IMPROVING STUDENTS' SPEAKING ABILITY THROUGH WORK IN PAIRS AT GRADE VIII SMP N 5 SIABU

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Graduate of Islamic Education (S.Pd.I) in English

WRITTEN BY:

SITI AISAH
Reg. No : 10. 340 0030

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015

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2015

Term   : Thesis
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Padangsidimpuan, 25th February 2015
To:
Dean Tarbiyah and Teacher
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in-
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Assalamu'alaikum Wr.Wb.

      After Reading, studying and giving advices for necessary revision on thesis belongs to Siti Aisah, entitled ":*Improving Students' Speaking Ability Through work in pairs At Grade VIII SMP N 5 Siabu*". We Approved that the thesis has been acceptable the complete the reqirement to fulfill for the degree of Graduated of Islamic Education (S.Pd.I) in English.

      Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Dpertment of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan.

Thank you.

Wassalamu'alaikum Wr.Wb.

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DECLARATION OF SELF THESIS COMPLETION

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Faculty/ Department	: Tarbiyah and Teacher Training Faculty/ TBI-1
The Title of Thesis	: **IMPROVING STUDENTS' SPEAKING ABILTY THROUGH WORK IN PAIRSAT GRADE VIII SMP N 5 SIABU**

I here by declare that I have arranged and wtitten the thesis by myself, without asking for illegal help from other except the guidance from advisors, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14. Verse 2.

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Padangsidimpuan, 25th February 2015

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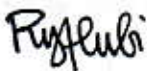Signed

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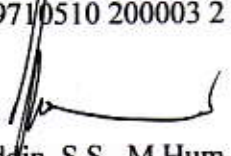Rayendriani Fahmei Lubis, M.Ag.   Magdalena, M. Ag.
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The thesis has been accepted as a partial fulfillment of requirement for degree of Graduate of Islamic Education (S.Pd.I) in English.

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ABSTRACT

This study aimed at improving students' speaking ability through work in pairs at SMP N 5 Siabu. The objective of this study was to found whether students' speaking ability improved if it would be taught by using work in pairs.

To solve the problem, the writer conducted classroom action research, by implementing work in pairs. The writer applied two cycles in this research. Each cycle consist of two meetings. The participant of this study was one class consisted of two 30 students'. The instrument of collecting the date the writer was used speaking test, observation sheet and document.

Based on the research result, showed the progressive mean of the students the firs meetings was 53.83 second meeting was 60 third meeting was 70 and the fourth meeting was 92. So the mean in the second cycle was higher than the firs cycle. That data from observation sheet indicated that the students' got improvement. It indicated that the application of work in pairs technique improve students' speaking ability. on conclusion, work in pairs could improve students' speaking ability at SMP N 5 Siabu. Hopefully, the research result could be positive input for other researchers and teachers to conduct the research, particularly on speaking issue.

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بسم الله الرحمن الرحيم

In the name of Allah, the Beneficent and the Merciful

Praise is to Allah lord of the world who has bestowed upon me in completing this thesis. Peace and blessing upon prophet Muhammad SAW, his families, his companies, and his followers. In writing this thesis, I was assisted by some people and institutions. Therefore, in this opportunity I would like to say thanks to them.In truth, this thesis can't be completed without a great deal of help from many people, they are:

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May Allah, The almighty bless them all, Amin.

Padangsidimpuan, 25th February 2015
The Writer

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RESEARCH FINDINGS

A. Findings

1. Settings

The place of the research is at SMP N 5 Siabu. It is located in JL. Medan Padang. It is a national standard school with 12 classes. Each class consists of 30 students. There are 23 teachers in this school. There are two English teachers in this school. The English subject had four periods in a week.

The participants of this research were the eighth grade students of SMP N 5 Siabu. The research participants were the students of class VIII- science. It consists of 30 students. This class was chosen because the writer found the problems of speaking in this class. In doing the research, for the first cycle the students did not enthusiastic in teaching learning program because the applying work in pairs was not well organized. For the second cycle, after redesign a procedure teaching speaking through work in pairs, the students become active and interested in teaching learning program.

2. Condition Before Cycle

In this condition, the students have a low mark in speaking. They are not able to gave opinion or to speak English well because they are lack of vocabulary, grammar, part of speech and afraid of expressing their idea. They worried everyone mock them, it makes them shy of expressing their ideas and

to know their ability in speaking. The writer gave a pretest to students. The pretest about their experiences. While its interested experience or uninterested experiences, and writer got 32 mean score at pretest. From the interview with English teacher, the writer found information that

3. Result Pretest in speaking

The writer divided this action research into two cycles. Each cycle consisted of four stages; namely plan, action, observation and reflection. In this chapter the writer described the research and findings. Before doing the cycles, the writer gave pretest to the students to know their speaking ability.

The writer got 32 mean score at pretest, got 54.83 mean score at the first meeting and got 60 mean score at the second meeting in first cycle. got 70 mean score at the first meeting and got 92 mean score at second meeting in second cycles. Based on interview with the students, writer got information that their difficulties in speaking English where they are lack of vocabulary, grammar, part of speech and afraid of expressing their idea. They worried everyone mock them, it makes them shy and not confidence to speak in English. After gave pretest the students felt enjoy while them still noisy.

According to documents of SMP N 5 Siabu the standard point for English subject was 65. To account the percentage of students who were

competence in speaking through work in pairs was calculated by applying the following formula[1]

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

Where: P   : The percentage of students who get the point 65

R   : The number of students who get the points up 65

T   : The total numbers of students do the test

a. First Cycle

The first cycle was conducted for two meetings. Every meeting was done for ninety minutes. The writer observed all the activities in the classroom based on the observation, some students seemed to be interested in teachers' teaching technique. It could be seen from their enthusiasm in doing the work in pairs. However, some students were still uninterested yet.

1) First meeting

In the first meeting so many students' had problem in speaking. So, there are problems from students' like in: action, reflection, observation and comprehension.

a) Planning

In this step, the researcher determined the selected material and exercise into a lesson plan. Beside of making

lesson plan, the researcher also prepared unstructured interview. To interview the English teacher. The researcher also prepared the post test to collect data.

b) Action

The teacher explain how important the speaking ability in speaking English well. Besides that, the teacher taught them about work in pairs technique as a technique to improve the speaking ability.

c) Observation

In this step observed the teachers' performance, class situation and students response during teaching learning process. The teachers' performance can be seen from teaching – learning process. Teaching – learning process seemed unclear. The teacher explained the material was to fast. Many students' didn't' understand the teacher explaining.

d) Reflection

The researcher and the teacher discussed the conclusion of implementing the action.

2) Second meeting

In the second meeting there is still a little problem students' in speaking but, in the first meeting to second meeting there is improvement speaking students' like in:

a) Planning

In this step, the researcher and the teacher modified the previous lesson plan based on the result of reflecting step in the first cycle. The lesson plan is made appropriate with the English book material and curriculum material but in lesson plan, the teacher also insert the students' practice to speaking the vocabularies in the text they have red.

b) Action

The teacher speaking the work in pairs words and the students' imitated her. After that, the teacher gave some minutes to practice the students' speaking ability. The teacher gave them list of work in pairs.

c) Reflection

In this step, the reflection of class room action research was carried out of after getting the score result of speaking test. The researcher and the teacher felt very satisfied with their efforts to improve the students' speaking ability had been realized.

d) Observation

Another problem was vocabulary. Some of the students did not know the vocabulary of English language; they are still confused of expressing the word. To solve the problem the teacher mentioned the vocabulary that they did not know. In fluency, some of the students did not fluent in expressing their idea. They are also less motivation. So that, the teacher gave more motivation to them.

Table 2

The firs cycle problem and resolution

No.	Problem in the First Cycle	Resolution
1.	Most of students didn't enthusiastic in teaching learning process still made noisy in the class, students were not bravery in giving opinion. In teaching learning, sometimes the students didn't use English language in teaching learning process.	Teacher must be to coach the speaking students' every teaching learning process.
2..	Most of students' not interest to English teaching process and shy to go in front of class for speak English	Teacher give the students' motivation more and make the group to speak in the class

3.	Teaching English in the class like speaking not be practice	Teacher had change the strategy study in English like make greeting in the class and etc.
4.	Students' low in speaking	Students' must be practice speaking more.
5.	Some of them did not know how to pronounce word well. So, the mispronunciation happened between speaker and listener.	Teacher can be improve the students' pronunciation
6.	Another problem was vocabulary. Some of the students did not know the vocabulary of English language; they still confuse to express the word	The teacher make a new vocabulary to students' every teaching learning process.

b. Second Cycle

The cycle 2 was conducted for two meetings. Every meeting was done for ninety minutes. The writer observed all the activities in the classroom. Based on the reflection in the previous cycle, there were still some problems related to the students speaking ability. They still low in accent,

grammar, vocabulary, fluency and comprehension. They are afraid of expressing their idea, they worried everybody will mock them.

1) Third meeting

The first meeting in cycle 2 the students' problem in speaking have is better like in: action, reflection, observation and comprehension.

a). Planning

In this stage, the writer planned and designed activities and prepared the topic that would be used to solve the students' problem in speaking.

(1) Making lesson plan

(2) Give the material satisfaction

(3) Preparing test in this cycle.

(4) Divide the class into a group, each group consist of four people.

(5) Preparing observation sheet.

(6) Redesign a procedure teaching speaking in work pairs.

b). Action

The teacher gave topic satisfaction to students. The second cycle is the same with the first cycle, it is conduct in two meetings ,and apply the work in pairs in teaching speaking too.

In opening the class the teacher motivated the students to do the lesson, to explore their speaking ability and more active in teaching learning process. The teacher invite the students again to performance their work in pairs.

The teacher appreciating the performance and give the comment about their performance and explaining and resulting the participant activities and gave the assesment to the students and celebrating the sucessfull learning of contextual teaching and learning.

In this cycle the teacher gave the information about the topic. She explained the about the topic. So the students can explore their opinion about the topic. The teacher explained how to do work in pairs.

c). Observation

The items of observation in cycle 2 were similar with cycle 1. Based on the observation sheet, there was an improvement in teaching learning process. The teacher came to the class on time, greeted the students and also did the orientation. She was serious in teaching learning process and concluded the material. The teacher could improve her ability in taught the class. In the opening the class, the teacher gave good motivation to the students so they had spirit in teaching

learning process. They also improve their skill in speaking. The teacher could organize the class well. She moved from group to group to control the class and gave suggestion.

d). Reflection

Based on the observation sheet, the teacher ability in taught speaking by using work in pairs was improved. The teacher was able to motivate the students about speaking ability and to attack their interest by using work in pairs.

The students were more active and they did the task cooperatively. Having checked the students speaking test, the writer found that the students score show improvement. Based on the observation sheet, the teacher ability in taught speaking by using work pair was improved. The teacher should be able to motivate the students about speaking ability and to attract their interest by using work in pairs. The negative thing that still appears in this cycle was some students still make noisy in the class.

A test through work in pairs was given in every meeting. Based on the result of all meetings conducted, it was found that the students' score kept improving started. This increase showed that score from the first meeting until the four meeting.

Through work in pairs students are able to improve their speaking ability.

2) Forth meeting

The first meeting in cycle 2 the students' problem in speaking much better like in: action, reflection, observation and comprehension.

a). Planning

In this stage, the writer planned and designed activities and prepared the topic that would be used to solve the students' problem in speaking.

(1) Making lesson plan

(2) Make the material dissatisfaction

(3) Preparing test in this cycle.

(4) Divide the class into a group, each group consist of four people.

(5) Redesign a procedure teaching speaking in work pairs.

b). Action

The teacher gave topic disatisfaction to students. The second cycle is the same with the first cycle, it is conduct in two meetings ,and apply the work in pairs in teaching speaking too.

In opening the class the teacher motivated the students to do the lesson, to explore their speaking ability and more active in

teaching learning process. The teacher invite the students again to performance their work in pairs.

The teacher appreciating the performance and give the comment about their performance and explaining and resulting the participant activities and gave the assesment to the students and celebrating the sucessfull learning of contextual teaching and learning.

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The teacher could organize the class well. She moved from group to group to control the class and gave suggestion.

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Based on the observation sheet, the teacher ability in taught speaking by using work in pairs was improved. The teacher was able to motivate the students about speaking ability and to attack their interest by using work in pairs.

The students were more active and they did the task cooperatively. Having checked the students speaking test, the writer found that the students score show improvement. Based on the observation sheet, the teacher ability in taught speaking by using work pair was improved. The teacher should be able to motivate the students about speaking ability and to attract their interest by using work in pairs. The negative thing that still appears in this cycle was some students still make noisy in the class.

The improvement of the students' score in speaking English through work in pairs could be seen from the mean score of the students' score during the research, the writer applied following formula:

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

Where $\bar{x}$: The mean of the students

$\sum \bar{x}$: The total score

N   : The number of the students

In other hand, accounted the percentage of students complete study use the formula as follow:

$$P = \frac{\text{the students' complete study}}{\text{Students}} \times 100\%$$

B. The comparative Result of the Action

In the first cycle, the writer gave pretest to know students' speaking ability, and their problems in speaking. There was a topic that students got from teacher. Many students were difficult of expressing their idea. They have problem in accent, grammar, vocabulary, fluency and comprehension.

In the first meeting (pretest), the students understood about points of speaking: accent, grammar, vocabulary, fluency, and comprehension.

Table 3. The Result of the / pretest

Criteria Of Speaking	Speaking Scores			Total of students
	5	10	20	
Accent	17	13	-	30 students
Grammar	20	10	-	30 students
Vocabulary	23	7	-	30 students
Fluency	25	5	-	30 students
Comprehension	23	7	-	30 students

Based on the data in the above table writer concluded in accent criteria that there were 17 students got score 5, there were 13 students got score 10, and there weren't students got score 20. In grammar criteria there were 20 students got score 5, there were 10 students got score 10, there weren't students got score 20. In vocabulary criteria there were 23 students got score 5, there were 7 got score 10, and there were not student got score 20. In fluency criteria there were 25 students got score 5, there were 5 got score 10, there weren't students got score 20. In comprehension criteria there were 23 students got score 5, there were 7 students got score 10, there weren't students got score 20.

So, from description of score pretest above writer concluded that the mean score of accent was 7,16, grammar was 6,3, vocabulary was 6,6, fluency was 5,8, comprehension was 6,16. The mean score of pretest was 32.

In the first cycle the writer applied two meetings. After doing an action in the first cycle, the writer found the result of speaking test through work pairs in the last meeting of the first cycle. The writer would explain as followed:

Table 4. the Result of the first cycle

In first meeting

Criteria of speaking	Speaking score			Total of Students
	5	10	20	
Accent	4	21	5	30 Students
Grammar	10	15	5	30 Students
Vocabulary	6	20	4	30 Students
Fluency	10	13	7	30 Students
Comprehension	10	14	6	30 Students

Based on the data in the table above writer concluded that in criteria of accent there were 4 students got score 5, and there were 21 students got score 10, there were 5 students got score 20. In grammar criteria there were 10 students got score 5, there were 15 students got score 10, and there were 5

students got score 20. In vocabulary criteria there were 6 students got score 5, there were 20 students got score 10, there were 4 students got score 20. In fluency criteria there were 10 students got score 5 and there were 13 students got score 10, and there were 7 student got score 20. In comprehension criteria there were 10 students got score 5, there were 14 students got score 10, and there were 6 student got score 20.

From the score of all criteria in the first cycle the students' ability were increased from the first meeting up to the third meeting, but there were some students didn't interest in learning activity. So, from this phenomenon the writer would improve her ability in teaching students.

So, from description of score at the first cycle above writer concluded that the mean score of accent was 10.33 in grammar was 10 in vocabulary was 11.66 in fluency was 10,66 in comprehension was 10.33 The mean score of first cycle was 52,98.

Table 5. the Result of the first cycle
In second meeting

Criteria of speaking	Speaking score			Total of Students
	5	10	20	
Accent	9	21	4	30 Students
Grammar	11	14	5	30 Students

Vocabulary	**6**	**20**	**4**	**30 Students**
Fluency	**7**	**19**	**4**	**30 Students**
Comprehension	**8**	**18**	**4**	**30 Students**

Based on the data in the table above writer concluded that in criteria of accent there were 9 students got score 5, and there were 21 students got score 10, there were 4 students got score 20. In grammar criteria there were 11 students got score 5, there were 14 students got score 10, and there were 5 students got score 20. In vocabulary criteria there were 6 students got score 5, there were 20 students got score 10, there were 4 students got score 20. In fluency criteria there were 7 students got score 5 and there were 19 students got score 10, and there were 4 student got score 20. In comprehension criteria there were 8 students got score 5, there were 18 students got score 10, and there were 4 student got score 20.

From the score of all criteria in the first cycle the students' ability were increased from the first meeting up to the third meeting, but there were some students didn't interest in learning activity. So, from this phenomenon the writer would improve her ability in teaching students.

So, from description of score at the first cycle above writer concluded that the mean score of accent was 11,16, in grammar was 9.83 in vocabulary

was 10,33 in fluency was 10,16 in comprehension was 10. The mean score of first cycle was 51,48

In the second cycle the writer improved her ability in teaching to make the students more interested in learning especially in learning speaking lesson. The writer gave students motivation and made them more diligent in study.

In the second cycle at the last meeting the writer also gave the speaking test to know about how deep was their skill in speaking through role play. In the last meeting in the second cycle the writer felt easier to teach the students, because the students got interested in learning activity. The score of the students' ability could be seen from the tables as followed:

Table 6. the Result of the Second Cycle

In the first meeting

Criteria of Speaking	Speaking score			Total of Students
	5	10	20	
Accent	-	16	14	30 Students
Grammar	-	10	20	30 Students
Vocabulary	-	9	21	30 Students
Fluency	-	10	20	30 Students
Comprehension	-	12	18	30 Students

Based on the data on the above table writer concluded that in criteria of accent there weren't students got score 5, there were 16 students got score 10, and there were 14 students got score 20. In grammar criteria there were n' students got score 5, there were 10 students got score 10, and there were 20 students got score 20. In vocabulary criteria there weren't students got score 5, there were 9 students got score 10, and there were 21 students got score 20 students. In fluency criteria there weren't students got score 5, there were 10 students got score 10, and there 20 students got score 20. In comprehension criteria there weren't students got score 5, there were 12 students got score 10, and there were 18 students got score 20.

Table 7. the Result of the Second Cycle

In the second meeting

Criteria of Speaking	Speaking score			Total of Students
	5	10	20	
Accent	-	16	14	30 Students
Grammar	-	13	17	30 Students
Vocabulary	-	15	15	30 Students
Fluency	-	12	18	30 Students
Comprehension	-	12	18	30 Students

Based on the data on the above table writer concluded that in criteria of accent there weren't students got score 5, there were 16 students got score 10, and there were 14 students got score 20. In grammar criteria there were n' students got score 5, there were 13 students got score 10, and there were 17 students got score 20. In vocabulary criteria there weren't students got score 5, there were 15 students got score 10, and there were 15 students got score 20 students. In fluency criteria there weren't students got score 5, there were 18 students got score 20, and there 12 students got score 20. In comprehension criteria there weren't students got score 5, there were 12 students got score 10, and there were 18 students got score 20.

The mean score of the students' score in the second cycle was higher than first. So it can be said that the students' speaking ability through work in pairs increased. It can be seen from the following table.

Table 8. The Improvement of Students' Mean

Meeting	Total Score	Mean
Pretest	955	32
Cycle 1(first meeting)	1645	53.83
Second meeting	1615	60
Cycle 2 (first meeting)	2090	70
Second meeting	2760	92

The result indicated that there was an improvement on the students' speaking ability through work in pairs. It consisted of two cycles. Each cycle consisted of two meeting. There was first meeting until two meeting concluded cycle 1 and third meeting until fourth meeting concluded cycle 2. So, the total meetings were five meetings, because the researcher made pretest before.

C. Discussion

Classroom action research in using work in pairs should maximize opportunity to learners to use target language for meaningful purposes. With the attention of the message they are speaking in English rather correction structure of language. Students were gave opportunities to focus on their learning process and developing of appropriate technique learning. The teacher would gave the chance to students to explain about more topics what they know, gave the time to students to performance and active in speaking activities. After make the students feel comfortable and understand in speaking test, it seems advisable to challenge them to think critically with it. By work in Pairs in students' speaking ability.

It is clearly states that role play as recommended by Hornby "work pairs is an activity in which people act a situation."[2] Add, Jeremy" In this activity, it is assumed that many students can interact with other students[3]

They stated that work pairs is an activity in which people act out the roles and ask them to speak trough this role. For supporting that, it was proved by hypothesis of this research; work in pairs could improve students' speaking ability at SMP N 5 Siabu.

So, from the analysis of the research the writer explained that work in pairs could improve students' speaking ability.

CHAPTER 1

INTRODUCTION

A. Background of the problem

Language is one important for human to do the interaction, speak and to communication with another people and then, English is the second language in Indonesia so, to interaction with people is speaking. The Speaking is one of the important skills in language learning beside listening, writing and reading.

In teaching learning English as the foreign language, most students cannot speak English well. For that condition, there are some factors of the difficulties. There are internal and external factors. Internal factor some from the students themselves. These concerns with personality factors. Brown state that "personality factors within a person that contribute in some way to the success of language learning"[1]. He explain that personality factor is an important aspect of carrying on discourse. Another factors is feeling ashamed. The students afraid to express their ideas. So, students cannot improve their speaking skill in teaching learning process. Because In al-Qur'an also intention that's Allah learning the human speak. Like Surat Ar- Rahman 1-5

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[1] H.Douglas Brown. *Principle of language learning and teaching*, (New Jersey: prentice Hall, 2000), P. 100.

ٱلرَّحْمَـٰنُ ۞ عَلَّمَ ٱلْقُرْءَانَ ۞ خَلَقَ ٱلْإِنسَـٰنَ ۞ عَلَّمَهُ ٱلْبَيَانَ ۞ ٱلشَّمْسُ وَٱلْقَمَرُ بِحُسْبَانٍ ۞

Means: "The God is the merciful (1) which have learning the Qur'an (2) He creating the human (3) He created man (4) he taught him eloquent speech (5)"[2]

In Indonesia, English has been taught for junior high school and senior high school, even it is taught in play group, and children's have been introduced to know English as vocabulary. Most of SMP N 1 Siabu the students still has many problems and difficulties in speaking.

Work in pairs is in this activity, it is assumed that many students can interact with other students. With older children, give map to one student and the other student ask him about the place on the map, for example: where is bakery or how to get to hospital. In the other hand, with younger children picture can be given without color. They should color the picture and student 1 asks about the color of the picture to student for example: what is the color of the shirt? In these activities, the teacher plays a non-dominant role-that of the organizer. The same is true for all these sorts of activities, whether pupils are matching cards, playing Happy families, describing a picture for other pupils or doing a 'find the differences' activity in pairs.

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[2] Mujamma' Al-Malik Fahdli Thiba'at Al-Mush-Haf, *Translation of the Noble Qur'an in the Indonesia Language*, (Madinah: Qur'an Complex for the Printimg of Holly Qur'an), P. 885.

In view of above discussion, the writer wants to do a Classroom Action Research which improving students' speaking ability at SMP N 5 Siabu. Therefore, there it is the research **"IMPROVING STUDENTS' SPEAKING ABILITY THROUGH WORK IN PAIRS AT GRADE VIII SMP N 5 SIABU"**

B. The Identification of the Problem

Most of students' could not speak English well. This is caused by internal and external factors. Internal factor came from the students themselves. Then, External factors come out of students. These concerns with their environment parents and teaching learning technique in their school

C. Limitation of the Problem

Based on identification of the problem described in the previous section, this research is limited to see students' speaking ability through work in pairs.

D. Formulation of the Problem

Based on limitation of problem mentioned above, the problem of the research can be formulated as follow; It's Can works in pairs improve students' speaking ability at SMP N 5 Siabu?

E. The objectives the Research

The purpose of the research was to found whether students' speaking skill improved if it will be taught by using work in pairs.

F. The Significant of the Research

The significances of the research and the result of the research are expected to be useful for:

1. English teachers, to improve their ability in teaching speaking by using pair work.

2. Students', in care to encourage them to learn speaking.

3. Researchers, to get the information and add the knowledge in research area

G. Definition of Key Terms

1. Speaking ability

Speaking is used in social life. Someone do the interaction to other people with use speaking as tool of communication. By communicative talking people can understand what other people mean. We Sharing the information or experiences help us in human relations in community. We can learn to understand someone gestures in share the information. Therefore, speaking is a good way in human life.

So, speaking is the act, utterance or discourse of one who speaks. It also can be defined as an activity in giving and asking information as if dialoguing by two or more people. In speaking, there is a process of Communication between speakers and listener. People but ideas into words, talking about perceptions and feeling they want other people to understand.

2. Work in pairs

Pair work is students can be practice language together, study a text, research language or take part in information-gap activities. And then they can write the dialogues, predict the content of reading text, or compare notes on what they have listened to or seen. Then also the Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language get to speak in the target language during lesson. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are nearly filled by the teacher (such as posing question of offering clarification).[3] So, pair work is the formal discussion which is argued with two or more opposing speakers. It is identified by the presence of two or more speakers establish a mutual communication with language and trying to influence attitudes and opinions of the person or other.

3. Improving

According to the oxford paperback dictionary and thesaurus improving is the verb that has made something or become better.[4] So improving is going through better work to reach something. Improving consist of the three steps. Doing work in a simple way, doing a work in a different way

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[3]Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), P. 28.

[4] Maurice Waite, *Oxford Paperback Dictionary and Thesaurus,* (Great Britain: Oxford University Press, 2009), P. 480.

but in a correct manner and doing a work in different way with a great quality and correctly. Crossing these in a step by step process is called improving.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

In conducting a research, theories are needed to explain some concepts or terms applied in research concerned. The terms as follow:

1. Speaking

a. Definition of speaking

Communication with language is carried out through two basic human: speaking and listening. Then speaking describe the ability to express oneself in life situation or ability to report acts or situation in precise words, or the ability to converse, or to express of ideas fluently. According to H. Douglas Brown[1] said that "speaking is personality factor is an important aspect of carrying on discourse. Another factor is feeling ashamed. The students afraid to express their ideas. They worried everyone will mock them. External factors come out from the students. These concerns with their environment parents and teaching learning technique in their school. Teaching learning technique is the important factor to the success of language learning for all aspect in education. But for the fact, the teacher doesn't choose the suitable technique of the teaching speaking" From the above

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[1]H.Douglas Brown. *Principle of language learning and teaching*, (New Jersey: prentice Hall, 2000), P. 134.

explanation, we can conclude that in speaking there is interaction between speaker and listener that convey the message from a speaker to listener. For example, listener may give the speaker feedback whether the listener has understood what the speaker said. The speaker would then need to reformulate what is just said in order to get the meaning across in different way. Then, according to David Nunan[2] if you have learned a language other than your own, which of the four skills-listening, speaking, reading, or writing- did you find to be the hardest? Many people feel that speaking in a new language is harder than reading, writing or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing. Language generated by the learner (in speech or writing) is referred to as productive. Productive means oral communication. Spoken language and written language differ in many significant ways.

In an oral communication, there is a process of communication which conveys massage from a speaker to listener. A speaker has to encode the massage and listener has to decide or interprets the message

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[2]David Nunan, *Practice Language Teaching,* (New York: Mc. Graw Hill Companies, 2003), P. 48.

which contains information. Encoding is the process of conveying message of information to listener while encoding is the process of receiving information given by the speaker

So based on above definition, the researcher can conclude that speaking is the process of communication which convey, express, give/inform and ask the ideas, thoughts, feelings, opinions, and talking about perceptions by using words or sounds of articulation that can be learnt through teaching and learning process. Then, to make the teaching speaking interesting a teacher may be changed the sequence of topic from the text book or may be such as group students based on their ability and interest.

b. Kinds of Speaking

The meaning of speaking is one of the important skills in language. Speaking also is the act, utterance or discourse of one who speaks. It also can be defined as an activity in giving and asking information as if dialoguing by two or more people. In speaking, there is a process of communication between speakers and listener. And then According to Douglas Brown, there are 5 types of spoken language:[3]

1) *Imitative*. At the end of a 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 a purely phonetic level of oral

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[3] H. Douglas Brown, *Op. Cit.,* P. 141-142.

production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2) *Intensive.* A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements- intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; translation up to the simple sentence level.

3) Responsive. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments and the like.

4) Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/ or multiple participants

5) Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to non-verbal responses) or ruled out altogether.

Much of our language teaching energy is devoted to instruction in mastering English conversation. However, numerous other forms of spoken language are also important to incorporate into a language course, especially in teaching speaking performance. Hence, Douglas Brown[4] states monologue and dialogue are two types of spoken language. They are as follows:

1) *Monologues*: in monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech without or not the hearer comprehends. Planned, as opposed to

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[4]*Ibid.,* P. 236-237.

unplanned monologues, differ considerably in their discourse structures.

2) *Dialogues*: involves two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

c. **Evaluation of Speaking**

Oxford Advance Learner's Dictionary stated that test is "an examination of somebody's knowledge or ability, consisting of questions for them to answer or activities for them to carry out".[5] Then educational test as a procedure designed to elicit certain behavior from which one can make inferences about certain characteristic of an individual. According to Anas Syafei, "in mastering the speaking skill, for example must train and equip the learner with a certain degree of accuracy, and fluency in understanding, responding, and in expressing himself in the language in speech"[6] from the explanation above that's evaluation in speaking is the process student's question and answer and the student's effectively to understanding the procedure about them.

While, speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and affectivities of a test takes listening skill, which

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[5] A.S. Hornby, *Oxford Advanced Learner's Dictionary (sixth edition),* (New York: Oxford University Press, 1995), P. 1396.

[6] Anas Syafei,. *Pronunciation Theory and Practice,* (Jakarta :Depdikbud, 1988), P. 1.

necessarily compromises the reability and validity of an oral production. According to Arthur Hughes there six categories to measure speaking skill such as: Accent, Grammar, and etc. [7]

1. Accent

   The term accent is used to refer to the speech of someone who speaks a language non-natively.[8] For example a French person speaking English is described as having a French accent.

   Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken. [9] The Accent can be identified looks like this:

   a. Pronunciation frequently unintelligible

   b. Frequent gross errors and a very heavy accent make understanding difficult

   c. "Foreign Accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

   d. Marked "Foreign Accent" and occasional mispronunciations, which do not interfere with understanding.

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[7]Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), P. 111.

[8]Nirmala Sari, *An Introduction to Linguistic,* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), P. 138.

[9] Victoria Neufeldt, *Webster New World College Dictionary-3 rd*, (New York: Simon & Schuster Inc, 1995), P. 7.

e. No conspicuous mispronunciations, but would not be taken for a native speaker

2. Grammar

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics).[10] Grammar is necessary for communication; it gives us the format of structures of language themselves. In other words, grammar tells us how to construct a sentence.

Grammar can be identified looks like this:

a. Grammar almost entirely inaccurate phrases.

b. Constant errors showing of very few major patterns and frequently preventing communication

c. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

d. Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.

e. Few errors, with no pattern of failure.

3. Vocabulary

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[10]*Ibid.*, P. 286.

Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc.[11] It is used for communication or expression, in particular art, skill, etc. Vocabulary is more that a list of target language of words. [12] A spoken word is a sound or sequence of sounds, which communicate those "ideas" precisely, a speaker should express them with precise words rather than general words.

Vocabulary can be identified looks like this:

a. Vocabulary inadequate for even the simplest conversation

b. Vocabulary limited to basic personal and survival areas (time, food, transportation, family).

c. Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics

d. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.

e. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

4. Fluency

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[11]*Ibid.*, P. 1494.
[12]David Nunan, *Op .Cit.*, P. 258.

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. [13]. So, "A fluent speaker is the ability of a person to speak flowing and natural, it using with a concomitant playing down of the bits and piece of grammar and phonology".[14] Fluency is probably best achieved by following the steam of speech to flow then, as some of over beyond comprehensibility the rivers bank of instruction on some detail of phonology, grammar, or discourse will channel the speech on more purposeful course.

So, definition of fluency is derived as the ability of an individual to speak without under hesitation.

Fluency can be indentified looks like this:

a. Speech is no halting and fragmentary that conversation is virtually impossible

b. Speech is very slow and uneven except for short or routine sentences

c. Speech is frequently hesitant and jerky: sentence may be left uncompleted

d. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words

[13]*Ibid.*, P. 55.
[14]H. Douglas Brown, *Op. Cit.*, P. 268-270.

e. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.

5. Comprehension

Comprehension is the capacity for understanding ideas, fact, etc.[15] A longer definition of comprehension will be as the act of understanding the meaning.

Comprehension can be identified looks like this:

a. Understands too little for the simplest types of conversation.

b. Understands only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.

c. Understands careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing

d. Understands quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.

e. Understands everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

2. Work in Pairs

a. Definition of Work in Pairs

In this activity, it is assumed that many students can interact with other students. With older children, give map to one student and

[15] Victoria Neufeltd, *Op. Cit.*, P. 286.

the other student ask him about the place on the map, for example: where is bakery or how to get to hospital. In the other hand, with younger children picture can be given without color. They should color the picture and student 1 asks about the color of the picture to student for example: what is the color of the shirt? In these activities, the teacher plays a non-dominant role-that of the organizer. The same is true for all these sorts of activities, whether pupils are matching cards, playing Happy families, describing a picture for other pupils or doing a 'find the differences' activity in pairs.[16]

b. Advantages of Pair Work[17]

This advantage of Pair Work can be help the student's in speaking because this technique makes the student's practice language together and also make the student's more understanding the communication between them like using dialogue. And there is some advantage pair works in speaking.

1) It dramatically increases the amount of speaking time any one student get in the class.

2) It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.

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[16] Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), P. 28.

[17] *Ibid.,* P. 34.

3) It allows teacher time to work with one or two pairs while the other students continue working.

4) It recognizes the old maxim that two heads are better than one and in promoting cooperation help the classroom to become a more relaxed and friendly place. If we get students to make decisions in pairs (such as deciding on the correct answer the question about a reading text), we allow them to share responsibility rather than having to bear the whole weight themselves.

5) It is relatively quick and easy to organize.

From the explanation the advantages of pair work the conclusion is that's pair work make the students' easy to speak like: in area formal or non formal and the students' interact independently without the necessary guidance of the teacher.

c. **Procedure of Pair Work[18]**

Sometimes we may have to persuade reluctant student that pair work and group work are worth doing. They are more likely to believe this if pair and group activities work well will be helped if we have a clear idea about how to resolve any problems that might occur.

1) Making it work

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[18] *Ibid.,* P. 67.

Some students are unused to working in pairs and groups. Or because they may have mixed feeling about working with a partner or about not having the teacher's attention at all times, it may be necessary to invest some time in discussion of learning routines. Just as we to create a joint code of conduct so, we come to agreement about when and how to use different students' groupings.

One way to discuss pair work or group work is to do group activity with the students and then, when it is over, ask them to write or say how felt about it. Alternatively we can initiate a discussion about different groupings as prelude to the use of pair work and group work.

2) Creating pairs and groups.

  a) Friendship

A key consideration when putting the students in pairs or groups is to make sure that we put friends with friends, rather than risking the possibility of people working with other whom they find difficult or unpleasant. Through observation, therefore, we can see which students get on with which of their classmate and make of use of this observation later. The

problem, of course, is that our observation may not always be accurate, and friendship can change over time.[19]

b) Streaming

Streaming is complex task, since it forces teachers to divide students by level or behavior. It demands constant monitoring to make sure that students are not in inappropriate groups, especially since they may change both languages level and the nature of their participation as a course develops.

c) Chance

We can also group students by 'chance' that is for no special reason of friendship, ability, or level of participation. This is by far the easiest way of doing things since it demands little pre-planning, and by it is very arbitrariness, stresses the cooperative nature natural of working together.

One way of grouping people is to have students who are sitting next or near to each other in pairs or groups. A problem can occur can occur, though, with students who always sit in the same place since it means that they will always be in the same pairs or groups which could give rise to boredom over a prolonged period.

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[19] *Ibid.,* P. 71.

d) Changing Group

Just because we put students in groups at the beginning of an activity does not mean that they have to stay in these groups until the end. The group changes while an activity continuous, where students start by listing vocabulary and then discuss it firs in pairs, then in groups of four.

3) Procedures for pair work in speaking[20]

a) Before: when we want students to work together in pairs or groups. The students need to feel enthusiastic about what they are going to do. They need to understand what they are going to do, and they need to be given an idea of when they will have finished the task they are going to get involved in.

b) During: While students are working in pairs or groups we have a number of options. We could for instance, stands the front or the side of the class (or at the back or anywhere else in the room) and keep an eye on what is happening, noting who appears to be stuck or disengaged, or about to finish. In this position we can tune in to a particular pair or group from some distance away. We can then decide whether to go over and help that pair or group.[21]

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[20] *Ibid.,* P. 56.

c) After: When pairs and groups stop working together we need to organize feedback. Where pairs or groups have been working on a task with definite right or wrong answers, we need to ensure that they have completed it successfully. Text we will encourage them to talk about their conclusions with us and the rest of the class. By comparing different solutions, idea, and problems everyone get a greater understanding of the topic.[22]

4) Procedure of speaking in pairs work[23]

From explanation above that's the procedure for pair work in speaking it is before speaking the students need to feel enthusiastic about what are they going. And then during speaking we could for instance, stand the front or the side of the class, next after speaking where pairs have been working on a task with definite right or wrong answer, we need to ensure that they have completed it successfully.

B. Review of Related Finding

There were the researchers had done the same research as follows: The first research was done in English Educational Department in STAIN Padangsidimpuan. The researcher's name is Rica Urmina Lubis [24]in his script:

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[22] Jeremy Harmer, *Op Cit*, p 117-124.
[23] *Ibid.,* P. 59
[24]AlfianRamadhanRitonga, "Improving students speaking skill through debate at SMA N 1 Padangsidimpuan 2010/2011 Academic Year" ,(A Thesis, STAIN Padangsidimpuan, 2011).

"improving students speaking skill through debate at SMA N 1 Padangsidimpuan". She found that debate can improve the speaking skill. The second research in IKIP PGRI Semarang the researcher's name is Ulfah[25] in her script: *"Improving Students' Speaking ability by using pictures at Grade XI SMA Negeri I"*. she found that pictures can improve the speaking ability.

So that, from the above description, the writer concludes that many techniques and media can increase the students' speaking ability. Next, the writer hopes that work in pairs can increase the students' speaking ability. So that, the writer interested to make the research about *"Improving Students' Speaking ability through work in pairs at grade VII SMP N 5 Siabu"*.

C. Conceptual Framework

The successful of speaking ability depend on many factors. One of them is how the teacher teaches English to the students. And the how the teacher chooses the suitable technique to teach speaking. The suitable technique is very important to teach speaking. Speaking skill is the ability in expressing idea, thought, opinion, and argumentation. The speaking can build up their knowledge and to expressing of someone to others directly.

Work pairs technique is assumed that many students can interact with other students. With older children, give map to one student and the other

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[25] Ulfah " Improving speaking ability by using pictures at grade xi SMA Negeri Semarang 2012 Acdemic Year", (A Thesis, IKIP Semarang 2012).

student ask him about the place on the map, for example: where is bakery or how to get to hospital. In the other hand, with younger children picture can be given without color. They should color the picture and student 1 asks about the color of the picture to student for example: what is the color of the shirt? In these activities, the teacher plays a non-dominant role-that of the organizer. The same is true for all these sorts of activities, whether pupils are matching cards, playing Happy families, describing a picture for other pupils or doing a 'find the differences' activity in pairs.

So, work pair's gives chance to the students to use the target language creatively without ashamed and afraid. work pairs is expected bring better result in order to improve students speaking ability.

D. Hypothesis

The hypothesis of action in this research, the work in pairs can improve speaking ability at grade VIII SMP N 5 Siabu.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively and economically.[1]Through a research design you propose to use, how you are going to collect information from your respondents, how you are going to select your respondents, how the information you are going to collect is to be analyzed and how you are going to communicate your findings.

From the above explanatio, the researcher uses Classroom action research in conducting the research. Classroom action research is a research, which is, combined the procedure in substantive action, be inquiry discipline, or someone's effort to understand what is happening while include in the improving and changing. [2]Therefore, classroom action research is one way to help someone to overcome is practically in emergency problems and holds the cooperation.

Classroom action research concerns to four steps, namely: planning, acting, observing, and reflecting. Planning means the reflection the action had

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[1]Ranjit Kumar, *Research Methodology: A Step-by-step Guide for Beginners,* 3rd ad, (India: SAGE Publication, 2011), P. 94.

[2] Michael J. Wallace, Action Research for Language Teacher, (USA: Cambridge University Press, 1998), P. 18.

done. Acting is implementations about the content of the action in the classroom. The action and observation can not be separated each other, because the teacher must do the return observation while speaking what is being done. Reflection is to propose what have done. It would be done to recover the problems happened in the previous cycle.

B. Place and Time of the Research

1. Place of the Research

This research has been conducted in SMP N 5 SIABU. It is located at Jl.Medan Padang, Siabu. It is so warm, green, because it is surrounded of tree

2. Time of the Research

The research starts from February until finish in SMP N 5 Siabu academic years. The writer would take 1 class out of all the students of SMP N 5 Siabu in 2013-2014 academic years.

C. Participant

The participant of this research was the eighth grade student of SMP N 5 Siabu. It consists of 30 students. The reason of choosing this class because the writer found the problem of speaking ability in this class.

Another participant in this research was an English teacher of SMP N 5 Siabu. The writer observed the activities in the class while the teacher was doing an action in the class. Then the teacher also helped the writer analyzed the data from the observation and made plans for each cycle.

D. Research Cycle

The action research followed the model that was developed by Kemis and Robin. It was a famous representation of the action research "spiral" that contained four stages as follows: 1). Planning, 2). Acting, 3). Observing, and 4). Reflecting. The model could describe in next pages as:[3]

Reflect   Plan

CYCLE I

Act and Observe

Revised Plan

Reflect

CYCLE II

Act and Observe

Expected Condition
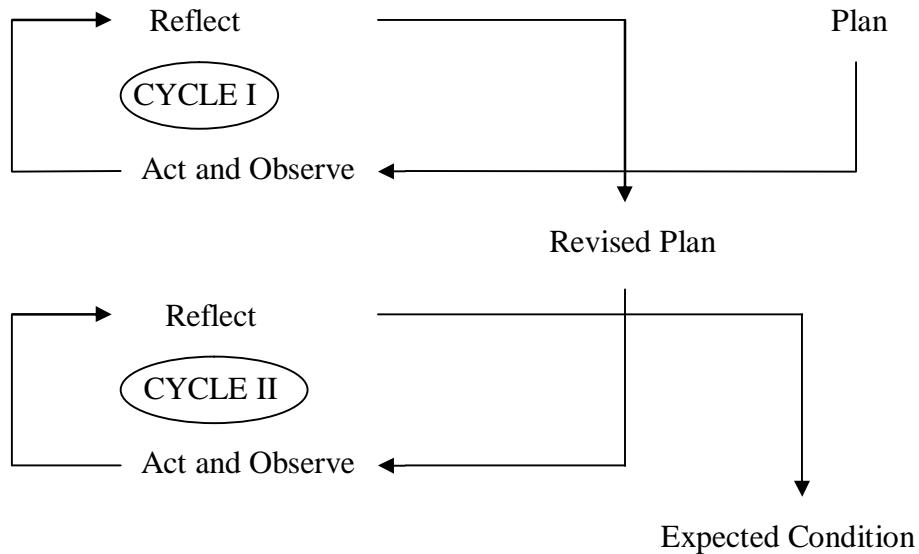
Figure 2 Action Research Spiral

In this research the writer applied two cycles. Each cycle consists of two meetings. Each meeting consists of 90 minutes. So, there were four

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[3] Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), P. 28.

meetings during research process. Each cycle consist of four steps; planning, acting, observing ad reflecting.

The instrumentation test using in speaking are : a. Express some expression of satisfaction, b. Express some expression of dissatisfaction, c. Express some respond of expression satisfaction or dissatisfaction, d. Express some expression for asking opinion, e. express some expression of giving opinion.

E. Procedure of the Research[4]

This action research followed the model that was developed by Kemis and Robin. It was a famous representation of the action research "spiral" that contained four stages; planning, acting, observing and reflecting.

1. **First Cycle**

This cycle will conduct for two meetings, every meeting will do for ninety minutes.

a. **First meeting**

1). Planning

a) A teacher make the lesson plan.

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[4] Jeremy Harmer, *Op. Cit.,* P. 97.

b) A teacher Prepare media that will be use in teaching learning process.

c) Every students free to choose the theirs friends.

d) And then, teacher to divide the class into a group, each group consist of two person

e) Teacher design a procedure teaching speaking through work pairs.

2). Action

a) Teacher to prepare class for to speak together

b) And teacher gives topic greeting in dialogue

1). Observation

Observation will be done during the action as :

a). Teacher monitoring the students activity when speak in work pairs performance begin.

b). Discussing the problem in learning process and giving solution about pronunciation.

2). Reflection

Reflection is gathered from the result of speaking test through oral persentation.

b. Second meeting

1). Planning.

a) A teacher analyzis the result first meeting

b) Teacher Make a lesson plan more.

c) And a teacher Prepare media like record that will be use in teaching learning process.

e) Teacher design a procedure teaching speaking through work pairs.

2) Action.

a) Teacher gives the topic to students about greeting practice.

b) Teacher Drilled and developing student's pronunciation and vocabulary.

c) Teacher ask the students the meaning of the speak.

3). Observation

The teacher observation will be done during the action like:

a) Teacher monitoring the students activity when performance begin.

b) Discussing the problem in learning process and giving solution.

c) Discussion for the speak text

4). Reflection

Reflection is gathered from the result of speaking test through oral presentation

2. **Second Cycle**

The second meeting will conduct in two meeting too. Every meeting will do for ninety minute.

a. **First meeting**

1). Planning

a) Teacher Make a lesson plan more.

b) Teacher preparing another media that will be use in teaching learning process.

c) Every students read the text when the students will be practice.

2). Action

a) Teacher Preparing class and using greetings when open the matter.

b) And Teacher devided class into ten groups, each groups is consist four person

c) Teacher gives the matter about satisfaction dialogue

3). Observation

a). The item of observation in cycle 2 is similiar with cycle 1

4) Reflection

a) Reflection is gathered from the result of the peaking test throught oral persentation.

a. Second meeting

1). Planning

a). Teacher make analiIsis more the result of first meeting.

b) Teacher make lesson plan again.

c).Teacher preparing media that will be use in teaching learning process.

d). Teacher redesign the procedure teaching speaking throught work in pairs.

2). Action

    a) Teacher Preparing class for learning

    b) Teacher devided class into groups, each groups consist of four person.

    c) Teacher give the topic which dialogue about dissatisfaction

    d) Teacher ask the students which don't to understand

    e) Teacher gives the comment about their performance

3). Oservation

    The item of observation in cycle 2 is similiar with cycle 1.

4). Reflection

    Reflection is gathered from the result of the speaking test through work in pairs and obsrvation.

F. Instrument and Techniques of Data Collection

In this research the students' speaking test uses quantitative research approach. Mean while, the qualitative approach consists of observation and interview.

1. Test

In this research, the research uses test to measure the students' speaking mastery. The test taken before action done. The research uses the pre-test and post-test. It can be used to get the students' score of theirs speaking by using the appropriate instruments. These test are also use to know about the improvement for their speaking.

2. Observation

In this research, the researcher observers all the condition that happen during the teaching and learning process. It is filled by the English teacher a the observer. It will be focused on the situation and the students' activeness of teaching –learning process in which work in pairs drill is applied in the class.

3. Interview

The research interviews the teacher and the students' about the students' problem in English subject in addition, the researcher also interviews the teacher about the effort in applying technique and how the students' condition while the teaching technique is applied.

The interview is done before test I and after test III the interview in a test I done to find out the students' problem in speaking, then the interview in test III is done to observe the effectiveness work in pairs drill in improving students' speaking.

The kind of speaking test is oral presentation. The students are expected to give a short talk on topic which he has either been asked to prepare beforehand or has been informed of shortly before the test.[5] It means the students have asked to prepare the topic before they present about it. This is different from "Spoken Essay" describe above in so far as the students are allowed to prepare for the task. To know students'

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[5]Cyril J. Weir. *Communicative Language Testing* (UK: Prentice Hall, 1998) , P. 75.

speaking skill improved, there were some criterions that must be considered. Arthur Hughes formulates that there are five elements should be measured in speaking test, namely, accent, grammar, vocabulary, fluency and comprehension. These specific criteria are described in the following table :

Table I

FSI Weighting table

CONTENT	Proficiency Description		
	1	2	3
Accent	20	10	5
Grammar	20	10	5
Vocabulary	20	10	5
Fluency	20	10	5
Comprehension	20	10	5

- Accent

  a) Pronunciation efficient and intelligible.

  b) Pronunciation ineffecient, but intelligible.

  c) Pronunciation inffecient and unintelligible.

- Grammar

  a) Few errors with no pattern.

  b) Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.

  c) Grammar most entirely inaccurate phrases.

- Vocabulary

  a) Vocabulary adequate to cape with complex practical problems and varied social situation

  b) Vocabulary limited to basic personal and survival areas (time, food, family)

  c) Vocabulary inadequate to discuss special inbulary inadequate for even the simple coversation.

- Fluency

  a) Speech is effortless and smooth.

  b) Speech is frequently hesitant and jerky.

  c) Speech is very slow and uneven.

- Comprehension

  a) Understands everything in normal educated conversation.

b) Understands quite well normal educated speech directed to him or her, but requires occasional repetition and rephasing.

c) Understands too little for the simples types of conversation.

G. Techniques of Data Analysis

The collected data must be summerized and interpreted in order to help teacher to make decision about practice. In analyzing the data, the writer used quantitative data. Quantitative data was used to analyze the score of students. The quantitative data was collected and analyzed by computing the score of speaking test. To know the means of students' score for each cycle, the writer appllied the following formula:

$$\bar{x} = \frac{\sum \bar{x}}{N} \times 100\%$$

Where $\bar{x}$: The mean of the students
     $\sum \bar{x}$: The total score
     N   : The number of the student

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

Where: P   : The percentage of students who get the point 65.

     R   : The number of students who get the points up 65.

     T   : The total numbers of students do the test.

CHAPTER V

CONCLUSION AND SUGGESTION

From all discussion in this paper, the researcher would like to conclude the result of the research. The researcher also would give dialogue. Before the researcher conclude and give suggestion about this research, the researcher would like to summarize this research.

In this research, the researcher conducted the implementation of Classroom Action Research (CAR) as research design. According to Kemmis and Mc Taggart in Suharismi Arikunto, the classroom action research (CAR) has four step; there are planning, acting or implementing, observation and reflection. In this research, the researcher conducted two cycle.

A. Conclusion

After analyzing the data in the previous chapter, it was found out that the students' score increased from the first cycle to the second cycle. It means there was an improvement on the students' speaking ability by using work in pair. It based on the mean score in which students' speaking ability in cycle 1 was 70 and became 92 in cycle 2.

B. Suggestion

The result of this study showed that the use of work in pairs improved students' speaking ability. Therefore, the following suggestions are offered:

1. For the teacher, it is very wise to use work in pairs in teaching speaking because this technique can stimulate students to have motivation especially in speaking. And teacher could make such us learners group or work in pairs community, so they could practice their speaking.

2. For the researcher, work in pairs technique as reference to further or other classroom action research more paying attention in the efficiency of time.

3. For the students, it is hoped that by using work in pairs technique the students more interested in studying English speaking, because work in pairs can make them enjoy in learning. And improve students' self confident to express their idea.

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CURRICULUM VITAE

1. **Personal Data**

   Name   : SITI AISAH

   Reg. Students Number   : 10 340 0030

   Place, Date of Birthday   : Hutapuli, February, 27nd1992

   Sex   : Female

   Address   : Hutapuli, Kec. Siabu

                                     Mandailing Natal

2. **Educational Background**

   Primary School   : Sekolah Dasar Negeri No 142547 Hutapuli

   Junior High School   : MTs N Huraba

   Senior High School   : MAN 1 Panyabungan

   Institute   : Institute Agama Islam Negeri Padangsidimpuan (2015)

3. **Parents Data**

   Father's Name   : H. Ali Usman Nst

   Mother's Name   : Hj. Rokidah Nst

Appendix 1

LESSON PLAN (Cycle 1)

School   : SMP N 5 SIABU
Subject   : English
Grade   : VII
Proficiency Level   : Beginner Mid
Time allocation Teacher : 2 x 45 Minutes
Meeting   : First Meeting
Teacher   : SITI AISAH

Objective   : To have students' able to speak English well
Learning Material   : Greeting in Form Dialogue
Learning Experience : Competency Based Language Teaching
Source Procedure   : Relevant Book
Procedure   :

1. Teacher explains the greeting in dialogue and students follow what teacher said.
2. Teacher explains the meaning of the text.
3. Divide the class into a group, each group consist of two person
4. Teacher order the students' to read the greeting in the dialogue with their friends in front of class.

Evaluation

1. Skill abilities knowledge (25%)
2. Competency (25%)
3. Demonstration (25%)
4. Speaking (25%)

LEARNING MATERIAL

1. Teacher takes and knowledge from students' life such as, to speak in students' house
   Teacher asks a few of the students'

   ✓ How you say to your mother selamat pagi (English)
   ✓ And then how say to your family selamat siang , sore , dan malam (English)

2. Teacher develops skills, abilities, and knowledge of students with the dialogue
   For example :
   Teacher explain about greeting in dialogue about son and parents

   Soni   : good morning mom, dad…!
   Parents   : morning soni

Soni	: how are you today mom ,dad ?
Parents	: fine , Etc.

3. Teacher achieved the competency students' theory and practicing about greetings
4. Teacher give the students' task in the room
5. Teacher repeat the matter today and
6. Close the material with using greeting good evening students'

English Teacher   **Researcher**

AHMAD MANSUR,S.Pd   **SITI AISAH**
NIP. 19690520 199801 1 001   **NIM. 10.340.0030**

LESSON PLAN (Cycle 1)

School   : SMP N 5 SIABU
Subject   : English
Grade   : VII
Proficiency Level   : Beginner Mid
Time allocation Teacher   : 2 x 45 Minutes
Meeting   : Second Meeting
Teacher   : SITI AISAH

Objective   : To have students' able to speak English well
Learning Material   : Greeting Practice in Form Dialogue
Learning Experience   : Competency Based Language Teaching
Source Procedure   : Relevant Book
Procedure   :

1. Divide the class into a group, each group consist of two person
2. Teacher order the students' to read the greeting in the dialogue with their friends in front of class.

Evaluation

3. Skill abilities knowledge (25%)
4. Competency (25%)
5. Demonstration (25%)
6. Speaking (25%)

LEARNING MATERIAL

7. Teacher takes and knowledge from students' life such as, to speak in students' house.

8. Teacher develops skills, abilities, and knowledge of students with the dialogue
   For example :
   Teacher explain about greeting in dialogue about son and parents

   Soni   : good morning mom, dad…!
   Parents   : morning soni
   Soni   : how are you today mom ,dad ?
   Parents   : fine , Etc.

9. Teacher achieved the competency students' theory and practicing about greetings
10. Teacher give the students' task in the room
11. Teacher repeat the matter today and

12. Close the material with using greeting good evening students'

English Teacher   **Researcher**

AHMAD MANSUR,S.Pd   **SITI AISAH**
NIP. 19690520 199801 1 001   **NIM. 10.340.0030**

LESSON PLAN (Cycle 2)

School   : SMP N 5 SIABU
Subject   : English
Grade   : VII
Time allocation Teacher   : 2 x 45 Minutes
Meeting   : Third Meeting
Teacher   : SITI AISAH

A. Standard of Competence   : Communication practice in English

B. Basic Competence   : SPEAKING (satisfaction)

C. Material   : Satisfaction and Dissatisfaction

D. Indicator   :

1. Students are able expressing satisfaction
2. Students are able expressing dissatisfaction.

    Source   : Relevant Book

E. Learning Activities

    a. Pre Teaching
        a. Greetings
        b. Arranging about class room formation
        c. Explain about work in pairs and the important of the research to the students'
        d. Divide class into a group (each group consist of four person)

    b. Whiles Teaching
        a.   Give the topic to the students' and give the group for them
        b. Students' act out the work in pairs
        c. Teacher asking for the students' difficulties during teaching and learning
            process

    c. Post Teaching
        a. Conclusion
        b. Closing

F. Learning Source   : relevant book

G. Learning Evaluation :

    1. Technique   : Performance

    2. Form   : Oral Presentation

    3. Instrument   : Used Assessment Criteria

H. The Instrument Test

    a. Some of participants take a friend to speak like a family (father, and mother or another)

    b. The make a plan to fill their holiday, and they want to visit some interesting and pleasure place

I. The Indicator of Value

No	Criteria	High Score	Total Score
1	Accent	20	
2	Grammar	20	
3	Vocabulary	20	100
4	Fluency	20	
5	Comprehension	20	

$$\frac{20 \times 5}{10} = 100$$

LESSON PLAN (Cycle 2)

School   : SMP N 5 SIABU

Subject   : English
Grade   : VII
Time allocation Teacher   : 2 x 45 Minutes
Meeting   : Forth Meeting
Teacher   : SITI AISAH

A. Standard of Competence   : Communication practice in English

B. Basic Competence   : SPEAKING (dissatisfaction)

C. Material   : Satisfaction and Dissatisfaction

D. Indicator   :

3. Students are able expressing satisfaction
4. Students are able expressing dissatisfaction.

   Source   : Relevant Book

E. Learning Activities

   a. Pre Teaching
      e. Greetings
      f. Arranging about class room formation
      g. Explain about work in pairs and the important of the research to the students'
      h. Divide class into a group (each group consist of four person)

   b. Whiles Teaching
      d. Give the topic to the students' and give the group for them
      e. Students' act out the work in pairs
      f. Teacher asking for the students' difficulties during teaching and learning
         process

   c. Post Teaching
      c. Conclusion
      d. Closing

E. Learning Source   : relevant book
F. Learning Evaluation :
   1. Technique   : Performance

2. Form   : Oral Presentation

3. Instrument   : Used Assessment Criteria

G. The Instrument Test
1. Some of participants take a friend to speak like a family (father, and mother or another)
2. The make a plan to fill their holiday, and they want to visit some interesting and pleasure place

H. The Indicator of Value

No	Criteria	High Score	Total Score
1	Accent	20	
2	Grammar	20	
3	Vocabulary	20	100
4	Fluency	20	
5	Comprehension	20	

$$\frac{20 \times 5}{10} = 100$$

Appendix 2

The Result of the Students' Pretest of Speaking

No	Students' Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1	AF	5	5	5	5	5	25
2	AH	5	5	5	5	5	25

3	FH	5	5	5	5	5	25
4	GR	5	10	5	5	5	30
5	HY	5	5	5	5	5	25
6	MS	10	5	5	10	5	35
7	MW	10	5	10	5	5	35
8	MR	10	5	10	5	5	35
9	NK	5	5	10	5	5	30
10	NS	5	5	10	5	5	30
11	NA	5	10	5	5	10	35
12	RH	5	5	5	10	5	30
13	RH	10	10	5	5	5	35
14	RW	5	10	5	5	5	30
15	RA	5	5	5	5	5	25
16	RE	5	5	5	5	5	25
17	RF	5	5	10	5	5	30
18	RM	5	5	10	5	5	30
19	RA	5	10	5	5	5	30
20	RY	5	10	5	5	5	30
21	RI	10	5	5	5	5	30
22	SU	10	10	5	5	10	40
23	SM	10	5	5	10	10	40
24	SH	5	10	5	5	5	30
25	SL	10	5	10	5	5	35
26	SP	10	5	5	5	5	30
27	SA	10	5	5	5	10	35
28	TW	10	5	5	5	10	35
29	WR	10	10	5	10	10	45
30	YF	10	10	5	10	10	45
Total							960
Mean							32

Appendix 3

The result of Speaking Test in Cycle I

No	Students' Initial	Meeting I	Meeting II
1	AF	60	65
2	AH	45	50
3	FH	50	55

4	GR	60	60
5	HY	30	40
6	MS	30	40
7	MW	35	35
8	MR	50	50
9	NK	50	50
10	NS	50	50
11	NA	45	45
12	RH	50	50
13	RH	45	45
14	RW	55	55
15	RA	60	60
16	RE	60	40
17	RF	75	60
18	RM	70	45
19	RA	50	50
20	RY	50	50
21	RI	60	60
22	SU	50	50
23	SM	70	60
24	SH	60	60
25	SL	60	60
26	SP	70	60
27	SA	60	60
28	TW	50	50
29	WR	50	50
30	YF	50	50
Total		1645	1615
Mean		53.83	60

Appendix 4

The Result of Speaking Test in Cycle 2

No	Students' Initial	Meeting III	Meeting IV
1	AF	70	90
2	AH	80	90
3	FH	80	90

No	Students' Initial		
4	GR	80	70
5	HY	70	70
6	MS	80	80
7	MW	70	70
8	MR	80	70
9	NK	70	70
10	NS	80	80
11	NA	80	70
12	RH	80	80
13	RH	80	70
14	RW	80	90
15	RA	80	80
16	RE	70	90
17	RF	80	90
18	RM	80	80
19	RA	80	80
20	RY	80	90
21	RI	80	70
22	SU	80	90
23	SM	80	90
24	SH	80	80
25	SL	80	80
26	SP	70	90
27	SA	80	80
28	TW	80	80
29	WR	70	90
30	YF	70	90
Total		2090	2760
Mean		70	92

Appendix 5

Score of the Students' Speaking Test

No	Students' Initial	I	II	III	IV
1	AF	60	65	70	90
2	AH	45	50	80	90
3	FH	50	55	80	90
4	GR	60	60	80	70

5	HY	30	40	70	70
6	MS	30	40	80	80
7	MW	35	35	70	70
8	MR	50	50	80	70
9	NK	50	50	70	70
10	NS	50	50	80	80
11	NA	45	45	80	70
12	RH	50	50	80	80
13	RH	45	45	80	70
14	RW	55	55	80	90
15	RA	60	60	80	80
16	RE	60	40	70	90
17	RF	75	60	80	90
18	RM	70	45	80	80
19	RA	50	50	80	80
20	RY	50	50	80	90
21	RI	60	60	80	70
22	SU	50	50	80	90
23	SM	70	60	80	90
24	SH	60	60	80	80
25	SL	60	60	80	80
26	SP	70	60	70	90
27	SA	60	60	80	80
28	TW	50	50	80	80
29	WR	50	50	70	90
30	YF	50	50	70	90
	$\sum x$	1645	1615	2090	2760
	x	53.83	60	70	92

Appendix 6

The score of the First Meeting

No	Students' Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1	AF	20	10	20	5	5	60
2	AH	5	10	20	5	5	45
3	FH	10	10	20	5	5	50

No	Students' Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
4	GR	10	10	20	10	10	60
5	HY	5	5	10	5	5	30
6	MS	10	5	5	5	5	30
7	MW	10	5	5	10	5	35
8	MR	10	10	5	20	5	50
9	NK	10	10	5	20	5	50
10	NS	10	10	5	20	5	50
11	NA	10	5	10	10	10	45
12	RH	10	5	10	20	5	50
13	RH	10	5	10	10	10	45
14	RW	20	5	10	10	10	55
15	RA	5	5	10	20	20	60
16	RE	5	5	10	20	20	60
17	RF	20	5	10	20	20	75
18	RM	20	10	10	10	20	70
19	RA	10	10	10	10	10	50
20	RY	10	10	10	10	10	50
21	RI	10	10	10	10	20	60
22	SU	10	10	10	10	10	50
23	SM	10	20	10	10	20	70
24	SH	10	20	10	10	10	60
25	SL	10	20	10	10	10	60
26	SP	20	20	10	10	10	70
27	SA	10	20	10	10	10	60
28	TW	10	10	10	10	10	50
29	WR	10	10	10	10	10	50
30	YF	10	10	10	10	10	50
Total							1645
Mean							53.83

Appendix 7

The Score of the second Meeting

No	Students' Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1	AF	20	10	20	5	10	65
2	AH	5	10	20	10	5	50
3	FH	20	5	20	5	5	55

No	Students' Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
4	GR	10	10	20	10	10	60
5	HY	5	10	10	5	10	40
6	MS	10	5	10	5	10	40
7	MW	10	5	5	10	5	35
8	MR	10	10	5	20	5	50
9	NK	10	10	5	20	5	50
10	NS	10	10	5	20	5	50
11	NA	10	5	10	10	10	45
12	RH	10	5	10	20	5	50
13	RH	10	5	10	10	10	45
14	RW	20	5	10	10	10	55
15	RA	5	5	10	20	20	60
16	RE	5	5	10	10	10	40
17	RF	10	5	5	20	20	60
18	RM	10	5	10	10	10	45
19	RA	10	10	10	10	10	50
20	RY	10	10	10	10	10	50
21	RI	10	10	10	10	20	60
22	SU	10	10	10	10	10	50
23	SM	5	20	5	10	20	60
24	SH	10	20	10	10	10	60
25	SL	10	20	10	10	10	60
26	SP	20	20	10	5	5	60
27	SA	10	20	10	10	10	60
28	TW	10	10	10	10	10	50
29	WR	10	10	10	10	10	50
30	YF	10	10	10	10	10	50
Total							1615
Mean							60

Appendix 8

The Score of third Meeting

No	Students' Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1	AF	20	20	10	10	10	70
2	AH	10	20	10	20	20	80
3	FH	10	20	20	10	20	80

No	Students' Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
4	GR	10	10	20	20	20	80
5	HY	10	10	20	10	20	70
6	MS	10	10	20	20	10	80
7	MW	10	20	10	10	20	70
8	MR	10	20	20	20	10	80
9	NK	10	10	20	20	10	70
10	NS	20	10	20	20	10	80
11	NA	10	10	20	20	20	80
12	RH	10	20	10	20	20	80
13	RH	20	10	10	20	20	80
14	RW	20	10	20	10	20	80
15	RA	20	10	20	10	20	80
16	RE	20	20	10	10	10	70
17	RF	20	10	20	10	20	80
18	RM	10	20	20	10	20	80
19	RA	10	10	20	20	20	80
20	RY	10	20	10	20	20	80
21	RI	10	20	10	20	20	80
22	SU	20	10	10	20	20	80
23	SM	20	10	10	20	20	80
24	SH	20	20	10	20	10	80
25	SL	20	20	10	20	10	80
26	SP	20	20	10	10	10	70
27	SA	10	20	20	20	10	80
28	TW	20	10	20	20	10	80
29	WR	10	20	10	10	20	70
30	YF	20	20	10	10	10	70
Total							2090
Mean							70

Appendix 9

The Score of fourth Meeting

No	Students' Initial	Accent	Grammar	Vocabulary	Fluency	Comprehension	Score
1	AF	20	20	10	20	20	90
2	AH	10	20	20	20	20	90

3	FH	10	20	20	20	20	90
4	GR	10	10	20	10	20	70
5	HY	10	10	20	10	20	70
6	MS	10	10	20	20	10	80
7	MW	10	20	10	10	20	70
8	MR	10	20	20	10	10	70
9	NK	10	10	20	20	10	70
10	NS	20	10	20	20	10	80
11	NA	10	10	20	10	20	70
12	RH	10	20	10	20	20	80
13	RH	20	10	10	20	10	70
14	RW	20	20	20	10	20	90
15	RA	20	10	20	10	20	80
16	RE	20	20	10	20	20	90
17	RF	20	20	20	10	20	90
18	RM	10	20	20	10	20	80
19	RA	10	10	20	20	20	80
20	RY	10	20	20	20	20	90
21	RI	10	20	10	20	10	70
22	SU	20	20	20	10	20	90
23	SM	20	20	20	20	10	90
24	SH	20	20	10	20	10	80
25	SL	20	20	10	20	10	80
26	SP	20	20	20	20	10	90
27	SA	10	20	20	20	10	80
28	TW	20	10	20	20	10	80
29	WR	10	20	20	20	20	90
30	YF	20	20	10	20	20	90
Total							2760
Mean							92

Appendix 10

Observation Sheet

No	OBSERVATOR	CYCLE 1		CYCLE 2	
		Yes	No	Yes	No
1	Teacher comes to the class on time	√		√	
2	Teacher greets the students'	√		√	

		3	2	3	2
3	Teacher does orientation	√		√	
4	Teacher is open in teaching learning process	√		√	
5	Teacher is serious in teaching learning process	√		√	
6	Teacher give task to the students'	√		√	
7	Teacher conclude the material	√		√	
8	Teacher monitor all the groups		√	√	
9	Students come to the class on time	√		√	
10	Students' answer the teachers 'greeting	√		√	
11	Students' are enthusiastic in teaching learning process		√	√	
12	Students' make noisy in the class	√		√	
13	Students' listen to the teacher explanation attentively	√		√	
14	Students' do all the task cooperatively		√	√	
15	Every group always using English in group discussion		√	√	

Appendix 11

No	OBSERVATOR	CYCLE 1		CYCLE 2	
		3	2	3	2
1	Teacher's ability in opening the class	√		√	
2	Teacher's motivation in teaching learning		√		√

	process				
3	Mastering the material	√		√	
4	Provide the material clearly	√		√	
5	Provide the material systematically	√		√	
6	Teacher's ability in organizing the class	√		√	
7	Teacher's ability in closing the class	√		√	
8	Students' respond to teacher's explanation				
9	Motivation and enthusiastic students' in teaching learning process		√	√	
10	Students' bravery in giving their opinion			√	
11	Students' interaction in group discussion		√		√
12	Relationship between students' and teacher in teaching learning process		√	√	
13	Being active in group discussion		√	√	
14	Class order in teaching learning process		√	√	