



**IMPROVING STUDENT'S SPEAKING SKILL BY USING BROSHURES
AND PAMPHLETS AS MEDIA AT JUNIOR HIGH SCHOOL SMP
NEGERI 2 PERCUT SEI TUAN**

THESIS

Submitted to Faculty of Tarbiyah and Teacher Training UIN-SU Medan as Partial

Fulfillment of the Requirements for Degree of Sarjana Pendidikan

By:

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34.15.4.200

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE UNIVERSITY OF NORTH SUMATERA
MEDAN
2019**



A SKRIPSI

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Assalamualaikum Wr. Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terdapat skripsi mahasiswa

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Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasahkan dalam sidang munaqasah Fakultas Ilmu Tarbiyah dan keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

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NEGERI 2 PERCUT SEI TUAN**

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

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

Medan, 06 Agustus 2019

Yang membuat pernyataan

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ABSTRACT

Hafni, Astrida. Registration Number:34154200. Improving Student's Speaking Skill By Using Broshures And Pamphlets As Media At Junior High School Smp Negeri 2 Percut Sei Tuan. A Skripsi, English Education Program, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatra, 2019-08-06

This research aimed to improved the students' speaking skill in English lesson by using media brochures and pamphlets. This research was conducted by using Classroom Action Research (CAR). The subject of this research was VIII-9 grade of SMP Negeri 2 Percut Sei Tuan 2019/2020 academic years which consisted of 31 students. The objective of this research was to improve students' speaking skill in English Lesson by using Media Brochures and Pamphlets at Eight Grade of SMP Negeri 2 Percut Sei Tuan. This research was conducted in two cycles which each consists' of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data. The result of this research showed that there was increasing of students in speaking skill. The mean of pre-test was 59.16. The mean of post-test 1 was 75.35. the mean of post-test 2 was 82.90. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-Test, the students who got point >75 up were 4 students (12.90%). In the post-test of cycle 1 students who got point >75 up were 21 students (67.74%). The post-test of cycle 2, students who got point >75 were 28 students (90.32%). In other words, the students' ability in speaking improved and became well in the first meeting to the next meeting.

Keyword: *Brochures and Pamphlets, Students' Speaking Skill*

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The written of this skripsi entitled “Improving Student’s Speaking Skill By Using Broshures And Pamphlets As Media At Junior High School Smp Negeri 2 Percut Sei Tuan”. This skripsi is written to fulfill one requirement to obtain the *Sarjanadegree* at Department of English Education of Faculty Tarbiyah Science and Teachers Training State Islamic University of North Sumatera.

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Finally, it is obviously that this skripsi is not perfect yet either in content or grammar, etc. So that the suggestion or critical from the reader for the better of this skripsi is hoped. I hope this skripsi can be useful to all of people.

Medan, 02 Agustus 2019

ASTRIDA HAFNI

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CHAPTER I

INTRODUCTION

1.1. The Background of Study

According Curriculum proposed by the Department of National Education in 2013, the English teacher must act as a model that exemplifies how to communicate in English, provides and structures polite communication activities in English, then provides consistent support so that these polite communication habits shape the character of students.¹

Thus, the task of English language teachers becomes increasingly clear: presenting themselves as good and correct functional English users so that students can imitate them, then involving students in good communication activities / events in English, and building politeness this communication is a collective habit in the class he commands. In this way, English teachers are positioned as role models who are "innocent" and "imitated". As one of the basic skill of English, speaking has an important role in language learning process. According to Fulcher that speaking is the verbal use of language to communicate with others². Maxom stated that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their idea, feelings and desires to others. In school, the students learn how to speak English easier because there are teachers and friends who can be there facilitator and pairs to practice English³. So, speaking is ability of people to communicate with other people by using verbal language.

¹<http://bachrudinmusthafa.staf.upi.edu/2016/04/23/kurikulum-bahasa-inggris-2013-apa-yang-diinginkan-kemdikbud/>. Access in 1 Agustus (04.27)

² Gleen Fulcher, (2003), *Teaching Second Language Speaking*, New York : Pearson-Longman, P.24

³ Nurokhma, (2009), *Elicitation Technique Used in Teaching Speaking*, Yogyakarta: Unpublished Thesis, P.183.

In this case, the students must study hard to master it and the teachers should create a good atmosphere in class. However, it is contrary to the real situation in class. Speaking activities do not work in class because many factors prevent students from speaking English with their friends. They are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability.

In reference to the observation conducted by the researcher, many students of SMP Negeri 2 Percut Sei Tuan still get difficulties in speaking English because of some causes. One of the causes is the ineffective media, particularly during the English speaking teaching and learning process. It could affect the students' competence to speak in English. Consequently, it is difficult to make a conducive speaking class and need higher effort to improve the students' willingness in learning English speaking. With regard to this condition, the researcher is interested in conducting an action research on improving the quality of teaching and learning process, especially in speaking class. In this action research, the researcher works in a team involving all of the students.

There are some factors which determine the success of teaching and learning of speaking. The researcher interviewed the teacher and the students. The researcher also observed the English teaching and learning process at SMP Negeri 2 Percut Sei Tuan. Based on the interview and observation, the researcher found some problems. They are as follows.

The first problem is related to the teacher. The English teacher did not use interesting media to conduct the teaching and learning process. She did not optimize any teaching aids as the sources to help her to conduct the teaching. Consequently, the teaching and learning process seemed less interesting. The second problem is related to the students. Students have many difficulties in learning English as a compulsory subject at school. They often make mistakes in speaking because they must adopt the structures or patterns that differ from those

of their mother tongue. As a matter of fact, the students have minimum chance in practicing English in the daily context. They neither practice nor communicate in English. Even, they tend to speak in Indonesian instead of English. Therefore, they are reluctant to speak in English.

The third problem is media. In SMP Negeri 2 Percut Sei Tuan, the media for teaching and learning process were available, whereas the English teacher of SMP Negeri 2 Percut Sei Tuan still got difficulties in applying those media in the teaching and learning process. In the teaching and learning process, the English teacher always used textbook and students' worksheet as the main media instead of using another interesting media. This condition made the students easily got bored to join the lesson.

The last problem comes from the activities during the speaking teaching and learning process. In fact, the activities during the English lesson seem to be boring and less interactive. This can be seen in the speaking activities, which consist of drilling materials in the textbook, practicing the material, and finally producing the task based on the text in the worksheet. There are no variations of learning English speaking which could engage students to be more involved to the speaking activities. In the classroom, the process of teaching and learning tends to be monotonous. This makes the process of the learning speaking tend to be passive and uninteresting. It affects the students' motivation in learning English.

Besides that, the activities implemented by the teacher are sometimes not interactive. The teacher mostly uses individual performance so that the interaction among the students is quite minimal. In reference to the above discussion, there are some problems concerned with the quality of speaking teaching and learning in SMP Negeri 2 Percut Sei Tuan. The crucial problems are the lack of students' motivation in joining English teaching and learning,

ineffective teaching methods, and limited media. Those problems are believed to provide a big impact on the quality of English speaking teaching and learning process.

In an activity of teaching and learning activities must have the latest creativity so that students do not get bored quickly in participating in learning activities. In English learning activities there are promotional materials, or information dissemination, in English, of course it would be better to choose an effective and efficient way so that it does not cost too much.

Pamphlets and brochures are devices that are commonly used to achieve this, as long as a number of factors are considered such as location and audience. Pamphlets are a paper-based cell which aims to provide detailed information to its readers, and usually the topic is focused on one thing such as a guide book, activity schedule information, etc. which generally contain more concise and dense content compared to brochures.

Pamphlets generally have a topic with direct information that aims to make readers understand the topic easily, which is why pamphlets are usually used to provide information and not to make direct sales (which is a function of brochures).

Brochures are a general marketing tool used to advertise a product or service and have several pages or one page folded several times. Usually brochures will contain images and information that are focused on the company's products or services. Brochures are usually not bound but there are some who bind them.

Ideally, if the teacher used media in teaching especially Broshur and Pamphlet in Speaking skill. So the students enjoyed and were interested in speaking skill. Besides that, the students were easy to understand speaking skill. So the students will active in teaching learning. The researcher hopes this media can help students ability will be better, so that it is able to increase the students ability in speaking skill.

Based on the reasons above, the researcher here come up to make a research which entitles, **“IMPROVING STUDENT’S SPEAKING SKILL BY USING BROSHURES AND PAMPHLETS AS MEDIA AT JUNIOR HIGH SCHOOL SMP NEGERI 2 PERCUT SEI TUAN”**

1.2.The Identification of Study

Based on the background of the study, the low ability in speaking skill of the students could be found by the External and Internal factors:

1. The English teacher did not use interesting media to conduct the teaching and learning process.
2. The students often make mistakes in speaking because they must adopt the structures or patterns that differ from those of their mother tongue.
3. The English teacher of SMP Negeri 2 Percut Sei Tuan still got difficulties in applying those media in the teaching and learning process.

1.3.The Limitation of Study

With regard to the identification of the problem, it is impossible for the researcher to solve all problems influencing the quality of student’s speaking skill. This research is focused on increase the quality of student’s speaking skill through the use of brochures and pamphlets.

1.4.The Research of Question

The writer specifies the research in improving speaking skill by using brochures and pamphlets as media’s in Smp Negeri 2 Percut Sei Tuan. Then, to make the study easy to understand, the writer formulates the problem as follow: “How can brochures and phamplets as media’s improve the speaking skills of SMP Negeri 2 Percut Sei Tuan?”.

1.5.The Objectives of Study

The objective of the research is to improve the speaking skills SMP Negeri 2 Percut Sei Tuan through by using brochures and Phamplets as media's.

1.6.The Significances of the Study

1. Theoretically

Related to this research, the writer hopes that this research can be used as reference for other researcher who wants to conduct the similar research.

2. Practically

The writer expects that the results of the study would be useful for:

- a. For principals, the results of this study are expected to be useful as the guideline of the principal in managing learning is institutionalized the education he leads
- b. Teachers, to provide the English teachers a plan and to conduct a better and interesting learning process, using media.
- c. Students, who want to know about the similar topic.
- d. Researcher, this study would be more important for their next career in teaching learning process after graduated from this University in the future.
- e. Audience, hopefully this study will provide information for those who are interested in this study.

CHAPTER II

LITERATURE OF REVIEW

A. Theoretical Framework

To support the ideas of this research, some theories and some information will be include to help the researcher design the research.

2.1. Speaking

The theories cover the definition, function, and basic types of speaking.

2.1.1. Definition of Speaking

According to Hall as quoted by Glenn Fulcher, speaking is an ability that taken for granted, learned as it is through a process of socialization through communicating.⁴ Fulcher states that speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they are innumerable, and as this is not a book about human needs and desires we will not even attempt to provide examples.⁵

Speaking is complex matter. Anyone who wishes to speak a second language must learn the grammar and vocabulary of the language, and master its sounds. Planning what to say, formulating the utterances and producing them need to become automatic if what the learners says is to be considered 'fluent'.⁶ Speaking is the verbal use of language to communicate with other.⁷ David Nunan states speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire

⁴ Glenn Fulcher. (2003), *Testing Second Language Speaking*. London: Pearson Longman.p.22

⁵*Ibid.*, p.23

⁶*Ibid.*, p.46

⁷*Ibid.*,p.79

people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.⁸

According to Chaney , speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.⁹

Speaking also explain in the Qur'an which in Q.S Ar-Rahman: 1-4.¹⁰

الرَّحْمَنُ ۙ ۱ ۝ عَلَّمَ الْقُرْآنَ ۙ ۲ ۝ خَلَقَ الْإِنْسَانَ ۙ ۳ ۝ عَلَّمَهُ الْبَيَانَ ۙ ۴ ۝

Meaning:

1. The Merciful, 2. He has taught the Qur'an, 3.He created man, 4.He taught him eloquent speech.

Based on pieces of the verses of the Qur'an above says that Allah SWT has created man and Allah SWT has taught him (human) speech (and intelligence).

This means, our speaking ability comes from God Almighty. Harmer defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time to detailed planning. Therefore, the fluency is required to reach the goal of the conversation.¹¹

⁸ David Nunan, (2003), *Practical English Language Teaching*, New York:McGraw-HillCompanies, Inc., p.48

⁹A.L. Chaney, (1998), *Teaching Oral Communication*, Boston: Allyn and Bacon, p.13

¹⁰ Muhammad Taqi Uddin Al-Hilali and Muhammad Muhsin Khan, (1993), *The Noble Qur'an in The English Language* , India: Maktaba Darul Qur'an, p.833

¹¹Jeremy Harmer. (2001). *Practice of English Language Teaching*. Edinburgh Gate: Longman. p. 269

In the other Quran verses Q.S Qaf : 16-18

وَلَقَدْ خَلَقْنَا الْإِنْسَانَ وَنَعْلَمُ مَا تُوَسْوِسُ بِهِ نَفْسُهُ وَنَحْنُ
أَقْرَبُ إِلَيْهِ مِنْ حَبْلِ الْوَرِيدِ

Meaning : "And verily We have created mankind and know what was whispered by his heart, and We are closer to him than the veins of his neck, when two angels record their deeds, one sits on the right and the other sits on the left. He said nothing but near the guardian angel who was always a hadist"¹²

From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as vocabulary, pronunciation, accuracy and fluency. Students need to mastered all of those elements. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners because from this activity people can understood what the other said who use a foreign language too.

2.1.2. Component of Speaking

In speaking skill, the component is used to complete the skill. There are five components of language influence speaking skill.

¹²<https://almanhaj.or.id/3197-menjaga-lisan-agar-selalu-berbicara-baik.html>. diakses pada tanggal 25 april 2019, (09:53).

1. Pronunciation

This refers to how well the students pronounce the language. As well as considering the communicated effect of the students pronunciation, there is contribution how much strain it causes on a listener, and how not cable there accent is although accent itself is not to be able to produce the phonological of speech.

2. Grammar

Grammar refers to the grammatical mastery in speaking. It is important because the language is a system that would be followed. Someone who mastery grammar will know how to arrange word in sentences, the correct tenses will be used ect. So that, grammar is one of components to create a good sentences.

3. Vocabulary

The word vocabulary is used to indicate that they are list of words, which should be understood in order communicated well. It means the whole stock of words used by nation, by any set of person or by an individual.

4. Fluency

This refer to how good the students are keeping talking at the right speech and how good they are connecting their idea together. There are many factors that influence the fluency of speaker. For instance, the ability to combine the sentences can interpret with the fluency. Besides when the listener to the speaker, he many not concentrate on the sound of the message.

5. Comprehension

This refer to how good students understand the meaning of something. The word 'comprehension' refer to the ability to make sense of something or to understand something.¹³

2.1.3. Types of Speaking

According to H.Douglas Brown, there are five basic types of speaking: imitative, intensive, responsive, interactive, and extensive. All of the basic types are described as follows:¹⁴

1. Imitative

At one end of a continuum of types of speaking performance is the ability to imitate a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

¹³ Brown, H. Douglas, (2004). *Teaching by Principles an Interactive Approach to Language Pedagogy*. Longman. P. 172-173

¹⁴ H.Douglas Brown, (2004) *Language Assessment Principles and Classroom Practices*, United States of America: Longman, p.141-142

2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, 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. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks, including simple sequences; and translation up to the simple sentence level.

3. Responsive.

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up questions or retorts :

A. Mary : Excuse me, do you have the time?

Doug : Yeah. Nine-fifteen.

B. T : What is the most urgent environmental problem today?

S : I would say massive deforestation.

C. Jeff : Hey, Stef, how's it going?

Stef : Not bad, and yourself?

Jeff : I'm good.

Stef : Cool. Okay, gotta go

4. Interactive.

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. (In the three dialogues cited above, A and B were transactional, and C was interpersonal.) In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

5. Extensive (monologue).

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to non verbal responses) or ruled out all together. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

2.1.4. Functions of Speaking

There have been numerous attempts made to classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

Richards distinguishes the functions of speaking into three categories which are quite distinct in terms of form and function and requires different teaching approaches. Those functions are categorized into talk as interaction, talk as transaction, and talk as performance.¹⁵

1. Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. People do the speaking activity in order to be friendly and to establish a comfortable zone of interaction with others. The focus on this category is more on the speakers and how they wish to present themselves to each other than on the message.
2. Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.
3. Talk performance refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. This type of talk tends to be in the form of monolog rather than dialog. Talk as performance is closer to written language than conversational language, and often evaluated according to its effectiveness or impact on the listener which

¹⁵Jack C. Richards, (2008). *Teaching Listening and Speaking; From Theory to Practice*.

is different from talk as interaction or transaction. Debate, welcoming speech, presentation, giving a lecture are examples of talk as performance.

2.1.5. Difficulties of Speaking

According to Brown, there are eight factors in speaking that could make learners difficult to produce good English in oral communication as follows:¹⁶

- a. Clustering. Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.
- b. Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.
- c. Reduced forms. Contractions, elisions, reduced vowels, etc., could create special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.
- d. Performance variables. In spoken language, the process of thinking as the speaker speaks allows the speaker to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. In English, the “thinking time” is not silent, rather “fillers” such as uh, um, well, you know, I mean, like, etc.
- e. Colloquial language. This factor could make the students difficult to speak. It is often found that the students are not well acquainted with the words, idioms, and phrases of colloquial language, so they often make mistakes in producing these forms.
- f. Rate of delivery. In this factor the teacher needs to help the students to achieve an acceptable speed along with other attributes of fluency.

¹⁶ H. Douglas Brown, (2001), *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed, op, cit p.270-271

- g. Stress, rhythm, and intonation. They are the most important characteristic of English pronunciation. Different stress, rhythm, and intonation could convey different meaning. Those characteristics also the factor that make speaking difficult for the students.
- h. Interaction. Interaction needs the creativity of conversational negotiation. Learning to produce waves of language in a vacuum, without interlocutors, could rob the creativity of conversational negotiation in speaking.

2.1.6. Speaking Skill

Language will be beneficial if someone can use it spoken. It's mean that learning language is not only learning about theory, but also learning how to practice it in a real communication, as the function of language. There for, speaking skill is most important skill among four skill in English. The ability to function in another language is generally characterized in terms of being able to speak that language.¹⁷ Language is measured by it result in speaking skill or oral communication. In other words, we can also measure the ability of language from his/her ability in speaking.

2.1.7. Teaching Speaking

Teaching is showing/helping someone to learn how to the something, giving instruction, guiding in the study of something, providing the knowledge, and causing to know and understand.¹⁸

Teaching speaking skill is important to the large number of students who want study English in order to be able to use English for communicative purpose moreover, students are considered successful if they can communicate effectively in the language. The way to decrease the students difficulties in the classroom the lecture use creative strategies to improve students speaking skill.

¹⁷ David Nunan, *Second Language Teaching and Learning*, (New York, 1999), P.225

¹⁸ Dauglas Brown, *Principle of Language Learning and Teaching*. (Newjersey:2007), P.8

2.2. Definition of Broshur

According to Andi Prastowo brochure is a written information material about a problem that is arranged systematically. The brochure is also interpreted as a printed leaflet containing brief and complete information.¹⁹ Meanwhile, Simamora Ruth Stefanie, explained that brochures are generally intended to create knowledge. The strength of the brochure can be seen on the display or layout, size, and frequency.²⁰

Abdul Majid explained that brochures can be used as an interesting learning resource, because of their attractive and practical form. In addition, illustrated images on brochures can also increase students' interest in learning to use learning resources in the form of brochures. The use of illustrated images and brief explanations on brochures makes the material presented to be more easily understood by students. Material that is easily understood and learned by students through learning resources in the form of brochures will make the learning process more interesting.²¹

Based on the explanation above, it can be concluded that the brochure is a printed source of learning in which there are pictures or writings containing brief explanations of certain information. Brochures can be used as an interesting learning resource in classroom learning, because the form is simple and practical, besides that with the illustration of the picture in a brochure will attract students to use it.

¹⁹ Andi Prastowo, 2012. *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Yogyakarta : Diva Press. P. 38

²⁰ Ruth Stefanie, 2013 . *Respon Pengunjung Terhadap Media Brosur Jatim Park 2*. Jurnal E-Komunikasi Vol.1 No.3. P.4

²¹ Abdul Majid. 2013. *Strategi Pembelajaran* . Bandung : PT Remaja Rosdakarya. P.177

2.2.1. Strengths and Weaknesses of Using Brochures

If printed teaching materials are well arranged, the teaching materials will bring several benefits, as well as brochures. This was stated by Ballstaedt (in Setyono, 2005: 16) as follows.²²

1. Makes it easy for a teacher to show students which part is being studied
2. The procurement costs are relatively small
3. Fast to use and can be moved easily
4. The arrangement offers broad convenience and creativity for individuals.
5. It is relatively lightweight and can be read everywhere.
6. Motivate readers to carry out certain activities.
7. Can be enjoyed as a document of great value.
8. Readers can set the tempo of learning independently.

In addition to the positive side, brochures also have a negative side or weaknesses as stated by Wiryanto (2010: 1) as follows.²³

- a. Not able to present the movement, presentation of material is linear, and unable to present events in sequence.
- b. It is difficult to provide guidance to readers who have difficulty understanding certain parts.
- c. It is difficult to provide feedback for the questions asked which have many possible answers or questions that require complex and in-depth answers.
- d. Can not accommodate students with limited reading abilities

²² Setyono, B.2005. Strategi Pembelajaran , Bandung : PT Rosda Karya. P. 16

²³ Wiryanto. (2005). Pengantar Ilmu Komunikasi . Jakarta. Grasindo, P.1

- e. Requires prerequisite knowledge so that students can understand the material explained. Students who do not fulfill the assumption of knowledge of these prerequisites will have difficulty understanding.
- f. Tends to be used as memorization.
- g. Sometimes it contains too much terminology and terms so that it can cause a large cognitive burden to students.
- h. One-way presentation because it is not interactive so it tends to be used passively, without adequate understanding.

2.2.2. Procedures of Applying Brochures in Teaching Speaking

The procedures are as follows:

- a. Teacher introduces the student the plan for strategic reading (preview, click and clunk, get the gist and wrap up) and the students' give attention on the teacher's explanation
- b. Teacher gives the brochure and then modeled the strategic reading while reading the brochure. Students read the brochure by following teacher's instruction
- c. The teacher asks student to read the brochure loudly, a paragraph first, and explain why, how and when the strategies is used. Students listen to the teacher explanation.
- d. Teacher invites the students to give questions about the teacher's explanation. Students give questions.
- e. After the initial modeling, students are invited to try using the strategies when reading the next paragraph. Students follow the teacher's instruction.

- f. Teacher corrects the students' comprehension of the text. Students listen to the teacher and correct their answer.
- g. Teacher gives the conclusion about the lesson.

2.3.CONCEPTUAL FRAMEWORK

Media can improve student speaking , can help students reflect and evaluate their learning experience, as well as serve as useful assessment tool for teachers . Brochures also help teacher to activate a learner's prior knowledge

Brochures media are used to introduce a new way of learning to the students to have more experiences on it. Hopefully, that they were giving their enthusiastic in following the lessons. They are highly encouraged and motivated to express themselves when they are assigned to solve the problems. As they solve the problems their achievement in speaking and their vocabularies increasingly was improved.

2.4.Actional Hypothesis

Based on the theoretical and conceptual framework above, the hypothesis of this research is Using Broshures And Pamphlets As Media can improve the students' Speaking Skill.

2.5.RELATED STUDY

In research Fidelia Tria Marista, (2013). The title is The Use Of Brochure In Increasing Students Speaking Ability.She Stated that the use of Brochure Increasing Students Speaking Ability could improve the students' speaking achievement. The results show that value the average pretest is 64.9 and posttest reaches 78.9 (increase 14) and understanding is the aspect that has the highest increase from 13.2 to 16.8 (increase 3.6). Based on the research results, the research hypothesis this is acceptable because the tail of

the two tail significant is $p = 0.000$ which means $p < 0.05$. It can be concluded that speaking teaching uses brochures can improve students' speaking skills effectively.

In other research Marwah Ahmad Maulana, (2007). The title is Development Of Leaflet-Based Learning Media On Class Xi Circulation System Material Makassar Man I. Based on the research of the study, it can be concluded that learning using Leaflet-based learning media that have been developed improve student learning outcomes. This can be seen from the number of participants students who get complete grades in learning the circulation system. it can be seen that the learning outcomes of MEA XI grade 5 students Makassar MAN I on circulation system material using media developed obtained an average score of 73.25% of the ideal score of 100. Maximum value obtained by students is 100 and the minimum value obtained by students is 55.

CHAPTER III

METHOD OF RESEARCH

3.1 Location of the Research

This study took place in SMP Negeri 2 Percut Sei Tuan which was located in Jl. Gambir Ps. VIII, Tembung, Kec. Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara 20371. The school has 30 classes. There were four English teachers in the school. The research study was conducted at VIII grade of SMP Negeri 2 Percut Sei Tuan.

3.2 Type of the Research

The type of this research is Classroom Action Research (CAR). Classroom action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies for solving problem which use real action and developing capabilities to detected and solve the problem.²⁴

This action research tries to identify the problem that happened in the teaching and learning class and then decides an action to overcome the problems. In this research, the researcher identified some problems related to the students' speaking skill. In classroom action research, there were four phases that should be conducted namely: planning, action, observation and reflecting. The four phases were done in two cycles, each cycle consisting of 4 stages. Classroom action is a method of finding out what the best way in the classroom. So that, we can improve students

²⁴ M. Djuanaidi Ghory, (2008), *Penelitian Tindakan Kelas*, Malang: UIN Malang press, p. 8

ability in learning process. This aim of classroom action research is to improve the teachers' teaching their own classroom or school. While there is no requirement that the findings be generalized to other situation, the results can add to knowledge base. According to Arikunto, Classroom Action Research consist of three words, there are:²⁵

a. Research

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

b. Action

Some activities that are deliberately made with a specific purpose, which in this research formed a series of cycle activities.

c. Class

Class is group of students who are in the same time receive the lesson from a teacher. Constrains which written for understanding about the class is old interpretation, to immobilize a misconception and widely understood by the public with "room for teacher to teach". Class not just a room but a group of students who are studying.

By combining three words above, classroom action research reflection to activity which is intentionally appeared and happened in class. In here, the researcher uses a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart model that consist of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research is brought about by the series of cycle. The figure is bellow:

²⁵ Wina Sanjaya, (2013), Penelitian Tindak Kelas, Jakarta :Kencana, P.2

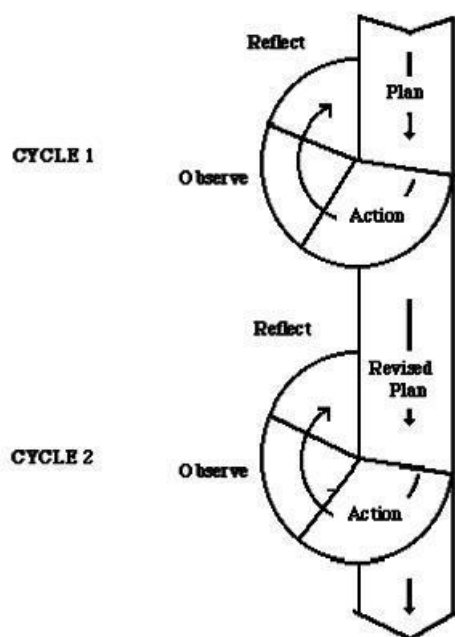


Figure 3.1: Action Research Spiral, Model from Kemmis and Mc Taggart²⁶

The procedures of research are performed by administering two cycles. Each cycle contains four steps which are planning, action, observation, and reflection. Before the first cycle begins, an orientation test is administered to identify the basic knowledge of the students about speaking skills.

3.2.1. Cycle I

a. Planning

Planning is an arrangement for doing something. In planning, the researcher prepares everything that will be needed in the learning process. The following points are the specifications of the planning in the first cycle:

- a) Analyze the students' problem in speaking

²⁶ Rochiati W. Iriatmadja, (2006), *Metode Penelitian Tindakan Kelas (Untuk Meningkatkan Kinerja Guru dan Dosen)*, Bandung: Remaja Rosdakarya, p. 6

- b) Conducting the cycle in two meetings.
- c) Preparing material for speaking skill.
- d) Conducting pre-test in order to know the students' basic ability in mastery speaking.
- e) Conducting a test of speaking skill with Media Broshures and Pamphlets in last meeting.
- f) Preparing the instrument for collecting data, such as diary notes, observation, interview sheets and documentation.

b. Action

Action is process doing things, it is implementation of planning. In this step, the students will be taught how to improve speaking skill with Media Broshures and Pamphlets.

- Explain the purpose of Media Broshures and Pamphlets in learning English.
- Devide students into fifteen groups.
- Assign task to each group to memorize the vocabulary associate with the material and make a conversation.
- Asks the students to practice speaking with the vocabulary that has been memorize.

c. Observation

In this stage the researcher conducted several activities as follows: Observed during the process of learning about students speaking skill and learning process using observation sheets that had been prepared.

- To evaluate students skill of observation
- Make notes suitability study process undertaken based on indicators of speaking skill

d. Reflection

Reflection implemented based on the analysis of data from observation and evaluation activities. Reflections conducted to determine the extent to which media can enhance students speaking skills and to know the advantages and disadvantages of the implementation of learning process which has been implemented to avoid recurrence on the second cycle and overcome obstacles that may be encountered on the second cycle.

3.2.2. Cycle II

a. Planning

Activity of which is in the planning cycle II is the same as planning to cycle I. The planning stages on the second cycle based on the result of reflection of the activity cycle I. Planning is done to avoid the shortage and obstacles that occur in the first cycle both on students and on the implementation process of learning to improve students speaking skill. In this cycle consist of two meetings. The first and second meeting on the second cycle is presented in the material daily routines.

b. Action

Activities undertaken in this phase is to implement lesson plans that have been planned and developed from the implementation of the first cycle of the learning process accordance with lesson plans that have been previously design to improve students speaking skill and the learning can take well.

c. Observation and evaluation

As in cycle I, observation and evaluation activities carried out to determine the changes in students speaking skill.

d. Reflection

At the end of the second cycle, the observation of later researchers to find weakness and excellence in learning. Reflection include:

- Disclosure of the result of observation about the advantages and disadvantages of learning in understanding the concept by using Media Broshures and Pamphlets.
- Reveal the action that have been conducted during the student learning progress poses
- Disclose the action taken by the teacher during the learning and teaching process. The things that reflected the discussion with the class teacher concerned.

3.3 Subject of the Research

The subject of the research was the students of VIII-9 of SMP Negeri 2 Percut Sei Tuan. Who were in the second semester by the academic year of 2019/2020. There were 31 students in the classroom, with detail of 15 male students and 16 female students.

Tabel 3.1. The Member of Students In Class

Class	Students	
	Male	Female
VIII-9	15	16
Total	31	

3.4 Time of the Research

The research study was conducted in the second semester of the academic year of 2019/2020. The actions were carried out in July-Agustus 2019. The observation was done on Agustus 2019.

3.5 Procedure of Observation

The Classroom Action Research (CAR) using Kemmis and Taggart design consists of four phases, they are planning, acting, observing, and reflecting, after doing four phases called one cycle. After finishing the first cycle, it might be found a new problem or the previous unfinished problem yet. Therefore, it is necessary to continue to the second cycle in line it the same concept of the first cycle. Here are the explanations about four phases:

1. Planning Phase

A planning phase was done after identifying and diagnosing students' speaking problem occurred in the class proven by observing and interviewing; furthermore in this phase the planning is divided into two types. Those are general planning and specific planning.

The general planning is aimed at organizing whole aspects referred to Classroom Action research (CAR). Meanwhile the specific planning is aimed at organizing the plan related to cycle-to-cycle. The organized planning will be formed into lesson planning based on the current used syllabus. The lesson plan has been prepared to be implemented in VIII-9 grade at SMP Negeri 2 Percut Sei Tuan. It has been mentioned some instruction regarding procedures of teaching media, resources, and evaluation.

2. Acting Phases

The acting phase in the principle is a realization from an act which has been planned before such as what the Media used, what material be taught and others. Acting phase is where both the researcher and the teacher collaborate to carry out the planned media. The teacher uses the determined media as she is teaching while the research observes the class condition during teaching learning activity.

In this phase it begins the process of going more deeply into the issue being researched, it takes two weeks within two cycles in which each cycle consists of two meetings in action. Wina Sanjaya states that the acting phase should be implemented at least two cycles continuously and the time period for each cycle depends on the material needs that existed in the semester or manual designed by the teacher.²⁷

3. Observing Phase

In this phase, the researcher and the teacher collaboratively to write all events which is happen in the class, and also carries out observation toward implementation of the action using field note or unstructured observation sheet. The researcher observed the outcomes of the intervention and reflecting on its effectiveness. When observing, the observer should notice and note all of activities in the physical classroom. It may be about the teacher's performance, class situation, and students' response. In this phase, it also collects the data derived from evaluation or post-test.

4. Reflecting Phase

²⁷Wina sanjaya, *Op.cit*, p. 26

This phase is aimed to reflect or evaluation from three phases before. It is done based on data that have been collected to hold evaluation for completing the next cycle. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still might have found some problems, it needs to move to the next cycle until it solve.

3.6 Instrument of Collecting Data

The instrument of collecting data is used by the researcher to get the data observation by using:

1. Observations: is a technique for collecting data about researcher and students' activities in teaching and learning process. Then observation sheet is given based on reality in the classroom, the type of observation which is used in this research is direct observation.
2. Interview: used to get data about implementation of Classroom Action Research (CAR) to the teacher.
3. Questionnaire: it conducted both before and after implementing Classroom Action Research (CAR).
4. Test: is used for getting data research result and students activities in teaching learning. There are two tests used in this research as follows:
 - a. Pre-test is done before implementing the Classroom Action Research (CAR).
 - b. Post-test is implemented after implementing the Classroom Action Research (CAR).
5. Documentation: To collect all the data, a camera were utilized to record the students' performance in the teaching and learning process.

3.7 Technique of Collecting Data

3.7.1 The Quantitative Data

In collecting the data, the writer tested the students by asking them to give a report orally either in individual test or group test based on the topic given. The time given was ninety minutes. In scoring the data of speaking test, the writer used the category that evaluates for criteria. Each criterion was scored 25 points. So for all criteria students would get 100 points. Every aspect of speaking was arranged from 0-25. The categories are vocabulary, pronunciation, accuracy, and fluency.²⁸

²⁸ Finochiaro, M and Sako, S. (1983). Foreign Language Testing : A Practical Approach to Language Pedagogy. San Francisco : Prentice Hall. P. 145

Table 3.2 English Language Speaking Skills Assesment Collects

No	CATEGORIES	ASPECTS	RANGE	SCORE
1.	Vocabulary			
	a. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	b. Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	c. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	d. Very Good	Rarely has trouble	19-25	
2.	Pronunciation			
	a. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1-6	
	b. Fair	Error of basic pronunciation	7-12	
	c. Good	Few noticeable errors	13-18	
	d. Very Good	Understandable	19-25	
3.	Accurancy			
	a. Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	b. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	c. Good	Occasional grammatical errors which do not obscure meanig	13-18	
	d. Very Good	No more than two error/speech is generally natural	19-25	
4.	Fluency			
	a. Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left unfinished	1-6	
	b. Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c. Good	Speech is generally natural	13-18	
	d. Very Good	Understandable	19-25	
	Total Score		100	

3.7.2. The Qualitative Data

a. Observation

In this case, the researcher uses the unstructured observation to get the real condition in teaching learning process. During the observation, the researcher make the observation notes about situation in the class, covers teacher's

performance in teaching speaking and students' speaking skills (such as; pronunciation, vocabulary, grammar, and their braveries to speak).

b. Interview

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

c. Test

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

d. Documentation

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

3.8 Technique of Analysis Data

This study applied the quantitative and qualitative data. The quantitative data was used to analyze the score of students while the qualitative data was used to describe the situation during on the tesching process. By applying this data, it was assumed to get the satisfying result of the improving ability in speaking

through Media Broshures and Pamphlets. The qualitative data was analyzed from the instrument. The quantitative data was analyzed to see the improving of students speaking ability. The writer searched the mean of each post test from every cycle. The writer applied the following formula:

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

Where :

X = The mean of the students score

$\sum X$ = The total score

N = The member of the students²⁹

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

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

Where:

P = The percentage of students who get the point 75

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

T = The total of students who do the test

Then, after getting mean of students' score per actions, the writer identifies 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:

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

Where:

P = Percentage of students' improvement

Y = Pre-test result

Y₁ = Post-test I

²⁹ Anas Sudijono, (2014), *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada, p. 86.

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

Where:

P = Percentage of students' improvement

Y = Pre-test result

Y₂ = Post-test II

3.9. Trustworthiness of the Study

It is important to establish that the findings of the study are validity. There are various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba, the trustworthiness consists of the following components credibility, transferability, dependability and confirmability.³⁰

Credibility in qualitative research means the research of qualitative study is believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (1) Triangulation. Triangulation is accomplished by asking the same research question of different study participants and by collecting questions. (2) Member checks. Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause the study participants to willingly fill in any gaps from earlier interviewers. Trust is an important aspect of the member check process.

Transferability refers to the degree to which the result of qualitative research can be generalized or transferred to other contexts or setting. From a qualitative perspective transferability is primarily the responsibility of the one doing the generalizing.

Dependability, on the other hand, emphasizing the need for the researcher to account for the ever-changing context within which research occurs. The researcher is responsible for

³⁰ Y. S, & Guba, E. G, (1985), *Naturalistic inquiry*. Newbury Park: CA Sage, p. 289

describing the changes that occur in the setting and how these change effected to the research approached of study.

Confirmability refers to the degree to which the result could be confirmed or collaborated by others. The researcher got document procedures for checking and rechecking the data throughout the study. Confirmability entails full revelation of the data upon which all interpretations are based, or at least the availability of the data for inspection. In other words, the researcher should be able to examine the data to confirm the result or interpretations. The researcher only limits of the technique of establishing the trustworthiness on credibility through source methodological triangulation.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

4.1 The Data

The data of this study are qualitative and quantitative data. The qualitative data were taken from interview with teacher and students of SMP Negeri 2 Percut Sei Tuan, observation sheet and documentation. The quantitative data were taken from the mean of students score in some tests. This research was conducted in VIII-9 class with 31 students. This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pretest conducted in three meetings, and the second cycle was conducted in two meetings. In the last meeting of each cycle, the students were taken test as the post test consist of post test I for cycle I and post test II for cycle II.

4.1.1 The Quantitative Data

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

Table 4.1 The Quantitative Data

NO	Initial Name	Score of Pre	Score of Post	Score of Post
		Test	Test 1	Test 2
1	AP	40	65	85
2	ASR	45	65	74
3	AS	45	77	87
4	AYP	79	86	89
5	CB	55	79	85
6	DFS	79	85	95
7	FA	74	80	85
8	FM	67	70	79
9	FAP	78	82	89
10	HB	45	64	70
11	IMS	55	75	89
12	JL	79	86	90
13	KS	48	75	79
14	KSN	46	75	85
15	KVS	44	69	75
16	LBS	74	80	85
17	MRP	56	79	85
18	MR	47	69	85
19	MRA	74	80	84
20	MRY	57	75	74
21	NA	60	75	79
22	NI	40	78	87
23	NL	56	65	80
24	NAR	51	78	84
25	RS	73	79	82
26	RSP	58	75	80
27	RAH	74	80	90
28	SR	50	69	75
29	TWS	51	68	79
30	YPB	74	79	80
31	MPA	60	74	85
TOTAL ΣX		1.834	2.336	2.570
The mean score		59.16	75.35	82.90

4.1.2 The Qualitative Data

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

a. The Observation sheet

Observation was used to see the level of students' activities and teacher's activities during teaching learning process. The observation was focussed on the situation of teaching learning process which Media brochures and pamphlets was applied, students' activities and behaviour, students' speaking ability in English Lesson, and interaction between teacher and students it can be seen in appendices. Based on the observation and written note, students more active and enthusiastic in learning process by using Media brochures and pamphlets.

b. 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 Media brochures and pamphlets.

c. Diary notes

Diary notes were written by the researcher in every meeting during research process. Diary notes used to describe writeer thoughts and feelings about teaching learning process. The researcher recorded everything what happened during teaching learning process including reflection and evaluation about the implementation of Media brochures and pamphlets in teaching english learning.

d. Documentation

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

4.2 Data Analysis

4.2.1 Quantitative Data

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

Table 4.2 Students Test Score

NO	Initial Name	PRE-TEST	
		SCORE	Successful Criteria (>75)
1	AP	40	Failed
2	ASR	45	Failed
3	AS	45	Failed
4	AYP	79	Success
5	CB	55	Failed
6	DFS	79	Success
7	FA	74	Failed
8	FM	67	Failed
9	FAP	78	Success
10	HB	45	Failed
11	IMS	55	Failed
12	JL	79	Success
13	KS	48	Failed
14	KSN	46	Failed
15	KVS	44	Failed
16	LBS	74	Failed
17	MRP	56	Failed
18	MR	47	Failed
19	MRA	74	Failed
20	MRY	57	Failed
21	NA	60	Failed
22	NI	40	Failed
23	NL	56	Failed
24	NAR	51	Failed
25	RS	73	Failed
26	RSP	58	Failed
27	RAH	74	Failed
28	SR	50	Failed
29	TWS	51	Failed
30	YPB	74	Failed
31	MPA	60	Failed
TOTAL	$\sum X$	1.834	
The mean score		59.16	

From the table of pre test, the total score of students was 1.834 and the number of students who took the test was 31 students, so the students' mean was:

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

$$X = \frac{1.834}{31}$$

$$X = 59.16$$

From the table above, students' speaking skill in English lesson was still very low. The mean of students was 59.16. To know the student' who were competent was calculated by applying the formula below:

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

$$P_1 = \frac{27}{31} \times 100\% = 87.09\%$$

$$P_2 = \frac{4}{31} \times 100\% = 12.90\%$$

Table 4.3 Distribution of Students' Speaking skill in English Lesson for Pre Test

Formula	Criteria	Total Students	Percentage
P ₁	Failed	27	87.09%
P ₂	Success	4	12.90%

From the table analysis above, the students' speaking skill in English lesson was still low. From the criteria 4 students got success score or it was only 12.90%. In other side 27 students got failed score or it was 87.09%. It could be concluded that the students' speaking skill in English lesson was still low.

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

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

NO	Initial Name	CYCLE-I	
		SCORE	Successful Criteria (>75)
1	AP	65	Failed
2	ASR	65	Failed
3	AS	77	Success
4	AYP	86	Success
5	CB	79	Success
6	DFS	85	Success
7	FA	80	Success
8	FM	70	Failed
9	FAP	82	Success
10	HB	64	Failed
11	IMS	75	Success
12	JL	86	Success
13	KS	75	Success
14	KSN	75	Success
15	KVS	69	Failed
16	LBS	80	Success
17	MRP	79	Success
18	MR	69	Failed
19	MRA	80	Success
20	MRY	75	Success
21	NA	75	Success

22	NI	78	Success
23	NL	65	Failed
24	NAR	78	Success
25	RS	79	Success
26	RSP	75	Success
27	RAH	80	Success
28	SR	69	Failed
29	TWS	68	Failed
30	YPB	79	Success
31	MPA	74	Failed
TOTAL	ΣX	2.336	
The mean score		75.35	

From the table of post test in cycle I, the total score of students was 2.336 and the number of students was 31 students, so the students' mean was:

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

$$X = \frac{2.336}{31}$$

$$X = 75.35$$

From the analysis above, students' speaking skill in English lesson got increasing. The mean of students was 75.35. And the number of students' who were competent in speaking test was calculated by applying the following formula:

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

$$P_1 = \frac{10}{31} \times 100\% = 32.25\%$$

$$P_2 = \frac{21}{31} \times 100\% = 67.74\%$$

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

Formula	Criteria	Total Students	Percentage
P ₁	Failed	10	32.25%
P ₂	Success	21	67.74%

The mean students was 75.35. There are 21 students got successful or it was 67.74% . the other side 10 students got failed score or it was 32.35%. Post test in cycle I is categorized unsuccess. The result of standard of success criteria (SKM) minimum was >75 score.

Based on the result of the students' speaking skill in the cycle 1, there was an increase of students' mean score from the students' speaking skill on the preliminary study to the students' speaking skill on the first cycle. It was from the preliminary study mean score from the mean class 59.16 increased to 75.35 or from 4 students who passed the score above the Minimum Mastery Criterion to 21 students. It means that there was 26.21 % of mean score improvement. The improvement percentage derived from the formula:

$$P = \frac{y^1 - y}{y} \times 100\%$$

$$P = \frac{75.35 - 59.16}{59.16} \times 100\%$$

$$P = \frac{16.19}{61.77} \times 100\%$$

$$P = 26.21 \%$$

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

Table 4.6 The Result of Students' Score for Cycle II

NO	Initial Name	CYCLE-II	
		SCORE	Successfull Criteria (>75)
1	AP	89	Success
2	ASR	74	Failed
3	AS	85	Success
4	AYP	87	Success
5	CB	85	Success
6	DFS	95	Success
7	FA	85	Success
8	FM	79	Success

9	FAP	89	Success
10	HB	70	Failed
11	IMS	89	Success
12	JL	90	Success
13	KS	79	Success
14	KSN	85	Success
15	KVS	75	Success
16	LBS	85	Success
17	MRP	85	Success
18	MR	85	Success
19	MRA	84	Success
20	MRY	74	Failed
21	NA	79	Success
22	NI	87	Success
23	NL	80	Success
24	NAR	84	Success
25	RS	82	Success
26	RSP	80	Success
27	RAH	90	Success
28	SR	75	Success
29	TWS	79	Success
30	YPB	80	Success
31	MPA	85	Success
TOTAL	ΣX	2.570	
The mean score		82.90	

From the table, the students' speaking skill in English lesson was increased on the topic "English test Schedule " through brochures and pamphlets. The standard of maximum criteria was achieved with mean 82.90 from the total score of students was 2.570 divided the number of students who done the test was 31 students, so the students' mean was:

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

$$X = \frac{2.570}{31}$$

$$X = 82.90$$

From the analysis above, students' speaking skill in English lesson has increased. The mean of students was 82.90 and the number of students' who were competent in speaking test was calculated by applying the following formula:

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

$$P_1 = \frac{3}{31} \times 100\% = 9.67\%$$

$$P_2 = \frac{28}{31} \times 100\% = 90.32\%$$

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

Formula	Criteria	Total Students	Percentage
P ₁	Failed	3	9.67%
P ₂	Success	28	90.32%

From the table of analysis, the students' speaking skill in English lesson increased. The mean of students was 82.90. From the criteria 28 students got success score or it was 90.32 %. In the other side 3 students got failed score or it was 9.67%. It could be concluded that the students' ability in speaking increased. Post test cycle II was categorized success.

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

$$P = \frac{y^1 - y}{y} \times 100\%$$

$$P = \frac{82.90 - 59.16}{59.16} \times 100\%$$

$$P = \frac{23.74}{59.16} \times 100\%$$

$$P = 40.12\%$$

From the explanation above, the students' ability in speaking was classified a very good level while doing action research on cycle II. This is the

result of students' score in speaking ability based on the topics place and English test schedule:

Table 4.8 Students' Score

No	Initial Name	PRE-TEST		POST-TEST I		POST TEST-II	
		Score	Successful Criteria (>75)	Score	Successful Criteria (>75)	Score	Successful Criteria (>75)
1	AP	40	Failed	65	Failed	89	Success
2	ASR	45	Failed	65	Failed	74	Failed
3	AS	45	Failed	77	Success	85	Success
4	AYP	79	Success	86	Success	87	Success
5	CB	55	Failed	79	Success	85	Success
6	DFS	79	Success	85	Success	95	Success
7	FA	74	Failed	80	Success	85	Success
8	FM	67	Failed	70	Failed	79	Success
9	FAP	78	Success	82	Success	89	Success
10	HB	45	Failed	64	Failed	70	Failed
11	IMS	55	Failed	75	Success	89	Success
12	JL	79	Success	86	Success	90	Success
13	KS	48	Failed	75	Success	79	Success
14	KSN	46	Failed	75	Success	85	Success
15	KVS	44	Failed	69	Failed	75	Success
16	LBS	74	Failed	80	Success	85	Success
17	MRP	56	Failed	79	Success	85	Success
18	MR	47	Failed	69	Failed	85	Success
19	MRA	74	Failed	80	Success	84	Success
20	MRY	57	Failed	75	Success	74	Failed
21	NA	60	Failed	75	Success	79	Success
22	NI	40	Failed	78	Success	87	Success
23	NL	56	Failed	65	Failed	80	Success
24	NAR	51	Failed	78	Success	84	Success
25	RS	73	Failed	79	Success	82	Success
26	RSP	58	Failed	75	Success	80	Success
27	RAH	74	Failed	80	Success	90	Success
28	SR	50	Failed	69	Failed	75	Success
29	TWS	51	Failed	68	Failed	79	Success
30	YPB	74	Failed	79	Success	80	Success
31	MPA	60	Failed	74	Failed	85	Success
TOTAL $\sum X$		1.834		2.336		2.570	
The Mean Score		59.16		75.35		82.90	

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

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

Meeting		Students Who Get Score >75	Percentage
Pre-Test	I	4	12.90%
Post-Test I	III	21	67.74%
Post-Test II	V	28	90.32 %

The result showed the increasing of studets' score from the pre-test to post test II. In the pre-test, there was only 12.90% (4 students) who got point >75. In the post-test I there was 67.74 % (21 students) who got point >75. It means that there was increasing 54.84 %. The post test in cycle II, there was 90.32% (28 students) who got point >75. The increasing was about 22.58 % The total increasing of syudents'' score from pre-test until post test II was 77.42%. It can be concluded that brochures and phamplets worked effectively and effeciently in helping students' speaking skill at VIII-9 grade of SMP Negeri 2 Percut Sei Tuan and this learning has appllied successfully and able to increased students' speaking skill.

4.2.2 Qualitative Data

1. First Cycle

a. Planning

In this phase, the researcher made a planning for the action based upon the problems faced by students toward speaking ability. In this case, the researcher arranged a lesson plan based on the teaching material. The researcher also prepared the post test 1 to collect the data to know whether there are some students' improvement scores from pretest to post test 1

b. Acting

In the first meeting, before involving students in media brochures and pamphlets, the researcher acts as teacher and she done based on the lesson plan before. First, the writer introduced the material by giving example of dialogue and reated vocabulary items. Second, the researcher explained to the students about the situation and condition when using expression of asking and giving information. Third, the researcher wrote some exampes and demontrated how to pronounce it. Fourth, the researcher devided students into fifteen groups and give script of dialogue. Next, the students practiced and memorized the dialogue, and performed the dialogue into in front of the class. Then, the researcher gave feedback to the students after finishing their performance. At last, the researcher gave general conclusion. That is about material that has been done by the students in their role play.

In the second meeting,, the writer gave the post test I in the end of cycle I. It was in role play form and conducted in pairs. The students created a dialogue based on the role card given then perform it in front of the class. The post test I is carried to measure how well the students' achievement in speaking improved.

c. Observing

In this phase, the researcher tried to notice all activities in the physical classroom activity. It might be about the teacher's performance, students' response and students' participation during teaching and learning process using brochures and pamphlets. It was found that the students got difficulties in speaking. Some students were serious in the class but there were some students

who still noise, and disturbed their friends. Observation was done carefully because data which was taken from this activity were used as a basis reflection.

d. Reflecting

The researcher and the teacher evaluated about the conclusion of implementing the action. Based on the result of post test I, they were only 21 students or 67.74 of students who passed the KKM. Then, the writer and the teacher tried to modify the action in order 75% of students in the class could pass the KKM.

Instead, the writer and the teacher felt satisfied enough because their efforts to improve students' speaking skill had been improved proven by score they get although not all the targets accomplished yet. Beside of that, the students seemed to accept the material easily by using brochures and pamphlets. From the reflecting phase above, there must be more efforts to improve students' speaking skill by brochures and pamphlets. This efforts was done in the next lesson plan of cycle two.

2. Second Cycle

a. Planning

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

b. Acting

In this meeting, the teacher asked the students the difficulty in using brochures and pamphlets and try to emphasize some aspects that have not been done yet in the first cycle. The procedures of this media were same with the first cycle. Researcher tried to the best in teaching students and motivated them to increase students speaking skill.

c. Observing

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

d. Reflecting

The researcher analyze the result of cycle 2. Most of the students respond the teacher actively. Furthermore, the teaching learning process is done very well. The researcher felt satisfied because the students have significant improvement from the score they get from pretest, posttest 1, and posttest 2. After achieving the target research of where minimally 75% students who pass the KKM, therefore the researcher decided to stop the Classroom Action Research because it had already succeeded.

4.3. Research Findings

The result indicated that there was an increasing on the students' speaking skill by brochures and pamphlets as media . The mean of second cycle was 82.90. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of

students who got point >75 also grew up. In the pre-Test, the students who got point >75 up were 4 students (12.90%). In the post-test of cycle I students who got point >75 up were 21 students (67.79%). The post-test of cycle II, students who got point >75 were 28 students (90.32%). in other words, the students' ability in speaking improved and became well in the first meeting to the next meeting.

The reseracher also analyzed qualitative data to support research finding beside the quantitative data. The qualitative data were organized from the observation sheet and interview photography. All of these data indicated that the students given their attitude and responses during teaching-learning process. Based on the result of the quantitative and qualitative data, it could be concluded that media of brochures and pamphlets could improve students' speaking skill especially at SMP Negeri 2 Percut Sei Tuan.

4.4 Discussion

This research was conducted to find out the improving of the students' speaking skill in English lesson by brochures and pamphlets. The media brcohures and pamphlets that could be used by the teacher in teaching English to improve the students' ability in speaking.

The research that had been done by the researcher indicated that using media broshures and pamphlets was effective or could be used in teaching speaking. It could be seen from the tables that showed us the increasing of students' score from pre-test, post test I and post test II. The increasing because of the teacher knew how to control the class and created the active class. Besides that, media brochures and pamphlets helped the students to understand the subject easily.

So it could be concluded that the result of the research showed that the implementation of brochures and pamphlets could improve the students' in speaking skill. It

could be seen from the qualitative data by prove the students' score got better in the post test I than the pre-test, and the post-test II got better than the post-test I. Another could be seen from the qualitative data that showed the students' was active and spirit in teaching-learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

1. Media brochures and pamphlets activity can improve students' speaking skill showed by the score they get. Furthermore, from the students' response toward the teaching and learning activity during CAR. It can be concluded that the students like with these media. It proven by their participation in the class conversations, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about speaking..
2. The students were more active and participated in the teaching-learning process of speaking. Therefore, media brochures and pamphlets can be alternative strategy for teacher in teaching speaking which can improve and keep their speaking. In the first test (pre-test) the students who passed the KKM 75 were 4 students of 31 students (12.90%). In the second test (post-test1) the students who got the score up 75 or passed KKM were 21 students of 31 students (67.74%). In the third test (post-test 2) the students passed KKM 75 were 28 students of 31 students (90.32%).

B. Suggestion

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

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

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

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APPENDIX 1

LESSON PLAN

(Cycle I)

School	: SMP Negeri 2 Percut Sei Tuan
Subject	: English
Class/Semester	: VIII-9/I
Standard Competence	: Expressing the meaning in simple short spoken Transactional and interpersonal conversation to Interact with the nearest environment.
Basic Competence	: Understanding and responding meaning in simple Transactional (to get things done) and interpersonal conversations by using spoken language accurately, fluently, and acceptable to interact with the nearest environment using the speech act: asking and giving information.
Text	: Transactional / Interpersonal
Theme	: place
Skill	: Speaking
Time Allotment	: 2 x 40 menit

1. Indicators

- Ask and answer about asking and giving information.
- Ask and answer asking and giving information.

□

2. Teaching Learning Objectives

- In the end of the learning process students are able to respond to the expression of asking and giving and information.
- In the end of the learning process students are able to make a good dialogues by using of asking and giving and information.
- In the end of the learning process students are able to speak aloud to improve the pronunciation by using asking and giving and information.

3. Expected Characters

- Communicative
- Discipline
- Respect
- Diligence
- Active

4. Teaching Learning Material

Explanation and example of asking and giving information. Explanation about asking and giving information. such as :

a) Explanation about giving and responding instructions such as :

Asking Information:

- a. Excuse me, what is your name?
- b. Can you tell me where you live
- c. Do you happen to know where the bank is?
- d. Could you tell me....?
- e. What do you think about...?

Responding to Giving Information:

- b) My name Is...
- c) I Live in Jalan....
- d) The bank is....
- e) I want to tell....

. Example :

- Asking information: Excuse me, may I take the seat near of you ?
- Giving Information: of course, here you are.

5. Teaching Learning Methods

- Approach : Communicative approach
- Media : Broshures and Pamphlets

NO	Learning activities	Time allotment
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	Teacher Action	Student Reaction	
1	Opening		5 minutes
	- Greeting	Response the greeting	
	- Checking the students attendance	- The students answer when their name are Called	

	- Apperception ; teacher gives brain storming about the job activities by using some questions.	- The students answer the question.	
2.	EEC		

a. Exploration		
- Teacher tells the purpose of learning the material (giving and responding suggestions and instructions) and gives motivation.	- Pay attention and listen the teacher's explanation carefully	5 minutes

<p>- Teacher explain the material (giving and responding suggestions and instructions)</p>	<p>- Students ask a question if they don't understand</p>	<p>10 minutes</p>
<p>b. Elaboration</p>		
<p>- Teacher divides the students to be some groups that consist with 3 students based on heterogeneous grouping.</p>	<p>Students form groups quickly</p>	<p>5 minutes</p>
<p>- Teacher gives the task of giving and responding suggestions and instructions for discussion by using interview technique then be a facilitator and motivator when students do it in the group</p>	<p>- Students answer in group</p>	<p>20 minutes</p>
<p>- Teacher gives a test to evaluation the students</p>	<p>- Students practice in front of the class</p>	<p>25 minutes</p>

	c. Confirmation		
	- Teacher summarizes the material	Students listen to the teacher	5 minutes
3	Post activities		
	- Teacher tells the best performance of students and gives appreciation.	- Students give applause for their friends who does the best performance	5 minutes
	- Saying Good bye and thank you	- Saying Good bye too	

6. Teaching Learning

Source Book : Package Book

7. Assessment

Indicators	Assesment	
	Technique	Form
<input type="checkbox"/> Ask and answer about giving and responding suggestions and instructions expression.	Spoken/oral	Performance test

- Ask and answer the simple expression of giving and responding suggestions and instructions.
-

9. Instrument

With your partner, make dialogues based on the situations below. Use expression of asking and giving information. Then, role-play the dialogues.

1. Indah asks with Ismah about her hometown. And ismah give the information with Indah?
2. Dodi invite you to go dinner at Italian Restaurant. But you didn't know where is Italian Restaurant. Dodi give the inforamtion !

10. Assessment Rubric

Name :

Class :

No	CATEGORIES	ASPECTS	RANGE	SCORE
1.	Vocabulary			
	e. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	f. Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	g. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	h. Very Good	Rarely has trouble	19-25	
2.	Pronunciation			
	e. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1-6	
	f. Fair	Error of basic pronunciation	7-12	
	g. Good	Few noticeable errors	13-18	
	h. Very Good	Understandable	19-25	
3.	Accuracy			
	e. Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	f. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	g. Good	Occasional grammatical errors which do not obscure meaning	13-18	
	h. Very Good	No more than two error/speech is generally natural	19-25	
	Fluency			
	e. Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left unfinished	1-6	
	f. Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	g. Good	Speech is generally natural	13-18	
	h. Very Good	Understandable	19-25	
	Total Score		100	

Medan, Agustus 2019

Approved by,

Head & Master of MTs

English Teacher

Researcher

SMP N 2 Percut Sei Tuan

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APPENDIX 2

LESSON PLAN

(Cycle I)

School	: SMP Negeri 2 Percut Sei Tuan
Subject	: English
Class/Semester	: VIII-9/I
Standard Competence	: Expressing the meaning in simple short spoken Transactional and interpersonal conversation to Interact with the nearest environment.
Basic Competence	: Understanding and responding meaning in simple Transactional (to get things done) and interpersonal conversations by using spoken language accurately, fluently, and acceptable to interact with the nearest environment using the speech act: asking and giving information.
Text	: Transactional / Interpersonal
Theme	: Life
Skill	: Speaking
Time Allotment	: 2 x 40 menit

1. Indicators

- Ask and answer about asking and giving information.
- Ask and answer asking and giving information.

□

2. Teaching Learning Objectives

- a. In the end of the learning process students are able to respond to the expression of asking and giving information.
- b. In the end of the learning process students are able to make a good dialogues by using of asking and giving information.
- c. In the end of the learning process students are able to speak aloud to improve the pronunciation by using asking and giving information.

3. Expected Characters

- a. Communicative
- b. Discipline
- c. Respect
- d. Diligence
- e. Active

4. Teaching Learning Material

Explanation and example of asking and giving information. Explanation about asking and giving information. such as :

f) Explanation about giving and responding instructions such as :

Asking Information:

- f. Excuse me, what is your name?
- g. Can you tell me where you live
- h. Do you happen to know where the bank is?
- i. Could you tell me....?
- j. What do you think about...?

Responding to Giving Information:

- g) My name Is...
- h) I Live in Jalan....
- i) The bank is....
- j) I want to tell....

. Example :

- Asking Information: Excuse me, may I take the seat near of you?
- Giving Information: of course, here you are.

5. Teaching Learning Methods

- Approach : Communicative approach
- Strategy : Action Learning

NO	Learning activities	Time allotment
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	Teacher Action	Student Reaction	
1	Opening		5 minutes
	- Greeting	Response the greeting	
	- Checking the students attendance	- The students answer when their name are called	

	- Apperception ; teacher gives brain storming about the job activities by using some questions.	- The students answer the question.	
2.	EEC		

a. Exploration		
- Teacher tells the purpose of learning the material (giving and responding suggestions and instructions) and gives motivation.	- Pay attention and listen the teacher's explanation carefully	5 minutes

<p>- Teacher explain the material (giving and responding suggestions and instructions)</p>	<p>- Students ask a question if they don't understand</p>	<p>10 minutes</p>
<p>b. Elaboration</p>		
<p>- Teacher divides the students to be some groups that consist with 3 students based on heterogeneous grouping.</p>	<p>Students form groups quickly</p>	<p>5 minutes</p>
<p>- Teacher gives the task of giving and responding suggestions and instructions for discussion by using interview technique then be a facilitator and motivator when students do it in the group</p>	<p>- Students answer in group</p>	<p>20 minutes</p>
<p>- Teacher gives a test to evaluation the students</p>	<p>- Students practice in front of the class</p>	<p>25 minutes</p>

	c. Confirmation		
	- Teacher summarizes the material	Students listen to the teacher	5 minutes
3	Post activities		
	- Teacher tells the best performance of students and gives appreciation.	- Students give applause for their friends who does the best performance	5 minutes
	- Saying Good bye and thank you	- Saying Good bye too	

6. Teaching Learning

Source Book : Package Book

7. Assessment

Indicators	Assesment	
	Technique	Form
<input type="checkbox"/> Ask and answer about asking and Giving information	Spoken/oral	Performance test

- Ask and answer the simple expression
of asking and giving information
-

8. Instrument

With your partner, make dialogues based on the situations below. Use expression of asking and giving information. Then, role-play the dialogues.

1. Indah asks with Ismah about her hometown. And ismah give the information with Indah?
2. Dodi invite you to go dinner at Italian Restaurant. But you didn't know where is Italian Restaurant. Dodi give the information !

9. Assessment Rubric

Name :

Class :

.....

No	CATEGORIES	ASPECTS	RANGE	SCORE
1.	Vocabulary			
	i. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	j. Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	k. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	l. Very Good	Rarely has trouble	19-25	
2.	Pronunciation			
	i. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1-6	
	j. Fair	Error of basic pronunciation	7-12	
	k. Good	Few noticeable errors	13-18	
	l. Very Good	Understandable	19-25	
3.	Accuracy			
	i. Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	j. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	k. Good	Occasional grammatical errors which do not obscure meaning	13-18	
	l. Very Good	No more than two error/speech is generally natural	19-25	
	Fluency			
	i. Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left unfinished	1-6	
	j. Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	k. Good	Speech is generally natural	13-18	
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	Total Score		100	

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APPENDIX 3**PRE-TEST**

Name :

Class :

With your partner, make dialogues based on the situations below. Use expression of asking and giving information. Then, practice the dialogues.

Indah will be going to Ismah's house but Indah didn't know where is ismah's Home

- **Indah Asking for Ismah's house**
- **Ismah Give Information about her House about Jl.Jendral Sudirman Gg. Bunga No.01**

ANSWER KEY**PRE TEST****Ismah's House**

Indah : Ismah, tomorrow I will going to your home where is your address
ismah?

Ismah : I live in Jl. Jendral Sudirman gg. Bunga No.1 indah

Indah : oke, thank you Ismah

APPENDIX 4**POST TEST I****(Cycle I)**

Name :

Class :

With your partner, make dialogues based on the situations below. Use expression of asking and giving information. Then, practice the dialogues.

Dodi invite you to go dinner in Italian Restaurant. But when you on the way you forget where is place of Italian Restaurant. What should you do ?

- **Asking to security to help you to find address of Italian Restaurant**
- **Some security give you Information Italian Restaurant at Gatot Subroto, No. 48**

ANSWER KEY**POST TEST I****Italian Restaurant**

You : Excuse me, Can you help me?

Security : Of course, I'd be happy to help you

You : Can you tell me where is Italian Restaurant here?

Security : Sure, italian restaurant in Jl. Gatot Subroto No.48

You : Thank you

APPENDIX 5**POST TEST II****(Cycle II)****Name :****Class :**

Make your own dialogues using asking and giving information on the questions below with your friends and tell the answer in front of the class!

- Your classmate asks you about the English test schedule.
- Give the information.

ANSWER KEY

POST TEST II

Classmate : Excuse me, may I asks you ?

You : of course, please

Classmate : next week we will get examination English test, could you give me
Some of schedule english test?

You : Sure, next week we will examination English test about time.

APPENDIX 6

Documentation



