of this research was to know the improvement of the students' speaking ability by using talking stick strategy. The result of her research showed that the speaking ability improved after they had been taught using this strategy.

2. Rizki Mutiara, a student from UNIMED, who conducted the research in 2011 about *"Improving Students' Speaking Achievement Through Realia"*. The purpose of this reserach was to know the improvement of the students' speaking achievement particularly through Realia. The result of this research showed that realia improved students' speaking achievement significantly. In the test I, the meas was 61,47; in the test II, the mean was 67,41; and in the test III, the mean was 78,52

C. Conceptual Framework

Speaking is one of the mos important skill taht must be practiced to communicate orally. Students who have ability in speaking will be better in sending and receiving information or message to another. Speaking is the process of building and sharing meaning through the uses of verbal and non vebal symbol in various contexts.

Use strategy in teaching process is very important to share knowledge. The teachers should use a interesting strategy to teach the students for increasing their speaking skill. So, the students can express their idea through speaking English fluently.

Self reflection strategy is a reflective student is one who examines his/her practices, comes up with some ideas as how to improve his/her performance and puts these ideas into practice. Reflecting help the students to develop their skill and review their effectiveness, rather than just carry on doing thins as they have always done them. it is about questioning, in a positive way, what they do and wahy they do it and then deciding whether is a better, or more efficient, way of doing it in the future.

The researcher believe this strategy will give some benefits to motivate the students to learn about English, and develop their their speaking skill. Moreover, this strategy might be effective ways to increse their speaking skill.

D. Hypothesis

Based on theoretical framework and conceptual framework above, the researcher tries to determine the hypothesis of the research is Self Reflection StrategyCan Increase Students'Speaking Skill of Eleven grade at SMK Al-Washliyah 3 Medan.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study belongs to Classroom Action Research. Classroom action research is portray as a cyctical of spiral process involving steps of planning, acting, observing, and reflecting with each of these activities being systematically and self critically implemented and interested.[17]

According Suharsimi, a classroom action research consist of three words. They are research, action and class.

1) Research

Examine the activities of an object, use the rules of a particular methodology to obtain data or information to improve the quality of thing that interest and important for research.

2) Action

Something moment activities that deliberately made with a spesific purposes, whisch in this study the form is series of cycle activity.

3) Class

A group of student who receive the lesson from the teacher. In the other hand, class is the rom of a group of students who are studying.[18]

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[17] Anne Burns. 2010. *Doing Action Research in English Language Teaching. Aguide for Practicioners.* Newy York: Published by Routiedge. p. 4

[18]H. Candra Wijaya dan Sahrum. 2013. *Penelitian Tindak Kelas.* (Bandung: Cita Pustaka Media Perintis). P. 39-40.

B. Research Setting and Sample

The reseacher was conducted at SMK Al-Washliyah 3 Medan. It located at Jl. Garu II No. 02 Kecamatan Medan Amplas, North Sumatera, 20147**.**

The subject of participant in this research are the students of second Grade (XI Akutansi) of SMK Al- Washliyah 3 Medan in academic year 0f 2018/2019. The total number of the students in this class are22 students. They are 21 girls and 1 boy. They have two meetings in a week are each meeting along two hours lesson, one hour lesson in 45 minutes.

C. The Procedure of Research

The procedure to collect data of this research was conducted by two cycles, which each include four steps, namely: planning, action, observation, an reflection.

Figure 3.1

Kammis and Taggart Research Design

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                    ┌──────────────┐
                    │  Observing   │◄─────┐
                 └──┤              │      │
                    └──────────────┘      │
```
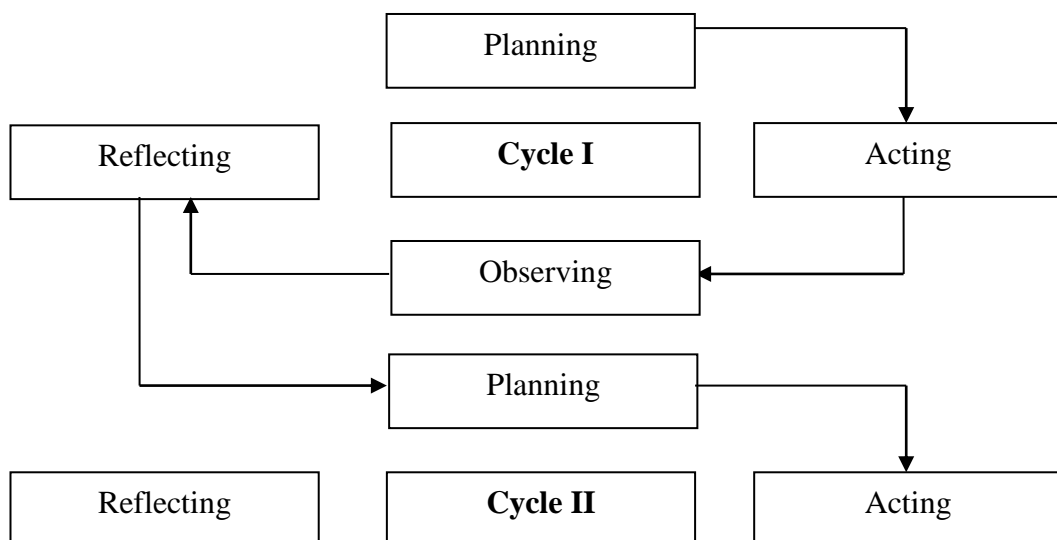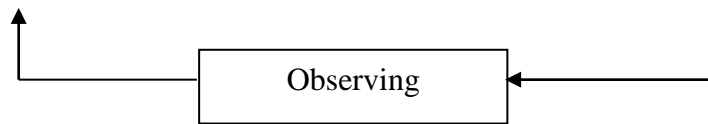
The first and second cycles, the research did four steps.

1. Cycle 1

a) Planning

1. Preparing the lesson plan for two meeting consist of the procedure of action.

2. Preparing the research instruments to record the activity in the class.

3. Preparing the material. Give the material and topic for the students.

4. Designing of a procedure of teaching speaking by applied self reflection as a strategy.

5. Preparing the post-test to measure the students' increasing at mastering speaking after action.

b) Acting

a. Giving the pre-test

b. Teaching speaking using self reflection strategy

c. Giving the opportunity to the students to ask about the difficulties or problem in their practice.

c) Observing

Observing is an observation activity to know how far the action effect reach target. Observation will conduct by observing and scoring through oral test to students' ability in speaking English.

d) Reflecting

Reflection is the evaluation of the action that had been done. The researcher will make a conclusion the result of the first cycle whether success or less. The evaluation this actions which will apply. It can overcome the problem that appears in previous cycle.

2. Cycle II

Action research is cyclical. After cycle of planning, action, observation, and reflection in cycle I, the process in the cycle II is the same with the first cycle, with of course more increase in speaking skill material. Cycle II is done if there is insignificant improvement of students' speaking skills.

D. Instrument for Data Collection

There were two kinds of data collection gathered in this study, there are qualitative and quantitative data Observation.

a. Quantitative data

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

Test

The test were used in this research are pre-test and post-test. The pre-test was done before implementing self reflection strategy, and the post-test was implemented after using self reflection strategy.

a. Qualitative data

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

1. Observation sheeet

Observation was used to identify all condition that happen during the teaching and learning process.

2. Interview

Before implementing the research, the researcher was interviewed the teacher about students' difficulties in speaking skill, students' condition in speaking activity, and the kinds of strategies usually used by the teacher in teaching speaking.

3. Diary Notes

Diary note 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.

4. Documentation

Documentation is all of data was collected and interpretedby researcher and they also supported by some medias such as photos, and it related to research focusing.

E. The Technique of Data Analysis

After collecting the data, the researcher was calculated the mean of the students' score. This method used to know the students' score of speaking in each cycle. the researcher apply following formulas:

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

Where :

X = The mean of the students score

∑X= The total score

N = The member of the students[19]

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 75

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

T = The total of students who do the test.

Then, after getting mean of students' score per actions, the writer identified whether or not there might have students' improvement score on speaking skill from pre-test and post-test score in cycle 1 and cycle 2. In analyzing that, the writer uses the formula:

$$P = \frac{y_1 - y}{y} \ x \ 100\%$$

Where:

P   = Percentage of students' improvement

y   = Pre-test result

y_1 = Post-test I

$$P = \frac{y_2 - y}{y} \ x \ 100\%$$

Where:

[19]Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2014), p. 86.

P   = Percentage of students' improvement

y   = Pre-test result

y_2 = Post-test II

The process of qualitative data is analyse by using Miles and Huberman technique. There are data reduction, data display, and verification.

1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in writen-up field notes or transcipt. Data reduction is occuring as the reseacher decides (often without full awareness) which conceptual framework, which case, which research question, and which data collection approaches to choose[20]. In this part, the reseacher need separate the accurate data from the inaccurate ones. Through the data reduction the reseacher to continues the collecting the data.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of informationthat permits conclusion, drawing, and action. Looking at displays helps us to understand what is happening and to do something-either analyze futher or take action-based on that understanding.[21] In this part, the reseacher will present data into design that will be done in form short statemen, charts, graphs, matrices, and networks.

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[20]Miles, Mattew B, (1994) *Qualitative Data Analysis,* United States of America: SAGE Publications, p. 10
[21]*Ibid,* p. 11

3. Conclusion Drawing and Verification

Conclusion drawing in our view in only half of a Gemini configuration. Conclusion are also verified as the apalyst proceeds. Verificationmay be as brief as fleeting second thought crossing the analyst's mind during writing, with a sorht back to the field notes, or it maybe through and elaborate, with lenghty argumentation and review among colleagues to develop intersubjective consensus or with extensive efforts to replictae a finding in other data set.[22] In this part, the reseacher will made a conclusion the conclusion is the answer of the reseacher problems that have been formulated

F. Trustworthiness

Qualitative researchers establish that the research study's findings are credible, transferable, confirmable, and dependable. Trustworthiness is all about establishing these four things, which are described in more detail below.[23]

1. Credibility is the how confident the qualitative researcher is in the truth of the research study's findings. This boils down to the question of "How do you know that your findings are true and accurate?" Qualitative researchers can use triangulation to show the research study's findings are credible.

2. Transferability is how the qualitative researcher demonstrates that the research study's findings are applicable to other contexts. In this case,

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[22]*Ibid,* p. 11

[23]Sikolia, David, et.al, (2013) "*Trustworthiness of Grounded Theory Methodology research in Information System*"retrieved in Mei 11th 11.20 PM from https://aisel.aisnet.org/mwais2013/16/

"other contexts" can mean similar situations, similar populations, and similar phenomena. Qualitative researchers can use thick description to show that the research study's findings can be applicable to other contexts, circumstances, and situations.

3. Confirmability is the degree of neutrality in the research study's findings. In other words, this means that the findings are based on participants' responses and not any potential bias or personal motivations of the researcher. This involves making sure that researcher bias does not skew the interpretation of what the research participants said to fit a certain narrative. To establish confirmability, qualitative researchers can provide an audit trail, which highlights every step of data analysis that was made in order to provide a rationale for the decisions made. This helps establish that the research study's findings accurately portray participants' responses.

4. Dependability is the extent that the study could be repeated by other researchers and that the findings would be consistent. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. A qualitative researcher can use inquiry audit in order to establish dependability,author oliviawhich requires an outside person to review and examine the research process and the data analysis in order to ensure that the findings are consistent and could be repeated.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research findings

In this case, the researcher described some findings in the field, either, before and after using self reflection strategy on students' speaking skill.

1. Data Description

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, documentation) 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.

a. 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 Students' Score of Pre-Test, Post-Test I, Post-Test II

Initial of Students	Score of Pre-Test	Score of Post-Test I	Score of Post-Test II
AK	40	50	75
DNP	80	85	90

EW	65	70	75
ES	50	60	75
FA	75	80	85
HR	75	80	85
IR	75	80	80
JAH	50	60	75
KH	60	65	75
NP	65	75	80
NAP	55	65	75
RA	65	75	80
RAH	70	75	85
SH	65	70	80
SO	50	55	65
S	65	70	75
TAP	55	75	80
WAA	50	55	75
YP	60	75	75
YMSS	75	80	85
ZA	50	60	65
NS	40	55	60
Total ∑X	**1.335**	**1.515**	**1.695**
The Mean Score	**60,68**	**68,86**	**77,04**

From the data above, the researcher found there is the increasing of the students' speaking skill. It could be seen from the mean of the value from pre-test, post-test of cycle I, and post-test of cycle II that improve.

b. The Qualitative Data

The qualitative data taken from the result of every meeting. The qualitative data were collected by using interview, observation sheet, diary notes and photography.

1. 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 implementation of self reflection st5trategy. The interview data can be seen in appendix VII- VIII page 74-76.

2. 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 self reflection strategy 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-X page 78-80.

3. Diary Notes

Diary notes were written up by the reseacher every meeting during teaching learning process. It shown the feelings and opinion of the reseacher during reseacher. Altough the students make a noise during teaching learning procces but they were anthusias. It can be seen in appendix XV page 85-86.

4. Documentation

Photography is one of the source of documentation. The reseacher used camera to collect the data. It was taken during teaching learning process in the classroom. It can be seen in appendix XVI page 87.

2. Data Analysis

The data analysis was analyzed from the qualitative data and quantitative data. Where the quantitative data was analyzed by using the formula as mention in chapter III and the qualitative data was analyzed by using conclusion drawing/verification technique.

a. Quantitative Data Analysis

The quantitative data was taken from the result of the test that gave to the students. There were two cycles consisted of four meeting in this research and the test was given in the last of each cycles.It has been found that the means of students score increasing from pre test until post test. The pre test score can be seen in the following table :

Table 4.2 Students' Test Score for Pre-Test

NO	Initial Name	PRE-TEST	
		Score	Successful Criteria (>75)
1	AK	40	Unsuccessful
2	DNP	80	**Successful**
3	EW	65	Unsuccessful
4	ES	50	Unsuccessful
5	FA	75	**Successful**
6	H	75	**Successful**
7	IR	75	**Successful**
8	JAH	50	Unsuccessful
9	KH	60	Unsuccessful
10	NP	65	Unsuccessful
11	NAP	55	Unsuccessful
12	RA	65	Unsuccessful
13	RAH	70	Unsuccessful
14	SH	65	Unsuccessful
15	SO	50	Unsuccessful
16	SL	65	Unsuccessful
17	TAP	55	Unsuccessful
18	WAA	50	Unsuccessful
19	YP	60	Unsuccessful
20	YMSS	75	**Successful**
21	ZA	50	Unsuccessful
22	NS	40	Unsuccessful
Total ∑X		**1335**	
The Mean Score		**60.68**	

From the table of pre test, the total score of students was 1335and the

number of students who took the test was 22 students, so the students' mean was:

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

$$X = \frac{1335}{22}$$

$$X = 60.68$$

The percentage of students speaking skill formulated as below:

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

$$P_1 = \frac{17}{22} \text{ x } 100 \text{ \% } = 77.27 \text{ \%}$$

$$P_2 = \frac{5}{22} \text{ x } 100 \text{ \% } = 22.72 \text{ \%}$$

Table 4.3Percentage of Students' Speaking Skill for Pre-Test

	Category	Number of Students	Percentage
P_1	Unsuccessful	17	77,27 %
P_2	Successful	5	22,72 %

Based on result above, the data showed the mean of the score was 60.68 %. The students who passed the pre test was five or 27,72 %. And there were seventeen or 72,27% students who still didn't passed the KKM. The highest score was 80 and the lowest was 40. From the data above, the reseacher conclude that the student's speaking skill is still low.

Then, the post test continued in cycle I. In the post test of the cycle I. The result of the students' score in post-test I could be seen on the following table:

Table 4.4 The Result of Students' Score for Cycle I

NO	Initial Name	POST-TEST 1	
		Score	Successful Criteria (>80)
1	AK	50	Unsuccessful
2	DNP	85	**Successful**
3	EW	70	Unsuccessful
4	ES	60	Unsuccessful
5	FA	80	**Successful**
6	HR	80	**Successful**
7	IR	80	**Successful**
8	JAH	60	Unsuccessful
9	KH	65	**Successful**
10	NP	75	**Successful**
11	NAP	65	Unsuccessful
12	RA	75	**Successful**
13	RAH	75	Unsuccessful
14	SH	70	Unsuccessful
15	SO	55	Unsuccessful

16	SL	70	Unsuccessful
17	TAP	75	**Successful**
18	WAA	55	Unsuccessful
19	YP	75	**Successful**
20	YMSS	80	**Successful**
21	ZA	60	Unsuccessful
22	NS	55	Unsuccessful
Total ∑X		**1515**	
The Mean Score		**68.86**	

From the table above, From the table of post test in cycle I, the total score of students was 1515 and the number of students was 22 students, so the students' mean was:

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

$$X = \frac{1515}{22}$$

$$X = 68.86$$

From the analysis above, students' speaking skill in English lesson got increasing. The mean of students was 68.86. And the number of students' who were competent in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \text{ x } 100 \text{ %}$$

$$P_1 = \frac{10}{22} \text{ x } 100 \text{ %} = 45.45 \text{ %}$$

$$P_2 = \frac{12}{22} \text{ x } 100 \text{ %} = 54.54 \text{ %}$$

Table 4.5 Percentage of Students' Speaking Skill for Post-Test I

	Criteria	Total Students	Percentage
P_1	Unsuccessful	12	45.45 %
P_2	Successful	10	54.55 %

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. The improvement percentage derived from the formula:

$$P = \frac{y_1 - y}{y} \; x \; 100\%$$

$$P = \frac{68,86 - 60,68}{60.68} \; x \; 100\%$$

$$P = \frac{8,18}{60,68} \; x \; 100\%$$

$$P = 13,48\%$$

From the formula above it can conclude that study mean score from the mean class 60,68 improved to 68,86 or from 5 students who passed the score above the Minimum Mastery Criterion to 10 students. It means that there was 13,48% of mean score improvement.

Students' speaking skill in English lesson on the topic narrative text was classified unsuccessful, so cycle II is need to improving the higher score of the students. The result of the students' score in post-test II could be seen on the following table below:

Table 4.6 The Result of Students' Score for Cycle II

NO	Initial Name	POST-TEST II	
		Score	Successful Criteria (>75)
1	AK	75	Successful
2	DNP	90	Successful
3	EW	75	Successful
4	ES	75	Successful
5	FA	85	Successful
6	HR	85	Successful
7	IR	80	Successful
8	JAH	75	Successful
9	KH	75	Successful
10	NP	80	Successful
11	NAP	75	Successful
12	RA	80	Successful
13	RAH	85	Successful
14	SH	80	Successful
15	SO	65	Unsuccessful
16	SL	75	Successful
17	TAP	80	Successful
18	WAA	75	Successful
19	YP	75	Successful
20	YMSS	85	Successful
21	ZA	65	Unsuccessful
22	NS	60	Unsuccessful
Total ∑X		1695	
The Mean Score		77.04	

From the table above , the students' speaking skill was increased on the topic "What is your plan". The standard of maximum criteria was achieved with mean 77.04 from the total score of students was 1695 divided the number of students who done the test was 22 students, so the students' mean was:

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

$$X = \frac{1695}{22}$$

$$X = 77,04$$

From the analysis above, students' speaking skill has increase. The mean of students was 77,04 and the number of students' who were competent in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \text{ x } 100 \text{ \%}$$

$$P_1 = \frac{3}{22} \text{ x } 100 \text{ \%} = 13.63 \text{ \%}$$

$$P_2 = \frac{19}{22} \text{ x } 100 \text{ \%} = 86.36 \text{ \%}$$

Table 4.7 Percentage of Students' Speaking Skill for Post Test II

	Criteria	Total Students	Percentage
P_1	Unsuccessful	3	13.63 %
P_2	Successful	19	86.37%

The calculation of the improvement percentage is gained from the following formula:

$$P = \frac{y_2 - y}{y} \text{ x } 100\%$$

$$P = \frac{77,04 - 60,68}{60,68} \text{ x } 100\%$$

$$P = \frac{16,36}{60,68} \text{ x } 100\%$$

$$P = 26,96\%$$

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

Table 4.8 Percentage of Students' Speaking Skill for Pre -Test, Post Test -I,

and Post Test-II

Name of Test	Number of the Students who Got the Score ≥75	Percentage
Pre test	5	22.72%
Post test I	10	45,45%
Post test II	19	86.36%

Based on the data above, the result showed the improvement of the students' scores from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were 5 students. In the post-test I, students who got the score 75 or more were 10 students. In the post-test II, students who got the score 75 or more were nineteen students.

b. Qualitative Data Analysis

The qualitative data were organized from the observation sheet, interview sheet, diary notes, and documentation. All of these was data indicated that the students given their attitude and responses during teaching-learning process. Those are gained within two cycles.

Observation sheet for the students showed that the students paricipated well during teaching learning process,It might be about the researcher and students performances. Related to observation sheet for the teacher, the teacher explained the material by combine to laguange, Indonesia and English languages.And observation sheet for students showed Altought in the first meeting the students got boring because they did not interesting, and another students also make a

noise but some of them pay attention during the explanation of the material by the reseacher. But the next meeting was better than the previous meeting because of the material make them interest. The observation sheet can be seein in appendix IX-X page 78-80.

From the interview sheet before implemented the strategy showed the difficulties of the students in speaking skill. Some of them didn't know how to pronounce the words, also the meaning of words, and the way they incerease their speaking by watching English film or sing a song in English. The interview after implemented the strategy to the students showed they felt more enthusiatic and enjoy because the can make a reflection before speaking and they can review agai the material through self reflecton strategy. The transcript of interview can be seen in Appendix VII-VIII page 74-76.

Diary notes are daily notes when does classroom action research. From the dairy notes, it was found that the students were enjoyed, active, and enthusiasm during the teaching learning process.The diary notes can be seen in Appendix XV page 84-86.

Documentation described the students and the teachers' activities in learning process. The documentation can be seen in Appendix XVI page 87.

I. **Cycle I**

a. Planning

In this case, the reseacher made a lesson plan based on the problems identified. The reseacher arranged a lesson plan based on teaching material. The material about narrative text, the researcher was asked the students to retell the

story in narrative. Beside that the reseacher also prepared a observation sheet to observe the students during teaching and learning procces. And the reseacher also arranged post-test I to know the improvement of students' speaking skill after applying self reflection strategy.

b. Action

The action of cycle I was done on 28 August 2018. Here, the reseacher implemented the lesson plan that made before. In this teaching learning process the reseacher implemented self reflection strategy as a strategy to teach the students. First, reseacher introduce the material by giving an example about narrative text. Second, reseacher explained the material about narrative text to the students. Third, reseacher explained how to deliver narrative text in front of the class. After that reseacher ask the students to make story in narrative text. Then the students practiced and memorized the text and deliver it in front of the class. Next, researcher gave feedback to students after finishing their performance. At last, the researcherthe conclusion about material.

In the second meeting, the researcher gave the post-test I in the end of cycle I. The test was about retelling story. The post-test Iwas held to measure the improvement of students' speaking ability.

c. Observation

In this phase, the reseacher observe the students' participation during teacing learning procces. This obeservation did by observation sheet that has been prepared by the reseacher. Based on the observation, some students did not pay attention to the teachers' explanation ands ome of them make a noise while another students performed in front of the class. However, They were enthusiastic

and enjoyable about the topic even some of the students did not pay attention. related to the observation sheet for the teacher,the teacher delivered the material by combine the native and target language. Moreover, the teacher responded the students' participation in a form reaction. The observation sheet can be seen in Appendix IX-X page 78-80.

    d. Reflection

The reseacher evaluated the teaching learning procces of implementing the action based on the result of post-test I. The researcher as the teacher asked the students about their difficulties and problems understanding the lesson. the interview sheet before implemented the strategy showed the difficulties of the students in speaking skill. As one of the student said "*saya enggak tau mrs pengucapan katanya, karena beda penulisan sama pengucapan nya kan mrs*" (it's do difficult miss, because the written and the way to pronounce it's so different). Another student said "*pas ketika mau berbicara itu kadang sulit miss*". It means that most of the students have problem in speaking English. The transcript of interview can be seen in Appendix VIII page 76.Then, reseacher tried to modify the action in order to make 80% could pass the KKM. The researcher felt satisfied enough because their efforts to improve students' speaking skill had been improved and it was proven by the scores they got. Because students' speaking skill in cycle I was classified unsuccessful. So the reseacher did the cycle II, it need to improving the higher score of the students.

II. Cycle II

a. Planning

After cycle I did well, and the reseacher found that students' speaking skill increase but could not reach the KKM.Then,the reseacher arranged lesson plan. The material was abour "what is your plan". Beside that, the reseacher also prepared the observation sheet to note classroom activities and post test to to collect the data of the students. To know the improvement of students form pre test to post test.

b. Action

The cycle II was done on 4 sept 2018, in this phase, the reseacher implemented the lesson plan had been made before. Before that the reseracher ask the students the material last week. After that, reseacher asked the students about what will they do in the future, the students answered with a spirit. Then, the reseacher explained the material. Next the reseacher asked the students to write about their plan in the future. Finally, they performed in front of the class to deliver their story. After finishing the performance, each students has been given feedback.In the second meeting, the researcher gave the post-test 2. It was oral test, telling story about what will they do in the future.

c. Observing

This observation did by use an observation sheet that has been prepared before. In this part the students become active during teaching learning process. So, the atmosphere of classroom make the students enjoy andmost of students paid attenttion to the teacher explanation and practice their pronunciation, grammar, vocabulary, and fluency were better than before.Related to the students'

participation, it showed some progress than in the cycle I. Related to the the observation sheet of teachers' activities, All the activities were carried out due to the lesson plan. The teacher could explained the matery well and manage the time effectively. Therefore, the learning process was categorized successful.

d. Reflection

The reseacher analyzed the result of cycle II and conclude that teaching learning process well done. After implemented the strategy, the reseacher tried to interview the students how the teaching learning process . One of the students said "*strategi ini refleksi diri ini membuat saya mereflesikan diri sebelum berbicara ya miss, jadi bisa lebih pede sikit*". And they can review again about the material had been told by the teacher. As another students said "*Refleksi diri ini membuat kita mengingat ulang pelajaran yang sudah di pelajari miss*". The transcript of interview can be seen in Appendix VIII page 77. The reseacherwere satisfied because the students had significant improvement from the score get from pre-test, post-test I and post-test II.

3. Findings

The result indicated there was an improvement on the students' speaking skill by applying self reflection strategy. The mean of second cycle was 77.04. 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 or more were 5 students (22.27%). In the post-test of cycle I students who got point >75 up were 10 students (45.45%). The post-test of cycle II, students who got point >75 were 19 students (86.36%). in other words, the students speaking skill improved and became well in the first meeting to the next meeting.

The quantitative data above suporrted by qualitative data. The qualitative data were organized from the observation sheet and interview, diary notes, documentation. All of the data indicated the studnets' attitude, participation during teaching learning process. Based the result of qualitative and quantitative data it can conclude that self reflection strategy can increase students' spekaing skill.

B. Disccusion

This research was conducted to find out how the implementation of self reflection strategy increase the student's speaking skill. Self reflection was one the strategy to increase students speaking skill. The research had been done by the reseacher proved that the implementation of self reflection strategy could increase the students' speaking skill and it could use in teaching learning process of English lesson. It could be seen from the tables that showed the increasing of students' score from pre-test, post test I, and post test II. The stategy also helped the students to practice their speaking and increase their skill.

Based on result of the quanititative data, it showed the improvement of the students' scores from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were 5 students. In the post-test I, students who got the score 75 or more were 10 students. In the post-test II, students who got the score 75 or more were nineteen students.The mean of the students' score in the post-test I was 68,86. and post-test II was 77,09. It was higher than the pre-test to post-test I until post-test II

The quantitative data above was also strengthened by the qualitative data taken through interview. The interview also done after the reseacher implemented the strategy. The students more enjoy and intrested the way of learning speaking. Beside that self reflection strategy made the students review the material and they can made a self reflection to reremember what would they said.

Therefore, it can be concluded that the result of the research showed that the implementation of self reflection strategy can increase students speaking skill.

It could be seen from the quantitative data by prove the students' score got better in the post-test of first cycle than pre-test, and the post-test of the second cycle got better than the first cycle.

CHAPTER V

CLOSING

A. Conclusions

After conducting Classroom Action Research (CAR) at elevenSMK Al-Washliyah 3 Medan in academic year 2018/2019. the researcher made conclusion related to the research question which are stated in chapter I. The researcher draws some conclusion as follow:

1. Based on the result of data analysis, the researcherconcluded that teachingEnglish by applying self reflection strategy can increase students' speaking skill. It can beproved through several data such as; pre-test and post-test. The result of pre-testshows that the students' mean score is only 60.68, and in post-test I, the students'mean score is 68.86, and in post-test II the students' mean score is 77.04 with86.36% students who passed the KKM. In the other words, the students' speaking skill increase from the first meeting to the next meeting.

2. The implementation of self reflection strategy was devided into two cycle. In the end of the cycle the reseacher gave the test to approve the increasing of students' speaking skill through self reflection strategy.Based on the result of quantitative data showed that the students' speaking skill improved. It could be seen there is increasing of the students' score. In the pre-test, the lowest score was40 and the highest score was80, in the cycle I, the lowest score was 50 and the highest score was 85, in the cycle II, the lowest score was 60 and the highest score was 90. So, it be concluded that the score was higher and higher for each meeting.

B. Reccomendation

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

1. For the Headmaster

    The headmaster can suggest to their English teacher to use this strategy in teaching speaking.Because the result of this research show that self reflection strategy can increase students' ability in speaking.

2. For the English Teacher

    It is better for the English teacher to apply self reflection strategy in teaching speaking because it can increase the students' speaking skill, because as the English teacher, should have a creative strategy during learning process in the classroom.

3. For the Students

    The students are expected to improve their speaking because speaking is the most important skill.

4. To the other reseacher

    To the other researcher, the result of this study can be used an additional reference of further research with different discussion.

C. Implication

Implication are drawn from research findings. The research came with a finding that there is an improvement on students' speaking skill by implementing self reflection strategy. Moreover this research implies that the implementation of self reflection strategy is needed in teaching speaking.

Considering the conclusion draw above, it implies that the implementation of self reflection strategy is capable to promote the improvement of students' speaking skill which can be seen from the progress of students' score after the used of self reflection strategy. Therefore, It is highly recommended for the English teacher to implement self refectiom strategy to teach speaking in English lesson.

In addition, it was found that the students were more interested and motivated to learn English by using self reflection stategy and to help students to practice especially in speaking skill and learn English more easier and insterested.

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Cycle I

Satuan Pendidikan : **SMK AL-WASHLIYAH 3 MEDAN**

Mata Pelajaran   : **Bahasa Inggris**

Kelas/ Semester   : **XI AK/ 1**

Topik   : **Narrative Teks**

Alokasi Waktu   : **2 x 45 Menit**

A. **Standar Kompetensi**

  ➢ Memahami makna teks fungsional pendek dan monolog berbentuk *reports*, **narrative**, dan *analytical exposition* dalam konteks kehidupan sehari-hari.

  ➢ Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari.

B. **Kompetensi Dasar**

  ➢ Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*.

  ➢ Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan

berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
➢ Mengidentifikasi makna dalam teks *tulis narrative* ➢ Mengidentifikasi langkah-langkah retorika dalam wacana: *narrative*	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

➢ Mengidentifikasi makna dalam teks *tulis narrative*

➢ Mengidentifikasi langkah-langkah retorika dalam wacana:

E. Materi Pembelajaran
- Teks narrative sederhana lisan dan tulisan
- Generic strukture tentang narrative teks

Orientation : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)
Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang).
Resolution : Where the problems in the story is solved. Masalah selesai, --- secara baik "happy ending" ataupun buruk "bad ending".

F. Pendekatan dan Metode Pembelajaran

1) Pendekatan : Kontekstual

2) Metode : *Self Reflection Strategi*

G. Sumber, Alat dan Bahan Pembelajaran

Buku 2 Get Along with English for Vocational School Grade XI *ElementaryLevel* dan Buku-buku pelajaran bahasa Inggris yang relevan

H. Soal

The test is oral test. Read a story that in narrative text form and retell the story directly to the teacher!

The Answer :

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word. At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it.

Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to say the word of Catano. One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" Said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I'll hit you".

I. Langkah-Langkah Pembelajaran

1. Kegiatan Awal (Pendahuluan)

- Salam pembuka
- Guru mengabsen siswa
- Bertanya kepada siswa tentang pelajaran sebelumnya.
- Menjelaskan pelajaran yang akan di bahas
- Guru menjelaskan kepada siswa tentang narrative teks

2. Kegiatan Inti

- Siswa mereview apa yang perlu diperhatikan untuk membuat narrative teks
- Menulis draft teks sederhana berbentuk *narrative* secara mandiri
- Mempresentasikan secara lisan teks tersebut di depan kelas

3. Kegiatan Akhir (Penutup)

- Guru menyimpulkan mata pelajaran lalu memberikan beberapa kepada murid secara acak
- Melakukan self reflection tentang pembelajaran yang di sampaikan
- Guru memberikan murid tugas.
- Guru memberitahukan kepada murid pelajaran di pertemuan selanjutnya
- Di akhir pelajaran guru memberikan murid nasehat agar belajar sungguh-sungguh.

J. Penilaian

- Teknik Penilaian   : Tes Lisan
- Instrumen Penilaian   : *Retelling story*
- Rubrik Penilaian

Rated Qualities	Points	Behavioral Statements
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (any) noticeable errors of grammar or word order.
	4	Occasionally make grammatical and/or word order errors which do not, however, obscure meaning.

Rated Qualities	Points	Behavioral Statements
Grammar	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension. Must often rephrase sentences and/or restricts himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes use inappropriate terms and/ or must rephrase ideas because of lexical inadequacies.

	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a 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.

Total skor   : **4 x 5= 20**

Nilai   : **Total skor x 5 = 100**

Mengetahui,   Medan,   Agustus 2018

Kepala SMK Al-Washliyah 3 Medan,   Guru Mata Pelajaran,

Bambang Hermanto, S.Pd   **Alvie Khairina, S.Pd**

Mahasiswi Peneliti

Novi Wardiyah Fitri

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Cycle II

Satuan Pendidikan	:	**SMK AL- WASHLIYAH 3 MEDAN**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/ Semester	:	**XI/1**
Topik	:	**What is Your Plan?**
Alokasi Waktu	:	**2 x 45 Menit**

A. Standar Kompetensi
- Berkomunikasi dengan bahasa Inggris setara *Level Elementary*

B. Kompetensi Dasar
- Menceritakan kegiatan dan rencana kerja yang akan datang

C. Tujuan Pembelajaran
- Siswa dapat menggunakan ungkapan yang tepat untuk menanyakan dan merespon pertanyaan dalam dialog tentang suatu niat atau rencana
- Siswa dapat menggunakan struktur teks yang tepat dalam menyusun teks lisan tentang suatu niat atau rencana
- Siswa dapat mendemonstrasikan dialog tentang suatu niat atau rencana
- Siswa dapat menganalisis kesalahan kalimat tentang niat atau rencana
- Siswa dapat menerapkan kalimat tentang suatu niat atau rencana dalam kehidupan sehari-hari.

D. Pendekatan dan Metode Pembelajaran

1. Pendekatan : Kontekstual
2. Metode : Self reflection strategi

E. Sumber, Alat dan Bahan Pembelajaran

Buku 2 Get Along with English for Vocational School Grade XI *Elementary*
Level dan Buku-buku pelajaran bahasa Inggris yang relevan.

F. Materi Pembelajaran

Expressions dealing with future plans.

Below are some expressions for asking and talking about someone's plan:

What will you do tomorrow?	I will go to shopping
What is your plan for the next holiday?	We are going to Bali
What are you going to do today?	I'm planning to visit my friend at the hospital
What about tonight/ tomorrow/ next week?	I will be playing football with my friends

GRAMMAR IN FOCUS.

SIMPLE FUTURE TENSE

Digunakan untuk menyatakan suatu perbuatan yang dilakukan dimasa akan datang

Time signals for future tense:

Tomorrow : besok

Tonight : malam ini

The day after tomorrow : lusa

Next week/month/year : minggu/bulan/tahun depan

Two more days :dua hari lagi

Later   : nanti

Soon   : segera

In a little while   : sebentar lagi

Pattern :

Positive structure : subject + shall*/will + verb 1

Neggative structure : subject + shall*/will + not + verb

Interrogative structure: shall*/will + subject + verb 1?

G. Soal

What are you going to be and to do in the future. Then tell it directly in front of class!

The Answer :

     Everyone has dreams. Weather they be to become a scientist and discover new and amazing things, or become a star basketball player and be the highest paid player in the league, people dream about their future. I have dreams for the future just like everyone else. Dreams of the good life, with lots of money, hot girls, and fast cars! And I will do whatever it takes to achieve it.

     College is my first step to achieve my dream. Currently I am a student in high school. I do my best to keep my grades up, because I know that they will help me into college. I dream of going to UCSD to get a bachelors degree in biology, then coming back to Stockton to attend UOP and getting a Doctorates degree in Pharmacy. By the time I get this degree, I will be around 28, so I hope that it will all be worth it.

     After I have a doctorate, I plan to get a job working for a company under their research division. I hope I can lend a hand in finding new, more effective ways of administering drugs to patents. Or I could possibly design self-administration drugs for those at home type of people. Or perhaps I could improve packaging designs for the medication. The possibilities are endless!

     As you can see, I have big plans for my future. I plan to make something of myself, and not to give up. I have a major fear of failure, and I won't let it get to me. My parents expect a lot out of me, and I think I

have done a good job so far. My dreams are what keep me going; they are an object for me to strive for. I will obtain that object one day.

H. Langkah-Langkah Pembelajaran

1. Kegiatan Awal (Pendahuluan)

- Salam pembuka
- Guru mengabsen siswa
- Bertanya kepada siswa tentang pelajaran sebelumnya.
- Guru menjelaskan kepada siswa tentang rencana di masa depan

2. Kegiatan Inti

- Mengidentifikasi kata yang di pakai untuk menjelaskan masa depan
- Guru menjelaskan ,ateri ,e,akai self reflection strategi
- Siswa menuliskan tentang mimpi di masa depan
- Siswa menceritakan tentang mimpi di masa di depan kelas.

3. Kegiatan Akhir (Penutup)

- Guru menyimpulkan mata pelajaran
- Melakukan self reflection tentang pembelajaran yang di sampaikan
- Guru memberikan murid tugas.
- Guru memberitahukan kepada murid pelajaran di pertemuan selanjutnya
- Di akhir pelajaran guru memberikan murid nasehat agar belajar sungguh-sungguh.

I. Penilaian

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Rated Qualities	Points	Behavioral Statements
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	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.

	5	Use of vocabulary and idioms is virtually that of a native speaker.
Vocabulary	4	Sometimes use inappropriate terms and/ or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker.
	4	Speed of speech seems to be slightly affected by language problems.
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Mengetahui,   Medan,   Agustus 2018

Kepala SMK Al-Washliyah 3 Medan,   Guru Mata Pelajaran,

Bambang Hermanto, S.Pd   **Alvie Khairina, S.Pd**

Mahasiswi Peneliti,

Novi Wardiyah Fitri

APPENDIX III

INSTRUMENT OF PRE TEST, POST TEST I AND POST TEST II

INSTRUMENT PRE TEST

Nama   :

Mata Pelajaran   : Bahasa Inggris

Kelas   :

Test   : Oral test

Topic   : About facebook will be block by the goverment !

Question   : Do you agree if facebook will be block ? give your

opinion and tell your opinion in front of the class!

INSTRUMENT POST TEST-1

Nama   :

Pelajaran   : Bahasa Inggris

Kelas   :

1. The test is oral test. Read a story that in narrative text form and retell the story directly to the teacher!

INSTRUMENT POST- TEST II

Nama   :

Mata Pelajaran   : Bahasa Inggris

Kelas   :

1. Write about your future dreams. What are you going to be and to do in the future. Then tell it directly in front of clas

Name : Harfani

I don't disagree if facebook blocked because after phone, we can communicate with the people around the world with facebook.

Name : Silvia

I agree because actually facebook has no benefit. And we can still communicate via handphone. And if we want to add a friendship, we can go to the real world instead .

Name : Fauziah Azmi

Actually, i don't really like facebook but i don't agree if facebook applications are blocked, because, how i willl give important information form message to my friends if they don't a whastapp account and then the package cost is cheaper then the credit fee.

Name : Indah Rahayu

No, i disagree, because social media esspecially facebook has their own positive and negative . it depend on the user. So if the user use the facebook on the positive way everything will be positive. And it also on negative. So we have to use social media as well.

TRANSCRIPTS OF STUDENTS' RECORD (POST TEST- 1)

1. Fauziah Azmi

Once upon a time, there was a beautiful girl named Cinderella. She lived with her stepmother and two stepsisters. They treated Cinderella very badly. One day they were invited to the kingdom, but Cinderellas' stepmother would not her let go. Suddenly, the fairy appeared and began to helped Cinderella to came to the party. But in the middle of night she has to go back because the magic would only until last night. Everyone look at Cinderella because of her beauty and she began to dance with the prince but when the watch rang she said to the prince to go until her glass slipper regardless. Because the prince has fallen for her, he asked his solder to found a Cinderella. And after his solder met Cinderella, the Prince married her. And they lived haply ever after.

2. Desi Nur Pradipta

Once upon a time there lived a lovely princess with fair skin and blue eyes. She was so fair that she was named Snow White. Her mother died when she was a baby and her father married again. Her stepmother wanted to be a beautiful women in the world. she would often ask her magic mirror, "Mirror! Mirror on the wall! Who is the fairest of them all?" And the magic mirror would say, "You are, Your Majesty!" But one day, the mirror replied, "Snow White is the fairest of them all!" she began jeolus and wanted snow white to died. She asked her hunsmant to kill snow white but the hunsmant just bring snow white to the forest. And snow white found a small home that lived seven drawfs there. One day when her stepmother known snow white still alive, she has a planning to kill her by a

toxical apple. And snow white eated that. And suddenly Snow white lying on the floor. And when seven drawafs come back home they were very sad because of her. Until the prince came and kiss snow white. And she woke up. And they were married and happily ever after.

3. Harfani

Once upon a time, there lived a beautiful girl named Cinderella. Her fathermarried a widow wit two daughters. Then, he was passed away in her bussiness tour. Cinderella can not live happily because her mother always had her to work in her house. One day, there was invitation from the prince. The prince invited all the girls in the village. But, Cinderella could not go there because her mother did note permite her to go. She was so sad, and then the fairy god,other came to help her. She turned poor Cinderella into a beautiful princess. But, cinderella had to go back before twelve because this agical creature would lose. In the party, she met the prince and danced. At twelve, she had to go and her glass shoes fell and she left it. The prince look the owner of the shoes in the village. And the prince met Cinderella. And they married and happily ever after.

APPENDIX VI

TRANSCRIPTS OF STUDENTS' RECORD (POST -TEST II)

Name : Desi Nur Pradipta

After graduation from the school, i want to continue my study at STAN. After graduation from that, i will work hard and so i can bring my family to hajj in Mecca. I will reach my dream and become a carrier women. Then, i will married with my boyfriend and happily ever after with my littel family in the future.

Name : Silvia

In the future, i will be a successful person who is worth so i can make my parents proud of me. Before that i've to finish my study in this school. And continue to my study university, beside that i will searching for a part time job. May be if i have lot of many i want to study aboard or search for a scholarship, but if it's not work it's okay, i will continue my collage in Indonesia especially here in Medan.

Name : Khairunnisa

In the future, i want to be a carrier woman, after graduation form the school, i will searching for a job. And also i want to life aboard in the sweetest country like Paris. I will make my parent happy and proud of me. I don't want to marry young because i want to reach my dream. If my parents asking me to do that i will leave home. Haha but overall i want to make them happy with my efforts.

INTERVIEW SHEET
(Interview for the English teacher)

Interviewer   : Novi Wardiyah Fitri

Interview   : Ms Alvie Khairina

Profession   : English Teacher

R : Researcher

T : Teacher

R : Apa sajakah kegiatan belajar mengajar bahasa Inggris didalam kelas?

T : Kegiatan nya kayak speaking kadang juga writing anak-anak ini saya suruh.

R : Tehnik mengajar apa saja yang anda gunakan dalam pengajaranspeaking?

T : Tidak ada tekhnik khusus yg saya pakai, kadang saya suruh berkelompok.

R : Aktivitas apa saja yang dilaksanakan dalam proses pengajaran speaking?

T : Biasa saya lebih sering menyuruh mereka conversation di depan kelas

R : Apa kendala dalam pengajaran speaking?

T : Anak-anak ini terkadang gak tau artinya, sehingga mereka bilang susah untuk berbicara. Dan mereka selalu bilang, 'bu, susah bahasa inggris ini, beda arti, beda tulisan, beda juga pengucapan nya'.

R : Bagaimana pastisipasi siswa ketika pengajaran speaking berlangsung?

T : Kadang mereka antusias, tp kadang ribut mereka ini yang jadi kendala di dalam kelas.

R : Tugas apa yang biasa Ibu berikan dikelas untukmendukungpembelajaran speaking?

T : Kadang saya suruh buat percakapan sama temen nya lalu perform di depan kelas

R : Berapa KKM untuk mata pelajaran bahasa inggris untuk kelas XI SMK Al-Washliyah?

T : KKM nya di sekolah kita ini untuk pelajaran Bahasa Inggris itu 75 karena masih memakai KTPS.

R : Apakah Ibu pernah mendengar metode pengajaranself reflection sebelumnya?

T : Tidak pernah sebelumnya. Tapi kalo misalnya di artkan itu kayak strategi refleksi diri ya?

R : Iya bu, jadi setelah guru menyampaikan materi, murid-murid melakukan refleksi diri untuk me-review kembali materi yang di sampaikan guru.

T : oh begitu, iyapaham saya.

R : Apakah strategi pengajaran self reflection efektif diterapkan pada pengajaran sub skill speaking?

T : Cukup efektif, namun alangkah baiknya jika strategy itu lebih intents untuk d terapkan kepada siswa agar speaking mereka lebih meningkat lagi.

R : Baik lah bu, Terimakasih untuk waktunya.

T : Oke you're welcome

INTERVIEW SHEET

(Interview for the Students)

R : Researcher

S : Student

R   : What do you think about English Lesson ?

Student 1   : Menurut saya ms itu pelajaran yg penting, meskipun saya tidak terlalu menguasai nya

Student 2   : Menurut saya bahasa inggris itu pelajaran yang menarik ms.

Student 3   : Kalau menurut Indah ms sulit karena pelajaran nya itu cara pengucapan dan penulisan serta arti berbeda.

R   : What do you think about your skill in speaking subject?

Student 1   : Kemampuan saya dalam speaking tidak terlalu fasih ms, tp kalo misalnya nulis atau nerjemahkan bisa lah sikit-sikit ms.

Student 2   : Saya sedang-sedang aja ms. ha

Student 3   : Kemmapuan saya masih rendah ms, masih banyak artikulasi yang salah sama kosa kata nya masih sedikit.

R   : Please tell me about your difficulties in speaking!

Student 1   **:** Kesulitan nya itu pas bicara sama di tulis beda cara pelafalan nya ms.

Student 2   **:** Pengucapan nya susah terus mengartikannya juga susah ms

Student 3 : Pengucapan, Penulisan sama arti yang berbeda ms, di situlah sulitnya.

R : So, how you increase your speaking skill?

Student 1 : Caranya ya dengan mencoba berbicara Bahasa inggris ke dalam kehidupan sehari-hari ms. Atu biasanya saya mengahapal kosat kata ms.

Student 2 : Menghapal kosata agar lebih mudah ketika berbicara Bahasa Inggris

Student 3 : Biasanya saya ms dengar lagu Bahasa Inggris sama menonton film berbahasa Inggris

Interview the Students After Classroom Action Research (Using Self reflection Strategy)

R : Do you like study English lesson by using self reflection strategy?

Student 1 : Iya ms, suka. Jd lebih inget aja gitu pelajaran yg udah d jelaskan

Student 2 : Lumayan ms. Tp kalo bisa agak lebih lama lagi lah refleksi dirinya.

R : What do you think about your ability in speking after you are study by using self reflection strategy?

Student 1 : Meningkat lah ms, jadi ga perlu terlalu takut lagi untuk bicara.

Student 2 : Iya ms, saya juga ngerasa kayak gitu. Udah gitupun ms jadi ketika melakukan refleksi diri ini kita jadi lebih menguasai apa yg udah kita pelajari dan apa yang akan kita sampaikan, jadi bisa lebih pede gitu miss.

APPENDIX IX

OBSERVATION SHEET

The Observation Sheet of Students' Activity in Cycle I and Cycle II

Checklist (√) in column 1, 2, 3,4

NO	INDICATORS	SCORE							
		CYCLE I				CYCLE II			
		1	2	3	4	1	2	3	4
1	The students come on time				✓				✓
2	The students answer the teacher greeting				✓				✓
3	The students are ready to learn the material		✓					✓	
4	The students listen to the teacher when explaining the material		✓						✓
5	Students are interested and enthusiastic in studying speking English		✓					✓	
6	Students participate well in learning process			✓					✓
7	Students ask the question related to the topic			✓					✓
8	The students give opinion about the question from the teacher				✓				✓
9	Students give good response to the activities in the classroom				✓				✓
10	Students do the test seriously			✓					✓

Note :

Points → 1= Poor   2= Fair   3= Good   4 = Very good

Medan,   Agustus 2018

Guru Mata Pelajaran

Alvie Khairina, S.Pd

APPENDIX X

OBSERVATION SHEET

The Observation Sheet of teacher's Activity in Cycle I and Cycle II

Checklist (√) in column 1, 2, 3,4

NO	INDICATORS	SCORE							
		CYCLE I				CYCLE II			
		1	2	3	4	1	2	3	4
1	Teacher comes on time				✓				✓
2	The teacher greets the students and ask their condition				✓				✓
3	The teacher checks the attendance list				✓				✓
4	The teacher motivates the students				✓				✓
5	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				✓				✓
6	The teacher tells to the students the goal of teaching and learning self reflection strategy				✓				✓
7	Teacher explain the material clearly				✓				✓
8	The teacher gives the students a chance to express their opinion and to give a question that related to the lesson			✓					✓
9	The teacher give chance to the students to make their own mnemonic based on the material				✓				✓

No	Activity			✓				✓
10	The teacher tries to solve the problems together with the students			✓				✓
11	The teacher observes all the students activity during the learning process			✓				✓
12	The teacher gives the test to the students			✓				✓
13	The teacher manages the time effectively and efficiently			✓				✓
14	The teacher concludes the material			✓				✓

Note : Points → 1= Poor   2= Fair   3= Good   4 = Very good

Medan,   Agustus 2018

Guru Mata Pelajaran

Alvie Khairina, S.Pd

APPENDIX XI

STUDENTS' ATTENDANCE LIST

No.	Name	Initial	Sex	Student Attendance				
				I	II	III	IV	V
1.	Adek Kartina	AK	F	✓	✓	✓	✓	✓
2.	Desi Nur Pradipta	DNP	F	✓	✓	✓	✓	✓
3.	Eka Wardani	EW	F	✓	✓	✓	✓	✓
4.	Elliana Sari	ES	F	✓	✓	✓	✓	✓
5.	Fauziah Azmi	FA	F	✓	✓	✓	✓	✓
6.	Harfani	H	F	✓	✓	✓	✓	✓
7.	Indah Rahayu	IR	F	✓	✓	✓	✓	✓
8.	Jogi Anggina Harahap	JAH	F	✓	✓	✓	✓	✓
9.	Khairunnisah	K	F	✓	✓	✓	✓	✓
10.	Nirmala Putri	NP	F	✓	✓	✓	✓	✓
11.	Nurul Aulia Putri	NAP	F	✓	✓	✓	✓	✓
12.	Rendi Arimurti	RA	M	✓	✓	✓	✓	✓
13.	Rissa Al Husna	RAH	F	✓	✓	✓	✓	✓
14.	Sarmila Harahap	SH	F	✓	✓	✓	✓	✓
15.	Sinta Oktaviani	SO	F	✓	✓	✓	✓	✓
16.	Silvia	S	F	✓	✓	✓	✓	✓
17.	Tri Aulia Wati	TAW	F	✓	✓	✓	✓	✓
18.	Wanda Atika Agustina	WAA	F	✓	✓	✓	✓	✓
19.	Yola Pratika	YP	F	✓	✓	✓	✓	✓

20.	Yut Mini Sartika Sari	YMSS	F	✔	✔	✔	✔	✔
21.	Zulaicha Amanah	ZA	F	✔	✔	✔	✔	✔
22.	Nurkiyah Siregar	NS	F	✔	✔	✔	✔	✔

APPENDIX XII

STUDENTS' PRE TEST SCORE

No.	Initial	Sex	Indicator				Sum	Score
			Pro.	Gram.	Voc.	Flu.		
1	AK	F	2	2	1	3	8	40
2	DNP	F	4	4	4	4	16	80
3	EW	F	3	3	3	4	13	65
4	ES	F	3	3	2	2	10	50
5	FA	F	4	4	4	3	15	75
6	HR	F	3	4	4	4	15	75
7	IR	F	4	4	4	3	15	75
8	JAH	F	2	1	3	4	10	50
9	KH	F	3	2	3	4	12	60
10	NP	F	2	3	4	4	13	65
11	NAP	F	3	3	3	3	12	55
12	RA	M	4	3	2	4	13	65
13	RAH	F	3	4	4	3	14	70
14	SH	F	4	3	3	3	13	65
15	SO	F	3	2	2	3	10	50
16	S	F	3	2	3	4	13	65
17	TAP	F	3	3	2	3	11	55
18	WAA	F	3	4	4	3	14	50
19	YP	F	2	3	3	4	12	60
20	YMSS	F	3	4	4	4	15	75
21	ZA	F	3	3	3	3	12	50

22	NS	F	3	3	2	3	15	40
Total								**1335**
Mean								**60,68**
Percentage								**22.72**

APPENDIX XIII

STUDENTS' POST-TEST I SCORE

No.	Initial	Sex	Indicator				Sum	Score
			Pro.	Gram.	Voc.	Flu.		
1	AK	F	3	2	2	3	10	50
2	DNP	F	5	4	4	4	17	85
3	EW	F	4	3	3	4	14	70
4	ES	F	3	2	3	4	12	60
5	FA	F	4	4	4	4	16	80
6	HR	F	4	4	4	4	16	80
7	IR	F	4	4	4	4	16	80
8	JAH	F	3	2	3	4	12	60
9	KH	F	4	2	3	4	13	65
10	NP	F	4	3	3	4	14	75
11	NAP	F	3	2	4	3	13	65
12	RA	M	4	3	4	4	15	75
13	RAH	F	4	4	3	4	15	75
14	SH	F	4	3	3	4	14	70
15	SO	F	3	2	3	3	11	55
16	S	F	4	3	3	4	14	70
17	TAP	F	4	3	4	4	15	75
18	WAA	F	3	2	3	3	11	55
19	YP	F	4	3	4	4	15	75
20	YMSS	F	4	4	4	4	16	80
21	ZA	F	3	2	3	4	12	60
22	NS	F	3	2	3	3	11	55
Total								1515

Mean								68.86
Percentage								45.45

APPENDIX XVI

STUDENTS' POST-TEST II SCORE

No.	Initial	Sex	Indicator				Sum	Score
			Pro.	Gram.	Voc.	Flu.		
1	AK	F	4	3	4	4	15	75
2	DNP	F	5	4	5	4	18	90
3	EW	F	3	4	4	4	15	75
4	ES	F	4	3	4	4	15	75
5	FA	F	5	4	4	4	17	85
6	HR	F	4	4	4	5	17	85
7	IR	F	4	3	4	5	16	80
8	JAH	F	4	3	4	4	15	75
9	KH	F	4	4	3	4	15	75
10	NP	F	4	3	4	4	16	80
11	NAP	F	4	3	4	4	15	75
12	RA	M	5	4	4	3	16	80
13	RAH	F	4	4	4	5	17	85
14	SH	F	4	3	4	5	16	80
15	SO	F	4	2	3	4	13	65
16	S	F	3	4	4	4	15	75
17	TAP	F	4	4	4	4	16	80
18	WAA	F	4	3	4	4	15	75
19	YP	F	4	3	4	4	15	75
20	YMSS	F	5	3	4	4	17	85
21	ZA	F	4	2	3	4	13	65

22	NS	F	3	2	3	4	12	60
Total								**1695**
Mean								**77.04**
Percentage								**86.36**

DIARY NOTES

First Meeting (Tuesday, 21Augustth 2018)

The first meeting of the research was the pre-test. The researcher gave pre-test to the students to know how far the students ability in English especially speaking. Before that, the reseacher asked them about their difficulties in speaking English. Most of them told that the difficulties is the pronounciation and also grammar. Then the researcher asked them to tell their opinin aboout facebook, but the students seemed difficult to deliver their opinion. Some of them were good, but most of them could not deliver their opinion. Many problems have been found during pre-test. The condition of classroom was not condusive. So, it could be concluded that the students still had difficulties in speaking.

Second Meeting (Tuesday, August28th2018)

In second meeting, the researcher explained the material and wrote it on the whiteboard. The reseacher deliver the material by applying self reflection strategy with narrative text as the main subject. The researcher asked the students to read a atory in narrative text and retell in front of the class. The students tried to re-read and re tell about the stories. In teaching learning process, some of the students were active, they gave a few question. Eventhough there were some students made noisy in the classroom. Their ability in speaking were increase.

Third Meeting (Wednesday, August29ᵗʰ 2018)

In the third meeting, the researcher did post-test I. This test was done to see and knew the students' progress on their speaking skill after applying slef reflection strategy in post-test I, the researcher asked the students to retell the story in narrative text form. The test took about ninety minutes. Unfortunately, the score of pre-test I was not satisfied.

Fourth Meeting (Tuesday, Sept4ᵗʰ2018)

After students did post-test I, the researcher started cycle II. The researcher a modifications in the learning process. The researcher also changed the topic. The topic is aout 'what is your plan' The researcher also gave more explanation about the grammar to the students. The students were more serious in teaching learning process then before.

Fifth Meeting (Wedensday, Sept5ᵗʰ2018)

In this meeting, the post-test II was given to the students. The test was given to know the students improvement after applying self reflection strategy in cycles II. 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.

PHOTOGRAPHY