



**IMPROVING THE STUDENT'S SPEAKING SKILL THROUGH POP UP
CARD MEDIA AT THE TEN GRADE OF MADRASAH ALIYAH
SWASTA MU'ALLIMIN UNIVA MEDAN**

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*Submitted to the Faculty of Tarbiyah Science and the Teacher Training
UIN-SU Medan*

*As a Partial Fulfillment of the Requirement for the Degree of Bachelor (S-1
Program) of English Education*

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MEDAN**

2018



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PROPOSAL**

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Assalamualaikum Wr.Wb

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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan.

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

Wassalam,

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PERNYATAAN KEASLIAN SKRIPSI

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

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

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ABSTRACT



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The Title : Improving the Student's Speaking Skill Through Pop Up Card Media at the Ten grade of Madrasah Aliyah Mu'allimin UNIVA Medan

Keyword : Speaking Skill and Pop Up Card Application

This research was aimed to improving on student's speaking skill through pop up card media application. The subject of this research was X IPA-2 class of MAS. Mu'allimin UNIVA Medan in 2018/2019 Academic Years. It consisted of 41 students as the subjects. The objective was to discover the improvement of student's speaking skill after taught by using pop up card media application.

This research was conducted by using classroom action research. The technique of analyzed the data applied in this research were qualitative data and quantitative data. The qualitative data were taken from observation sheet, interview sheet, and diary note. The quantitative data were taken from the tests which were carried out in two cycles, and the two cycles conducted in six meetings. The tests were given to the students in the form of pre-test, post-test I in the first cycle. And post-test II in the second cycle.

The result of data analysis showed that there was an improvement on the student's speaking skill ability from each cycle. It was showed from the mean of the students score in three test: pre-test 42,43; post-test I 65,24; post-test II 80,97 . And also score improvement who got score up to 80 pre-test in first cycle were 8 of 41 students (20%), post-test I in first cycle were 18 of 41 students (44%), post- test II in second cycle were 32 of 41 students (78%). Therefore, pop-up card media application in learning process can improved the students' speaking ability. In other words, the student's speaking skill ability through pop up card media application was improved and based on the interview, observation sheet, and the diary note, also improved.

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Finally, the writer realizes that this thesis is still far from being perfect. Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Amin.

Medan, September 2018

Bunga Aprilliana

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is the international language that was used for long time ago by the human in the world. English has become the dominant language in many fields of activity such as industry, business, tourism, transportation, sports, military, internet, international relation, and etcetera. In many countries, English is adopted as second language, moreover as the main language. While in Indonesia, English is adopted as the foreign language. It involves into education curriculum that every school runs. It becomes a local content in Elementary School, a compulsory subject in Senior High School and complementary subject of the higher education institution. It's because of the situation we are facing now; globalization era, which is very competitive.

In learning English language, learners need to master four language skills. Those are listening, speaking, reading and writing. Listening and reading skills are regarded as respective skills while speaking and writing skills are considered to be productive skills. The four skills are important. However, of all the four skills, speaking seems intuitively the most important. Language is used as a tool of communication, the ability of speaking or communicating with others takes an important role. People should know how to express thoughts, opinions, feelings, and ideas through the language.

Furthermore, language is a very important link in the process of students' learning and thinking development. Oral language provides a foundation for the development of speaking skills. As children talk about themselves and their

experiences, they are learning to organize their thinking and to focus their ideas. Speaking is one of four basic skills. It is very important in teaching and learning English. Speaking is a speech production that becomes a part of our daily activities.¹

Speaking involves three areas of knowledge. They are mechanics (pronunciation, grammar, and vocabulary).² The students should be having good pronunciation, fluency of pronunciation because this ability can make people understand easily when speaking. Besides it, when we do interaction or communication with others we must use good pattern sentence or good grammar. And we must have many vocabularies that can help us to communicate, share, and inform our idea with other easily.

To achieve the literacy, especially in speaking, students should have good abilities in pronunciation, grammar, and expressing the ideas fluently with appropriate word choices. In addition, they should also be aware of the social and cultural rules that apply in various contexts of communication as well as of the strategies employed during the process of communication.

Since speaking become complex ability, it is important for teachers to use appropriate media in teaching writing. Pop – up card is one of the media that helps students to learn speaking because pop – up card can make student develop ideas for speaking, and also help students to reach their vocabularies based on the picture that they look. Moreover, teacher can use the suitable method for pop up card in teaching English. Storytelling is the one of many method of teaching that suitable

¹ Scott Thornbury, *How to Teach Speaking* (Longman Kanisius: Kesainc Blanc, 2005), P.8

² Mary Underwood, *Teaching Listening* (New York: Longman Inc, 1997), P. 11

on pop – up card media. Storytelling method can help students to do simulation for the media, and they can do speaking for the media that teacher given to the students.

Based on the theory above, the researcher is interest in using pop – up card to teach speaking at the ten grade of Madrasah Aliyah Mu'allimin UNIVA Medan because there are many advantages that could help students to improve their speaking skill, for instance, helping students generate their ideas for speaking, and also make students experience fun learning in their speaking class.

According to school Based Curriculum (Kurikulum 2013), the purpose of learning English in Madrasah Aliyah Mu'allimin UNIVA Medan, especially speaking, is “describing something, people, characteristics, times, days, months and years”.³

Based on the explanation above, it is clear that speaking skill needs many aspects which should be mastered by the students. Based on my observation at Madrasah Aliyah Mu'allimin UNIVA Medan, it is clearly that most of the students still had difficulties and problems in learning English, especially in speaking skill. Their speaking ability was still so far from the expectation of the curriculum. This could be indicated as the following symptoms; most of the students are not brave and afraid to take a part in the conversation, most of the students are still clumsy in speaking, the students are not enthusiast and not courage to involve in the speaking learning process, and teacher never shows the unique media in learning process especially in speaking learning teachers always conclude English language as the foreign language and never using English language in speaking learning.

³ Patima Hawah, S. Pd. I, *Silabus Bahasa Inggris K13 MAS Mu'allimin UNIVA Medan*.

Based on the problem exposed by the researcher above, it was obvious that most of the students at the school still have problems or difficulties which should be solved as soon as possible. Either the difficulties are on the students or caused by others factor (speaking difficulties itself). Therefore, the researcher interested in conducting a research on the title “Effectiveness of Using Pop – Up Card in Improving Student’s Speaking Skill at the Ten Grade of Madrasah Aliyah Mu’allimin UNIVA Medan”.

B. Identification of Study.

In fact, most of the students have difficulties in speaking. It caused by some factors. Those are:

1. Most of the students are too shy and afraid to take a part in the conversation.
2. Most of the students are still clumsy in speaking.
3. The students are not enthusiast and not courage to involve in the speaking learning process.
4. Teacher never shows the unique media in learning process, especially in speaking learning.
5. Teachers always conclude English language as the foreign language, and never using English language in speaking learning.

C. The Limitation of The Study

Based on the identifications of the problem above it is very important for the researcher to limit the problem. The researcher would like to focus on the effect of using pop – up card on student’s ability in speaking skill at the ten grade of Madrasah Aliyah Mu’allimin UNIVA Medan

D. The Formulation of Study

Based on the limitation of study, the writer found that the formulation of study is:

1. How is student's ability in speaking skill at Madrasah Aliyah Mu'allimin UNIVA Medan by using pop – up card media?
2. Is the pop – up card media is effective in improving student's speaking skill?

E. Objectives of the Study

The objectives of the research are as follows:

1. To know how the student's ability in speaking skill at Madrasah Aliyah Mu'allimin UNIVA Medan by using pop – up card media
2. To know Is the pop – up card media is effective in improving student's speaking skill.

F. The Significance of the Study

By conducting this study, the researcher wishes the result being useful for:

1. For teachers

This study is supposed to be one of the references for teachers in Senior High School to use a interesting media in teaching speaking. The researcher hopes that it will give teachers inspiration for improving their teaching method. So, the students will get better achievement.

2. The readers

The study of this research will be a good reference and knowledge for readers who want to teach speaking skill by using pop up cards as their medium.

3. For the researcher

The result will be a useful reference. As a teacher candidate, we should know how to teach s skill using interesting media to make the students not get bored in learning English speaking skill.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts applies concerning to the research. The concepts made clear from the start to the end in order to avoid possible misunderstanding between the writer and the reader about the ideas conveyed.

1. Media

The dictionary defines a “medium” as “an intervening mean, instrument or agency”, it is a substance or a channel through which effect or information can be carried or transmitted. A medium is something we use when we want, to communicate with people indirectly – rather than in person or by face – to – face contact. The word “ media” is just the plural of “medium”.⁴ Media is a word from “medium”. Media is come from Greek, media is a tool to make easy the students when they study about material. Based on definition above, media should be function as:

1. Make the student spirit, interaction directly between student and study source.
2. Clarify messages so as not to be much verbal.
3. Overcoming the limitation of space, time, energy and the senses.
4. Cause passion of learning, interaction of students in teaching – learning will be easy.

⁴ Divina, *Media Education* (Paris UNESCO, 2006), P.19

5. In the process of learning, the media has a function as a carrier of information sources (teachers) to student. Activities in the interaction between the students and the environment, the function of the media.
6. Can note the presence of an excess of based on media and obstacles that may arise in the process of learning.
7. Let's children learn appropriate independent talent and ability of visual, auditory.⁵

Therefore, the learning process is a process of communication and take place in a system then the media occupies an important position as one of the components of the learning system. From the above, it can be concluded the media sense that the media is the physical tools used in the process of learning to facilitate students in acquiring knowledge, skills or attitude.⁶

Criteria for selecting media Nana Sudjana & Ahmad Rivai suggest a few things to note in selecting instructional media, namely as follows:

1. Accuracy with the goal of teaching. The selection of media based on the instructional objectives that have been set.
2. Supporting content learning materials. Learning material that is fact or concept requires the media to let the students easily in understand the material.
3. Ease in obtaining media. Media to be used by the teacher easy to get and easy to use in learning.

⁵ Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT. Raja Grafindo Persada, 2007), P.4-5

⁶ Daryanto, *Media Pembelajaran* (Bandung: Satunusa, 2010), P.4-8

4. The teacher skills in using the media. At least the teacher must be able to use the media in the process of learning so that it can improve the quality of learning.
5. The availability time in using media. So that the use of media can makes the learning process to be effective and efficient.
6. In accordance with the development of the students. The selection of the media should be adapted to the development of students so that the students easily in understand the material using the right medium.

2. Pop Up Media

Pop Up is the one teaching media. This media use in teaching vocabulary. According to Bluemel and Taylor gave the sense of pop – up book showing the potential to move and interact through the use of paper as a material folds, rolls, forms, or rotational wheel. while according to Joko Muktiono, pop – up book has the look of a picture that can be enforced as well as forming a beautiful objects and can move or give an amazing effect.

According to Jackson, pop – up is a three dimensional structure, formed by the action of opening a crease.⁷ It means that pop – up contains three dimension from that having a crease.

According to Hiebert, stated that pop – up appear between a fold or crease in a piece of paper and are activated as the viewer unfolds a page. Pop – up is contains fold or crease when the page is opened.⁸ That is why pop – up having three dimensional from which see like areal figure.

⁷ Paul Jackson, *The Pop – Up Book Step – by – Step Instructions for Creating Over 100 Original Paper Project* (New York: Henry Holt and Company, 1998), P.6

⁸ Helen Hiebert, *Playing with Pop – Up the Art of Dimensional Moving Paper Designs* (USA: Quarry Books, 2014), P 12

According to Larson and Bluemel, pop – up book is a book that offers potential for motion and interaction through the use paper mechanisms such as folds, scrolls, slides, tabs, or wheels.⁹ It means that pop – up book is a book provides a three dimensional from that could be motion when the page is opened.

Support of both opinions above, Dzuanda describes the sense of pop- up book has parts that can move or have a 3 dimensional elements as well as provide a visualization of the story more interesting, from the look of the images which can move when it was opened.

Based on some of the definitions above, it comes to the conclusion that pop – up book is book that having a three dimensional from in a piece of paper that could be motion when open a page which seems like areal figure. There are two types of pop – up, such as pop – up book and pop – up card. In this research, the writer choose pop – up card as media in teaching English speaking skills.

According to Dzuanda the media pop-up book has a variety of useful benefits, namely:

1. Teach children to appreciate books and treat it better.
2. Transporting children with parents because of the pop – up book features a smooth section so that it provides an opportunity for parents to sit together with their sons and daughters and enjoyed the story (the closer relationship between parents and children.
3. Develop the creativity of children
4. Stimulate the imagination of children.

⁹ Nancy larson and Rhonda Harris Bluemel, *Pop – Up Books: A Guide for Teachers and Librarians* (Libraries Unlimited, 2012), P. 14

5. Add to the knowledge to provide a depiction of a body's shape (the introduction of objects).
6. Can be used as a medium for instilling the love of the child towards reading.¹⁰

While according to Blumel and Taylor mentions some media uses a pop – up book namely:

1. To develop a love for young children to books and reading.
2. For students of early childhood to bridge the connections between real – life situation and symbols which represent it.
3. For older students or students are talented and have the ability can be useful to develop the ability to think critically and creatively.
4. For those who are reluctant to read, children with the learning English as Second Language (ESL), can help students to capture the meaning through the images in an attractive and representative to bring up your desire as well as the encouragement of reading independently with his ability to do so are skilled.

Furthermore, related to the process of making a pop – up book, here are various steps and technique. Nancy mention some steps usually used in making a pop – up book, they are:

1. The creator makes the movable element.

In this first step, the creator need to understand the design how the papers may be folded in order to make certain effect in the Pop – up book.

¹⁰ *Journal Library ITS Undergraduate*. (Online), (<http://library.its undergraduate.ac.id>), accessed at February 25 2018 on 7 pm)

2. The creator makes a white dummy.
3. The creator creates the flat art in full colour to make the illustration.

In this step, the creator draws the picture for the background of every page to complete the movable elements in the pop – up book.

4. The creator creates the text explaining the movable elements and the illustration.
5. The creator creates a flat lay out.

In this step, the creator creates a flat lay out to determine the relative position of the text, the illustration, and the pop – up or movable elements.

6. the creator makes the covers of the pop – up book.¹¹

3. Speaking.

a. The Nature of Speaking.

There are some definitions and perspectives of speaking proposed by some experts. To start with, Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that the listener will understand.

¹¹ Purnama Sari, *The Application of Pop Up as Media in Improving Vocabulary of the First Grade of MTs.* S Nurul Huda Medan (Islamic State University of North Sumatera, 2016), P.14

According to Nunan, speaking is the productive oral skill. It consist of producing systematic verbal utterances to convey meaning.¹² Then, Hall in Fulcher cited that, speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating.¹³ Meanwhile, Brown asserted that, speaking is the product of creative construction of linguistic strings, the speaker make choice of lexicon, structure, and discourse.

Another expert, Thonburry (2005), considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. Each participant has a purpose or an intention that she/he wants to achieve in the interaction.

While, Chaney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Actually, every human kind asked to say the right thing. This case mentioned in Q.S Al – Ahzab : 70 as Allah swt. said:

يَا أَيُّهَا الَّذِينَ آمَنُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا [٧٠]

Meaning: *Hi the faithful! Fear Allah and always say the right thing.*¹⁴

From this verse, the clause “say the right thing” relates to speak honestly, it means conveying words or sentences without reduce or increase the message of something. Besides, we need to realize that if we want to say something, we must

¹² David Nunan (ed), *Practical English Language Teaching* (Singapore: Mac Graw Hill, 2003), P.48

¹³ Glenn Fulcher, *Testing Second Language speaking* (London: Longman, 2003), P.22

¹⁴ Department Agama RI, *Al – Qur'an dan Terjemahnya*, (Semarang: CV. Asy Syifa', 2000), P.944

deliver words by having some knowledge and think first before speaking in order to the listener understands what we say.

In addition, we must also speak well. As Rasulullah saw explain in the following one.

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ أَنَّ رَسُولَ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ :
 مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ ، وَ مَنْ كَانَ يُؤْمِنُ بِاللَّهِ
 وَالْيَوْمِ الْآخِرِ فَلْيُكْرِمْ جَارَهُ ، وَ مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكْرِمْ ضَيْفَهُ]
 رواه البخاري و مسلم [

Meaning: *From Abu Hurairah radiallaahu'anhu, actually Rasulullah saw said:*
 “Whoever who believes in Allah and Judgement Day let him speak well or keep
 silent, whoever who believes in Allah and Judgement Day let him honour his
 neighbour, and whoever who believes in Allah and Judgement Day let him glorify
 his guest.” (Narrated by Bukhari and Muslim)

Speaking skill is the verbal language used to communicate with others.¹⁵

Lado point out that speaking ability is described as the ability to express oneself in
 life situation, or the ability to express sequence in ideas fluently.¹⁶ In Holy Qur'an
 An Naml verse 16 below:

وَوَرِثَ سُلَيْمَانُ دَاوُدَ ۚ وَقَالَ يَا أَيُّهَا النَّاسُ عُلِّمْنَا مَنْطِقَ الطَّيْرِ وَأُوتِينَا مِنْ كُلِّ شَيْءٍ
 إِنَّ هَذَا لَهُوَ الْفَضْلُ الْمُبِينُ [١٦]

¹⁵ Gleen Fulcher, *Testing Second Language* (Person Longman: London, 2003)

¹⁶ Robert Lado, *Language Testing the Constraction and Use of Foreign Language Test*
 (Britain: Longman, 1961)

Meaning: *And Sulaiman inherited Daud. He said, "hi people, we have been thaught the language of birds, and we have been given from all things. Indeed, this is evident bounty".*¹⁷

This verse shows that learning language is important things to do. How Sulaiman inherited Daud, bird language shows us that language is important to learn.

Learning obligation becomes imperative for students to learn the language in order to be useful for propagation of Islam internationally.

Speaking consists of producing systematic verbal utterances to convey meaning (utterances are simply things that people say). Speaking in foreign language involves a variety of operations, and learning to perform all of them quickly requires extensive practice.¹⁸

Speaking skill can be assed by oral language on systematic and have procedures or reassessment activities that can seedily be incorporated into plans by making assessment reflecting to instructions it will increase the validity and reliability of assessment approaches.¹⁹

The ability to speak fluently presupposes not only the knowledge of language features, but also the ability to process information and language on the spot. Speaking is a productive skill. When we speak, we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the

¹⁷ Department Agama RI, *Al – Qur'an dan Terjemahnya* (Semarang: CV. Asy Syifa', 2000), P.837

¹⁸ Don Snow, *From Language Learner to Language Teacher* (Michigan: Tesol, 2007), P.105

¹⁹ J. Michael O'Malley, *Authentic for Falsies Language Learners* (USA: Longman, 1996), P.325

listener, the message and the feedback. Speaking can't be separated from pronunciation as it encourage learners to learners to learn English sound.

b. Assessing Speaking

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously make an assessment student's performance. Written work – from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students.

Brown states as with effective tests, designing appropriate assessment task in speaking begins with the specification of objective or criteria, those objective may classified in term of several types of speaking performance: 1) imitative, 2) intensive, 3) responsive.

Imitative: at one end of continuum of types of speaking performance is the ability to simply parrot back (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 conclude in the criterion performance.

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, and lexical of phonological relationship (such as prosodic element – intonation, stress, rhythm, juncture). Example of extensive assessment task include directed response task including simple sequences and relationship up to the simple sentence level.

Responsive: included interaction and test comprehension but at somewhat limited level of very short conversations, standard greetings, and a small talk simple request, and the like.

The assessment of speaking is states as follow:

1. Pronunciation and intonation: the outer of speech is sound, the speaker must first decide what to say, be able to articulate the words, and create the physical sounds, that carry meaning. Second language learners therefore need the knowledge of the language they wish to speak an understanding of the phonetic structural of the individual word level and understanding of intonations.²⁰
2. Accuracy and Fluency: in learning English as foreign languages often errors when they are speaking. In teaching it is correct high gravity error immediately, low gravity errors can wait. The point of the following as helping to define what mean by “fluency”.²¹ Hesitation consisting of pauses, which can be unfilled (silence) filled (with noises like “erm); repeating syllables or word; changing words; correcting the use of coherent save devise, particularly pronouns; beginning in such a way that grammar predict what comes; next, but the speaker changes the structure of the utterance part way through; grammar.
3. Grammar: grammatical correctness is a main point were speech connected. A core grammar for informal speaking would probably need to include the following items.²² A command of present and; familiarity

²⁰ Jack. C. Ricards and Willy A.R., *Methodology in Language Teaching and Anthology Current Practice*.

²¹ Glenn Fulcher, *Testing Second Language Speaking* (London: Longman, 2003), P.27

²² Scott Thornbury, *How to Teach Speaking* (London: Longman, 2005), P.34

with use of continues past simple, and then to use the letter to sequence narratives and perfect forms of verbs, boot to frame and background information in narratives; a knowledge of the frequently occurring modal and semi modal verb (can, will, would, have to going to, used to); the ability to formulate questions, especially not only yes / no questions; some basic conjunction (and, so, but) in order to string together sequences of casual and non casual units; one or two all – purposes quoting expression of the said ... and then I said type.

4. Comprehension: comprehension is an exercise aimed at improving or testing students understanding of language (written or spoken).

4. Storytelling Method

a. The Definition of Storytelling²³

Storytelling is the original form of teaching. There are still societies in which it is the only form of teaching. Though attempts have been made to imitate or update it, like the electronic storytelling of television, live oral storytelling will never go out of fashion. A simple narrative will always be the cornerstone of the art of teaching. Colloquial or literary, unaffected or flowery – the full range of language is present in stories, develop in a unique way. The listeners benefit from observing non – polished speech created on – the – spot.

Storytelling is also a living art. Like music and dance, it is brought to life in performance. A story will be altered by storyteller's background: his/her choice of setting and detail, and the rapport established with the audience. The storyteller's building materials are words, sounds, and language pattern. The tools are the voice,

²³ Mr. sc. Mauro. Dujmovic and Visoka Uciteljska Skola, *Storytelling as a Method of EFL Teaching*, P. 77

face and hands. The product is the creation of a shared human experience based on words and imagination. Storytelling is an individual art, and an imposed method or ready – to – use plan will prove inadequate. Beginning storytellers must go beyond the rules. They must know their personal strength and develop their own unique style.

b. The Advantages of Storytelling

The most important advantages of storytelling may be summarized as follows:

1. Stories are motivating, fun, and can help develop positive attitudes towards the foreign language and language learning. They can create a desire to continue learning.
2. Stories exercise the imagination. Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps develop their own creative powers.
3. Listening to stories in class is a shared social experience. Reading and writing are often individual activities; storytelling provokes a shared response of laughter, sadness, excitement and anticipation which is only enjoyable but can help build up child's confidence and encourage social and emotional development.
4. Children enjoy listening to stories over and over again. This frequent repetition allows certain language items to be acquired while others are being overly reinforced. Many stories also contain natural repetition of key vocabulary and structures. This helps children to remember every

detail, so they can gradually learn to anticipate what is about to happen next in the story. Repetition also encourages participations on the narrative. Following meaning and predicting language are important skills in language learning.

5. Listening to stories allow the teacher to introduce or revise new vocabulary and sentence structure by exposing the children to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech.

c. Four Types of Storytelling²⁴

While all four main storytelling instructional methods (case – based instruction, problem – based instruction, scenario – based instruction, and narrative – based instruction) share a common element – stories – the four do have differences in definition, purpose, use of the story, and outcomes. Each method presents learners with a mechanism. Uniting these methods through a common characteristic enables researchers to draw on one another’s work for insights into the learning process. Andrews, Hull, and Donahue (2009) describe these story types in greater detail and provide concrete examples. This book is organized around these four story types.

1. *Case – Based Instruction*

Cases are stories that have occurred in the past. They are widely used in contexts such as medical, law, and business schools. Case – based instruction fixes the problem and solution, but the learner is placed outside the story context (Barnes, Christensen, & Hansen, 1994). The learner must discover the key facts and events

²⁴ Dee. H. Andrews, Thomas D. Hull, and Karen DeMeester, *Storytelling as an Instructional Method*, (Rotterdam: Sense Publishers, 2010), P.4

as they occurred; hence case studies have a historical nature. Because they are historical, cases do not allow a learner to alter their outcome or processes. Rather, the student must apply critical thinking and theories to the existing facts did. A major advantage of cases when compared to the other three types of stories is that they are imbued with authority which comes from the actual facts of the stories (Abbot, 1992).

2. *Narrative – Based Instruction*

Narrative – based instruction fixes the problem, the solution, and the learner all within the context that the story frames (Cobley, 2001). The storyteller or narrator controls all of the information received by the learner. Narratives can be either fictional or non – fictional. They seek to emotionally immerse the learner in the narrative's situation; probably more deeply than any of the other three story types. For this reason, narratives often are told for entertainment's sake, often without pursuing an instructional objective. A narrative seeks to express a series of events; however it does not necessarily have to tell the events in a chronological sequence.

3. *Scenario – Based Instruction*

Scenarios state fixed solution criteria, but not necessarily fixed solutions. The learner is positioned in a place that allows them to interact with the scenario and produce different outcomes depending on their decisions and actions. They can be fictional or non-fictional. However, for purposes of instruction they often come from history (Salas, Wilson, Priest, & Guthrie, 2006). Scenarios are heavily used in operational training such as the nuclear power industry and the military because they require active interaction by the learner and can be given operational

characteristics. While many scenarios are drawn from actual cases, they can be altered (sometimes significantly) to suit the purpose of instruction and evaluation measurement. This ability to accurately measure learner responses in a scenario-driven simulation, simulator, or instructional game makes scenarios effective places to try out new theories, approaches, and procedures for solving operational problems. Learners can gain valuable lessons from the experience. The main goal of scenario-driven instruction is to improve performance.

4. *Problem – Based Instruction*

The final story type is especially suited for teaching learners about how to best solve ill structured problems that do not have optimal solution criteria or parameters (Hmelo-Silver, 2004; Savery, 2006). Problem-based instruction requires, or at least allows, the learner to take charge of their own learning process and activities. This uses the problem (fictional or non-fictional) as a mechanism for conveying knowledge to the learner. The learning is usually done in a team setting, where each team member must provide collaborative help in finding a solution (Boud & Feletti, 1997). A key is that while a teacher might help the learning, each learner and the learning team must take responsibility for defining a path to solving the problem and then applying facts and skills to reach a solution (Savery, 1998).

B. Related Study

Therefore, the result of the study related get from minimum journals and study:

1. First, the study conducted by Gallis Nawang Ginusti (2014), on the research title by: “Improving the Speaking Skills of Grade VIII of SMP Negeri 2 Godean Through Pictures”. The students’ mean score in fluency aspect

increased after the implementation of pictures. The students score increased 1.47 from 5.53 in the pre-test to 7.00 in the post-test. The mean score of the pronunciation aspect gained by the students is 1.99. In pre-test, the mean score is 4.64. After doing the actions, the mean score becomes 6.62. In accuracy aspect, the mean score is also improved. In pre-test, the mean score is 4.60. In post-test, the mean score becomes 6.37. The gain score obtained is 1.76. The last aspect is vocabulary which also reveals some improvements. The students' mean score in pre-test is 5.52 which increases into 7.31 in the post-test. It means the gain score is 1.79.

2. Second, the study conducted by Anindita Dwi Irianti (2015), on the research title by: "The Effectiveness of Pop – Up Card in Improving Student's Achievement in Writing Descriptive Text". There is a significant difference in the students' writing ability before and after getting the treatment using "pop up card". The mean of the experimental group before getting the treatment was 61.4. The students' score after getting the treatment showed better result and improvement in their ability in learning descriptive text, especially writing. It was 75.3. Therefore, there was a significant increasing of the mean score that is 13.9 point. This difference shows that "pop up card" is effective in teaching descriptive text to the year eight of junior high school students.
3. Third, the study conducted by Purwatiningsih (2015), on the journal title by: "Improving Speaking Ability Through Story Telling Technique by Using Picture Series". Based on the result of the speaking test (story-retelling performance) which was conducted

within speaking class, there was an improvement of the students' mean score from the pre-test to the test 1. The mean score of the preliminary test was 50.15 while the mean score cycle 1 was 68.5. It means that there was slight improvement on the mean score when it was compared with the mean score of preliminary test. From that score, it could be said that the improvement was approximately 1.8. %. The detailed data about the improvement of the students' speaking mean score could be elaborated as follows: 10 students or 32% out of 32 achieved the score equal to or greater than 75 or met passing grade. Meanwhile, the other 22 students or 68.8% out of 32 achieved the score 60.80- 73.50. From that data, it could be known that all students' score improved when it was compared with the preliminary test. However, the score improvement did not meet the criteria of success yet since there were merely 32% students out of 32 who gained score equal to or greater than 75 as the passing grade criterion.

C. Conceptual Framework

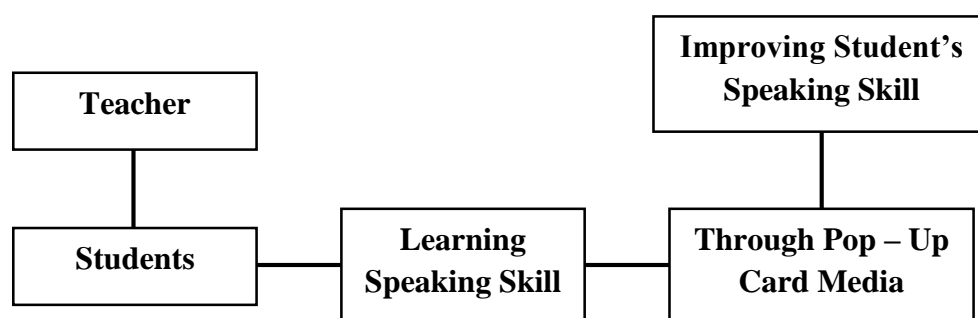
Based on the explanation above, we have known that speaking is one of four aspects of language skills that should be mastered by the students. Good speaker is who able speak succinctly, well organized, having idea clearly to started the conversation and knowledgeable about the kind of many expression in English language.

The lack of students' vocabularies and concept is one of aspects that most influence students in conversation. In addition, the implementation of strategy affects the achievement of students' students speaking skill. Therefore teacher should consider the selection the method that in accordance with the goals.

There are many learning method that can be used to achieve the purpose of student's speaking skill. Storytelling is one of many method that teacher can be use in learning process, and it can be suitable of the pop – up card as media that be apply on the treatment class. The research using for the method because storytelling is the suitable method for conversation practice soon. Once again, the research was used pop – up card as a media. In this situation, students will be analyze about the picture, imagine about the story and then they just tell about the story that happen in the picture in front of the class.

Diagram I

The scheme of effectiveness of using pop – up card in improving student's speaking skill



D. Hypothesis

Based on the theoretical framework above, the following hypothesis were formulated by the researcher:

1. Ha : there is significant difference of using pop – up card media on student's speaking skill at the X grade of Madrasah Aliyah Mu'allimin UNIVA Medan.
2. Ho : there is no significant difference of using pop – up card media on student's speaking skill at the X grade of Madrasah Aliyah Mu'allimin UNIVA Medan.

CHAPTER III

RESEARCH METHOD

A. The Location of Study

The research was conducted at **Madrasah Aliyah Mu'allimin UNIVA Medan**. The location of the research was on Jl. Sisingamangaraja. The reason of the researcher choose this school because this school has some facilities to support the teaching and learning process such as the classroom, the principal office, library, bathroom, canteen, football field, parking area, and the administrative staff room. Then the students face the same problem proficiency as the factors on the student's ability in English speaking. And, this research holds at this school because:

1. The similar research has never conducted yet in this school.
2. The writer finds this problem that the students still have weakness about learning and practice in speaking or conversation.
3. The school is easy to do research for the purpose of collecting data.
4. Suitable for ability and limitation of time and finance.
5. The writer wanted to improve student's English speaking.

B. Population and Sample

1. Population

One goal of scientific research is to describe the nature of a group or class of subjects, variables and concepts or phenomenon, it is called population.²⁵

According to Suharsimi Arikunto said that population is the

²⁵ Prof. Dr. Samy Tayie, *Research Methods and Writing Research Proposals*, (Cairo University, 2005), P.31

whole subject of the research.²⁶ Another ideas was mentioned by Sudjana, he said that population is the totally of all possible values, the result of calculation for certain characteristic regarding a set of complex and clear objects to be studied.²⁷ So, the population is total number of subjects that should be observed in this research.

The population of this research was the tenth of science and social class at Madrasah Aliyah Swasta Mu'allimin UNIVA Medan in academic year 2017/2018. There were two classes of the tenth class in that school, namely: X IPA and X IPS. The total number of the tenth class was 80 peoples. It can be seen in following table:

Table I
The Population of the Research

No.	Class	Population
1.	X IPA-1	35
3.	X IPA-2	39
3.	X IPS-1	32
4.	X IPS-2	37
TOTAL		143 students

2. Sample

²⁶ Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktek*. (Jakarta: PT Rineka Cipta, 1993). P. 130

²⁷ Sudjana. *Metode Statistik*. (Bandung: Tarsito. 1984). P. 5

The usual of procedure in these instances is to select a sample from the population. A sample is a subset of the population that is taken to be representative of the entire population. An important word in this definition is representative. A sample that is not representative, regardless of its size, is inadequate for testing purposes; the result can not be generalized. The most widely used alternative is to select cluster random sample. It was more feasible or convenient to select groups of individuals as sample than select individuals from a population.

The researcher used a table of random numbers to generate a cluster random sample. First, each class tenth science and social class was written in a piece of paper. Secondly, a starting class in the table is selected at random. There is no specific way to choose a starting class, it is an arbitrary decision. The researcher then selects the remaining 4 classes by going up, down, left and right on the table. The classes in the two pieces of paper would be sample. The classes were X IPA-2 and X IPS-1. Then, for the class that were chosen by the researcher would be select again, and the researcher were chosen for X IPA-2 as the singular sample.

Table II

The Sample of the Research

No.	Class of Students	Number of Students
1.	X IPA-2	41

C. The Setting and the Subject of Study

The researcher will conducted in Madrasah Aliyah Mu'allimin UNIVA at Sisingamangaraja street KM 5,5 Medan, North Sumatera in the academic year 2018 / 2019 at the first semester of the year. The researcher interest to applying pop – up card for English learning media in Madrasah Aliyah Mu'allimin UNIVA because this media has never been taught in this school in previous research.

The subject of this research is the students at the 10th grade of Madrasah Aliyah Mu'allimin UNIVA Medan. The researcher just took a class as object of this research. The selected of this research was students of X IPA-2. In determined the class, the researcher had discussion with the English teacher to considers the problems by the media and learning method that be used.

D. Procedure of the Study

In this research, researcher carry out some steps in the application of the cycle, those steps are described are follow:

1) First Cycle:

a. Planning

Planning is the first step of this procedure. At this stage, researcher make a set of activities consider which is related to the action and process learning activity.

In this case, the researcher prepared some activities which done in action process, the process related to the material such as:

- 1) Making a lesson plan.
- 2) Doing the first observation to find out the problems in English learning and identify the problems especially in students' speaking skill.
- 3) Making instrument of the post test.

- 4) Preparing research instrument such as: interview, observation sheet and test.
- 5) Arranging the procedure of teaching learning speaking skill by implementing storytelling method.

b. Action

After planning and setting the action, the researcher will implemented a set of action that has planned in the process of learning. The researcher will be implement storytelling method in teaching speaking skill by using pop – up card media. The activities in this step are followed:

Table III

Table of activities

Teacher's Activities	Student's Activities
1) Teacher opens the class by greeting and introducing the teacher identity.	1) Students response teacher great and listen about the introduction.
2) Explaining the topic to the students.	2) Students listen carefully.
3) Teacher divided the students into 4 groups which is consist of 6-7 students in a group.	3) the students make a group and sit with
4) Teacher were given a pop – up card for each group	4) Students just receive the pop – up card media and took it on the table.
5) Teacher demonstrate storytelling method by using pop – up card media	5) Students listen and pay full attention.

6) Teacher as students to start imagine the story about the pop – up card media that were given to students, and then retell the story in front of the class.	6) The students re – tell the story after they imagine and think about the story by using their own language.
7) Conducting post test	7) The students work individually after researcher implement storytelling method by using pop – up card media in speaking learning process.

c. Observation

Observation will be done to find out some of the documents that influenced to actions, and also to describe the effectiveness of pop – up card media in English learning process, especially in speaking learning. At this stage, the researcher will conduct the data by observe the activities of students and teacher in learning process by using observation sheet (see on appendix 3). The observation will be done before and during the research. The first observation has done to students' activities and difficulties in English learning especially in English speaking learning. While, for the next observation will be done during the research. The purpose of this observation is to know the effectiveness of pop – up card media in English learning process, especially in speaking learning.

d. Reflection

The last step is reflection. Reflection is used to know and gain feedback from previous activities that has been done before. In this case, the researcher will

evaluate the planning, actions, and the data obtained from observation. The result of this evaluation can give the reflection for researcher to considering and helps the researcher to make decision.

The researcher will take the feedback and evaluate on everything that has been done. If the result did not reach the goal determined, there will be continued to the second cycle. In reflecting process, researcher and teacher discussed further some problems occur in the class. Thus, the reflection is able to be determined after implementing the actions and observation outcomes. If the problems have not been resolved, continue the next cycle.

E. Trustworthiness

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

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

Transferability, as an empirical problem it depends on the similarity between the sender and the receiver context. In order to make the diversion a researcher should seek and collect empirical events about the same context.

Dependability, the concept of dependence is broader than reliability. it is due to a review that in terms that the concept is taken into account everything that is on the reliability it self plus other factors that are involved.

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

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

Researcher limits the technique on source triangulation. Triangulation by source mean comparing and checking the degree of confidence of information obtained trough different times and tools in qualitative methods, it can be achieve trough: 1) Compare the observed data with interview data. 2) Compare what people say in public whit what they say personally. 3) Compare what people say about the research situation with what it says all time. 4) Compare the person's situation and

perspective with the various opinions people. 5) Compare the results of interviews with the contents of related document.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

A. The Data Description

In this study, the researcher would like to described the result of preliminary study, cycle I and cycle II. This research was conducted only in one class that consist of 41 students. This research was accomplished in two cycles. Each cycle was consisted of four steps, namely planning, action, observation, and reflection. The first cycle was conducted in one meeting and the second cycle was also conducted in one meeting. In the last meeting of each cycle, the research gave the post test to the students to see the student's ability in speaking.

1. The Quantitative Data

The quantitative data were taken from the tests. The tests were consisted of pre test and post test. The pre test was given before giving the treatment to the students and the post test was given in the last meeting of each cycle. The result of the student's score can be seen in the following table.

1.1. The Student's Score in the Pre-Test

The researcher gave e test in pre-test. The number of the students who test was 41 persons. Here the students score of pre-test as follow:

Table 4
The students score in pre-test

No.	Initial Student's Name	Pre-test	
		Score	Criteria Success (>80)
1.	AA	30	Fail
2.	AZ	45	Fail
3.	AAL	50	Fail
4.	BS	30	Fail
5.	DH	40	Fail
6.	FIL	50	Fail
7.	FSN	20	Fail
8.	FY	80	Successful
9.	FS	50	Fail
10.	HLB	20	Fail
11.	IK	80	Successful
12.	IMN	40	Fail
13.	JU	30	Fail
14.	KS	40	Fail

15.	KNR	80	Successful
16.	LM	20	Fail
17.	LPY	35	Fail
18.	MA	30	Fail
19.	MR	80	Successful
20.	MAR	20	Fail
21.	MAH	50	Fail
22.	MRK	30	Fail
23.	MRS	85	Successful
24.	MU	30	Fail
25.	NSR	20	Fail
26.	NG	20	Fail
27.	NBH	30	Fail
28.	PWM	40	Fail
29.	RH	40	Fail
30.	SAK	85	Successful
31.	SM	50	Fail

32.	SN	45	Fail
33.	SNA	40	Fail
34.	SA	85	Successful
35.	SSN	50	Fail
36.	TAS	90	Successful
37.	WI	30	Fail
38.	YS	40	Fail
39.	YAR	20	Fail
40.	AMP	30	Fail
41	MAN	45	Fail
	Total (x)	1740	
	Mean (X)	42,43	

From the table, the total score of the students was 1445 and the number of the students who completed took the pre-test were 41 of students, to see the mean of the students in the test, the researcher applied the following formula:

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

Where:

X: The mean of the students

Σ : Total of score

N: The number of students

So, the mean of the students was $X = \frac{1740}{41} = 42,43$

From the analysis above that the student's speaking ability was still low. The mean of the students was 42,43 and the include fair level. And the number of the students who were competent in writing in was calculated by applying the following formula:

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

Where:

P: The percentage of students who get 80

R: The member of students who get 80 up

T: The total number of students who do the test

$$P1 = \frac{8}{41} \times 100\% = 20\%$$

$$P2 = \frac{33}{41} \times 100\% = 80\%$$

Table 5

The Percentage of the Student's Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Successful	8	20%
P2	Fail	33	80%
TOTAL		41	100%

From the percentage above known that the students who competent in speaking ability were very low.

1.2. The Student's Score in Post Test I

Table 6

The Student's Score in Post-Test I

No.	Initial Student's Name	Pre-test	
		Score	Criteria Success (>80)
1.	AA	60	Fail
2.	AZ	50	Fail
3.	AAL	80	Successful
4.	BS	40	Fail
5.	DH	40	Fail
6.	FIL	80	Successful

7.	FSN	40	Fail
8.	FY	80	Successful
9.	FS	80	Successful
10.	HLB	40	Fail
11.	IK	85	Successful
12.	IMN	60	Fail
13.	JU	50	Fail
14.	KS	70	Fail
15.	KNR	90	Successful
16.	LM	35	Fail
17.	LPY	80	Successful
18.	MA	60	Fail
19.	MR	85	Successful
20.	MAR	50	Fail
21.	MAH	80	Successful
22.	MRK	60	Fail
23.	MRS	60	Fail

24.	MU	80	Successful
25.	NSR	70	Fail
26.	NG	70	Fail
27.	NBH	80	Successful
28.	PWM	80	Successful
29.	RH	60	Fail
30.	SAK	95	Successful
31.	SM	85	Successful
32.	SN	50	Fail
33.	SNA	80	Successful
34.	SA	40	Fail
35.	SSN	40	Fail
36.	TAS	80	Successful
37.	WI	30	Fail
38.	YS	80	Successful
39.	YAR	50	Fail
40.	AMP	60	Fail

41	MAN	90	Successful
	Total (x)	2675	
	Mean (X)	65,24	

From the table of post-test I, the total score of the students was 2675 and the number of the students who completed took the post-test I were 41 of students, to see the mean of the students in the test the researcher applied the following formula:

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

X: The mean of the students

Σ : The total score

N: The number of students

So, the mean of the students was $X = \frac{2675}{41} = 65,24$

From the analysis above knew that student's speaking ability were still low. The mean of the students was 65,24 and the include fair level . and the number of the students who were competent in English vocabulary in was calculated by applying the following formula:

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

P: The percentage of students who get 80

R: The member of students who get 80 up

T: The total number of students who do the test

$$P1 \frac{18}{41} \times 100\% = 44\%$$

$$P2 \frac{23}{41} \times 100\% = 56\%$$

Table 7

The Percentage of the Student's Score in Post-Test I

	Criteria	Total Students	Percentage
P1	Successful	18	44%
P2	Fail	23	56%
TOTAL		41	100%

From the analysis above knew that the student's speaking ability got increasing. The mean of the students was 65, 24. From the score who got 80 up were 18 students or it was 44% and 23 students got the score fewer than 80 or it was 56%. It could be concluded that the student's speaking ability in got higher in post-test in cycle I than pre-test. But, the student's achievement in the post-test of cycle I was categorized unsuccessful. Because the percentage of the students who pass the passing grade only 50%, the researcher wanted the percentage of students who pass the passing grade was 75%. Therefore that next action continued on the cycle II.

1.3. The Student's in the Post-Test II

Table 8

The Student's Score in Post-Test II

No.	Initial Student's Name	Pre-test	
		Score	Criteria Success (>80)
1.	AA	80	Successful
2.	AZ	90	Successful
3.	AAL	80	Successful
4.	BS	70	Fail
5.	DH	60	Fail
6.	FIL	90	Successful
7.	FSN	80	Successful
8.	FY	85	Successful
9.	FS	85	Successful
10.	HLB	90	Successful
11.	IK	95	Successful
12.	IMN	85	Successful
13.	JU	80	Successful

14.	KS	90	Successful
15.	KNR	95	Successful
16.	LM	60	Fail
17.	LPY	85	Successful
18.	MA	80	Successful
19.	MR	85	Successful
20.	MAR	70	Fail
21.	MAH	85	Successful
22.	MRK	80	Successful
23.	MRS	80	Successful
24.	MU	85	Successful
25.	NSR	80	Successful
26.	NG	80	Successful
27.	NBH	90	Successful
28.	PWM	85	Successful
29.	RH	70	Fail
30.	SAK	90	Successful

31.	SM	90	Successful
32.	SN	80	Successful
33.	SNA	85	Successful
34.	SA	60	Fail
35.	SSN	70	Fail
36.	TAS	85	Successful
37.	WI	65	Fail
38.	YS	85	Successful
39.	YAR	70	Fail
40.	AMP	80	Successful
41	MAN	95	Successful
	Total (x)	3320	
	Mean (X)	80,97	

From the table of post-test II, the total score of the students was 3320 and the number of the students who competed took the post-test II were 41 students, to see the mean of the students in this test the researcher applied the following formula:

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

X: The mean of the students

Σ : The total of score

N: The number of the students

So, the mean of the students was $X = \frac{3320}{41} = 80,97$

From the analysis above knew that student's speaking ability was increased. The mean of the students was 80,97. And the number of the students who were competent in writing in was calculated by applying the following formula.

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

P: The percentage of the students 80

R: The member of students who get 80 up

T: The total number of students who the test

$$P1 = \frac{32}{41} \times 100\% = 78\%$$

$$P2 = \frac{9}{41} \times 100\% = 22\%$$

Table 9

The Student's Percentage of the Student's Score in Post-Test II

	Criteria	Total Students	Percentage
P1	Successful	32	78%
P2	Fail	9	22%
TOTAL		41	100%

From the percentage, the student's speaking ability was classified on good level when doing the action research on cycle II. The student's score showed the increasing which could be determined that they showed the great progress. They got the increasing score in each cycle.

Table 10

The Student's Score in the Three Speaking Test

No.	Initial Student's Name	Score in pre-test	Score in post-test I	Score in post-test II
1.	AA	30	60	80
2.	AZ	45	50	90
3.	AAL	50	80	80
4.	BS	30	40	70
5.	DH	40	40	60
6.	FIL	50	80	90
7.	FSN	20	40	80
8.	FY	80	80	85
9.	FS	50	80	90
10.	HLB	20	40	80
11.	IK	80	85	95

12.	IMN	40	60	85
13.	JU	30	50	80
14.	KS	40	70	90
15.	KNR	80	90	95
16.	LM	20	35	60
17.	LPY	35	80	85
18.	MA	30	60	80
19.	MR	80	85	85
20.	MAR	20	50	70
21.	MAH	50	80	85
22.	MRK	30	60	80
23.	MRS	85	60	80
24.	MU	30	90	85
25.	NSR	20	70	80
26.	NG	20	70	80
27.	NBH	30	80	90
28.	PWM	40	80	85

29.	RH	40	60	70
30.	SAK	85	95	90
31.	SM	50	85	90
32.	SN	45	50	80
33.	SNA	40	80	85
34.	SA	85	40	60
35.	SSN	50	40	70
36.	TAS	90	80	85
37.	WI	30	30	65
38.	YS	40	80	85
39.	YAR	20	50	70
40.	AMP	30	60	80
41	MAN	45	90	95
	Total (x)	1740	2675	3320
	Mean (X)	42,43	65,24	80,97

Table 11

The Mean Score of cycle I and cycle II

X	Pre-Test	Post-Test I	Post-Test II
Mean	42,43	65,24	80,97

The mean of the student's score in the post-test of cycle II was highest, so it could be said that the student's speaking ability by using pop-up card media was improved from 42,43 to 80,97.

The number of competent the student was calculated by applying the following formula:

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

P: The percentage of students who get 80

R: The member of students who get 80 up

T: The total number of students who do the test

The percentage of the increasing of student's speaking ability could be seen as follows:

a. The percentage of competent students in the pre-test was:

$$P1 = \frac{8}{41} \times 100\% = 20\%$$

b. The percentage of the competent students in the post-test I was:

$$P1 = \frac{18}{41} \times 100\% = 44\%$$

c. The percentage of the competent students in the post-test II was:

$$P1 = \frac{32}{41} \times 100\% = 78\%$$

Table 11

The Percentage of Students Who Got Score Over 80

Speaking Test	Percentage
First Test (Pre-test)	20%
Second test (Post-test I)	44%
Third Test (Post-test II)	78%

From the table above, the result showed the increasing of the student's score from the pre-test to the post-test of cycle I, post-test of cycle I to post-test of cycle II. In the first test (pre-test) the students who got the score 80 up were 8 students of 41 students (20%). In the second test (post-test cycle I) the students who got the score 80 up were 18 students of 41 students (44%). In the third test (post-test cycle II) the students who got the score 80 up were 32 students of 41 students (78%). The increasing of pre-test to the post-test of cycle I was about 24% and the increasing of post-test of cycle I to the post-test of cycle II was about 34%.

1. The Qualitative Data

The qualitative data were taken from observation sheet, interview sheet, and documentation. Those are gained within two cycles.

A. Observation

The observation was conducted to observe the activity of teacher and students during the learning process, include the students' behavior, and all activities during the learning process. Such as "students come on time. When the teacher teaches, the students pay attention to the teacher's explanation, and active in joining the learning process." Thus, the result of observation was collected as the data, which was used as a basic reflection. Observation done twice by using checklist and scale. From the result of the observation, it can be concluded that the teacher can present the material well, managed the class well and used the time effectively.

B. Interview

There were two interview sessions was conducted. The first interview was done before conducting the research and the second one was done in the end of second cycle. The researcher interviewed the English teacher. In the first session, they were interviewed about their problems in speaking. While the second sessions, they were interviewed about their respond or comments about the using of pop-up card as learning media.

This statement can be proved by the teacher's opinion about the lack of students' interest in studying English, but several of students have good interest in

studying English because they also follow the course. The next is students' achievement in vocabulary is less, and the last is the lack of facilities for English learning such as there is no language lab.

Based on the interview result, the students have limited words to know what speaker said in the text. They are still feel difficult to know the meaning of the text, not able to understand what speaker said by their own speed as native speakers. The students' interest in studying English is still low.

Based on the students' result above, the researcher want to improve students' achievement in vocabulary by using pop-up card application, the teacher also made the situation in learning is comfortable, friendly, enjoy, relax, and easy to accept every information that they got.

C. Documentation

As a qualitative research, the researcher had to take the documentation of the research. The teacher collected some photos during teaching learning process.

1. Findings

After the researcher did the research, there are some findings that will describe in every cycle:

a. Cycle 1

1. Planning

Planning was the first step in the classroom action research. Planning had been flexible because it depends on circumstance in that school. After identification

of the problem, the writer as the teacher has planned everything needed in order to solve the students' problem faced. In this case, the English teacher as a collaborator gave some corrections to the researcher such as, in lesson plan on material that has given to the students is the text too long its depends on students' ability. In the material also, there are many difficult words that can make students getting bored quickly.

2. Action

After planning and setting the action, the researcher was implemented a set of action that has planned in the process of learning. The researcher was implemented pop-up card as media in teaching English speaking. The activities in this step are followed:

This research needs more than three-time treatments in order that the increase of the students' speaking ability achievement more significant. Try out was conducted in order to measure the quality of the test used as the instrument and to determine which items should be revised for the pre-test and post-test. After administering the pre-test, the treatments were conducted for three times. When the teacher gave the treatment to the students, it seemed that they were interested in the materials. Pop-up card was presented with clear procedures.

At the first treatment, the students were told first what the pop-up card is. The teacher introduced the rules in doing the application and demonstrated the application by giving the example. The teacher gave an example by the pop-up card application, and then the teacher asked the students to answer the questions. The teacher and the students explained or translated the unknown words together.

3. Observation

The observation was done to observe the students' behavior and what the students' problem during the teaching learning process. The students getting bored when the researcher delivered the material, it caused the researcher took the time too long. The researcher also used the monotone activity in learning process.

4. Reflection

There are many corrections that given by English teacher as collaborator. As in planning the material is too long, and also too many unfamiliar words for the students. In the action, the researcher took the time too long in giving the material. And also in explanation, the researcher didn't master the classroom yet, the researcher only focused with her explanation without caring the students' understanding at all.

Here the researcher and collaborator exchanged the ideas that will be applied in the next cycle, to solve some corrections in cycle 1 that has done by the researcher. Such as in planning, make the text of material shorter in cycle 2 than cycle 1, minimized unfamiliar words in cycle 2. In action, managed the time in giving the material.

b. Cycle 2

After doing cycle 1, it was found that pop up card application was a good way in teaching speaking skill. It was supported by the result that showed the good score of the students. Therefore, in the cycle 1, several criterions had been not achieved, because the students not understand the question in pop up card.

The researcher also repaired the material in lesson plan, and some corrections that has mentioned by English teacher to the researcher.

In this cycle, teacher gave the students more motivation and also exploration about vocabulary. It was expected that the cycle 2 of action research would get better than the cycle 1, the action research steps were:

1. Planning

In this cycle, researcher prepared the lesson plan and emphasized the process of teaching learning student's speaking. The topic of the study which discussed in cycle 2 was about "the story in pop up card, tell about the hidden story from the pop up card". In this cycle the researcher planned to change the session. The researcher made the new topic to make them accustomed by English language that would make them easy to understand.

2. Action

After being revised, the teacher began taught speaking skill by using pop up card media application. The researcher as the teacher introduced the topic to the students. The teacher did brainstorming about the topic which had been discussed. While the brainstorming, the teacher made some conversation to the students.

In the second meeting, the teacher did the same thing as the first treatment for the second treatment. The teacher told the students that they were going study about the speaking through pop up card media application.

In the third meeting, the teacher did the same thing as usual from beginning until closing. The teacher watched their progress and walked around the class to see

the activity of the students. The teacher also supported the students that had problems with the application.

3. Observation

In cycle 2, the observation indicated that most of the students more active and enthusiastic in cycle 2. It caused the researcher did the revise adapted with collaborator's suggestions.

4. Reflection

In this step, there was feedback of the learning process taken from the result of observation, documentation, and data analysis of cycle 2. From the interview with the students after the implementation of telling story from the pop up card, the students said that they more interest in speaking by using pop up card media. This statement was supported by their score or progress in the test. Every meeting their ability were increased, their interest and enthusiastic also increased. From some documentation, it was found that the students were serious during the learning process.

D. Discussion

From the result of this research, the researcher found that the students who were taught through pop up card media application could achieve a better result in learning English speaking skill. The research had shown that op up card media application could make the student more active and motivated in the process of learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result and discussion of the researcher, it could be concluded that the students' speaking ability got improvement through pup-up card media application. It was showed from the mean of the students score in three test: pre-test 42,43; post-test I 65,24; post-test II 80,97 . And also score improvement who got score up to 80 pre-test in first cycle were 8 of 41 students (20%), post-test I in first cycle were 18 of 41 students (44%), post- test II in second cycle were 32 of 41 students (78%). Therefore, pop-up card media application in learning process can improved the students' speaking ability.

B. Suggestions

Based on the conclusion of the study, some suggestions will be directed toward the English teacher, and other researcher.

1. To English Teacher

The English teacher can use the pop-up card as media in learning process. Because based on the result of the research, the use of pop-up card media application as learning media improve the students' speaking ability. It also can support the teaching-learning process so that the students will be more interested in learning English.

2. To the Other Researcher

This study is mainly intended to describe how pop-up card were implemented to improve the speaking skill at the ten grade, students of Madrasah Aliyah Mu'allimin UNIVA Medan. The other researchers may follow this study in different contexts in order to find more actions to improve the student's speaking ability. This study may be used as one of the resources before the researchers do an action research related to the improving student's speaking ability.

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APPENDIXES

Appendix 1

LESSON PLAN (CYCLE I)

School : Madrasah Aliyah Mu'allimin UNIVA Medan

Subject : English

Class/semester : X/I

Year : 2018/2019

Aspect : Speaking

Material : Retelling a story from the pop up card

Time Allocation: 2 X 45 menit

A. CORE COMPETENCIES.

1. Living and practicing the religious teachings that he / she embraces.
2. To live and practice honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful), behavior, courteous, responsive and pro – active and show attitude as part of the solution to problems in interacting effectively with social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.
3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge

to understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture and humanities with humanitarian, national, state, and civilization insights on the causes of phenomena and events, and applying procedural knowledge to specific areas of study according to his / her talents and interests to solve problems.

4. Processing, reasoning and chanting in the realm of concrete and abstract spheres is related to the development of the self – studied school, and is capable of using methods according to scientific rules.

B. BASIC COMPETENCIES AND INDICATORS

No.	Basic Competence	Indicator
KD 4.2	Prepare oral and written text to describe, inquire, and respond to the exposure of identity, with due regard to social functions, text structures, and linguistic elements that are true and contextual	4.2.1. Try to identify the picture and start to think about the story.
KD 4.8	Prepare descriptive oral and written text, simple, about people, places of interest, and famous historical buildings, with due regard to social functions, text structures, and linguistic elements that are true and contextual.	4.8.1. Describe orally about something by the picture using their own word.

C. LEARNING OBJECTIVE

1. Students are able to determine the overview in pop – up card.
2. Students are able to determine detailed information of pop – up card, implicit or explicit.
5. Students are able to determine the meaning of their own word properly.
6. Students able to arrange their word as good as possible to retell a story inside.
7. Students are able to summarize the story of pop – up card from the other group.

D. MEDIA

Pop-up card application

E. LEARNING MATERIALS

Speaking

Speaking is an activity performed by two persons or more in which there is a speaker and a listeners or otherwise to get some information inside.

Social Function

The social function of speaking:

1. Talk as interaction
2. Talk as transaction
3. Talk as performance

Purpose of Speaking

The purposes of speaking

1. To entertain
2. To express feelings

3. To relate experience
4. To inform (to explain what happens when a person is arrested or to teach a lesson)
5. To persuade (to convince the reader that community service should be required in high school).

Some Expression that often Using in Speaking as Generally

1. Expression of introduction
2. Expression of greeting
3. Expression of gratitude
4. Expression of apology
5. Expression of ability and disability
6. Expression of certainty and uncertainty
7. Expression of agreement and disagreement
8. Expression of like and dislike
9. Expression of opinion
10. Expression of asking and offering
11. Expression of warning
12. Expression of preference

F. APPROACH, MODEL AND LEARNING STRATEGY

1. Approach : Scientific Approach
2. Learning Model : Problems Based Learning
3. Learning Method : Storytelling
4. Learning Media : Pop – up card

G. LEARNING ACTIVITY

Learning Steps	Scientific Thinking Process	Learning Activities
Opening activities	Appreciation	<ol style="list-style-type: none"> 1. Teacher open the lesson by greeting 2. Teacher introducing themselves. 3. Before the learning is begins, teacher dong a stimulus with asking for some question to students by using English language.
Core activities	Stage 1: Orientate learners to the problem	<ol style="list-style-type: none"> 1. Teacher conveys the objectives of learning speaking. 2. Teacher motivate the students by showing pop – up card as media in learning. 3. Teacher explain how we can describe a picture in speaking by using our own word.
	Stage 2: Organizing learners	Observing in scientific approach: <ol style="list-style-type: none"> 1. Students will be divide into 4th group.

		2. Teacher deliver the pop – up card media.
	Stage 3: Guiding investigation of individual and group	Exploring in scientific approach: 1. Students are asked to discuss with their friends in group about the picture. 2. Students start to think what the suit story or word about the picture that are given.
	Stage 4: Develop and present the work	1. Each of group, retell what is the story that they're made and discuss. 2. Students present the story by their own word, and teacher is help to make the language be right.
	Stage 5: Analyze and evaluate process	Data analysis / information in scientific approach: 1. Teacher evaluates and gives the strengthening for student's perform.
Closing activities		1. Teacher closing the lesson by greeting

H. LEARNING SOURCE: Relevant book and internet.

I. ASSESTMENT

No.	Indicators	Form	Example
1.	Answer individually the question from the teacher	Test orally	A. What is the story about that was explain by your friend? B. Can you retell to me about the story of it? C. What is your opinion about your friend performance when they explain the story of pop-up card? D. Are you understand with their explanation about the pop up card?

I. ASSESSMENT GUIDELINES

Score	Content	Organization	Vocabulary	Language Use	Mechanics
-------	---------	--------------	------------	--------------	-----------

90 -	<ul style="list-style-type: none"> - Knowledgeable - Substantive through development of theme of conversation 	<ul style="list-style-type: none"> - Fluent expression - Idea clearly started - Speak fluently - Well organized 	<ul style="list-style-type: none"> - Effective word and usage, word form - Mastery, appropriately word 	<ul style="list-style-type: none"> - Effective complex construction of arranging tenses - Understand of using many expression 	<ul style="list-style-type: none"> - Demonstrate mastery of conversation – few errors spelling - Good intonation - Pronunciation mastery
70 -	<ul style="list-style-type: none"> - Some knowledgeable - Limited development of theme of conversation but lack detail 	<ul style="list-style-type: none"> - Somewhat stammer - Loosely organized but theme of conversation stand out 	<ul style="list-style-type: none"> - Adequate word range - Occasional errors of meaning obscured 	<ul style="list-style-type: none"> - Effective simple construction of arranging tenses - Understand of using some expression 	<ul style="list-style-type: none"> - Occasional errors of spelling - Usual intonation - Pronunciation clearly enough

50 -	<ul style="list-style-type: none"> - Limited knowledge of subject - Little substance inadequate development theme 	<ul style="list-style-type: none"> - Non – fluent expression of disconnected - Lack logical sequencing and development 	<ul style="list-style-type: none"> - Limited word range - Occasional errors of word, but confused meaning 	<ul style="list-style-type: none"> - Major problem in simple complex construction of arranging tenses - Distract in using expression 	<ul style="list-style-type: none"> - Frequent errors of spelling intonation and pronunciation
30 -	<ul style="list-style-type: none"> - Doesn't show knowledgeable - Non substantive through development theme of conversation not enough evaluate 	<ul style="list-style-type: none"> - Doesn't communicate - No organization or not enough to evaluate 	<ul style="list-style-type: none"> - Essentially translation little knowledge of English vocabulary or not enough to evaluate 	<ul style="list-style-type: none"> - No mastery of sentence - Dominated by errors - Not enough to evaluate 	<ul style="list-style-type: none"> - Dominate errors of spelling, intonation and pronunciation

Medan, August 2018

English Teacher

Researcher

Patimah Hawah

Bunga Aprilliana

Appendix 2

LESSON PLAN (CYCLE II)

School : Madrasah Aliyah Mu'allimin UNIVA Medan

Subject : English

Class/semester : X/I

Year : 2018/2019

Aspect : Speaking

Material : Retelling a story from the pop up card

Time Allocation: 2 X 45 menit

D. CORE COMPETENCIES.

1. Living and practicing the religious teachings that he / she embraces.
2. To live and practice honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful), behavior, courteous, responsive and pro – active and show attitude as part of the solution to problems in interacting effectively with social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.
3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge to understanding, applying, analyzing factual,

conceptual, procedural knowledge based on his curiosity about science, technology, art, culture and humanities with humanitarian, national, state, and civilization insights on the causes of phenomena and events, and applying procedural knowledge to specific areas of study according to his / her talents and interests to solve problems.

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KD 4.8	Prepare descriptive oral and written text, simple, about people, places of interest, and famous historical buildings, with due regard to social functions, text structures, and linguistic elements that are true and contextual.	4.8.2. Describe orally about something by the picture using their own word.

F. LEARNING OBJECTIVE

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4. Students are able to determine detailed information of pop – up card, implicit or explicit.
5. Students are able to determine the meaning of their own word properly.
6. Students able to arrange their word as good as possible to retell a story inside.
7. Students are able to summarize the story of pop – up card from the other group.

J. MEDIA

Pop-up card application

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5. Talk as transaction
6. Talk as performance

Purpose of Speaking

The purposes of speaking

6. To entertain
7. To express feelings

8. To relate experience
9. To inform (to explain what happens when a person is arrested or to teach a lesson)
10. To persuade (to convince the reader that community service should be required in high school).

Some Expression that often Using in Speaking as Generally

13. Expression of introduction
14. Expression of greeting
15. Expression of gratitude
16. Expression of apology
17. Expression of ability and disability
18. Expression of certainty and uncertainty
19. Expression of agreement and disagreement
20. Expression of like and dislike
21. Expression of opinion
22. Expression of asking and offering
23. Expression of warning
24. Expression of preference

L. APPROACH, MODEL AND LEARNING STRATEGY

5. Approach : Scientific Approach
6. Learning Model : Problems Based Learning
7. Learning Method : Storytelling
8. Learning Media : Pop – up card

M. LEARNING ACTIVITY

Learning Steps	Scientific Thinking Process	Learning Activities
Opening activities	Appreciation	<p>4. Teacher open the lesson by greeting</p> <p>5. Teacher introducing themselves.</p> <p>6. Before the learning is begins, teacher dong a stimulus with asking for some question to students by using English language.</p>
Core activities	Stage 1: Orientate learners to the problem	<p>4. Teacher conveys the objectives of learning speaking.</p> <p>5. Teacher motivate the students by showing pop – up card as media in learning.</p> <p>6. Teacher explain how we can describe a picture in speaking by using our own word.</p>
	Stage 2: Organizing learners	<p>Observing in scientific approach:</p> <p>3. Students will be divide into 4th group.</p>

		4. Teacher deliver the pop – up card media.
	Stage 3: Guiding investigation of individual and group	Exploring in scientific approach: 3. Students are asked to discuss with their friends in group about the picture. 4. Students start to think what the suit story or word about the picture that are given.
	Stage 4: Develop and present the work	3. Each of group, retell what is the story that they're made and discuss. 4. Students present the story by their own word, and teacher is help to make the language be right.
	Stage 5: Analyze and evaluate process	Data analysis / information in scientific approach: 2. Teacher evaluates and gives the strengthening for student's perform.
Closing activities		2. Teacher closing the lesson by greeting

N. LEARNING SOURCE: Relevant book and internet.

O. ASSESTMENT

No.	Indicators	Form	Example
1.	Answer individually the question from the teacher	Test orally	E. What is the story about that was explain by your friend? F. Can you retell to me about the story of it? G. What is your opinion about your friend performance when they explain the story of pop-up card? H. Are you understand with their explanation about the pop up card?

J. ASSESSMENT GUIDELINES

Score	Content	Organization	Vocabulary	Language Use	Mechanics
-------	---------	--------------	------------	--------------	-----------

90 -	<ul style="list-style-type: none"> - Knowledgeable - Substantive through development of theme of conversation 	<ul style="list-style-type: none"> - Fluent expression - Idea clearly started - Speak fluently - Well organized 	<ul style="list-style-type: none"> - Effective word and usage, word form - Mastery, appropriately word 	<ul style="list-style-type: none"> - Effective complex construction of arranging tenses - Understand of using many expression 	<ul style="list-style-type: none"> - Demonstrate mastery of conversation – few errors spelling - Good intonation - Pronunciation mastery
70 -	<ul style="list-style-type: none"> - Some knowledgeable - Limited development of theme of conversation but lack detail 	<ul style="list-style-type: none"> - Somewhat stammer - Loosely organized but theme of conversation stand out 	<ul style="list-style-type: none"> - Adequate word range - Occasional errors of meaning obscured 	<ul style="list-style-type: none"> - Effective simple construction of arranging tenses - Understand of using some expression 	<ul style="list-style-type: none"> - Occasional errors of spelling - Usual intonation - Pronunciation clearly enough

50 - 40 (fair to poor)	<ul style="list-style-type: none"> - Limited knowledge of subject - Little substance inadequate development theme 	<ul style="list-style-type: none"> - Non – fluent expression of disconnected Lack logical sequencing and development 	<ul style="list-style-type: none"> - Limited word range - Occasional errors of word, but confused meaning 	<ul style="list-style-type: none"> - Major problem in simple complex construction of arranging tenses - Distract in using expression 	<ul style="list-style-type: none"> - Frequent errors of spelling intonation and pronunciation
30 - 20 (every poor)	<ul style="list-style-type: none"> - Doesn't show knowledgeable - Non substantive through development theme of conversation not enough evaluate 	<ul style="list-style-type: none"> - Doesn't communicate - No organization or not enough to evaluate 	<ul style="list-style-type: none"> - Essentially translation little knowledge of English vocabulary or not enough to evaluate 	<ul style="list-style-type: none"> - No mastery of sentence - Dominated by errors - Not enough to evaluate 	<ul style="list-style-type: none"> - Dominate errors of spelling, intonation and pronunciation

Medan, August 2018

English Teacher

Researcher

Appendix 3

Instrument of pre-test

Here is some question that will be ask to students. The research made for 10 question.

1. What is your name?
2. Where do you live?
3. How old are you?
4. What is favorite film?
5. Can you tell me about a short story?
6. Who is the first president of Indonesia?
7. Why did you choose this school to study? Give me a reason.
8. Tell me about your great experience!
9. What is your favorite place?
10. What will you failing a grade?

Appendix 4

Instrument of Post-Test (Cycle I)

These questions will ask to students about pop-up card for the story that retelling by another group:

1. what are the group talking about the story in their pop-up card?
2. Is the story interest you to listen them?
3. Can you retell to me what are they story about?
4. What is the lesson that we can get from the story from each group?
5. Which one the story that be your favorite story?

Appendix 5

Instrument of Post-Test (Cycle I)

These questions will ask to students about pop-up card for the story that retelling by another group:

6. what are the group talking about the story in their pop-up card?
7. Is the story interest you to listen them?
8. Can you retell to me what are they story about?
9. What is the lesson that we can get from the story from each group?
10. Which one the story that be your favorite story?

Appendix 6

Interview to the teacher

1. Why do you choose English subject for teaching?

Answer: because English is world language and it's very important to teach for students. And we know that the student is Indonesia's generation. As the teacher, we must take care for our country language's develop.

2. What is your problem in teaching?

Answer: the problem is about the facility like English laboratory. This facility has a great influence in English learning I think. And for the next problem is, sometimes for many students is not interest to learn English. Because as we know, students always think that English language is hardest lesson for them.

3. What is your media in teaching English?

Answer: in this time, I ever use projector to teaching grammar, radio or loudspeaker that I'd connect to my laptop to teaching listening. And usually, I always using book for media.

4. Are the students like to study English?

Answer: a half of them say likes English and has a serious side to learn. But there are also have no serious in learning English.

5. Is there any problem in teaching speaking as long as you teach?

Answer: yes of course. The problem is when the students are not understand with English language, and some of them is not memorize vocabularies.

6. What do you think about pop-up card media application?

Answer: I think this media is very effective in English learning, especially in speaking.

Appendix 7

Interview to students

Initial name:

1. Do you like study English? Give your reason below!

Answer:

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2. Write your reason when your teacher thought you English learning!

Answer:

.....

.....

.....

3. What is your problem in learning English, especially in speaking?

Answer:

.....

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4. What do you think about learning English speaking by using pop-up card application?

Answer:

.....

.....

.....

Initial name:

1. Do you like study English? Give your reason below!

Answer:

.....

.....

.....

2. Write your reason when your teacher thought you English learning!

Answer:

.....

.....

.....

3. What is your problem in learning English, especially in speaking?

Answer:

.....

.....

.....

4. What do you think about learning English speaking by using pop-up card application?

Answer:

.....

.....

.....

Initial name:

1. Do you like study English? Give your reason below!

Answer:

.....

.....

.....

2. Write your reason when your teacher thought you English learning!

Answer:

.....

.....

.....

3. What is your problem in learning English, especially in speaking?

Answer:

.....

.....

.....

4. What do you think about learning English speaking by using pop-up card application?

Answer:

.....

.....

.....

Appendix 8

Observation sheet cycle I

Subject : English

Class : X MAS. Mu'allimin UNIVA Medan

1= poor

2= fair

3= good

No	The Aspect of Supervision	Cycle 1		
		1	2	3
1.	The teacher motivates the students about the importance of speaking English		✓	
2.	The teacher explains the material to the students.			✓
3.	The teacher gives the explanation about the pop-up card as learning media.			✓
4.	The teacher observes the students during teaching and learning process.			✓
6.	The teacher helps the students when they find some problems in learning process.			✓
7.	The teacher concludes the material and closes the meeting.			✓
8.	The students pay attention to the teacher's explanation.			✓
9.	The students are active in asking the question about the material to the teacher.		✓	

10.	The students were enthusiast to do their assignment.		✓	
11.	The students were motivated in studying speaking by using pop-up card		✓	

1. Cycle 1

To know the value of the teacher and students activities in cycle 1, it can be calculated by using formula:

$$score = \frac{\text{number of score}}{\text{total score}} \times 100\%$$

$$score = \frac{18}{41} \times 100\%$$

$$= 44\%$$

Note: Score < 60% = fair

Score 61% - 70% = good

Score 71% - 100% = very good

Based on the data above, the teacher and students has done all of the activities fair, because the percentage of the teacher and students we the percentage of the teacher and students were 44 %

Appendix 8

Observation sheet cycle I

Subject : English

Class : X MAS. Mu'allimin UNIVA Medan

1= poor

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No	The Aspect of Supervision	Cycle 1		
		1	2	3
1.	The teacher motivates the students about the importance of speaking English		✓	
2.	The teacher explains the material to the students.			✓
3.	The teacher gives the explanation about the pop-up card as learning media.			✓
4.	The teacher observes the students during teaching and learning process.			✓
6.	The teacher helps the students when they find some problems in learning process.			✓
7.	The teacher concludes the material and closes the meeting.			✓
8.	The students pay attention to the teacher's explanation.			✓
9.	The students are active in asking the question about the material to the teacher.		✓	

10.	The students were enthusiast to do their assignment.		✓	
11.	The students were motivated in studying speaking by using pop-up card		✓	

2. Cycle 1

To know the value of the teacher and students activities in cycle 1, it can be calculated by using formula:

$$score = \frac{\text{number of score}}{\text{total score}} \times 100\%$$

$$score = \frac{32}{41} \times 100\%$$

$$= 78 \%$$

Note: Score < 60% = fair

Score 61% - 70% = good

Score 71% - 100% = very good

Based on the data above, the teacher and students has done all of the activities very good, because the percentage of the teacher and students were 78%

Appendix 9

THE SCHEDULE OF RESEARCH AT MTs GUPPI PANGKATAN IN ACADEMIC YEAR 2018/2019

Day / Date	Activities
Monday, August 20 th 2018	<ul style="list-style-type: none"> • Meet with the principles of Madrasah Aliyah Mu'allimin UNIVA Medan to ask the permission for doing the research. • Meet the English teacher of X grade to talk about the material will be teaching. • Interview the English teacher of X grade.
Tuesday , August 21 st 2018	<ul style="list-style-type: none"> • The first meeting in X grade students of Madrasah Aliyah Mu'allimin UNIVA Medan. • Give the pre-test to the students at X grade.
Wednesday, August 22 nd 2018	<ul style="list-style-type: none"> • The use of pop up card as learning media in speaking learning process. Teacher introduces pop up card as speaking learning media.

	<ul style="list-style-type: none"> • Do the activity as planned in lesson plan of cycle 1. • Giving the post-test 1 in the first cycle. • Discuss about the test that have done.
Monday, August 28 th 2018	<ul style="list-style-type: none"> • Do the activity as planned in lesson plan of cycle 2. • Giving the post-test 2 in the second cycle. • Discuss about the test that have done.
Wednesday, August 29 th 2018	<ul style="list-style-type: none"> • Interview the student about the use of pop up card as speaking learning media.
Thursday, August 30 th 2018	<ul style="list-style-type: none"> • Interview the teacher about the use of pop up car as speaking learning media.
Friday, August 31 th 2018	<ul style="list-style-type: none"> • Say goodbye and thanks to the Principle of MAS Mu'allimin UNIVA, English teacher and the side who helped in this research.

Medan, 30th August 2018

The Researcher

BUNGA APRILLIANA

NIM 34144024

Appendix 11**List of Initial Students**

No.	Initial Student's Name
1.	AA
2.	AZ
3.	AAL
4.	BS
5.	DH
6.	FIL
7.	FSN
8.	FY
9.	FS
10.	HLB
11.	IK
12.	IMN
13.	JU
14.	KS

15.	KNR
16.	LM
17.	LPY
18.	MA
19.	MR
20.	MAR
21.	MAH
22.	MRK
23.	MRS
24.	MU
25.	NSR
26.	NG
27.	NBH
28.	PWM
29.	RH
30.	SAK
31.	SM

32.	SN
33.	SNA
34.	SA
35.	SSN
36.	TAS
37.	WI
38.	YS
39.	YAR
40.	AMP
41	MAN

Appendix 12

The Students Attendance List

No.	Initial Student's Name	MEETING 1	MEETING 2	MEETING 3
1.	AA	✓	✓	✓

2.	AZ	✓	✓	✓
3.	AAL	✓	✓	✓
4.	BS	✓	✓	✓
5.	DH	✓	✓	✓
6.	FIL	✓	✓	✓
7.	FSN	✓	✓	✓
8.	FY	✓	✓	✓
9.	FS	✓	✓	✓
10.	HLB	✓	✓	✓
11.	IK	✓	✓	✓
12.	IMN	✓	✓	✓
13.	JU	✓	✓	✓
14.	KS	✓	✓	✓
15.	KNR	✓	✓	✓

16.	LM	✓	✓	✓
17.	LPY	✓	✓	✓
18.	MA	✓	✓	✓
19.	MR	✓	✓	✓
20.	MAR	✓	✓	✓
21.	MAH	✓	✓	✓
22.	MRK	✓	✓	✓
23.	MRS	✓	✓	✓
24.	MU	✓	✓	✓
25.	NSR	✓	✓	✓
26.	NG	✓	✓	✓
27.	NBH	✓	✓	✓

28.	PWM	✓	✓	✓
29.	RH	✓	✓	✓
30.	SAK	✓	✓	✓
31.	SM	✓	✓	✓
32.	SN	✓	✓	✓
33.	SNA	✓	✓	✓
34.	SA	✓	✓	✓
35.	SSN	✓	✓	✓
36.	TAS	✓	✓	✓
37.	WI	✓	✓	✓
38.	YS	✓	✓	✓
39.	YAR	✓	✓	✓

40.	AMP	✓	✓	✓
41	MAN	✓	✓	✓