



**IMPROVING STUDENTS' ABILITY IN SPEAKING SKILL IN REPORT TEXT
THROUGH HERRINGBONE TECHNIQUE AT NINTH GRADE OF SMPN 4
PERCUT SEI TUAN ACADEMIC YEAR 2017/2018**

THESIS

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Program**

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Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti, dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa a.n **Fitri Yanti Simatupang** yang berjudul "**IMPROVING STUDENTS' ABILITY IN SPEAKING SKILL AT REPORT TEXT THROUGH HERRINGBONE TECHNIQUE AT NINETH GRADE OF SMPN 4 PERCUT SEI TUAN**", maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu tarbiyah dan Keguruan UIN Sumatera Utara Medan.

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

Wassalam,

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

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

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ABSTRACT

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This research was aimed to find out the students'ability in speaking skill at report text by herringbone technique'. The subject of this research was the ninth grade of SMP N Percut Sei Tuan. Which consisted of 21 students. This research was applied by classroom action research. The qualitative data were taken from observation sheet, interview sheet, diary note and documentation. The quantitative data were taken from tests, which was carried out in the end of every cycle. The test was given to the students in form of pre-test, post test in the first cycle and the post-test in the second cycle. The result of the data analysis showed that the score of students increased from the first post-test I to post-test II. It was showed from the mean which was 56,90, and for the second cycle after reflection on the first cycle, there was an improvement of students' mean which was 75. Moreover, in pre-test session which was 5,8% (2 students) who got the point over 70. In post-test 1 for the first cycle which was 33% (7 students) who got the point over 70. In post-test 2 for the second cycle which was 90,47% (19 students) got the point over 70. So the total percentage of the improvement from the pre-test to post-test II was 94,1%.

It indicated that was Improving Students' Ability In Speaking Skill At Report Text By using Herringbone Technique

Keyword: Herringbone Technique, Students' Speaking Skill

ABSTRACT

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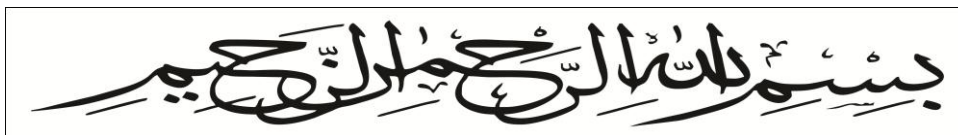
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It indicated that was Improving Students' Ability In Speaking Skill At Report Text By using Herringbone Technique.

Keywords: *Herringbone Technique, Report Text, Speaking*

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FITRI SIMATUPANG
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CHAPTER I

INTRODUCTION

1.1 Background of Study

Speaking is one of the language skills that should be mastered by language learners. In modern area , speaking takes an important role in life. The students' can tell their information from their mind through speaking. Speaking help the students' to make them talk active so they can share what they know or what do not know. Therefore, one will be called skillful in speaking when they are able to make use the component needed to share ideas, feelings and thoughts. So, speaking is an important skill of language which should have improves for the students'. From the definition above it can be concluded that speaking is one skill must be mastered by students to send the information and message.

In reality there are still many students difficult to speak in English especially for Junior High School student. Although they had studied and knew about speaking since primary High School but their speaking still low . In the school they has given English Lesson , but not maximum because the condition of the student is very noisy and the students are not ready to learn. In other way the technique of teaching that use in learning still monotonous , the teacher only explain the material and after that give the student assignment.

Beside that , there are many problems in teaching speaking. First, students lacked motivation to speak. Students difficult to answer the simple question from their teacher. In addition , most of students could not express themselves. And the teacher still use the old teaching technique to motivate the students in learning English that make the student get bored of the way of their teacher in teaching them.

Second, The students not confidence with themselves and rarely practice to use english language in communicate., students were required only to answer some display question following a reading text by some stuctures that make no impaction improving their speaking. The other problems the students still difficult to memorize the vocabularies and difficult to utterance the word. And the last the students difficult to deliver or convey information use English language eventhough the simple information.

Based on the writer observation at SMP N 4 Percut Sei Tuan , the problem appear in the Nineth Grade students of SMP N 4 Percut Sei Tuan is the student ability is low because they are rarely practice to use english communication , they are always use their mother tongue language in classroom. Beside that student are afraid of making mistake and having lack confidence in their ability, and the last the student make grammatical mistakes so they cannot express their idea and do not know what want to say.

The classroom should be enjoyable and the technique in teaching should be fun so that the students not bored and so that the students fell enjoying learning peocess. Actually the teachers must give the suitable technique so that the students can feel enjoy in learning process. They must understand the condition of students and can understand what the student need because the student have the different characters.

By seeing these problem, the classroom should be organized by an effective efficient teacher as well. To make the classroom effective and efficient, a teacher should deliver and give instructions in English. Teacher need to choose the most effective or efficient technique in speaking class.

In this study , I am interested with one technique, the technique is expected to increase students's speaking in report text and be able to achieve much in speaking at report text is herringbone technique. Learning process in herringbone technique is the implementation that which actually take a place in a classroom. The herringbone graphic organizer is used for establishing supporting details to get main idea. It can be used to organize information for all content areas. Learning how to organize and classify information is an important skill for all students. Students are asked to organize and classify new information use herringbone technique.

Herringbone technique make the student more active and motivaed to learn. Based on the explanation above ,I would found out whether this method effectively used in teaching speaking skill in report text. The herringbone technique helps develop skills as well as informational organization, contrast and comparison skill as well as the ability to remember details and help students to understand the relationship between various pieces of information that they may have otherwise failed to identify and to improve the students'ability in report text.

Report text present information about something as it is. It is as a result of systematic observation and analyses. Its social purpose is presenting information about something. They generally describe an entire class of things , whether natural or made. With Report what they get can make the students' tell about their information and it can make the students' enjoy and express their information. The students' can enjoy when they are speaking because they tell what they already know before tell the information in front of class and use herringbone technique they will more easily convey the information in sequence.

I believe that choosing the best technique will enable teacher to cope with problems in class. The problems are actually faced by language teachers. Because teacher asks students to practice speaking spontaneously, the teacher should give a model first because by giving a model, the students will get an impression what kinds of speaking they will produce.

Based on the explanation above, I am interested to conduct a research with the title” **IMPROVING STUDENTS’ ABILITY IN SPEAKING SKILL AT REPORT TEXT THROUGH HERRINGBONE TECHNIQUE AT NINETH GRADE OF SMPN 4 PERCUT SEI TUAN**”.

1.2 Identification of the Problems

Based on the background of the study, the problem that can be identified as follows :

1. The lack of vocabularies to speak and make the students difficult to speak so they cannot express their ideas and the information , and still confused what they want to say.
2. Students’ ability is low because they are rarely practice to communicate use English.
3. The lack of confidence in their ability
4. The technique that use make the students bored and it was not interest to learn.

1.3 The Formulation of Study

Based on the backgroud of study above ,the problem of this study can be formulated as follows : how can the herringbone technique increase the students’ ability in report text ?”

1.4 The Objectives of the Study

Based on the problem of study the purpose of this study are follows :

1. To describe whether the herringbone technique can increase the students' speaking ability in report text
2. To describe the result of the students' speaking ability in report text by using herringbone technique .

1.5 Significant of the Study

The researcher viewed that the following benefits may be derived from the study :

1. For the teacher, this study can be used by the teacher to provide the better technique to improve students' speaking skill in report text
2. For the students, motivates the students to study speaking well, students' interest in learning.
3. To the other researcher , it can lead to future researchers because it will be a good basis to know why students have low performance in speaking skill and its solving. the result of the research can be used as an input in English teaching and learning process.
4. For other researcher , hopefully this can be used as a reference in conducting the some study obtaining better result.

1.6 Limitation of the Study

This study is limited on using herringbone technique. Thus technique will used to improve students' ability in speaking skill at report text at ninth grade of **SMP N 4 Percut Sei Tuan..**

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In this chapter, the theoretical framework is presented in order to give clear concepts in this study. The concepts will give much better understanding in the use of Herringbone technique on students' Speaking Comprehension Ability In Report Text. The concepts are explained clearly to avoid misunderstanding by limiting the scope of the problem.

2.1 The Definition of Speaking

Speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, as teachers, we have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom.

Speaking skill is labeled oral production. Speaking is used by someone for communication in daily life at school, at home or some other places. Speaking is significant to an individual's living process and experiences. Without speaking, people must remain in almost total isolation from any kind of society. Actually, what is the meaning of speaking? In this process of writing this paper, the writer has tried find out the meaning of speaking as one of the skill in mastery English language. The writer finally found the several resources that explain speaking as follows.¹

Ayu Fitriana, thesis of *The Effectiveness of Role Play on Students Speaking Skill at the First Grade of SMP Muhammadiyah 37 Parung in Academic Year* (Syarif Hidayatullah State Islamic University of Jakarta. 2014), p. 5

Speaking is the competence to express explain and convey thinking, feeling, and idea. Speaking ability means the ability to think. So it is very important because language is primarily speech. Oral communication is seen as a basic skill so it is needed. Not only serious treatment is needed in teaching but also a great effort in order to be able to master the skill.

In the internet TESL journal Hariyye Kayi said that “ speaking is the process of building and sharing meaning through use of verbal and non verbal symbols, in variety of context.”²

To most people, mastering the art of speaking is the single most important aspect of learning a second or a foreign language and success is measured in term of the ability to carry out conversation in the language. In addition, she asserts that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.³

2.1.1 The Definition of Speaking skill

Speaking skill is an ability to orally express opinion, thought, and feeling to other people both directly and indirectly. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

According to Chaney , speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking also explain in the Qur’ an which in Q.S Ar-Rahman: 3-4

خَلَقَ الْإِنْسَانَ عِلْمَهُ الْبَيَانِ

² Harriye Kayi, *Teaching Speaking; Activities to promote Speaking in a Second Language*, The Internet TESL Journal, Voll, XII, No. 11, November 2006, 2014, p. 1
 Fauziati, Endang. 2005. *Teaching of English as A Foreign Language (TEFL)*. Surakarta : Muhammadiyah University Press.p. 126

The meaning: Created man, (and) taught him eloquence.⁴

Based on pieces of the verses of the Qur'an above says that Allah SWT who created man and taught the humans are good at talking. This means, our speaking ability comes from God Almighty. We as humans can only dig our potential in speaking.

2.1.2 The Principle for Teaching Speaking

Speaking is closely related to listening. The interaction between these two skills is shown in the conversation. There are five principles for teaching speaking as (Nunan, 2003: 54) are:

- a. Be aware of the differences between second language and foreign language learning contexts: speaking is learned in two board contexts, foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context. Learning speaking skill is very is very challenging for students in FL context, because they have very few opportunities to use the target language outside the classroom.
- b. Give students practice with both fluency and accuracy:

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

- c. Provide opportunities for students to talk by using group work or pair work,

⁴ Al Bayan. (2001). *Al-qur'an dan Terjemahannya*. Semarang:Asy Syifa. p.1429

and limiting teacher talk: pair work and group work activities can be use to increase the amount of time that learners get to speak in the target language during lessons.

- d. Plan speaking task that involve negotiation for meaning: it involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning/by asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.
- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking: interactional speech is communicating with someone for social purpose. Transactional speech involves communicating.⁵

2.1.3 Students Speaking Achievement

The students use achievement in speaking when they wish to express themselves but have problems because they lack the knowledge of the elements of language to communicate. The students try to overcome this lack of knowledge by finding ways around the problem. The term “Speaking Achievement” here means the ability to apply grammatical and discourse to communicate effectively in particular contexts for particular purposes.

Based on the explanation, it can be summarize that speaking achievement is to achieve the language appropriately in social interactions. Diversity in interactions here involves not only verbal communication but also paralinguistic components of speech such as pronunciation, vocabulary, accurancy and fluency for Junior High School students.

⁵ Nunan, D. 2005. *Practical English Language Teaching*. Singapore: Mc. Graw Hill.p.54

2.1.4 Teaching Speaking

Speaking is complex skill requiring the simultaneous use of a number of different abilities, which often develop at different rates. Either four or five components are generally recognized in analyses of the speech process :

a. Pronunciation (including the segmental features vowels and consonants and the stress and intonation patterns).

b. Grammar

Rules for forming words and making sentences. Grammar and pronunciation has a close relationship. In addition to the sound system learners must be taught by using structure system of language.

c. Vocabulary

Total number of words that make up a language.

d. Fluently

Quality or condition of person to speaks a language easily and well.

e. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it (Harris, 1969:81)

2.1.5 Characters of Successful Speaking

When the students choose to learn a language, they are interested in learning to speak that language as fluently as possible. There are the characteristics of successful speaking:

a. Learners talk a lot As much as possible of the period of time allocated to the activity is a fact occupied by learners talk.

b. Participation is even

Classroom discussion is not dominated by a minority of talk active participants. It means that all students get a chance to speak and participate in class.

c. Motivation is high

All students have enthusiasm to speak in class. as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. The fishbone graphic organizer. This leads to the synthesis of all the information in one newly created sentence, which becomes the main idea statement.

2.1.6 Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 271-274) states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse

their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from 19. Highly formal, whole-group staged events to informal small-group interactions. The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text. The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head. The last is formal debates. Students prepare arguments in favour or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d. Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world. Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.⁶

⁶ Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. Cambridge : Longman.p.271

2.2. Definiton of Report Text

Report text is a text with present information about something as it is. It is as a result of syntematic observasion and analysis . Its social function is to describe the way things are with reference to a range of natural, man made and social phenomena in our environment, therefore , there structure of report text,as follow :

1. Introduction – saying what the report
2. Main section –saying what the fact are
3. Conclusion – what the writer thinks or decides as a result of the facts⁷

2.2.1 Generic Structure Of Report Text

In report text , there are some structure in written of report text .Report text is used to describe the way thing are, Its generic structure is as follows:

1. General claficassion : tells what the phenomena under discussion is.
2. Description: tells what the phenomenon under discussion is like in terms of parts , qualities, habits, or behavior, i f living ;use if non natural.

Generic structure

Report text has generic structure as follows:

- a. General classficasion of general aspect of thing animal , public place ,plant, etc which will be discussed in genral.
- b. Description

It describe the thing which will be disscussed in detail, part per part, customs or deed for living creature and usag for material.

1. Significant features

Report text has some significant feature as follows :

⁷ Peter james ,2006, *Real English* . bandung : PT Glora Aksara Permata. P.8

- a. Focus on generic participant
- b. Use of relational processes to state what it is and which it is.
- c. Use of simple present tense
- d. Non temporal sequence
- e. Formal and impersonal language (avoiding first and second pronouns like i and you instead using the third pronoun like it and they).⁸

2.2.2 Grammar Used In Report Text

Report text uses simple present tense and third pronoun.

1. Simple present tense

FORM : [verb] + s/es in third person

Example :

- 1. You speak English
- 2. Do you speak English
- 3. You do not speak English⁹

2.2.3 Scheduled Events in The Near Future

Speaker occasionally use simple present to talk about schedule events in the near future. This most commonly done when talking about public transportation , but it can be used with other scheduled events as well.

Example :

- 1. The train leaves tonight at PM

⁸ Rinastuty, *Understanding Report Vs Description Report*, (Jakarta Timur : Wadah Ilmu ,2014) p.6

⁹ Rinastuty, *Understanding Report Vs Description Report*, (Jakarta Timur : Wadah Ilmu ,2014) p.11

2. The party starts at 8 o'clock
3. When does class begin tomorrow

The text report contains an elaboration of something based on the observation of a report text on the classification of the types of allies based on certain criteria. Report text has multiple subject.

1. Report text using simple present tense ,but the report text relating to something that does not exist, such as dinosaurs, using past tense.¹⁰
2. The purpose of communicative is to convey something as a result of the observation
3. Report text does not contain a temporal conjunction that denotes the time sequence
4. The structure / general pattern of report text is as follows
 - a. General classification contains about the general classification of something that is described.
 - b. Specific classifications contain features (special classification) of the thing.¹¹

2.2.4 The Function Of Report Text

The function of report text provide information about natural and non natural phenomena. The communicative purpose of report text is to describe the way thing are (to give information as the result of an observation.

2.3 The Definition of Herringbone Technique

Herringbone Technique consists of a short graphic organizer and it is a concrete way of helping English learners to find the comprehensive idea. The students answer the questions listed in the fishbone graphic organizer. This leads to the

¹⁰ Idamaharani, *How To Write Effectively*, (Yogyakarta: Citra Aji Parama, 2014) p. 71

synthesis of all the information in one newly created sentence, which becomes the main idea statement.¹²

The herringbone graphic organizer is used for establishing supporting details for main idea. It can be used to organize information for all content areas.” Students will benefit from your modeling the use of this graphic organizer on an overhead projector or chart paper. Learning how to organize and classify information is an important skill for all students. Students are asked to organize and classify information every day. When students read, they should be encouraged to read and classify information. Students can use this graphic organizer when taking notes for.¹³ The heringbone technique is a useful graphic organizer for students to organize information.

Reasons for Choosing Herringbone Technique in Teaching Report Text When convey a story or information , students must be able to identify and organize important story elements and observe relationships between them. The Herringbone Technique graphic organizer is used for establishing supporting details for a main idea. It can be used to organize information for all content areas.

Learning how to organize and classify information is an important skill for all students. The students are asked by the teacher to organize and classify information every day. The students can use this graphic organizer when taking notes for assigned reading as a way to organize and classify new information.

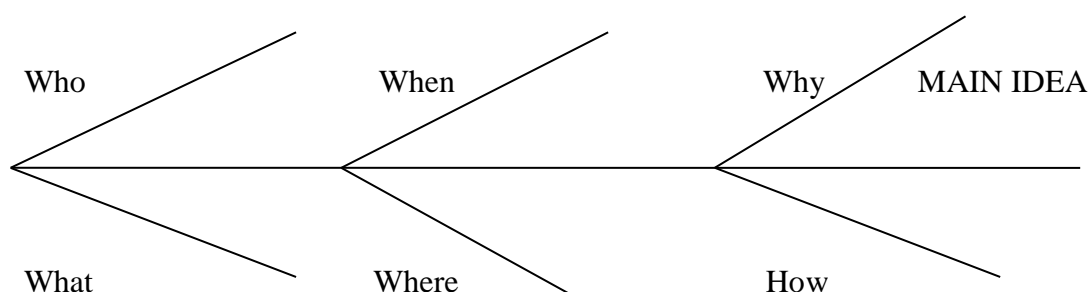
¹² ibid . p. 72

¹³ Katherine S McKnight , *The Teacher’s Big Book of Graphic Organizers: 100 Reproducible Organizers that Help Kids with Reading, Writing, and the Content Areas*. (San Francisco: Jossey-Bass, 2010), p.50

The teacher should apply appropriate technique to make students getting a good achievement and interesting in teaching speaking skill. Here the researcher try to use herringbone technique to improve students' speaking skills in report text.

2.3.1 The Procedure Of Herringbone Technique

The herringbone technique developed comprehension of the main idea by plotting who, what, when, where, who, and why question on a visual diagram of a fish skeleton. Using the answer to the WH question, the student say the main idea across the backbone of the fish diagram.¹⁴



Procedure of herringbone technique are:

1. The teacher select report text. The teacher select report text which is appropriating with the speaking level of the eight grade
2. The teacher construct a visual diagram of the herringbone technique .The teacher shows the visual diagram of herringbone technique to the students.
3. The teacher tells the students to record the answer to the question on the diagram. will look for answer to:
 - a. Who was involved
 - b. What did this person do ?

¹⁴ Deegan J Herringbone technique. Online at <http://www.teacherweb.com/PA/NazarethAreaMiddleSchool/TheSpecialist> Herringbone Technique ,doc, retrieve from internet on December 23th 2015, At 11:47 AM

- c. When was it done?
 - d. Where was it do?
 - e. How was it accomplished ?
 - f. Why did it happen?
4. The student tell the information based on herringbone techinique use of WH question . The student are recording the answer of the herringbone dIagram's question.
 5. The teacher shows the student how each answer .

2.4 Related Study

Herringbone Technique consists of a short graphic organizer and it is a concrete way of helping English learners to find the comprehensive idea. There are some similar research studies that had been conducted before. The result of the research is described as follows :

1. The research about herringbone technique has done by Ari dio putra , Drs Khairul , M, Sc , Dra Fatimah Tanjung ,M. Hum Student Of English Department , the Faculty Of Teacher Training And Aducation Improving Reading Skill By Using Herringbone Technique In Recount Text Or Senior High School that by using herringbone technique the teacher can provide insight construct a visual representation of the student in determining the details of which are used to draw conclusion and observation.¹⁵
2. The research about herringbone technique has done by Mardiyani, Apriliawati, Bunau ,English Education Study Program of FKIP UNTAN Improving Students' Reading Comprehension On Narrative Text Through Herringbone Technique

that Herringbone is the technique to help students find important information and main idea in a text by seeking answer six comprehension questions on a diagram.

3. This study deals with the title *The Effectiveness Of Herringbone Technique To Enhance Students' Ability In Comprehending Narrative Text Of The Eighth Grade Students At Mtsn Takengon Ii, Aceh Tengah* that Herringbone technique (Deegan, 2006) is a technique that helps students grow their comprehension of the main idea by scheming who, what, when, where, why, and how question on a visual diagram of a fish skeleton.¹⁶

My opinion based on from the other related study that by using herringbone technique the teacher can help students' to find important information and by using this technique the students' more easily to inform the information about something at report text.

2.5 Conceptual Framework

Speaking is one of the four skill in English that must be mastered well. Speaking is one action or process of producing words in a form that can be read and understood. Speaking is skill that should be practice any time, to get result better. Many students think that Speaking is a difficult. They do not what they want to Speak. They lack vocabulary and confuse to determine what they should Speaking. .XI Grade students of Smp N 4 Percut Sei Tuan faced several problems related to their speaking ability. They are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability. The students also think that learning English is not

¹⁶ Cut Dara Ilfa Rahila1 and Halimatus Sakdiah, *The Effectiveness Of Herringbone Technique To Enhance Students' Ability In Comprehending Narrative Text Of The Eighth Grade Students At Mtsn Takengon Ii, Aceh Tengah*. Vol. 1, No. 2, December 2016

interesting, this is because the method or strategy that is used less attract students learning has focus on the teachers and put the listener.

Therefore, the researcher wanted to overcome the problems by using Herringbone technique in the speaking class. Herringbone technique is one way that can be used to improve students speaking skill. Herringbone technique is presented in an interesting way which can stimulate students and to develop ideas of thinking and speaking skills by doing tell information.. The students would get more opportunity to explore their speaking ability. This activity provides natural drilling for them and helps them to improve their fluency. They also got opportunity to practice speaking in a meaningful way so it would help them to improve their communicative competence. This technique is expected to be able to overcome the problems and give positive changes in the teaching and learning process after applying this technique.

2.6 Hypothesis of Action

The hypothesis is students' ability in speaking skill at report text improve by using herringbone technique at nine grade of SMP N Percut Sei Tuan.

CHAPTER III

RESEARCH METHOD

3.1 Location of The Research

This study took place in SMP N 4 PERCUT SEI TUAN which was located in Jl.HAMIDIN HAMAN NO.1 Percut desa percut l. The research study was conducted at IX grade of SMP N 4 PERCUT SEI TUAN.

3.2 Type of the Research

Type of the research the writer uses in this research is Classroom Action Research (CAR). Rochiati Wiraatmaja stated, "Classroom action research is how a group of teachers can organize the condition of teaching and learning process from their own experiences, and try the improvement of idea in their learning and teaching, and see the real effect of the effort"

3.3 Subject of the Research

The subject of this reasearh is the students of Class IX of SMP Negeri Percut Sei Tuan. There are forty students of calss 8 (5). All the students of this class would be the subjects of this research. The students of class IX are the most passive among the students of the eighth grade.

3.4 Place and Time of Research

This study would be held in April at the second semester at class 8(5) of SMP Negeri Percut Sei Tuan. The writer chooses this school because the writer has been held observation there , so the writer has been familiar with this school. The table below discusses about the writer's activities in doing this research.

3.5 Instrument In Collecting Data

In conducting the research, the writer use some instruments for collecting data. The data of the research would be collected from observation sheet, interview, questionnaire, and field note or informal note. The description is as follows:

1. Observation

The observation used in this reasearch is to see the process by eyes observation. I used observation because he wants to know the students' activeness during teaching and learning process, in the reading lesson especially in comprehending the English text through discussion technique.

On the observation, the writer provides the observation lists as the instrument for collecting data. There are two kinds of observation checklists. Those are provided for observing the students' activities and also the teacher's activities during the teaching reading process using discussion technique. In this case, the result percentage of the students' activeness the writer used is the individual activeness, although the learning process is done in groups. To know the qualivication of class' activeness percentage, the writer uses formula as follows:

Information:

P = percentage, that is students' activeness percentage

F = the students' achievement score of each indicator

N = number of all students in class.

2. Interview sheet

In this study the interview is done to collect data by asking questions to the collaborators who helps in observation during learning and teaching process in

reading class especially in comprehending the text through discussion technique. The interview with collaborators is to ask about the merit and lack of the teacher in teaching reading comprehension using discussion technique. By knowing the lack, the writer as a teacher can make improvement in the next meeting in teaching..

3. Diary Notes .

A diary is an originally in handwritten format with discrete entries arranged by date reporting on what has happened over the course of a day or other period. A personal diary may include a person's experiences, and/or thoughts or feelings, including comments on current events outside the writer's direct experience.

4. Documentation

Document was anything written that contains information serving as proof. According to Kunandar, the documents which include all research participants will have a frame for the basic data. Collecting documents are conducted to get information about the student the students' improvement. Document is one of important instrument in doing classroom action research. It help the researcher to find data about the students'. It included the students' attendance list, the students' score, and the students' evaluation

3.6 Technique Of Collecting Data

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

English Language Speaking Skills Assesment Collects

No	CATEGORIES	ASPECTS	RANGE	SCORE
	Vocabulary			
	Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	d. Very Good	Rarely has trouble	19-25	
	Pronunciation			
	1. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, Incomprehensible	1-6	

	a. Fair	Fair Error of basic pronunciation	7-12	
	a. Good	Good Few noticeable errors	13-18	
	b. Very Good	Understandable	19-25	
	Accuracy			
	2.unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	b. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	

	c. Good	Occasional grammatical errors which do not obscure meaning	13-18	
	d. Very Good	No more than two errors/speech is generally natural	19-25	
	Fluency			
	a. Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left unfinished	1-6	
	Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c. Good	Speech is	13-18	

		generally natural		
	d. Very Good	Understandable	19-25	
	Total score		100	

2. Conducting Interview

The main purpose of conducting an interview is to gather responses which are richer and more informative by using tape recorder to record the conversation during interview process. The students are interviewed by the researcher about their opinion about English subject that they have learned and their difficulties in learning English especially in speaking.

3. Observation

Observation is a natural process, the researcher observe people and incidents all time based on the observations, the researcher make judgments. Two types of observations are often refereed, they are: participant and non-participant observation. Here, the researcher used participant observation that means the researcher doing the teaching process directly.

4. Diary Notes

Diary note was used to note personal evaluation about the situation of the class while teaching learning process. The researcher will write all events during the learning process including reflection and evaluation of teaching learning process.

5. Documentation

The researcher used picture to take the documentation and was take while the teaching and learning process is done. It also could be as proof that the research done.

2. Data Analysis

The research applied qualitative and quantitave data. The qualitative data will be analyzed from the data observation sheet and interview to describe the increasing of the students' speaking skill by using Suggestopedia Method. The quantative data will be analyzed by computing the scores of speaking test.

To know the mean of the students' score for each cycle, the researcher applied the following formula:

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

Where :

\bar{X} : Mean

$\sum X$: The total score

N : Total number of students

Next, for the students who pass the test successfully, the researcher applied the following formula:

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

Where:

P : The percentage of students got score 65

R : The percentage of students got score above 65

T : Total number of students who participate in the test

4.7.1 Procedure of Research

The procedure of the data collection of the study is conducted by administrating four meeting and two cycles. Each of the cycle consisted of two meetings. Each of the cycle consisted of four steps namely planning, action, observation, and reflection. The cycle two did if cycle one is not successful. Cycle one and cycle two is same, the different is only topic. The steps in conducting the research are:

1. Circle I

a. Planning

In this step, the researcher prepared everything which needed in teaching and learning process. There were many activities which will be done in this step. They were:

- i. Prepare the lesson plan
- ii. Prepare all materials that used in this cycle
- iii. Prepare the teaching facilities
- iv. Prepare research instruments, such as interview sheet, the diary notes, and observation sheets.
- v. Determined the collaborator who help the writer to do this research, to analyze the weakness of process and to reflect the result in learning and teaching.

b. Action

In this step, the researcher did the planning activities. These activities were conducted by the teacher.

The Activity while Doing research in First Cycle

Num	Activities	Output
1.	The researcher conducted the pre-test of speaking trough herringbone technique	Knowing the students' speaking skill.
2.	The researcher explain the material and give the motivation and also showed the students how to speaking well	The students knew the material and competence. Additionally, they can express what they want to say.
3.	The researcher ask the student to retell the topic have expalain by the teacher	The student start to retell the topic have expalain by the teacher
4.	The researcher gave more motivation and way how to improve their ability to easier them on speaking.	The students listen to what the teacher said and and try to applied.
5.	The researcher conduct the test of cycle 1	The researcher found that there was improvement of the students' speaking

		skill by using herringbone technique..
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c. Observation

In this step, the collaborator was the English teacher of SMP N 4 Percut Sei Tuan , she observed the students while they were learning by using herringbone technique and also investigate the situation and the problems or obstacles that were found during the teaching learning process. The observation was put in his diary note.

d. Reflection

In this step, the writer did the reflection on everything that she had done and made conclusion. If the result did not reach the goal determined, so it would be done in the second cycle by repeating the pre step in order to find problem and made the planning to solve it.

2. Cycle II

Based on the result in cycle I, the researcher as the teacher found the weakness in learning teaching learning process. So that, the teacher did the second cycle. The purpose of the second cycle was to improve data in the first cycle 1. In the cycle II, it included in four steps too, planning, action, observing and reflection. All of the steps are same with the first cycle, but the researcher added some activities in planning and action activities.

Beside that, cycle I is connected and continued to the cycle II to know and determine the students' value in the cycle I is true.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

A. Data

The data of this research consisted of two kinds; they were qualitative data and quantitative data. The qualitative data were obtained from interview sheet, observation sheet, diary note and documentation. The quantitative data were taken from the mean of students score in taking test.

1. The Quantitative Data

The quantitative data were taken from the score of speaking tests administrated in three times; pre-test (in cycle I), post-test 1 (in cycle I), and post-test 2 (in cycle II).

The score of the students' showed improvement continuously. The Improving Students' Ability In Speaking Skill at Report Text Through Herringbone Technique At Ninth Grade Of SMP N 4 Percut Sei Tuan can be seen in table below.

Table

The Students' Score in the Three Speaking Test

No	Initial	Pre-Test	Post-Test 1	Post-Test 2
1	AGS	70	75	85
2	AR	65	70	85
3	AMP	60	70	80
4	AA	60	60	75
5	DA	55	65	80
6	FIB	40	55	75
7	HAS	50	65	75

8	IF	45	55	65
9	MMR	55	65	75
10	MAN	65	65	75
11	NSA	70	75	85
12	NHH	50	65	75
13	PM	50	65	75
14	PAB	65	70	80
15	RM	40	55	70
16	RWP	55	65	75
17	RIS	50	60	70
18	RSH	45	60	70
19	SN	55	65	70
20	TDH	40	60	70
21	YH	50	75	65
Total		1195	1350	1575
Mean		56,90	64,28	75

2. The Qualitative Data

The qualitative data was taken from interview sheet, observation sheet, diary note and documentation.

2.1 Interview

Interview was conducted to get the information about the students' interest in speaking. There were two interview sheet 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 research interviewed the English teacher and also the students. While the second session, they were still do the same thing. It can be seen in appendix and XI page 91-94.

2.2 Observation Sheet

Observation was used to observed and investigated the students about their speaking during learning teaching process. The observation was focused on the situation of teaching learning process in which herringbone technique was applied, students' activities and behavior, students' speaking skill. It can be seen in appendix XIII and XIV page 95-101. From the result of observation that were conducted, it was concluded that herringbone technique was implemented could make the students were active and enthusiastic in learning speaking.

2.3 Diary Note

Diary note were taken as instrument of data to analyze about the activity of the research, the activity of the students during the research, their behavior, expressing, etc.

2.4 Documentation

The researcher was conducted picture as the documentation. It was taken while the teaching and learning process is done. It also could be as proof that the research done.

B. Data Analysis

Data analysis of this research consisted of two kinds; they were qualitative data and quantitative data. The qualitative data were obtained from interview, observation sheet, diary note and documentation. The quantitative data were taken from the mean of students score in taking test.

1. Quantitative Data

The researcher gave tests in the end of each cycle. There was an improvement on the students' ability in speaking from each cycle. It was showed from pre-test until post-test of the cycle II. It can be see below:

Table 6

The Result of Students' Score for Pre-Test

No	Initial	Pre-Test	
		Score	Got Over 70
1	AGS	70	Passed
2	AR	65	Failed
3	AMP	60	Failed
4	AA	60	Failed
5	DA	55	Failed
6	FIB	40	Failed
7	HAS	50	Failed
8	IF	45	Failed
9	MMR	55	Failed
10	MAN	65	Failed
11	NSA	70	Passed
12	NHH	50	Failed
13	PM	50	Failed
14	PAB	65	Failed
15	RM	40	Failed
16	RWP	55	Failed
17	RIS	50	Failed
18	RSH	45	Failed
19	SN	55	Failed

20	TDH	40	Failed
21	YH	50	Failed
Total		1195	
Mean		56,90	

From the table of Pre-Test, the total score of the students was 1850 and the number of the students who took the test was 34 students, so the students' mean was:

$$\text{Formula, } X = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1195}{21} = 56,90$$

From the data analysis above, students' speaking skill was low. The mean of the students was 56,90. And to look the number of the students' who were competent in speaking test was calculated by applying the following formula:

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

$$P_1 = \frac{2}{21} \times 100\% = 5,8\% \text{ And}$$

$$P_2 = \frac{19}{21} \times 100\% = 90,4\%$$

Table 7

Distribution of Students' Speaking

For Pre-Test

	Criteria	Total Students	Percentage
P_1	Passed	2	5,8%
P_2	Failed	19	90,4%

From the table analysis, the students' speaking still low. The mean of the students was 56,90. From the score who got over 70 were 2 students or it was only 5,8% and 19 students got under score 70 or it was 90,4%. It can be concluded that the students' speaking still low.

From the explanation above, students' speaking was classified low when conducting action research in pre-test. So, post-test 1 continued in cycle I. The analysis in the post-test 1 of the first cycle can be follow below

Table 8

The Result of Students' Score for Cycle I

No	Initial	Post-Test	
		Score	Got Over 70
1	AGS	75	Passed
2	AR	70	Passed
3	AMP	70	Passed
4	AA	60	Failed
5	DA	65	Failed
6	FIB	55	Failed
7	HAS	65	Failed
8	IF	55	Failed
9	MMR	65	Failed
10	MAN	75	Passed
11	NSA	75	Passed
12	NHH	65	Failed
13	PM	65	Failed

14	PAB	70	Passed
15	RM	55	Failed
16	RWP	55	Failed
17	RIS	50	Failed
18	RSH	60	Failed
19	SN	65	Failed
20	TDH	60	Failed
21	YH	75	Passed
Total		1350	
Mean		64,28	

From the table of Pre-Test, the total score of the students was 1350 and the number of the students who took the test was 21 students, so the students' mean was:

$$\text{Formula, } \bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1350}{21} = 64,28$$

From the explanation above, students' speaking was classified still not good when conducting action research in cycle I even though there are 11 students passed the test. The mean of students' ability got 64,82. And to took the number of the students' who were competence in speaking, the test was calculated by applying the following formula:

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

$$P_1 = \frac{7}{21} \times 100\% = 33\% \text{ And}$$

$$P_2 = \frac{14}{21} \times 100\% = 66,6\%$$

Table 9

Distribution of Students' Speaking skill

For Post-Test 1

	Criteria	Total Students	Percentage
P_1	Passed	7	33%
P_2	Failed	14	66,6%

From the table analysis, the students' speaking skill still low. The mean of the students was 64,28. From the score who got over 70 were 7 students or it was only 33,% and 14 students got under score 70 or it was 66,6%. It can be concluded that the students' speaking skill still low. Post-test cycle I is categorized failed. The result of Standard of Criteria Success (SKM) minimum was >70 score. Therefore, the next action continued on cycle II. The analysis in the post-test 2 of the second cycle can be follow below:

Table 10

The Result of Students' Score for Cycle II

No	Initial	Post-Test	
		Score	Got Over 70
1	AGS	85	Passed
2	AR	85	Passed
3	AMP	80	Passed
4	AA	75	Passed
5	DA	80	Passed
6	FIB	75	Passed
7	HAS	75	Passed
8	IF	65	Failed

9	MMR	75	Passed
10	MAN	75	Passed
11	NSA	85	Passed
12	NHH	75	Passed
13	PM	75	Passed
14	PAB	80	Passed
15	RM	70	Passed
16	RWP	75	Passed
17	RIS	70	Passed
18	RSH	70	Passed
19	SN	70	Passed
20	TDH	70	Passed
21	YH	65	Failed
Total		1575	
Mean		75	

From the table, the students' speaking skill by using suggestopedia improved. The standard of criteria maximum was scored by mean 78,08. From the total score of the students was 2655 divided the number of the students who took test was 34 students, so the students' mean was:

$$\text{Formula, } X = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1575}{21} = 75$$

From the explanation above, students' speaking skill improved. The mean of students' was 75. And to took the number of the students' who were competence in speaking test was calculated by applying the following formula:

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

$$P_1 = \frac{19}{21} \times 100\% = 90,47\% \text{ And}$$

$$P_2 = \frac{2}{21} \times 100\% = 9,50\%$$

Table 11

Distribution of Students' Speaking Skill
For Post-Test 2

	Criteria	Total Students	Percentage
P_1	Passed	19	90,47%
P_2	Failed	2	9,50%

From the table analysis, the students' speaking skill was classified very good when doing action research on cycle II.

Based on the findings all of the result analysis above, the researcher concluded that herringbone technique can improve the students' speaking skill.

2. Qualitative Data

The qualitative data was taken from interview sheet, observation sheet, diary note and documentation.

2.1 Interview

Interview was conducted to get the information about the students' interest in speaking. There were two interview sheet 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 research interviewed the English teacher and also the students. In the first session, they were answer the researcher' question that related to speaking. While the second session, they were still do the same thing. In the second session, there is improvement of the students' speaking skill. It can be seen in appendix IX, X, XI, XII page 77-74.

2.2 Observation Sheet

The observation was done to observe what the students had done during the teaching learning process. All the activities during the teaching learning process had been observed. They were as follows: 1). Most of the students were active and interested while learning, 2) Many students thought the suggestopedia method improved their speaking skill, and 3).The mean score of the students was categorized success is 78,08. The result of observation were collected by the qualitative, based on the data observation, there was an improvement in teaching learning process. It can be seen in appendix XIII, XIV page 75-80

2.3 Diary Note

Diary note was used to see the activities during the research and teaching-learning process in the first cycle and second cycle. It can be seen in appendix XV page 81-82.

2.4 Documentation

The researcher was conducted picture as the documentation and take while the teaching and learning process is done. It also could be as proof that the research done. It can be seen in appendix XVI page 85

a. The Activity of the First Cycle

The first cycle was conducted in three meeting. The first test was given to the students without giving any treatment or strategy. From the first test, it was found that just two student can get score 70. It means that they felt difficult in speaking, most of them still had low in speaking and also this thing can be proven from the result of their answer for the first

interview that showed they didn't like English subject especially in speaking. The main factor is difficult to speak up, less of vocabulary and grammar, and the teacher seldom to use the strategy or method in learning process was old strategy. After that the researcher gave the treatment directly in cycle I. Before the teaching-learning process goes on, the researcher explained the suggestopedia method, its step and the advantages-disadvantages of the strategy.

After that, the students listen to the teacher when she presents the information about the text. This can be in the form of a short lecture on the topic. The second one, the teachers ask the students to make speak up. The content should be similar to the material presented during the "listen" portion of the lesson that has been explained by the teacher. The last one, the teacher leads a classroom to make speaking class. The researcher invite the students to make speaking in front of the class.

In the next meeting, they could apply this approach better than before because they already known about the procedures of suggestopedia method. The researcher and the students work together. The purpose was to develop the students' speaking skill.

b. The Activity of the Second Cycle

Based on the reflection that had been done in the first cycle was found that the second cycle had to be conducted. It was expected that the result in the second cycle would be better than the first cycle. In this cycle, the teacher presents the information to students about the material. The students listen to the teacher presentation about the material. And the teacher would like to invite the students to talking about their self in front of the class. Every students take part of it.

After the end of study, the teacher gave back the interview after applied the strategy to students. So, the result of interview showed that most of them interested to use herringbone

technique when learning speaking session. Based on the result of the interview with English teacher, showed that herringbone technique was an interesting way to do in speaking, because it's related to each other. The teacher motivate the students to do speaking without no worry of any mistakes. Than the students were able to express what they think based on the topic.

C. Discussion

The result of research indicated that there was improvement on the students' speaking skill by using herringbone technique . It was proved by the data which showed that the mean of the students' score for the first speaking test as a pre-test which was 56,90, the second speaking test as a post-test 1 which was 64,76, and the third speaking test as a post-test 2 which was 75. The total percentage of the students who passed the passing grade significantly improve, in the pre-test which was 5,8%, in the post-test 1 which was 33%, and in the post-test 2 which was 90,4%.

The researcher also analyzed the qualitative data to support the research finding besides the quantitative data. The qualitative data were organized by interview, observation sheet, diary note and documentation. All of these was data indicated that the students give their attitude and response during teaching-learning process. Based on the result of the quantitative and qualitative data, it was indicated that the action and applying the herringbone technique significantly can improved the students' speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result of the research it could be concluded that teaching speaking at report text by using herringbone technique could improve the students' speaking skill at the ninth grade of SMP N 4 Percut Sei Tuan. In conclusion, There is an improvement of the students' speaking skill after applied herringbone technique . It is proven from the mean of the students' scores in three tests: pre-test (56,90), increased to the mean of the score in post test 1 (64,76), and increased in post-test 2 (75). In pre-test only 2 students (5,8%) who passed the test. In post-test 1 increased 11 students (33%) who passed the test, and in post-test 2 increased 19 students (94,1%) got high score and passed the speaking test. Furthermore, the interview and observation sheet indicated that there was improvement in students' speaking skill. The herringbone technique made the students' study active and enthusiast in developing their speaking at report text.

B. Suggestions

Because the relation to the conclusion above. The suggestions are stage as the following:

1. For the English teacher suggested to apply herringbone technique which has a pleasant learning condition, in order that the students feel more motivated, interested and enjoyable in learning speaking at report text.
2. For the students suggested when they studied English subject especially in speaking either at school or at home, they should believe to their capability to do speaking well without no fear.

3. The other researcher, it is suggested to conduct further and deeper research related to the topic of the study.

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APPENDIX III**PRE-TEST****Name :****Class :**

1. Write down the report text about Tsunami in Japan
2. Report the information systematically in front of class

APPENDIX IV**POST TEST I****(Cycle I)****Name :****Class :**

1. Write down the report text about Tsunami in Japan
2. Report the information systematically in front of class

APPENDIX 1

LESSON PLAN

(Cycle I)

School	: SMP N 4 Percut Sei Tuan
Subject	: English
Class/Semester	: IX
Standard Competence	: Understanding the meaning of short functional text and essays in the form of reports, narrative and analytical exposition in the context of everyday life and to access knowledge
Basic Competence	: Understanding and responding meaning in simple Transactional (to get things done) and interpersonal conversations by using spoken language accurately, fluently, and acceptable to interact with the nearest environment using the speech act: giving and responding suggestions and instructions.
Skill	: Speaking
Time Allotment	: 2 x 40 menit

1. Indicators

Respond to the monologue report

2. Teaching Learning Objectives

Students are able to identify discourse in the form of report text Learners are able to answer questions on available readings

4. Teaching Learning Material

1. Definiton of Report Text

Report text is a text with present information about something as it is. It is as a result of syntematic observasion and analysis . Its social function is to describe the way things are with reference to a range of natural, man made and social phenomena in our environment. report text is a text that serves to provide information about an event or situation, after an investigation is held and through various considerations, Therefore , there structure of report text,as follow :

- A. Introduction – saying what the report
- B. Main section –saying what the fact are
- C. Conclusion – what the writer thinks or decides as a result of the facts¹⁷

2. Generic structure

Report text has generic structure as follows:

- c. General classfication of general aspect of thing animal , public place ,plant, etc which will be discussed in genral.
- d. Description

It describe the thing which will be disscussed in detail, part per part, customs or deed for living creature and usag for material.

3. Significant Features

Report text has some significant feature as follows :

- f. Focus on generic participant
- g. Use of relational processes to state what it is and which it is.
- h. Use of simple present tense
- i. Non temporal sequence

¹⁷ Peter james ,2006, *Real English* . bandung : PT Glora Aksara Permata. P.8

- j. Formal and impersonal language (avoiding first and second pronouns like i and you instead using yhe third pronoun like it and they).¹⁸

4. **Scheduled Events in The Near Future**

Speaker occasionally use simple present to talk about schedule events in the near future. This most commonly done when talking about public transportation , but it can be used with other scheduled events as well.

Example :

- 1.The train leaves tonight at PM
2. The party starts at 8 o'clock
3. When does class begin tomorrow

The text report contains an elaboration of something based on the observation of a report text on the classification of the types of allies based on certain criteria. Report text has multiple subject.

1. Report text using simple present tense ,but the report text relating to something that does not exist, such as dinosaurs, using past tense.¹⁹
2. The purpose of communicative is to convey something as a result of the observation
3. Report text does not contain a temporal conjunction that denotes the time sequence

Examples of Text Reports on Tsunami Natural Disasters in Japan

Residents of Tokyo received a minute of warning before the strong shaking hit the city, thanks to Japan's earthquake early warning system. The country's stringent seismic

¹⁸ Rinastuty, *Understanding Report Vs Description Report*, (Jakarta Timur : Wadah Ilmu ,2014) p.6

¹⁹ Idamaharani, *How To Write Effectively*, (Yogyakarta: Citra Aji Parama, 2014) p. 71

building codes and early warning system prevented many deaths from the earthquake, by stopping high-speed trains and factory assembly lines. People in Japan also received texted alerts of the earthquake and tsunami warnings on their cellphones.

Less than an hour after the earthquake, the first of many tsunami waves hit Japan's coastline. The tsunami waves reached run-up heights (how far the wave surges inland above sea level) of up to 128 feet (39 meters) at Miyako city and traveled inland as far as 6 miles (10 km) in Sendai. The tsunami flooded an estimated area of approximately 217 square miles (561 square kilometers) in Japan.

The tsunami caused a cooling system failure at the Fukushima Daiichi Nuclear Power Plant, which resulted in a level-7 nuclear meltdown and release of radioactive materials. The electrical power and backup generators were overwhelmed by the tsunami, and the plant lost its cooling capabilities. In July 2013, TEPCO, the Tokyo Electric Power Company, admitted that about 300 tons of radioactive water continues to leak from the plant every day into the Pacific Ocean

5. Technique in Learning

Technique : Herringbone Technique

Learning activities		Time allotment
Teacher Action	Student Reaction	
Opening		5 minutes
- Greeting Response the greeting	Response the greeting	

Checking the students Attendance	The students answer when their name are called	
- Apperception teacher gives brain storming about personal life by using some question	The students answer the question.	
a. Exploration		
-Teacher tells the purpose of learning the material (asking plans and hopes) and gives motivation.	Pay attention and listen the teacher's explanation carefully	5 minutes
- Teacher explain the material	Students ask a question if they don't	10 minutes

(asking plans and hopes)	understand	
b. Elaboration		
Teacher explain the material of report text suchas definition, generic structure .		10 minutes
The students' retell what the teacher explain about the material		10 minutes
Teacher give the example of report text to the students'		15 Minutes
Teacher ask the student to make report text after that teacher ask the students' report text in front of class	Students practice in front of the class	20 minutes
c. Confirmation		
- Teacher summarizes the Material	Students listen to the Teacher	5 minutes
Teacher tells the best performance of students and gives appreciation.	Students give applause for their friends who does the best performance	

- Saying Good bye and thank You	- Saying Good bye too	
---------------------------------------	-----------------------	--

7. Teaching Learning Source

Book : LKS

9. Instrument

Make your own report and tell the information in front of the class!

10. Assessment Rubric

Name :

Class :

No	CATEGORIES	ASPECTS	RANGE	SCORE
	Vocabulary			
	Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	Good	Sometimes uses inappropriate terms about language because	13-18	

		of inadequate vocabulary		
	d. Very Good	Rarely has trouble	19-25	
	Pronunciation			
	a. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, Incomprehensible	1-6	
	c. Fair	Fair Error of basic pronunciation	7-12	
	b. Good	Good Few noticeable errors	13-18	
	d. Very Good	Understandable	19-25	
	Accuracy			
	a. Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic	1-6	

		structure		
	b. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	c. Good	Occasional grammatical errors which do not obscure meaning	13-18	
	d. Very Good	No more than two errors/speech is generally natural	19-25	
	Fluency			
	a. Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left	1-6	

		unfinished		
	Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c. Good	Speech is generally natural	13-18	
	d. Very Good	Understandable	19-25	
	Total score		100	

Medan, 2018

Approved by,

Head & Master of

SMP N 4 Percut Sei Tuan

English Teacher

Researcher

Fitri YSimatupang

NIM:34.13.3.009

LESSON PLAN

(Cycle II)

School : SMP N 4 Percut Sei Tuan

Subject : English

Class/Semester : IX

Skill : Speaking

Time Allotment : 2 x 40 menit

1. Indicators

Respond to the monologue report

2. Teaching Learning Objectives

Students are able to identify discourse in the form of report text Learners are able to answer questions on available readings

3. Teaching Learning Material

1. Definiton of Report Text

Report text is a text with present information about something as it is. It is as a result of syntematic observasion and analysis . Its social function is to describe the way things are with reference to a range of natural, man made and social phenomena in our environment. report text is a text that serves to provide information about an event or situation, after an investigation is held and through various considerations, Therefore , there structure of report text,as follow :

- a. Introduction – saying what the report
- b. Main section –saying what the fact are
- c. Conclusion – what the writer thinks or decides as a result of the facts

d. Generic structure

Report text has generic structure as follows:

- e. General classification of general aspect of thing animal, public place, plant, etc which will be discussed in general.
- f. Description

It describes the thing which will be discussed in detail, part per part, customs or deed for living creature and usage for material.

Learning activities		Time allotment
Teacher Action	Student Reaction	
Opening		5 minutes
- Greeting Response the greeting	Response the greeting	
Checking the students Attendance	The students answer when their name are called	
- Apperception ; teacher gives brain storming about	The students answer the question.	5 minutes

personal life by using some question		
a. Exploration		
-Teacher tells the purpose of learning the material and gives motivation.	Pay attention and listen the teacher's explanation carefully	5 minutes
- Teacher explain the material	Students ask a question if they don't understand	10 minutes
Teacher explain the technique of learning		5 minutes
b. Elaboration		
Teacher explain the procedures of technique of learning	Student' listen the teacher's explanation carefully	15 minutes
Teacher give the example of report text to the students'	Students ask a question if they don't understand	5 minutes
Teacher ask the	Students' make the task	10 minutes

students'to make the report text use the herringbone technique an		
Teaheer ask the students'to report the information in front of class	Students' report the information	20 inutes
c. Confirmation		
- Teacher summarizes the Material	Students listen to the Teacher	
Teacher tells the best performance of students and gives appreciation.	Students give applause for their friends who does the best performance	
- Saying Good bye and thank You	- Saying Good bye too	

7. Teaching Learning Source

Book : LK

8. Instrument

Make your own report and tell the nformation in front of the class!

9. Assessment Rubric

Name :

Class :

No	CATEGORIES	ASPECTS	RANGE	SCORE
	Vocabulary			
	Unsatisfactory	Very limited vocabulary, make comprehension quite difficult	1-6	
	Fair	Frequent uses wrong speech limited to simple vocabulary	7-12	
	Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary	13-18	
	d. Very Good	Rarely has trouble	19-25	
	Pronunciation			
	b. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, Incomprehensible	1-6	

	e. Fair	Fair Error of basic pronunciation	7-12	
	c. Good	Good Few noticeable errors	13-18	
	f. Very Good	Understandable	19-25	
	Accuracy			
	a. Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	b. Fair	Error of the basic structure, meaning occasionally obscured by grammatical error	7-12	
	c. Good	Occasional	13-18	

		grammatical errors which do not obscure meaning		
	d. Very Good	No more than two errors/speech is generally natural	19-25	
	Fluency			
	a.Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left unfinished	1-6	
	Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c.Good	Speech is generally natural	13-18	

	d. Very Good	Understandable	19-25	
	Total score		100	

Medan, 2018

Approved by,

Head & Master of

SMP N 4 Percut Sei Tuan

English Teacher

Researcher

Fitri YSimatupang

NIM:34.13.3.009

APPENDIX V**Post Test II****(Cycle II)****Name :****Class :**

1. Write down the report text about earthquake in Aceh
2. Report the information systematically in front of class

Appendix VI

Pre-test in Cycle I

Speaking Script

1. AN

In July 2013 residents of Tokyo received an earthquake early warning system, less than an hour after the earthquake the first of many tsunamis in Japan's coastline. The tsunami caused a cooling system failure at the Fukushima Daiichi nuclear power plant.

2. AQR

. In July 2013 residents of Tokyo received an earthquake early warning system. Many deaths from the earthquake. The tsunami caused a cooling system failure at the Fukushima Daiichi nuclear power plant.

Appendix VII

Post-test 1 in Cycle I

Speaking script

1. AN

In July 2011 residents of Tokyo received an earthquake early warning system, less than an hour after the earthquake the first many tsunami in Japan coastline. The tsunami caused a cooling system failure at the Fukushima Daiichi nuclear power plant.

2. AQR

In July 2011 residents of Tokyo received an earthquake early warning system, less than an hour after the earthquake the first many tsunami in Japan coastline. Many deaths from the earthquake. The tsunami caused a cooling system failure at the Fukushima Daiichi nuclear power plant.

Appendix VIII

Post-test 2 in Cycle II

Speaking Script

1. AN

Aceh residents experience a very heartbreaking event, the earthquake that caused the tsunami caused 230.000 people die. Tsunami waves are as high 9 meters. A heartbreaking event took place on the earth in Aceh on Sunday morning, december 26 2004 . an earthquake centered the sea as tha main cause of atsunami. The earthquake claimed more than 126.000lives, buildings were destroyed.

2. AQR

Aceh residents experience a very heartbreaking event, the earthquake that caused the tsunami caused 230.000 people die. Tsunami waves are as high 9 meters. A heartbreaking event took place on the earth in Aceh on Sunday morning, december 26 2004 . an earthquake centered the sea as tha main cause of atsunami. The earthquake claimed more than 126.000lives, buildings were destroyed

Appendix IX

INTERVIEW SCRIPT**With teacher (cycle 1)**

- R : Bagaimana menurut anda kemampuan siswa sebelum dan sesudah saya menerapkan herringbone technique ini dalam pembelajaran speaking pada report text?
- T : Menurut saya sebenarnya untuk siswa dalam menerapkan herringbone technique di kelas itu 50/50, yang pertama 50% mereka berminat dalam pembelajaran, dan 50% lainnya kurang dalam pembelajaran bahasa inggris. Tapi agak menarik, agar kedepannya teknik pembelajaran seperti ini mampu memotivasi mereka untuk lebih bagus dalam pembelajaran Bahasa inggris.
- R : Menurut anda bagaimana ketertarikan siswa dalam mengikuti proses pembelajaran speaking dengan s herringbone technique ini?
- T : Sebenarnya siswa 50% tertarik, 50% agak rendah, tetapi cukup bagus untuk ketertarikan mereka dalam mengikuti pembelajaran speaking dengan menggunakan herringbone technique ini. Mudah-mudahan kedepannya dengan metode ini anak-anak lebih bagus lagi dalam pembelajaran speaking.
- R : Dalam interaksi antara siswa dan guru, bagaimana menurut anda keaktifan siswa dalam proses pembelajaran?
- T : Dalam interaksi siswa dengan guru, siswa sebagian cukup antusias dan cukup aktif.
- R : Menurut anda bagaimana peneliti dalam memperhatikan siswa saat pembelajaran berlangsung?
- T : disini metode peneliti dalam pembelajaran, jelas harus menguasai kelas, karena itu inti utamanya, karena kalau tidak menguasai kelas, ketertarikan siswa agak kurang, untuk saat ini dalam penguasaan kelasnya peneliti cukup bagus.

Appendix X

INTERVIEW SCRIPT**With teacher (cycle 2)**

- R : Menurut anda seberapa besarkah peningkatan speaking siswa dari cycle I ke cycle II ini?
- T : sudah ada peningkatan, cukup bagus, minat siswa pun sudah mulai tertarik dalam pembelajaran.
- R : Menurut anda bagaimana ketertarikan siswa dalam mengikuti proses pembelajaran speaking dengan herringbone technique ini?
- T : Lumayan bagus, pembelajarann speaking dengan menggunakan herringbone technique ini, dan mereka sangat tertarik.
- R : Dalam interaksi antara siswa dan guru, bagaimana menurut anda keaktifan siswa dalam proses pembelajaran?
- T : keaktifan siswa sudah meningkat dibanding sebelumnya.
- R : Menurut anda bagaimana peneliti dalam memperhatikan siswa saat pembelajaran berlangsung?

- T : peneliti sudah bagus, karena peneliti sudah mampu menguasai kelas.
 R : Menurut anda apakah perlu untuk melanjutkan ke cycle yang selanjutnya?
 T : untuk tahap sekarang sudah lebih bagus dari yang sebelumnya jadi saya rasa sudah cukup.

Appendix XI

INTERVIEW SCRIPT

With student (cycle 1)

TA

- R : Bagaimana kamu menggunakan bahasa Inggris pada saat kamu ingin melaporkan suatu informasi?
- S : Ketika ingin melaporkan suatu informasi dalam report text agak sulit, karena kurang menguasai kosa kata dalam bahasa inggris
- R : Bagaimana perasaan kamu ketika kamu belajar speaking?
- S : Ada rasa senangnya bisa tahu, ya sulitnya untuk mengucapkan kalimat dalam bahasa inggris disebabkan karena kosakata yang sangat kurang .
- R : Ketika kamu belajar bahasa Inggris bagaimana gurumu memberikan kesempatan kepadamu untuk bertanya?
- S : Guru saya memberi kesempatannya dengan cara menunjuk saya untuk menjawab pertanyaan yang diberinya.
- R : Bagaimana perasaanmu tentang kemampuan speakingmu sekarang apakah ada perubahan?
- S : Sedikit ada perubahan, dan lebih memahami.

Appendix XII

INTERVIEW SCRIPT**With student (cycle 2)****TA**

R : Bagaimana kamu menggunakan bahasa Inggris pada saat kamu ingin ingin melaporkan suatu informasi?

S : Ketika saya ingin melaporkan suatu informasi, ya dengan sedikit lancar dengan bahasa inggris, cara ingin melaporkan suatu informasi dalam report text dengan menggunakan teknik yang telah dipelajari.

R : Bagaimana perasaan kamu ketika kamu belajar speaking dengan menggunakan herringbone technique?

S : Menyenangkan, dan agak sedikit gugup karena kan biasanya menggunakan bahasa indonesia, nah disini kami menggunakan bahasa inggris.

R : Ketika kamu belajar bahasa Inggris dengan saya (peneliti) bagaimana menurut kamu saya (peneliti) memberikan kesempatan kepadamu untuk bertanya?

S : Ketika kakak setelah menjelaskan tentang pembahasan hari itu, lalu kakak mempersilahkan kami untuk bertanya seputar materi tersebut.

R : Bagaimana perasaanmu tentang kemampuan speakingmu dalam report text sekarang apakah ada perubahan?

S : Alhamdulillah, kemampuan speaking saya menjadi lebih baik dan lebih lancar dari sebelumnya.

Appendix XIII

OBSERVATION SHEET**(A Classroom Action Research at the Nine Grade of SMP N Percut Sei Tuan)****(cycle I)**

Class : IX - 6

Date :

Give the checklist (✓) if “Yes” or “No”

6	Writing the question on the board.	Answering the question that written on the board.	√		√	
7	the teacher explained about the topic discussion.	The students' listen to what teacher explained.	√		√	
8	The teacher invite the students to speak up about the topic in front of the class.	The students' do their best, some of them was talking actively	√		√	
9	Watching the student's speak in front of class	Speak	√		√	
Post-Teaching						
10	Giving feedback.	Listen the feedback from the researcher.	√		√	
11	Taking a conclusion of what they are learning today.	Taking a conclusion of what they are learning today.	√			√
		Understaning about the topic that they have learned.		√	√	

12	Ending the lesson and saying a prayer.	Feeling that suggestopedia method is good to apply in speaking class.	√			√
		Saying prayer.		√	√	

Appendix XIV

OBSERVATION SHEET**(A Classroom Action Research at the Nine Grade of SMP N Percut Sei Tuan)****Cycle II**

Class : IX - 6

Date :

Give the checklist (√) if “Yes” or “No”

No	Aspects		Researcher		Students	
			Yes	No	Yes	No
Pre-Teaching						
1	Starting the lesson by greeting and saying a prayer.	Answering the greeting from the researcher and saying a prayer.	√		√	
2	Checking the students attendance and asks the students' condition.	Answering the students' attendance from the researcher and saying their conditions to the researcher.		√	√	

3	Warming up the students by giving some question about the topic that will be discussed in the class.	Answering the questions given by the researcher.	√		√	
4	Motivating the students for learning speaking.	Feeling motivated and excited to learn speaking.	√		√	
5	Introducing the topic of what they are going to learn today.	Listening to the introduction of the subject that provided by the researcher.	√		√	
Whilst-Teaching						
6	Writing the question on the board.	Answering the question that written on the board.	√		√	
7	the teacher explained about the topic discussion	The students listen to what the teacher explained.	√		√	
8	The teacher invite the students to speak up about the topic in front of the class.	The students did their best and some of them was talking actively.	√		√	

9	Watching the student's speak in front of class	Speak	√		√	
Post-Teaching						
10	Giving feedback.	Listen the feedback from the researcher.	√		√	
11	Taking a conclusion of what they are learning today.	Taking a conclusion of what they are learning today.	√			√
		Understaning about the topic that they have learned.		√	√	
12	Ending the lesson and saying a prayer.	Feeling that suggestopedia method is good to apply in speaking class.	√		√	
		Saying prayer.		√	√	

Appendix XV

DIARY NOTE

First Meeting

In the first meeting, the researcher introduced herself to the students in front of the class. The researcher explained the purposed of her coming. The researcher told that she would be there for sixth meetings. After that she called the students name based on attendance list. At the first time the researcher felt difficult to handle the class because the class is very noisy.

Second Meeting

In the second meeting, the researcher gave the pre-test. Most of the students can not speak up. During the learning teaching process, the students seemed very difficult to do the speaking because they did not have good preparation based on the students' score result of pre-test still had difficulties in speaking. This statement is also proved when the writer gave the interview sheet to the English teacher in the first session.

Third Meeting

In the third meeting, the researcher explained about herringbone technique. The students still confused about the technique. The researchers make it clearly about the herringbone and then invite the students to make speaking at report text in front of class. After that the researchers give the post-test 1 to the students. The students reprot the information in front of the class. Eventhough some of them still feel difficult to speak up.

Fourth Meeting

In the fourth meeting, the researcher announced the students score was improved. Then, explained about the material How to improve their self-efficacy in speaking by using herringbone technique.

Fifth Meeting

In the fifth meeting, we start to practice using herringbone technique. The first, The teacher will explain about using herringbone technique and the material while the students listen to the teacher. The second one, the teachers ask the students to speak up to report the information. The content should be similar to the material when the teacher presented before. After apply using herringbone technique the students seem more enthusiastic, they look enjoyable in speaking.

Sixth Meeting

In the last of meeting, the researcher gave the post-test 2. The researcher invite the students to speak up in front of the class and the topic is about the information but use different title. The researcher do record All of the students did it well. They not feel too difficult in speaking. The situation during the teaching learning process was very well, conducive and enjoyable. The students were very interested and enthusiastic. Using herringbone technique successfully worked in helping the students; self-efficacy in speaking at report text, it can be proved by their score that increase from the cycle I to cycle II.

Appendix XVI

DOCUMENTATION

The picture when the researcher introduce herself.



